

**Investigating the experiences and perceptions  
about in-depth studies in English and its  
curriculum**

Master`s Thesis by

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## **Acknowledgements**

Wow, it is over. It is with a somewhat heavy heart that I must admit to myself that I am done. Not because I do not want it to be over, but because writing this Master`s Thesis has meant, and still means, very much to me. It has been a dream for many years, and now that it is done, I feel a huge wave of relief coming over me. I am extremely proud of myself, and over the result of endless hours of work and numerous litres of coffee and energy drinks. This achievement would not have been possible without the amazing people who have spent hours helping me.

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## **Abstract**

In-depth studies in English is an optional subject at lower secondary school, which according to its curriculum should facilitate further specialization in English. Despite this, earlier reports have shown that teachers teach the subject more as a support subject for the normal English subject, than an in-depth subject.

This thesis has conducted a qualitative and quantitative study of whether the subject of in-depth studies in English is taught in accordance with its curriculum by focusing on the focus areas in the subject, and as a consequence, whether it is taught as an in-depth subject. This analysis has found that even though most pupils and teachers experience that the subject is taught in accordance with the curriculum, both the pupils and teachers have pointed out challenges with the subject that need further study.



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## 1. Introduction

In-depth studies in English started out as a subject in 1997 with *Reform 97*, which was a school reform that was initiated in 1997 (The Norwegian Government, 1996). It started as an optional subject at what Norwegians refer to lower secondary school, which Norwegian children attend from the year they turn 13 until the year they turn 15. The subject became a reality due to the increasing interest in the English language due to mass media, globalization and the increasing amount of contact Norwegian children had with the English language itself. The other optional subjects pupils could choose from were in-depth studies in Norwegian or sign language, foreign languages such as French and German, and a practical project subject (The Norwegian Government, 1996). In 2006 the practical project subject was no longer an option, which meant that pupils who did not want to learn another language besides English had to choose between in-depth studies in Norwegian and in-depth studies in English (Bakken and Dæhlen, 2011).

As a result of this, pupils that were not excelling in theoretical subjects got just another theoretical subject to struggle with. And reports show that those pupils mostly chose in-depth studies in English, because it is easier to work with a language you already know than learning a new one (Bakken and Dæhlen, 2011). Pupils who chose this subject were often tired of school, many generally struggled with theoretical subjects and so the subject eventually became more of a simplification subject as an aid for the normal English subject, than in-depth studies, (Bakken and Dæhlen, 2011). Bakken and Dæhlen also argued that some of the teachers who taught in-depth studies in English did not have competence in English, and viewed teaching in-depth studies in English as something less positive than teaching other subjects. Lastly, from the pupils' view in-depth studies in English was generally considered an easier subject than the foreign languages, such as French, German and Spanish, and so many pupils who wanted the highest grade possible chose in-depth studies in English in order to achieve that goal (Bakken and Dæhlen, 2011). And as Bakken and Dæhlen claim, pupils reported that in-depth studies in English did not demand as much of them as the foreign languages did. Eventually, this led to in-depth studies in English being granted a bad reputation.

During the years that followed more practical and less theoretical subjects emerged, amongst them a subject called "arbeidslivsfaget", to which can be simply translated to "working life

subject” starting in 2011. One of the consequences of the working life subject was that pupils moved away from in-depth studies in Norwegian and English and instead chose the working life subject, which stood out as a good alternative for the pupils who did not excel in theoretical subjects. However, as Bakken and Dæhlen discovered, there are still many pupils who change from the foreign languages to in-depth studies in English, and one of the reasons could be, as mentioned above, that it is easier to achieve a high grade in in-depth studies in English than a foreign language.

It is my aim that this master thesis will investigate whether the challenges Bakken and Dæhlen found in 2011 still exists. For example, do the pupils who take the subject today experience the subject as being an in-depth subject, or is it more an aiding subject for the normal English subject? Moreover, this thesis also aims at discovering how the teachers feel about the subject and the curriculum. Furthermore, this thesis focuses on the curriculum itself, and to what degree pupils and teachers are aware of and follow it. Secondly, the aim of this investigation is also to see whether there are any differences between teachers` and pupils` views. Not only in one school, but also between schools. The goal is to see if the execution of in-depth studies in English varies between schools. Perhaps there are some teachers who deliberately choose to not follow the curriculum, and instead teaches the subject as an aiding subject to English and not in-depth studies. If so, this thesis wants to investigate why. Maybe it is because there is a bigger need for an aiding subject than an in-depth subject, or maybe it is because it is easier to teach an aiding subject than an in-depth subject.

With reference to the curriculum and the devotion to it, Bakken and Dæhlen`s report showed that many theoretically weak pupils chose in-depth studies in English simply because they have no other option. The starting point for this master thesis is the curriculum of in-depth studies in English and the elements I believe constructs the curriculum of in-depth studies in English. Secondly, this thesis will argue that sociolinguistic and pragmatic competence, in addition to genre theory and knowledge about ICT are all central elements in the curriculum of in-depth studies in English and I therefore choose to focus on them. Hopefully the investigation will bring some answers to whether or not these four areas are known to pupils and teachers and are taught by the teachers, and whether the pupils believe that they are taught about these four areas in in-depth studies in English.

As previously mentioned by Bakken and Dæhlen, in-depth studies in English has been seen

as a subject of less importance than say Norwegian and Maths. It will be of interest to examine the experience of in-depth studies in English compared with the normal English subject and other in-depth studies subjects. How do the pupils and teachers experience in-depth studies in English compared to the normal English subject and/or other in-depth subjects? Do the pupils feel that the teachers care about the subject and feel passionate about it? Likewise, how do the teachers feel about the pupils who choose the subject? Does it appear to be of less importance and a burden for them too? And more importantly, is the subject taught and experienced as an in-depth subject, or does it become a simplification subject?

These are some of the questions my thesis aims to answer, and to see if there are differences between and within schools, and if so, try to discover what these differences are.

## 2. Theoretical background

### 2.1 Second language acquisition

This section will be concerned with second language acquisition and different ways of acquiring a second language in general, and more specifically the acquisition of sociolinguistic and pragmatic competence. I will also touch upon the use of ICT in the classrooms and genre theory. I chose to investigate second language acquisition in light of these four areas because they are all mentioned, either directly or indirectly, in the curriculum in in-depth studies in English. The curriculum in in-depth studies in English is divided in two main areas: *language and text* and *text and meaning* (Utdanningsdirektoratet, 2006). The area *language and text* shows the correlation between the words you choose and the type of text you write in, in other words, this area is concerned with genre theory, sociolinguistics and pragmatics. It is concerned with the relationship between language as a system and language in use, and central elements are different types of texts, the comparison of written and oral text in English and Norwegian, and how language use depends on situation and context (Utdanningsdirektoratet, 2006). The second area, *text and meaning*, shows how the meaning within a text depends on what type of text you use. It is concerned with the broad field of texts, including written, oral, and composite texts, in addition to traditional and modern types of texts. This area is about understanding, reflecting, and assessing different types of texts (Utdanningsdirektoratet, 2006).

Arguably, this shows how sociolinguistics and pragmatics are important in the curriculum of in-depth studies in English, and why they two of the focus areas in my study. I also chose to focus on the use of ICT in my thesis because not only are Web. 2.0<sup>1</sup> artefacts such as Facebook, Twitter, et cetera, continuously expanding, but they are also important aspects of pupils` life. Second, one of the five basic skills, which are present in all the school`s subjects, is to be able to use digital tools (Utdanningsdirektoratet, 2006). Lastly, with almost every pupil having their own computer and mobile phone, teachers have to embrace Web. 2.0 and the Internet as new ways of teaching their pupils, alongside the old-fashioned textbook.

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<sup>1</sup> Web 2.0 refers to the changing trends and use within World Wide Web Technology and Web design, and how we now use web sites not only to retrieve information, but to a greater extent to create our own websites, take control over them and participate (Sander, 2016, 07/09).

The scientific branch of second language acquisition is concerned with how people learn a second language, often abbreviated to L2. It is important to distinguish between a first language and a second language. The first language a person learns is his or her native language, also known as mother tongue. This language is acquired during early childhood before attending school, simply by listening to people who use it (Saville-Troike, 2008). A second language, an L2, is a language that is acquired after the first language, and is a language needed for education and other purposes (Saville-Troike, 2008). There are several ways one can attain a second language. Firstly, there is informal learning, which is for example when a child from Norway moves to England and picks up English words and expressions from playing with English children. Secondly, there is formal learning, which is when you learn a second language by attending classes or courses, such as how Norwegian children learn English at school from an early age. Thirdly, you can also acquire your second language with a mixture of informal and formal learning (Saville-Troike, 2008), which could be if you as a Norwegian move to England to study the English language, whilst also picking up English words and expressions when you use the English language to communicate outside the formal lessons. However, as all people who grow up in Norway are taught English, and due to the ever expanding use of the English language in our daily lives, for example by introducing new English words through watching TV-series, movies and listening to music, one could argue that people in Norway learn their English as a mixture of formal and informal learning.

When a person acquires his or her second language, we can distinguish between the different aspects that they learn, such as pragmatics on the one hand and grammar on the other. Saville-Troike elaborates on what she defines as communicative competence: "It involves knowing not only the vocabulary, phonology, grammar, and other aspects of linguistic structure (although that is not a critical component of knowledge), but also when to speak (or not), what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms" (Saville-Troike, 2008:100). Therefore, sociolinguistic and pragmatic competence are aspects of a person`s communicative competence. This type of acquisition goes beyond learning the actual language, and involves the understanding of the context around a given situation and the people you are talking with. When children acquire their first language, or L1, they learn about their culture at the same time, because this is something that becomes integral as they become socialized in their own

language community (Saville-Troike, 2008). However, when someone acquires their L2, learning a second culture can be a part of second language learning, but it can also vary according to situation and context (Cook, 1993).

When it comes to SLA, it is important that the pupils face reality-like tasks that challenge or test their pragmatic understanding of the language or a situation (Eslami-Rasekh, 2011). As Eslami-Rasekh writes it is difficult to create tasks that are exactly like real life, but the closer they are to the actual situation in real life, the better equipped the pupils will become (Eslami-Rasekh, 2011). Contrary to learning about your native culture simultaneously with your L1, the process is different when acquiring your L2. In this process pragmatic knowledge is not automatic, and consequently it is important that pragmatics and sociolinguistics are taught alongside grammar as parts of the learners' cultural understanding (Saville-Troike, 2008). It is therefore important to learn about the norms and values of the language you are trying to learn, known as target language (Saville-Troike, 2008). In that respect, SLA is about much more than acquiring the language itself. It is also about the functional aspects of language, such as pragmatics and sociolinguistics.

## **2.2 Sociolinguistics**

As explained in the previous section, both pragmatics and sociolinguistic ability are aspects of what is called communicative competence (Saville-Troike, 2006). Within communicative competence sociolinguistics...” examines the relationship between language and the social world” (Silberstein, 2001:100). When we use language, we use it differently according to where we are and what we are doing. For example, in the U.S, African-American males at the bottom of the social ladder, tend to use the verb-subject agreement in a non-standard way, by saying for example “I is” or “We was”. So if you are going to an area with a high percentage of African-American inhabitants, such as Detroit, you should expect to hear people say this because to them this is socially appropriate even though it may sound ungrammatical to you if you are not aware of non-standard varieties of English.

Ariel claims that sociolinguistics...”sets out from the obvious assumption that language is a social phenomenon, performed by social actors and relates language use to social class, ethnic group, colour, gender, interpersonal relationships, etc.” (Ariel, 2010:212). Trudgill defines sociolinguistics as a branch of study that concerns itself with language as a social and cultural phenomenon and focuses on the relationship between language and society (Trudgill, 2000).

The quote from Ariel above shows how the situation, or context, a conversation takes place in in a way decides what sort of “language” is used. How one behaves at a football match and how one acts and talk at a funeral are two very different ways. A speaker uses different linguistic varieties in different situations for different purposes (Trudgill, 2000). In other words, the ability to have and use these varieties is vital in order to be able to communicate in different situations, and secondly, it is vital for a person`s understanding of different situations. Therefore, it becomes important to acquire this knowledge when you are learning a second language, in order to avoid embarrassing situations, such as saying the wrong things in the wrong situation.

Language also varies in terms of social class and geographical variations (Trudgill, 2000). Within sociolinguistics the term prestige is concerned with the value of a dialect, or a social dialect, known as sociolect (Trudgill, 2000). For example, the dialect Standard English is seen as having more status and prestige, which means it is viewed as having “better” value, than certain other English dialects (Trudgill, 2000). It is also favoured outside England, and as Trudgill says...” certain economic, social, and political benefits tend to accrue to those who speak and write it” (Trudgill, 2000:8). In that respect, geographical variation and social class can be connected, such as with the previously mentioned example of African-American males. Trudgill found that there is a higher percentage of African American males who use language in a non-standard variety by saying for example “I is”, and in that way separate themselves from other groups, such as the Caucasian American males (Trudgill, 2000). This shows differences between social classes across the U.S., and can be described as what is called sociolects. Compared to dialects, sociolects are not geographically bound; there can be several different sociolects in one and the same city.

Great Britain is a good example of different dialects. It is fairly easy to hear the difference between a person coming from the rural parts of Scotland and a person coming from London. The most striking difference is the letter “r” and how it is pronounced. The letter “r” in certain parts of Scotland is rhotic, whereas in London it is not. If a person from the rural parts of Scotland said the word “car” you would hear the “r”, whereas if a person from London said “car” you would not hear the “r”. This shows the geographical variations within the same language. Alongside sociolects, this is an important aspect when acquiring a second language. Also, to be able to learn about and be able to separate different varieties of the

English language is also found in the competence aims in the curriculum of in-depth Studies in English (Utdanningsdirektoratet, 2006).

The conversation between a teacher and her pupil is likely to be more formal, than the pupil talking to his or her best friend. This has to do with the concept of role, as the teacher has a specific role and requirements of behaviour connected to this role. It is normal in England to refer to one`s teacher as Mr. or Ms, whereas in Norway it is normal to use his or her first name, without this being considered rude or informal. It is necessary to understand and have knowledge of the expected roles and ways of speaking when you are visiting another culture, because it will have different norms and values than your native culture. Knowing these norms and values will make the culture more accessible to you as a “stranger” or foreigner. As Eslami-Rasekh writes, it is important to understand and to create language that is viewed acceptable to the situation and context you are in, and to avoid communication breakdown (Eslami-Rasekh, 2004), which is exactly what pupils should learn when they acquire a second language.

### **2.3 Pragmatics**

Pragmatics is concerned with the relationship between language and context. According to Mey pragmatics...”is the necessary and consciously interactive dimension of the study of language” (Mey, 1993:315). The fact that Mey chooses to use the word “necessary” affirms the idea that it is both important and necessary, that teachers of second languages include pragmatics as a part of their pupils` second language acquisition, in order to fully develop their communicative competence. Another key point connecting pragmatics to second language acquisition is the idea that pragmatics is about the *functions* of a language, and that it is therefore important and even necessary to understand pragmatics in order to be able to use, understand and communicate with the language (Eslami-Rasekh, 2011, my italics). Kasper explains pragmatics as communicative action seen in its sociocultural context (Kasper, 1997).

In order to understand how general knowledge works, it is necessary with a theory, a theory Culpeper and Haugh refer to as schema theory (Culpeper and Haugh, 2014). The term scheme or schemata can be defined according to Eysenck and Keane as...”well integrated chunks of knowledge about the world, events, people, and actions” (Eysenck and Keane in Culpeper and Haugh, 2014:52). These chunks of knowledge enable us to create an

interpretation that contains more information than originally received from language itself (Culpeper and Haugh, 2014). A schema is constructed on the basis of a person's previous experiences, and thus which particular schema a person uses depends upon these experiences, also including cultural experiences (Culpeper and Haugh, 2014). We have certain schema we use in different contexts, but these vary according to culture. For example, if you go to a coffee bar in the UK, it is normal to order and get your food before paying, whereas in Italy it is normal to order and pay for the food before you get it. Such a situation can cause cultural mix-ups across cultures and shows how schemata are constructed, and how this experience at two different coffee bars adds knowledge in a person's schemata (Culpeper and Haugh, 2014). In terms of second language acquisition, it is obvious that such experiences and knowledge are important to show how the English culture and the Italian culture are different, and how expected behaviour is different between cultures. Hence, it is necessary for pupils to learn about such differences when they acquire a second language.

Greetings can in many countries be done by shaking hands or simply saying "hello" and by asking; "how are you?". Both actions are reliant on common ground in order to be successful (Culpeper and Haugh, 2014). Consequently, the actions also bring with them certain expectations of how the other person will react; with a handshake, a "hello" or a simple answer saying "I'm good. How are you?". Culpeper and Haugh argue that this is about co-ordinating understandings; your understanding about what you meant by your action must be co-ordinated with the receiver's understanding of what you meant by your action (Culpeper and Haugh, 2014). For example, both Englishmen and Americans often ask, "How are you?" or "You alright?" when they greet someone. These are not genuine questions asking for information, but more an empty phrase. Therefore, they do not expect you to give a long speech about how you feel and your shape, but simply answer "I am good, how are you?" and "Alright. You?" In other words, those questions are parts of the way Americans and Englishmen greet and are the equivalent of saying "Hello". This knowledge is important to know when you are acquiring a second language because greetings are a part of the norms and conventions of a culture.

Levinson argued that knowing the type of activity in which an utterance occurs helps to understand how said utterance should be interpreted (Culpeper and Haugh, 2014). For example, when you are at Old Trafford watching a football match with Manchester United, you will probably hear many swear words and harsh expressions. These expressions, often

towards the referee or the opposite team, are not literal, in the sense that if a supporter of Manchester United shouts something about hurting the referee, he or she does not necessarily mean it. It is simply an expression of frustration, and expressions like that one are considered normal, and often expected, behaviour when you are at an football stadium.

In continuation of this, an important feature of speech is politeness, which is an attitude that is very sensitive to the aspect of context (Culpeper and Haugh, 2014). Compared to the English-speaking cultures, which are viewed as a very polite people, Norwegians do not use the Norwegian equivalent to the word “please” to the same extent. Therefore, when Norwegians are in English-speaking cultures, they might forget to use the word “please” as much as is expected, and as a result of which are mistaken by the natives for being rude. This misunderstanding is due to a lack of pragmatic knowledge, and shows how pragmatics is an important part of a person`s communicative competence.

## **2.4 Genre Theory**

Genres are ways to separate different types of texts from each other, such as fiction and nonfiction, and each genre is associated with a specific form, content, and style (Culham, 2016). Christie explains the correlation between genre and culture, and elaborates on how the choices of genre involve the culture around you (Christie, 1999). In other words, when you make a decision on which genre to write in you are involving the cultural context around you. Hyland (2007:149) defines genre as...”abstract, socially recognised ways of using language”. His definition brings in the social part of genres, and points to what Christie also argues that genres are not only about the words themselves, but the culture and society around the text as well. This is further emphasized by Parodi (2010) who explains how genre is not only about the words in the actual text and their symbolic meaning, but genres also represent selections based on context, and social, linguistic and cognitive possibilities. In this way, genre theory has a lot in common with sociolinguistics and pragmatics, as it not only about the actual words themselves, but the situation around and the people concerned. This is also described in the curriculum of in-depth studies in English, which states that the knowledge and work with different texts will further develop critical thinking and aesthetic sense, in addition to providing the pupils with the knowledge to move about in a world of many different media (Utdanningsdirektoratet, 2006). In other words, genre theory and the knowledge of how different types of texts can provide different meanings and say different things are important aspects of a person`s communicative competence, as the knowledge of which types of texts

are suitable in which situations does not only say something about an individual's understanding of words, but perhaps more importantly their understanding of society, culture and the expectations in the cultures when it comes to norms and values.

Hyland's definition above shows how genres connect with the world around the actual text and shows the correlation between text and context. When it comes to which genres to acquire there are many to choose from, but I would argue that the best starting point is to divide between *fiction* and *nonfiction*. According to Hoover Library fiction is literature created in your imagination, whereas nonfiction is based on facts (Hoover Library, 2016). Within each of these two main genre categories, there are several sub-genres. In the main category fiction, you have poetry, stories and narrative texts such as the novel and short stories. Examples of nonfiction include biographies, journal articles, true crime stories, food recipes, et cetera (Hoover Library, 2016). In other words, there are many types of texts the pupils need to learn about, and each sub-genre has its own expectations in terms of what words and "language" is expected to be used here, length, composition and structure, themes, the use of pictures, and who your expected audience is.

A nonfictional text such as a biography is often public and the language within biographies does not consist of swearwords and slang, but well-constructed sentences made for the public eye. A recipe for brownies is also a nonfictional text, but is constructed differently than a biography. Most of us have seen a recipe and we know that we are firstly presented with the ingredients, which are not written as complete well-constructed sentences, but are written as bullet points, for example; "Two oranges" and "1 l. of milk", and not as complete sentences saying "You need two oranges and one litre of milk" (BBC, 2016). This shows how a biography and a recipe, both informational nonfictional texts, differ in construction, and moreover, how learning about different types of genres, when to use the different types and what they are used for, is necessary when acquiring a second language, and not only because of the words you learn, but more importantly because different types of texts provide you with knowledge about the world around you. Also, if you have read recipes or biographies in your first language, you bring this knowledge with you to when you are going to read them in your L2, and in that way you bring your knowledge about genres with you from your L1, to when you acquire your L2.

Additional examples of narrative texts include horror stories, personal stories, and myths and legends (English Online, 2015). Compared to what is called expository texts, which are made

to inform and explain, narrative texts are made to entertain and to tell a story (North Bend Library, 2016). Those of us who have read novels and short stories know that the author often includes descriptive tools and uses many words to describe what is happening, and in that way leaves room for imagination.

Expository texts, such as a newspaper article, leave no room for fiction and descriptive tools of any form, but are made to be informative (North Bend Library, 2016). The expository texts are concise and simple and strictly to the point, which means that all information which is not necessary is removed (North Bend Library, 2016). The above mentioned newspaper article is a good example of expository texts; it is to the point, it leaves out unnecessary information and its task is to inform the public. The newspaper article is also a nonfictional text, in that it is not made up, but based on facts.

Christie gives several examples of how genres are useful for teaching second languages (Christie, 1999). According to Christie genres are useful for people learning English as a second language because...” They offer a principled way to identify and focus upon different types of English texts, providing a framework in which to learn features of grammar and discourse” (Christie, 1999:762). In this way, writing in different genres demands different types of knowledge from pupils. Another example of how genres are useful for teaching second languages is that they allow the pupils enough space to make their mind up in ways that are valued in English-speaking communities (Christie, 1999). More precisely, by allowing pupils to use their second language in different genres, they will acquire and discover meanings that are valued in their target community, and as a result learn about the culture, norms and values of their target language and its community. Additionally, this will also strengthen the communicative competence in the pupils.

## **2.5 Information and Communication Technology**

An increasingly important aspect of classroom second language acquisition is concerned with using ICT. ICT, or Information and Communication Technologies, are helpful in teaching and learning a second language, or in education in general, in multiple ways. In a world where technology is constantly improving and changing, it is more important than ever that pupils are taught about technology and that they use it in the classrooms. This is also emphasised by the fact that to use ICT is a basic skill in the Norwegian curriculum (Utdanningsdirektoratet, 2012). That in turn shows that the focus on how to use ICT is not

only for one subject in the Norwegian schools, but for all the subjects, and shows how the Norwegian school system is concerned with using and understanding ICT in all subjects as there is an increasing amount of new technology out in the world today.

A study by Colomar and Guzman (2008) shows how using ICT tools provided pupils with the opportunity to work with people they did not know and that it gave them a lot of motivation to take part in similar projects again. Colomar and Guzman`s project also shows how the pupils gained knowledge and training in two areas which were very important for their future careers; knowledge about ICT and the ability to work in teams (Colomar and Guzman, 2008).

Verdugo and Belmonte show how web sites for children can offer opportunities for development of foreign language listening and proficiency in a playful and enjoyable context (Van Scoter, Ellis and Railsback, 2001; Wright and Shade, 1994, in Verdugo and Belmonte, 2007). Arguably, being on the internet and listening to someone else than your teacher, allows pupils to not only listen to someone else using the target language, but also, using the internet provide teachers with numerous tasks and examples compared to their curriculum and textbooks. As exemplified by Lund (2006), having pupils create a Wiki allows them to create their own public web site, whilst also showing them how the largest encyclopaedia on the Internet, Wikipedia, works. Moreover, Lund`s study also shows how using Wikipedia can teach pupils about both creating and sharing knowledge, in a society where sharing information is important (Lund, 2006). When it comes to SLA, the Internet and other Web 2.0 designs have provided us with many new words and expressions which we use on a daily basis, which again shows how important it is to use such tools in teaching. Not only because you can learn about your second language, but perhaps also, it is important to teach the pupils themselves about the tools they use, such as Wikipedia. An example is “to google” something, which means to investigate or check out something. This shows how important it is to include ICT in the teaching second languages, in order to explain new terms and expressions to pupils, for example, “to google” something. Moreover, this also shows that it is important not only to learn these new words and expressions, but also how to use the new tools, such as Wikipedia and Google.

In continuation of this Brett, Fieldman, Gassin and Hurley say that multimedia functions for foreign language learning can...” provide a more realistic picture of the new language and culture in the classroom, including not only linguistic but also paralinguistic features such as body language, gestures, prosody, etc., which help to convey meaning to the learners” (Brett,

1995; Fidelman, 1997; Gassin, 1992; Hurley, 1992, in Verdugo and Belmonte, 2007:87-88). In addition to being recorded, by simply watching a video, pupils can be taught many things concerning their second language, such as body language, rhythm, stress, politeness, and gestures, things which could be difficult for a teacher to explain, but which could seem easier when pupils watch how they are acted out. Some things may be difficult for teachers to explain, such as gestures, the way people say things different languages and stress, and perhaps by using videos as digital tools, it is easier for the pupils to understand what the teacher means. This is excellent when it comes to second language acquisition and comparing your own native culture with the culture of your target language, to see differences in terms of politeness, body language, et cetera. Such differences can be difficult to explain, but easy to see when they are shown in a video, which you can see several times.

An important term in continuation of this is naturalistic input. Naturalistic input means input that is informal, and which can happen where people have to contact and interact with people who speak another language (Saville-Troike, 2008). An example can be if you as a Norwegian pupil and your class had a cooperation with another class from another country, for example England, and you had to talk to each other using Skype. The only way for you as a Norwegian to communicate with your English peers is to talk English, as they would probably not understand your Norwegian. In that way the input for you as a Norwegian pupil becomes naturalistic, compared to what it would be if you had a normal lesson in in-depth studies in English and spoke English with your Norwegian teacher. Thus, using ICT tools such as Skype can provide the pupils with naturalistic input in their target language in new ways.

By using ICT tools in the lessons, for example by logging on to the web sites of the British newspapers The Sun or The Telegraph, pupils can have a look at different newspaper articles. In addition to reading the articles, the pupils can see if they find attributes of the type of genre they are reading, they can compare them, they can compare the language in a blog with that of an article, and more. Moreover, by visiting a newspaper's web site the pupils can also look at other nonfictional texts, such as recipes, advertisements, obituaries, and et cetera, and see how they are constructed, what sort of words and expressions are used and to whom the texts are written. Additionally, there are also web sites where the pupils can look of different fictional genres, such as poetry, stories, fanfiction, and et cetera. For example, if the pupils were given one poem each to analyse, they could look up the poem on the Internet and listen

to someone reading it and try to answer questions like; Does the experience of the poem change when someone else than you are reading the poem? How does the structure of the poem appear through the reading?

Also, ICT does not only give the pupils the possibility to read newspaper articles. At some web sites you can watch the news being presented, and in that way experience authentic language being used appropriately in that situation. Secondly, there are many sources to find documentaries on the Internet and by watching documentaries, the pupils are presented with a topic and different approaches to it, in an authentic language, for example climate change. However, there are also many historical documentaries that can be found on the Internet, which deal with an historical event and how people experienced it, such as Woodstock, for example. In other words, by using ICT in the classrooms the teachers now have endless opportunities for finding numerous examples of fiction, nonfiction, and et cetera. Additionally, web sites such as BuzzFeed and Listverse provide pupils endless amounts of authentic situational language from native speakers of the English language, which is something you would not find in a textbook to the same extent.

Lastly, my research questions for this thesis are:

1. *Is in-depth studies in English used in accordance with the curriculum?*
2. *Why do pupils choose in-depth studies in English?*
3. *Are there factors that cause the subject not to function according to its purpose?*
4. *To what degree do teachers on the one hand and pupils on the other, have similar perceptions about the content of the subject and how it works?*
5. *Can differences between different teachers and different classes in perceptions about the subject be identified, or are there similar trends between teachers and classes?*

These questions will be investigated in light of second language acquisition, more importantly pragmatics, sociolinguistics, ICT, and genre theory.

## 2.6 The subject in-depth studies in English and its curriculum

In-depth studies in English is an optional subject for pupils attending the lower secondary school in Norway, which they attend from the year they turn 14 to the year they turn 16, and it is based on the same academic foundation as the normal English subject. Originally, the subject started out as compulsory at its beginning in 1997, due to the increasing amount of English the pupils were exposed to, which again led to the increasing amount of interest in the English language (Utdanningsdirektoratet, 1996). When the 2006 Knowledge Promotion reform came in 2006, the only practical subject the pupils could choose was removed, which meant that the optional subjects now were in-depth studies in English and Norwegian, and foreign languages such as German, French, and Spanish (Bakken and Dæhlen, 2011). From the 1<sup>st</sup> of August 2015 pupils at lower secondary schools in Norway could also choose the subject Arbeidslivsfaget, which I would translate to Working Life subject, a practical alternative to the pupils who did not want to learn foreign languages and have in-depth studies in Norwegian and English (Utdanningsdirektoratet, 2015). None of the two schools I investigated in offered the subject, which is a decision the school leader in each school, the Principal, makes.

In-depth studies in English's core intention is to provide pupils with more linguistic and cultural competence about the English language (Utdanningsdirektoratet, 2006, my translation). One way of doing so is to learn how language use is connected to context, and how context can have an impact on meanings (Utdanningsdirektoratet, 2006, my translation). Furthermore, in-depth studies in English focuses on different forms of texts, including traditional and composite texts, how different types of texts function and communicate, and how they can have an impact on the individual (Utdanningsdirektoratet, 2006, my translation). In continuation of this, in-depth studies in English shall encourage critical thinking, and using written and oral language through the use of various types of media (Utdanningsdirektoratet, 2006, my translation).

The points mentioned above describe the purpose of the subject and what the subject is going to do for the pupils. In-depth studies in English also consists of two main subject areas that must be viewed together. These are *exploring language and text* and *text and meaning* (Utdanningsdirektoratet, 2006). *Exploring language and text* is concerned with the relation between language as a system and language in use (Utdanningsdirektoratet, 2006, my translation). This is supposed to happen through experimenting with different text forms, with

developing interpretation competence as a natural consequence, all in light of the specific situation and context (Utdanningsdirektoratet, 2006, my translation). The main subject area *text and meaning* is about understanding, assessing, and reflecting upon different types of texts, and thus broadening pupils' text register, in addition to creating their own texts of numerous types (Utdanningsdirektoratet, 2006, my translation).

Each of the areas have their own competence aims, which is what pupils are expected to be able to do or know after attending the subject for three years (Utdanningsdirektoratet, 2006). These aims are relatively measurable goals, for example "Present examples of differences between variants of English" (Utdanningsdirektoratet, 2006, my translation). Moreover, there are five basic skills integrated in the subject (Utdanningsdirektoratet, 2006). These basic skills are a part of all subjects in the Norwegian schools, and are meant to aid in the development of competence in the subjects. The five basic skills are: 1) *Being able to express oneself in writing*, which includes to be able express yourself in a written text, 2) *Being able to express oneself orally*, which includes to express yourself through speaking and listening, 3) *Being able to read*, which means being able to read both simple and more demanding texts, and it is a part of the practical language competence, 4) *Having skills in mathematics*, which means being able to supplement your mathematical competence from your native language with the necessary expressions in English, and 5) *Being able to use digital tools*, which includes using more learning arenas in the subject, which provides the pupils with an authentic use of the language, whilst also focusing on copyright issues and criticism of sources (Utdanningsdirektoratet, 2006, my translation).

In-depth studies in English is a subject that will facilitate in-depth work, and further development of linguistic and cultural competence in English (Utdanningsdirektoratet, 2006, my translation). I will argue that the subject focuses on the relationship between language and society, how context can have an impact on the meanings of utterances, the knowledge about different textual genres, and lastly, ICT.

The relationship between language and society is mentioned several times in the curriculum of in-depth studies in English. In the first paragraph of the curriculum it says that in-depth studies in English will open for deeper studies in the English subject, which means..." mastering language in different arenas, gaining insight into one's own language and developing an understanding that language is used differently in different contexts" (Utdanningsdirektoratet, 2006:1, my translation). I understand the word context as Halliday

describes it; the environment around language, what happens around the language (Halliday, 1999). Also, language can only be used by human beings, and all human beings live in groups or some sort of society. I understand the word society as people who come from a specific country, area, time, and who are aware that they have a distinct identity from other groups (Giddens, 1993, in Hylland Eriksen, 2011). For example, England is a society, and a football field is a context. The context is within a society. Henceforth, I interpret the former quote as learning how language is affected by society, and how society is affected by language. People use different words and expressions in different contexts and societies, and we have different ways of saying the same things depending on the context and society. The study of the relationship between language and society is called *sociolinguistics*, and will be elaborated on in the following section. When we use language to communicate in different situations and contexts, we alter it due to its purpose. Consequently, due to the fact that there is a sociolinguistic focus in the curriculum of in-depth studies in English, it also brings with it a focus on how context and society can have an impact on the meaning of utterances. The study of how meanings change depending on the context is referred to as *pragmatics*. This area of study will also be elaborated on in the section that follows.

The third area I argue to be of focus in in-depth studies in English is genre theory and the study of different types of texts. In the purpose of the curriculum it says that to understand and relate to a number of different texts, and the ability to understand others and convey your own meanings, are parts of a person`s communicative competence (Utdanningsdirektoratet, 2006). Furthermore, both the two main areas of the subject, *exploring language and text* and *text and meaning*, explain how working with different types of texts and text forms, are important aspects of the two main areas (Utdanningsdirektoratet, 2006).

The fourth and last area I believe to be of focus in the subject is information and communication technology, or ICT. This is emphasized by the fact that digital tools stand as its own basic skill in all subjects in Norwegian schools, and that being able to handle ICT tools comes as a natural consequence of this basic skill. In the purpose of the subject it says that the subject shall...” Contribute to both reading and production of text, and be an arena for oral and written communication through use of different media” (Utdanningsdirektoratet, 2006:1, my translation). Also, knowledge about ICT is also a part of both the main areas of in-depth studies in English. In *exploring language and text* one of the central elements is the knowledge of how media affect language use. (Utdanningsdirektoratet, 2006, my translation). The main area *text and meaning* describes the notion of text as a broad term, which includes

composite texts (Utdanningsdirektoratet, 2006). Composite texts...” embraces both traditional forms of expression, like books, songs, movies, and newspapers, and newer forms of expressions such as music videos and new digital forms of expression” (Utdanningsdirektoratet, 2006:3, my translation). There are also several competence aims that mention using ICT tools, which altogether shows that the knowledge of ICT and different media are important aspects of the purpose of in-depth studies in English.

I believe these four mentioned areas of focus are embodied in-depth studies in English. Sociolinguistics, pragmatics, genre theory, and ICT are connected and linked to each other, which makes it difficult to focus on only one.

As previously mentioned, the first sentence in the curriculum of in-depth studies in English says that the subject is based on the same academic foundation as the English subject and that it shall...” open for deeper studies of the subject and development of linguistic and cultural competence in English” (Utdanningsdirektoratet, 2006:1, my translation). This linguistic and cultural competence comes as a natural consequence of the four previously explained areas of focus. Learning about the relationship between language and society, how language functions in different societies, and how language functions as a social phenomenon increases both the linguistic and the cultural competence of pupils, with its focus on both language and text, and culture and society. Furthermore, the focus on how context has an impact on meanings of utterances, and how meanings of utterances can change according to context, also increases both the linguistic and cultural competence of pupils. Thirdly, though the focus on genre theory appears to be leaning more towards raising the linguistic competence alone, it also increases the cultural competence. Through investigating different types of texts and genres, similarities and differences across and between cultures and national borders can be revealed, and as a result increase a pupil`s cultural competence, too.

In 2011 Bakken and Dæhlen investigated several subjects in Norwegian lower secondary schools, among which was in-depth studies in English (Bakken and Dæhlen, 2011). This is the only study to my knowledge that has looked at in-depth studies in English, and they discovered that many of the pupils who take the subject are academically weak, which was emphasised by comments from school leaders as well (Bakken and Dæhlen, 2011). Their discoveries also point towards that it is easier to achieve a high grade in in-depth studies, than in foreign languages, which may be one of the reasons why some pupils choose in-depth studies in English and Norwegian over foreign languages (Bakken and Dæhlen, 2011).

Lastly, several of the school leaders that took part in the study, explained how the aims of the curriculum in in-depth studies in English are too ambitious for the pupils, and that the result is that in-depth studies in English is taught more as a support subject, than an in-depth subject (Bakken and Dæhlen, 2011).

During this text I have argued for what I see as the main areas of focus in in-depth studies in English. I have read and referred to the curriculum in my analysis, and provided evidence for the four areas I claim to be of focus in the subject; sociolinguistics, pragmatics, genre theory, and ICT. These four together shall according to the curriculum increase pupils` linguistic and cultural competence in the English language.

### 3 Methodology

For this master thesis I handed out anonymous questionnaires to pupils in four classes from two different secondary schools. All the four classes answered the same questionnaire with the same 19 questions and I was present when they answered. The classes were two ninth grade classes and two tenth grade classes, with one ninth grade class and one tenth grade class from each school. All together there were 52 pupils, consisting of two classes with 17 pupils, one class with 11 pupils, and one class with 7 pupils. The parents of the ninth grade pupils gave their full consent to the participation of their children and to the publication of this thesis. The parents were also told that this was completely voluntary, as were all the pupils. The pupils from tenth grade were old enough to give their own consent to participate in this thesis. All the four classes had 45 minutes to finish the questionnaire and they all sat in their classroom, with myself and their teacher in in-depth studies in English present.

I also conducted anonymous in-depth interviews with the teachers from each of the classes. All the four teachers were told that this was voluntary and that it was completely anonymous. The teachers answered 28 questions, which can be found in the attachments. The interviews took place at their school in a private room with just myself and the different teachers present. As mentioned, I chose to investigate in two different schools. These lay far apart on the opposite side of town from each other, and were also spread on the socioeconomic scale.

Both the questionnaires for the pupils and the interviews with the teachers were done in Norwegian. Firstly, because it is easier to fully express yourself in your own native language than it is in a foreign language, and secondly, it provided all the pupils and the teachers the possibility to answer, despite their knowledge and level of the English language. The teachers were asked questions which seldom could be answered with a simple yes or no. This was due to the fact that I wanted them to fully express their opinions and thoughts, which I would not have received if they only answered yes or no. It also made it easier for me to pinpoint their opinion, instead of guessing due to a short answer. The pupils, on the other hand, had to tick off answers, often several alternatives, in a multiple choice questionnaire. This provided them with the chance to find something that suited their opinions. No information that could identify persons directly or indirectly was collected in any form.

Postholm writes that..." In a smaller scientific study, it is probably expedient according to the scope and time frame to choose the lowest recommended number of persons" (Postholm, 2011:43). Due to this, I chose to interview four different teachers from two different schools

and hand out questionnaires to four classes. This made it possible to view answers between and within schools, to spot differences and to see if there were similarities both between and within schools. Moreover, it also gave me the chance to go in-depth in the answers from each pupil and each teacher and see if anyone stood out.

By having ninth graders answering my questions, I had the chance to check their experiences with in-depth studies in English thus far, in addition to having the opportunity to find out whether they would choose in-depth studies in English for their last year at lower secondary school. Secondly, I also had the chance to see if there were differences in the classes between schools and within schools when it came to continuing with in-depth studies in English. By asking my questions to tenth graders I could find out whether they had had in-depth studies in English for all the three years or if they changed from another subject, in addition to discovering differences between and within schools. The two schools were located at two different areas of the same town, one in the wealthier part and one in the less wealthy part, which could show socioeconomic differences, in terms of resources and experiences with the subject.

I chose to interview the four different teachers, because it gave me the opportunity to have a conversation with the teachers in the present time, and the possibility to ask any extra questions that came from the conversation. Secondly, by interviewing someone I gained the opportunity to receive authentic sentences with pauses, hesitations and insecurity, which could not come through answering a questionnaire. This hesitation and insecurity also provided me with the chance to make a note of what is *not* being said, and give me the chance to ask follow-up questions. By not answering a question or hesitating, the teachers could show that not all the questions I asked them were straight forward with only one alternative. Additionally, as the teachers did not know the questions before I asked them they had no possibility to prepare their answers. In other words, by interviewing the teachers I secured what Postholm describes as the answers' dependability. As a researcher it is impossible to repeat an interview and receive the exact same answers. Therefore, when it comes to such research as this one, instead of talking about reliability, we talk about *dependability*, in the understanding that the research has been thoroughly exercised and is relatively stable over time and across researchers and methods (Postholm, 2011). Furthermore, as Postholm writes, it is impossible to observe meanings, ideas and thoughts (Postholm, 2011). When you are interviewing someone you thus stand a better chance at capturing parts of them that cannot be discovered in any other way.

It is not possible for me to argue that all teachers in in-depth studies in English in Norway would give the exact same answer in all questions, but my study has indicated that the teachers often point to the same challenges and mention the same things in their answers, which proves a high level of dependability in my research. The same goes for the pupils, who's answers were often similar and often pointed to the same challenges.

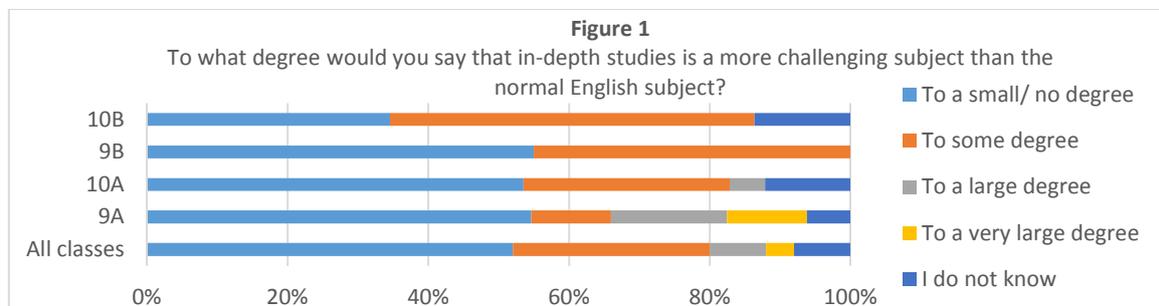
“Validity is concerned with if the method investigates what its intentions is to investigate (Postholm, 2011:170). As my aim was to investigate how in-depth studies in English is experienced both by teachers and pupils and to what degree the subject is taught and experienced in light of the curriculum, with my main focus being pragmatics, sociolinguistics, ICT and genre theory, I believe my thesis followed my intentions and as a result has a high degree of validity.

## 4. Results

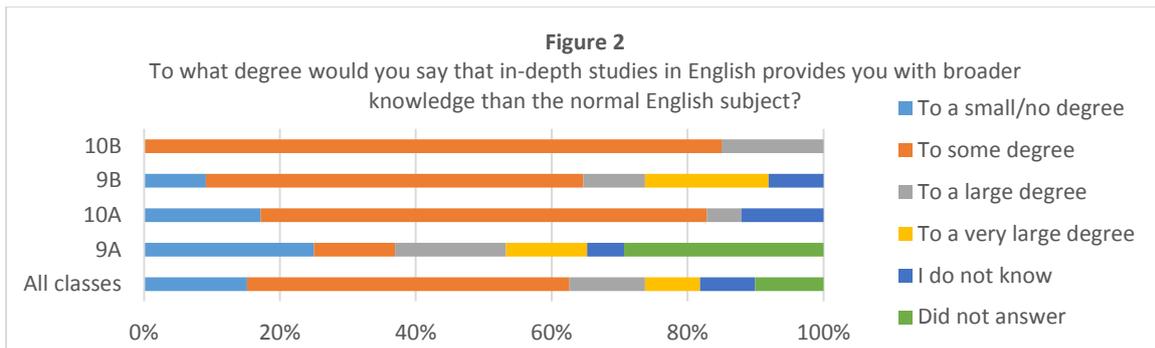
### 4.1 Results from the pupils` questionnaire

This chapter will present the results of the pupils` questionnaire and the interviews I conducted with the teachers. This section of the chapter will be about the results of the questionnaire that was handed out to the pupils from four different classes. For each question there will first be answers showing each individual class, then those answers will be summarised together to show all the four classes combined. Class 9A and class 10A belong to the same school, as do 9B and 10B.

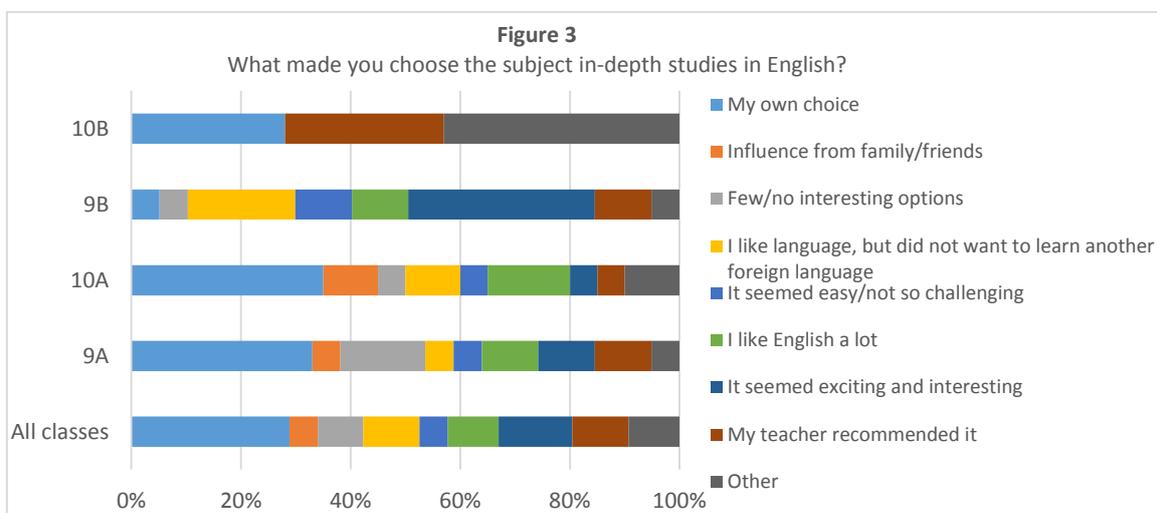
Question no.1 asked the pupils to what degree in-depth studies in English is more challenging than the normal English subject. Half of the number of pupils, 26 out of 52 in total, responded that in-depth studies in English was only more challenging than the normal English subject to a small degree or no degree, as can be seen in Figure 1. Another 26.9 percent of the total number of pupils selected the second most popular alternative which was *To some degree*. However, 11.4 percent responded that in-depth studies in English was to a large or a very large degree more challenging than the normal English subject. This 11.4 percent, or 6 pupils, were only spread across two classes, shown as class 9A and 10A below.



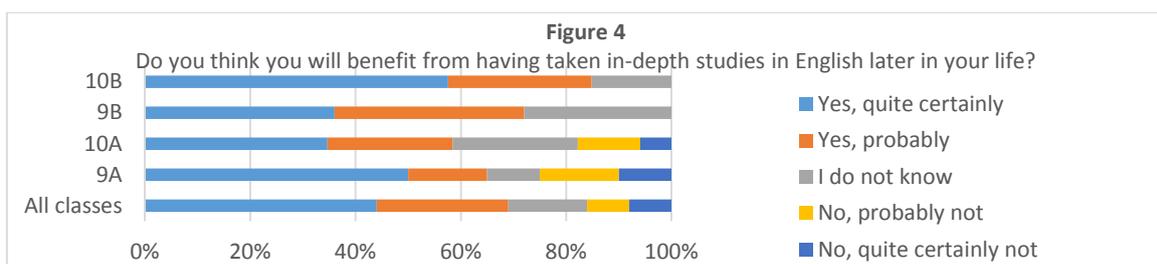
Classes 9B and 10B experience in-depth studies in English to be less challenging than the other two classes, based on the fact that no pupils in these classes selected alternatives *To a large degree* and *To a very large degree*. However, class 10B also had fewest pupils who answered that in-depth studies in English is to a small or no degree more challenging than the normal English subject.



Question no.2 asked to what degree pupils would say that the subject in-depth studies in English provides them with broader knowledge than the normal English subject. Figure 2 above shows that more than 60 percent of all the pupils selected the two most popular alternatives which were *To a small/ no degree* and *To some degree*. Additionally, close to 20 percent of the total number of pupils responded that in-depth studies in English provides them with broader knowledge than the normal English subject to a large or a very large degree. 85 percent of the pupils in 10B chose this class` most frequently selected alternative, *To some degree*, while that last 15 percent chose the second most frequently selected alternative *To a large degree*. More than 80 percent of class 10A selected the two most popular alternatives, *To a small/ no degree* and *To some degree*, but this was also the class which had most pupils who chose alternative *I do not know*. 9A stood out, and had the fewest number of pupils who selected the overall most popular alternative in all the four classes, which was *To some degree*. Moreover, this class also had most pupils who responded that in-depth studies in English provides them with broader knowledge to a very large degree. Lastly, class 9B was the class where most pupils responded that in-depth studies in English to a very large degree provides them with broader knowledge than the normal English subject.

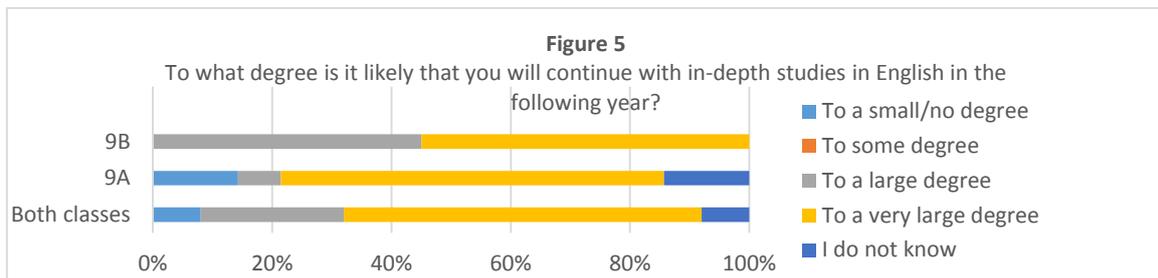


In question no.3, which asked the pupils what made them choose the subject in-depth studies in English, around 30 percent of the total number of pupils responded with the alternative *My own choice*, which is seen in Figure 3 above. Close to 20 percent of the pupils responded that they chose in-depth studies in English because it seemed exciting and interesting. As can be seen in Figure 3 classes 9A and 10A are fairly similar to all the four classes combined. In 9B more than 30 percent of the pupils responded that they chose in-depth studies in English because it seemed exciting and interesting. Secondly, around 20 percent of the pupils in class 9B responded that they chose in-depth studies in English because they like language, but did not want to learn another foreign language. Also, it was the pupils in class 9B who selected the alternative *My own choice* the fewest number of times. In class 10B close to 30 percent of the pupils responded with the alternative *My own choice*, where most explained that learning another foreign language became too difficult for them, and so they changed to in-depth studies in English, whilst other pupils claimed they did not need to learn another foreign language, but rather improve their English. Another close to 30 percent of the pupils in class 10B said they chose the subject because their teacher recommended it. Also, more than 40 percent of the pupils in this class selected the alternative *other*, and most of them changed from a foreign language to in-depth studies in English either because they struggled with learning the language, or because they were absent a lot in ninth grade and struggled with the foreign language as a result of that. There was also one pupil who chose in-depth studies in English because of his or her choice of career; instead of learning a foreign language he or she would not have use for, he or she would instead improve their English.

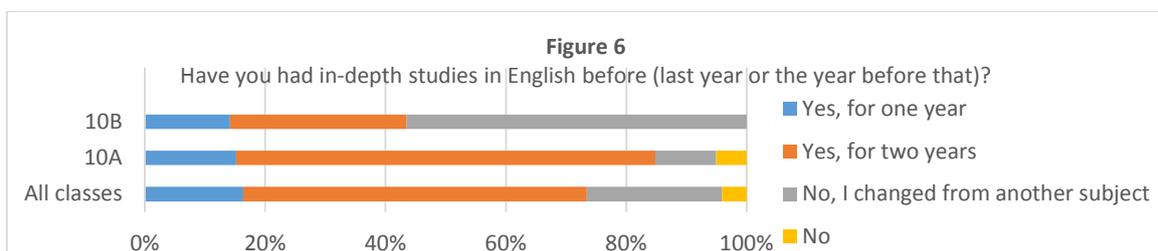


Question no.4 asked the pupils whether they thought they would benefit from having taken in-depth studies in English later in their life. As seen in Figure 4 above, more than 70 percent of the total number of pupils selected the two most popular alternatives, which were *Yes, quite certainly* and *Yes, probably*. However, around 15 percent of the total number of pupils did not believe they would benefit from having had the subject, and selected alternatives *No, probably not* and *No, quite certainly not*. Also, classes 9B and 10B had very similar answers,

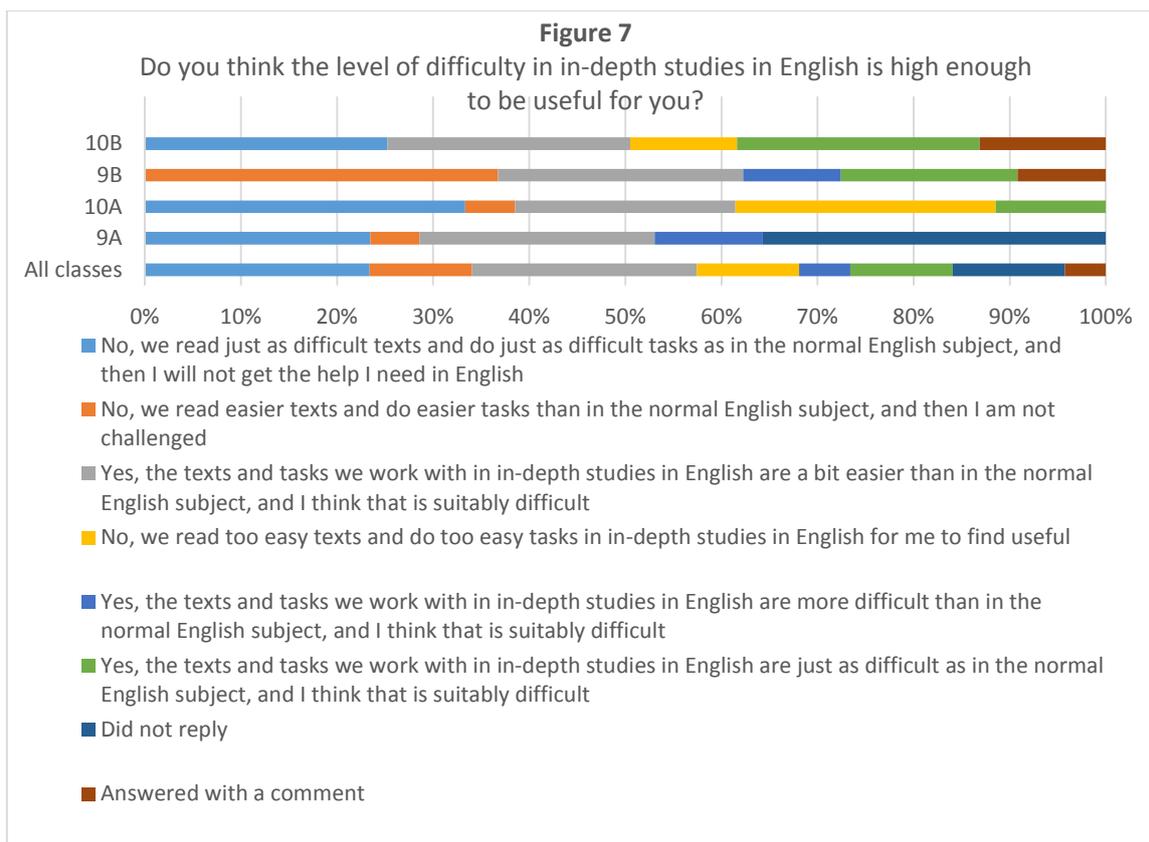
as both classes did not select the alternatives *No, probably not* and *No, quite certainly not*, while 9A and 10A did.



In question no.5, which asked what degree it was likely that they will continue with in-depth studies in English in the following year, the two ninth grade classes responded and the answers are shown in Figure 5 above. In both classes combined, more than 80 percent of the pupils said they would probably continue in the following year, by selecting the alternatives *To a large degree* and *To a very large degree*. Also, 7 percent of the pupils in both classes did not know if they would continue with the subject. As can be seen in Figure 5, the pupils in class 9A seem to be more uncertain about continuing with in-depth studies in English in the following year, than the pupils in 9B, because none of the pupils in 9B selected alternatives *To a small/ no degree* and *I do not know*.

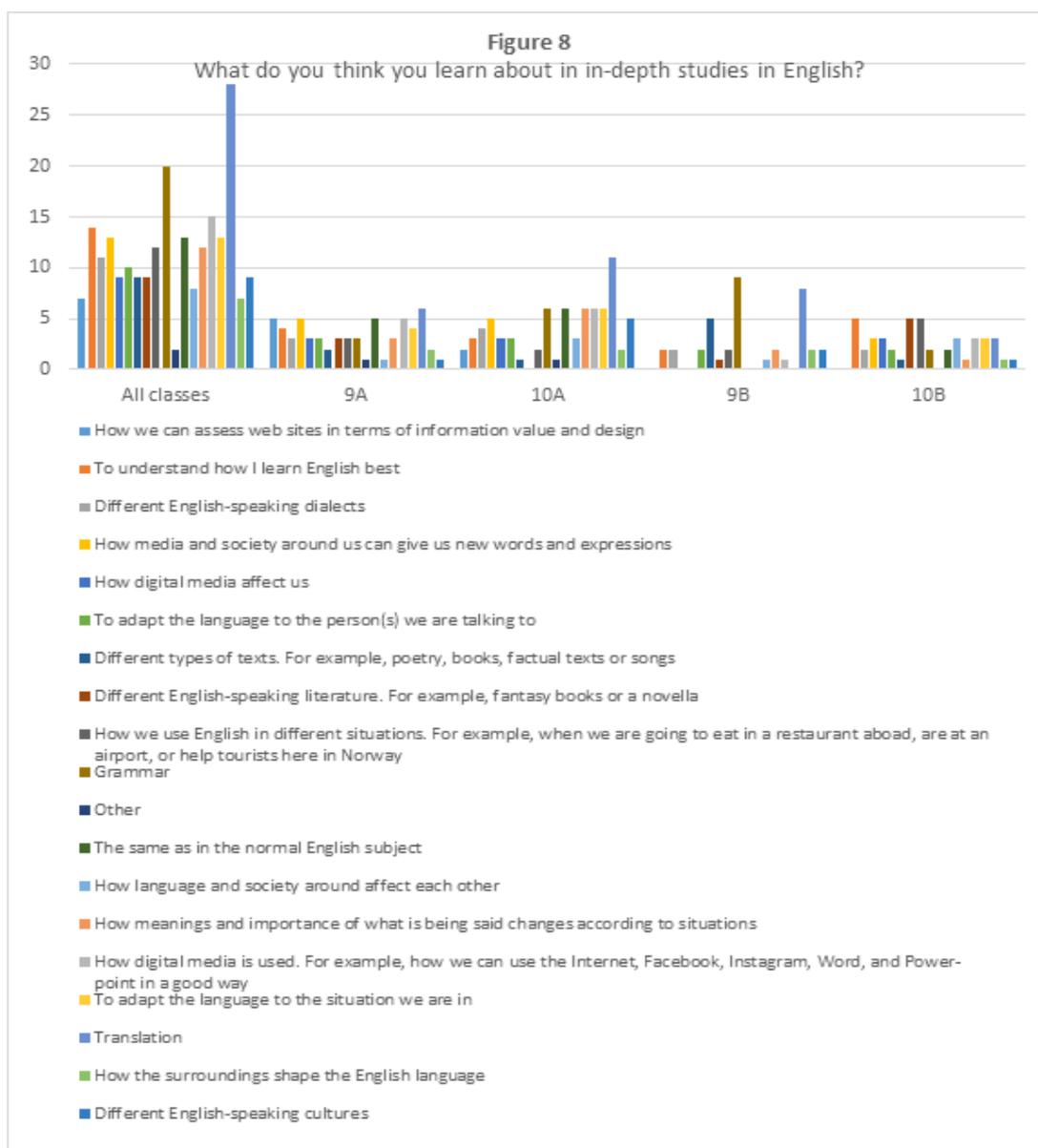


Question no.6 were for the 10<sup>th</sup> graders and asked whether they had taken in-depth studies in English before, either the last year or the year before that. From Figure 6 above we see that most pupils in classes 10A and 10B have continued with in-depth studies in English, either for one year or for two years. The most obvious difference between these two classes is the alternative *No, I changed from another subject*, which is much more selected in 10B than in 10A.



Question no.7 asked the pupils if they thought the level of difficulty in in-depth studies in English is high enough for the subject to be useful to them, and the answers are presented in Figure 7 above. Class 9A had the most pupils who did not answer to this question, which was 35 percent of the pupils. Of those who replied, most were divided between two alternatives; *No, we read just as difficult texts and do just as difficult tasks as in the normal English subject, and then I will not get the help I need in English* and *Yes, the texts and tasks we work with in in-depth studies in English are a bit easier than in the normal English subject, and I think that is suitably difficult*. There were more pupils in this class who found the level of the texts and tasks in in-depth studies in English to be suitably difficult, than there were pupils who found the texts and tasks in in-depth studies in English to be either too difficult or too easy. In class 10A more than one third of the pupils selected the most popular alternative, which was *No, we read just as difficult texts and do just as difficult tasks as in the normal English subject, and then I will not get the help I need in English*. Moreover, around 26 percent of the pupils in this class selected the second most popular alternative; *No, we read too easy texts and do too easy tasks in in-depth studies in English for me to find useful*. In other words, the majority of the pupils in this class agree that in-depth studies in English has too simple texts and tasks. Class 9B is to a large extent divided between three alternatives; *No, we read easier texts and do easier tasks than in the normal English subject and then I am*

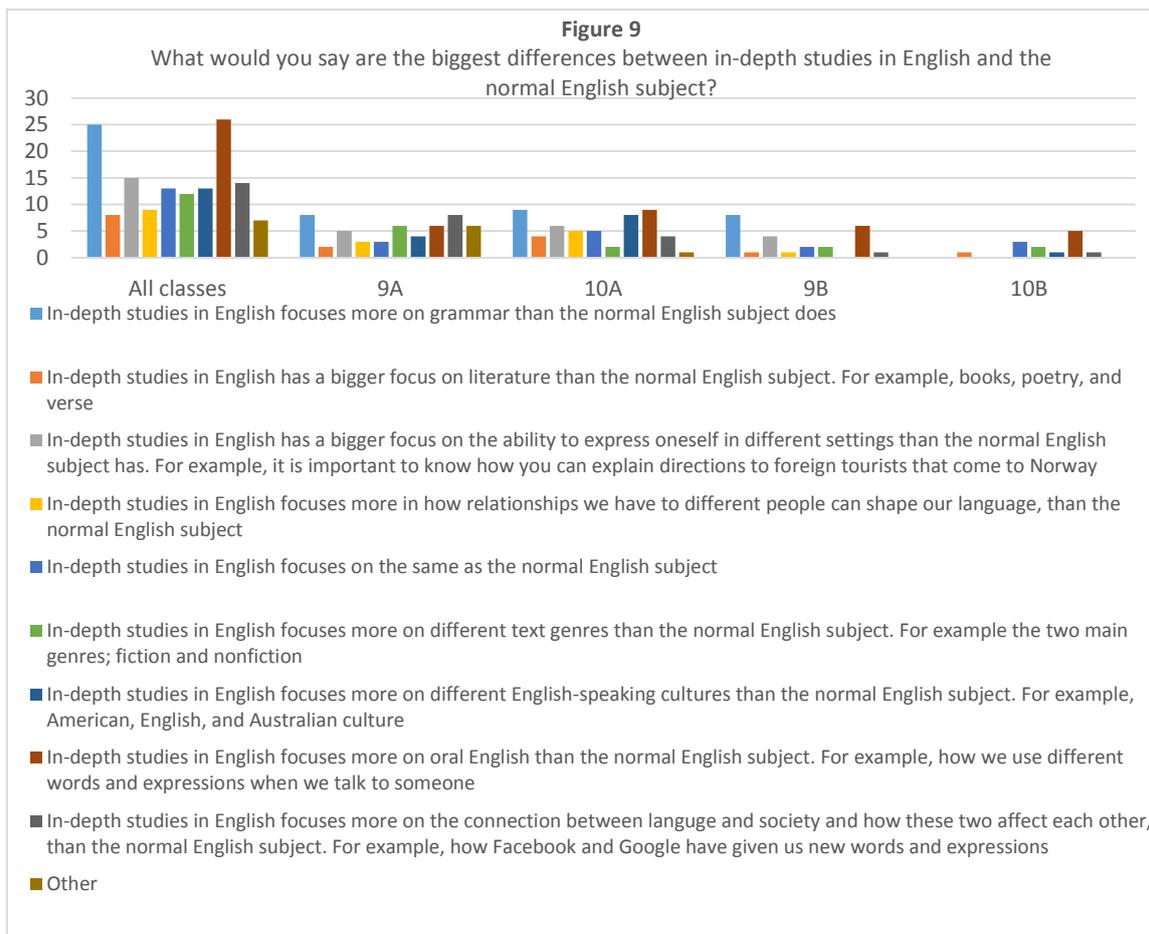
not challenged, Yes, the texts and tasks we work with in in-depth studies in English are a bit easier than in the normal English subject, and I think that is suitably difficult, and Yes, the texts and tasks we work with in in-depth studies in English are just as difficult as in the normal English subject, and I think that is suitably difficult. More than 50 percent of the pupils in this class are happy with the level of difficulty in in-depth studies in English. 10B is the only class where the alternative *No, we read easier texts and do easier tasks than in the normal English subject, and then I am not challenged*, is not selected. However, 25 percent of the pupils in 10B agreed that in-depth studies in English has texts and tasks that are a bit easier than in the normal English subject, but which are suitably difficult.



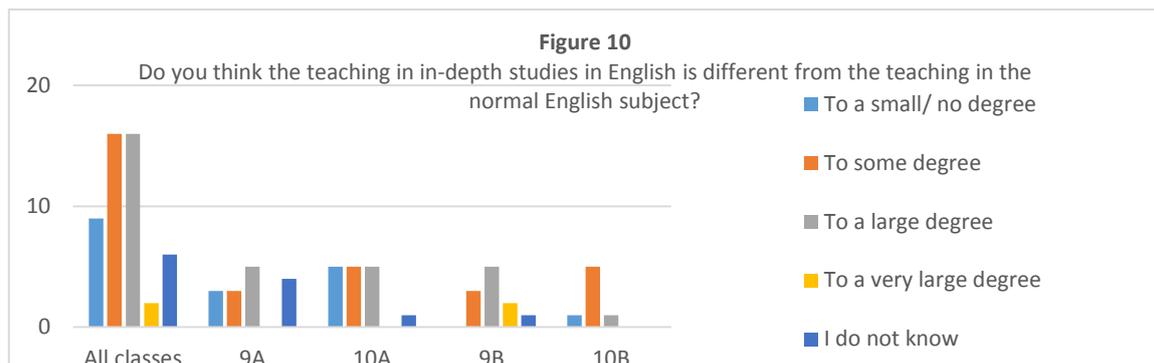
Question no.8 asked the pupils what they thought they learned about in in-depth studies in English, and the numbers below the bars in Figure 8 represents the number of pupils who selected each alternative. From Figure 8 we can see that *Translation* is by far the most selected alternative in all the four classes combined, and that the alternative about how we use English in different situations was the second most frequently selected. Interestingly, 11 alternatives have been selected between 10 and 15 times, which says something about the variety of the lessons, and the variety in terms of what the pupils think they learn about.

An obvious difference between 9A and 10A is that *Translation* is selected almost twice as often 10A as in 9A. In 9A, however, some pupils did not answer the question and some selected all of the alternatives. The pupils were allowed to select four alternatives, and several pupils in 9A selected many more than four. Also, in 9A there are 7/17 alternatives which are selected between 2 and 4 times, whilst there are 11/17 in 10A. Secondly, there are twice as many pupils in 10A who think they learn about different English-speaking cultures, as there are in 9A.

In 9B the three most frequently selected alternatives were; *grammar, translation, and Different types of texts. For example, poetry, books, factual texts or songs.* In class 10B there were also three alternatives that stood out as the most frequently selected; *To understand how I learn English best, Different English-speaking literature. For example, fantasy books or a short story, and How we use English in different situations. For example, when we are going to eat in a restaurant abroad, are at an airport, or help tourists here in Norway.* At the bottom, there were four alternatives that only one pupil in 10B selected, which were; *Different types of texts. For example, poetry, book, factual texts or songs, How meanings and importance of what is being said changes according to situations, How the surroundings shape the English language, and Different English-speaking cultures.* Moreover, there were also two alternatives that no one in 10B chose; *How we can assess web sites in terms of information value and design and Other.*

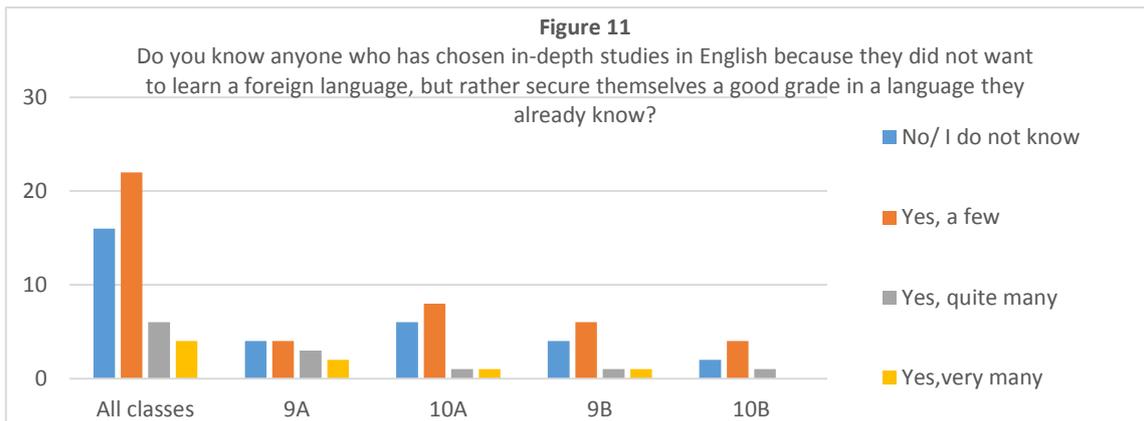


Question no.9 asked the pupils what they would say are the biggest differences between in-depth studies in English and the normal English subject. The answers are presented in Figure 9 above, and the two most frequently selected alternatives in all the four classes combined were; *In-depth studies in English focuses more on grammar than the normal English subject does* and *In-depth studies in English focuses more on oral English than the normal English subject. For example, how we use different words and expressions when we talk to someone.* Class 9A stands out as their most selected alternative was; *In-depth studies in English focuses more on the connection between language and society and how these two affect each other, than the normal English subject. For example, how Facebook and Google have given us new words and expressions,* which was not among the two most frequently selected in any of the other three classes. 10B was the only class where the alternative *In-depth studies in English focuses more on grammar than the normal English subject does,* was not selected at all.

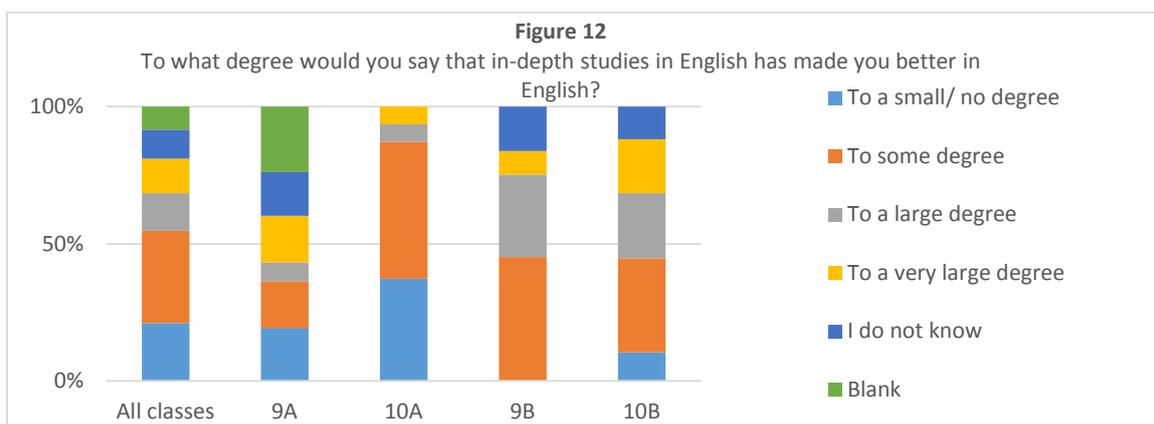


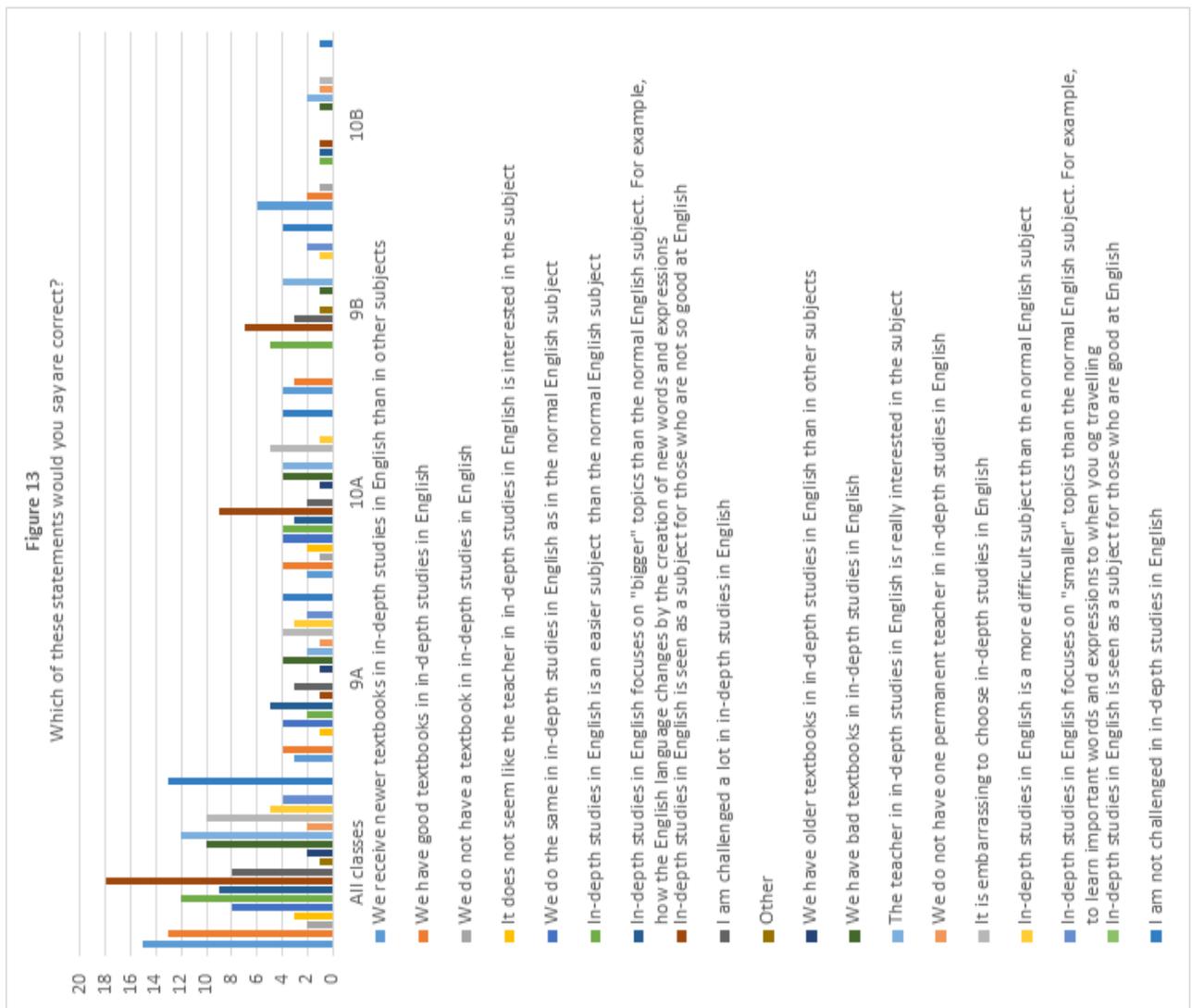
Question no.10 asked the pupils whether they thought the teaching in in-depth studies in English is different from the teaching in the normal English subject, and the answers are visualized in Figure 10 above. In all the four classes combined, the two most frequently selected alternatives were *To some degree* and *To a large degree*. The least selected alternative was *To a very large degree*, and was only selected in class 9B. In class 9A there were almost as many pupils who responded *I do not know*, as there were who responded to the most popular alternative, which was *To a large degree*. Class 10A were divided in their opinions, as there were three alternatives that were equally popular; *To a small/ no degree*, *To some degree*, and *To a large degree*. 9B and 10B were very different from each other, as five pupils in 9B selected *To a large degree*, while only one pupil did so in 10B. Lastly, 10B was the class where fewest pupils selected the alternative *To a large degree*, and where the overall majority of pupils in 10B selected the alternative *To some degree*.

Question no.11 asked the pupils if they knew anyone who had chosen in-depth studies in English because they did not want to learn a new language, but rather aim for a good grade in a language they already knew, and the answers are presented in Figure 11 below. Two alternatives stood out as the most frequently selected in all four classes combined; *No/I do not know* and *Yes, a few*. Only 4 out of 52 pupils selected the alternative *Yes, very many*, of which most came from class 9A. Lastly, 10B was the only class where no pupil responded *Yes, very many*.

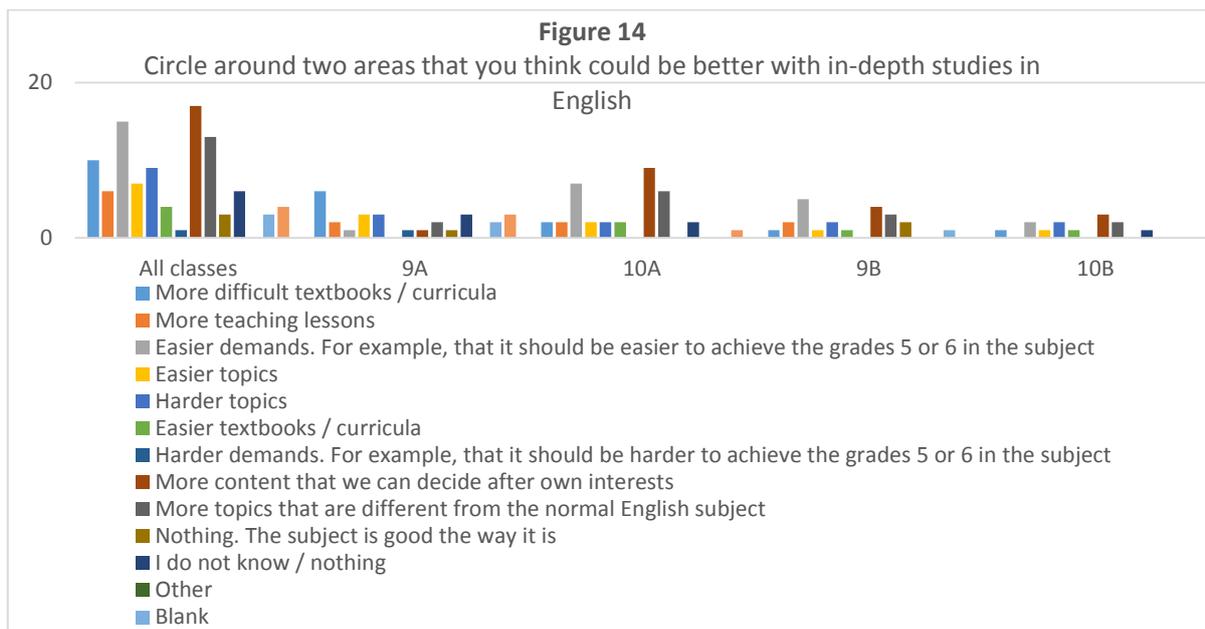


Question no.12 asked the pupils whether they thought in-depth studies in English had helped them improve their English, and the answers are presented in Figure 12 below. The two most frequently selected alternatives in all four classes combined were; *To a small/no degree* and *To some degree*. In 9A there were more pupils who answered blank, than who selected the most popular alternatives, of which there were three; *To a small/ no degree*, *To some degree*, and *To a very large degree*. 10A was the class where alternatives *To no/ a small degree* and *To some degree* were most selected. No pupil in 9B selected *To no/ a small degree*, and this class also had the largest percentage of pupils who selected the alternative *To a large degree*. Lastly, the most frequently selected alternative in 10B was *To a very large degree*.

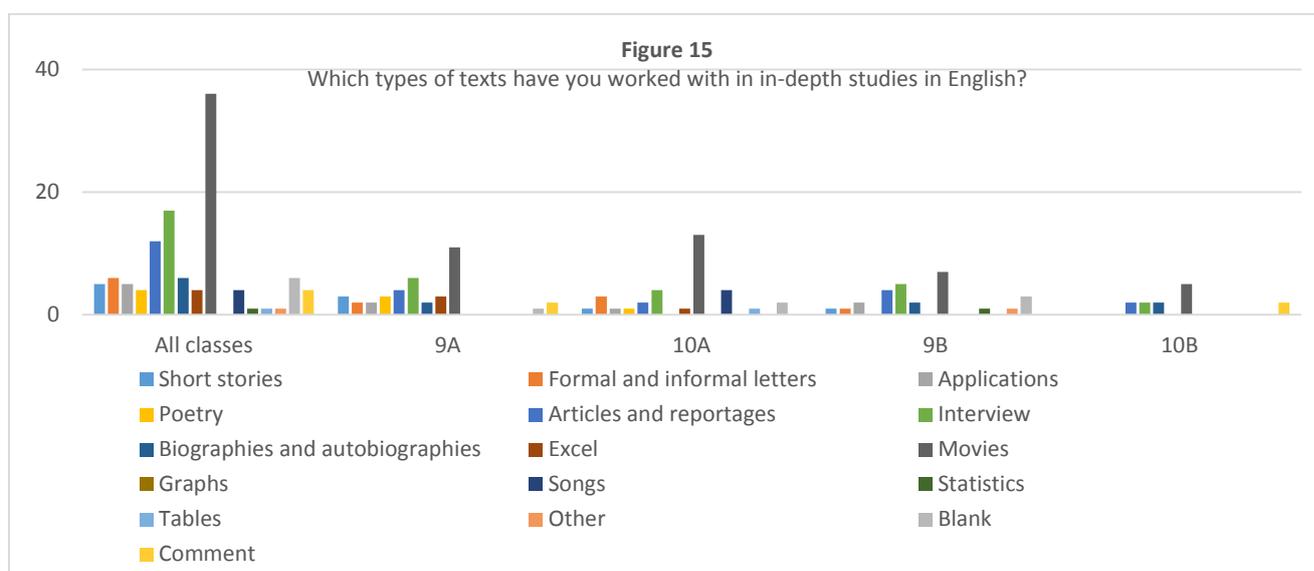




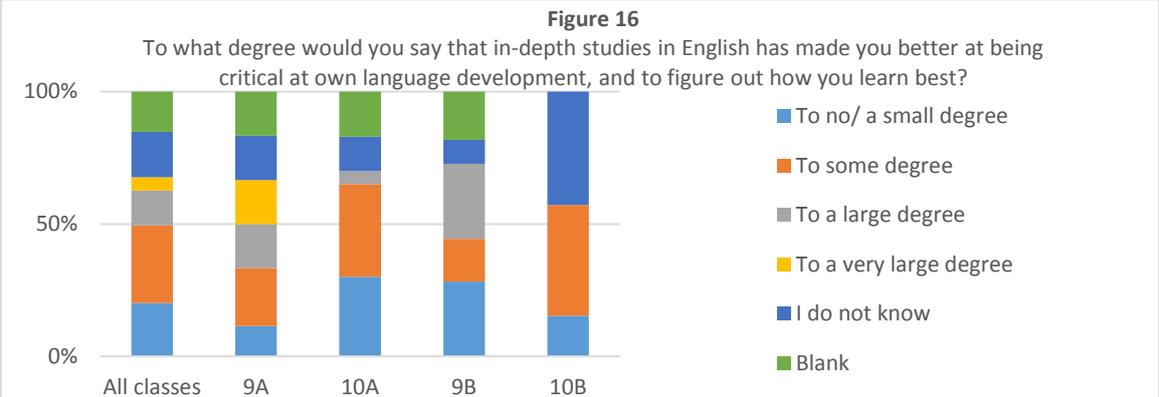
Question no.13 presented different quotes and claims about the subject in-depth studies in English, and the pupils were asked to select the four most relevant alternatives. Figure 13 above display the answers of the different classes. The most frequently selected alternative in all the classes combined and in 10A and 9B was; *In-depth studies in English is seen as a subject for those who are not so good at English*. Also, all four classes believe their teacher is really interested in the subject, while 9A was the only class where the alternative that said in-depth studies in English is a more difficult subject than the normal English subject, was among the most frequently selected. No pupil selected the alternative that said that the subject is seen as a subject for those who are good at English. 10/52 pupils believe it is embarrassing to choose in-depth studies in English. 9/52 pupils say that in-depth studies in English focuses on bigger topics than the normal English subject. In-depth studies in English focuses on bigger topics than the normal English subject was also the most frequently selected alternative in 9A.



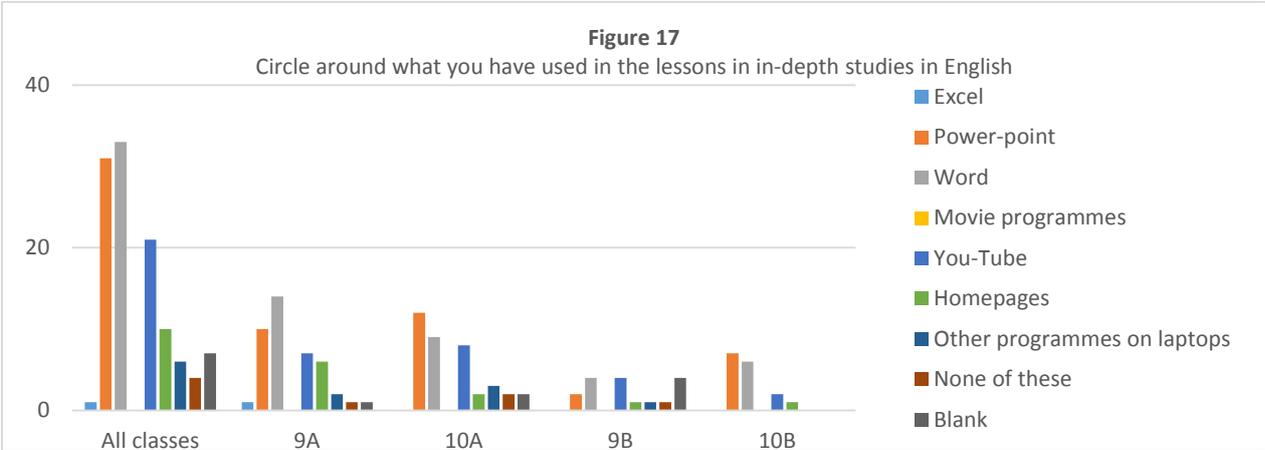
Question no.14 asked the pupils to circle around two areas they thought could be better with in-depth studies in English, and the answers are presented in Figure 14 above. The three most frequently selected alternatives in all four classes combined were; *More content that we can decide after own interests*, *Easier demands. For example, that it should be easier to achieve the grades 5 or 6 in the subject*, and *More topics that are different from the normal English subject*. These three were also the most frequently selected in 10A and 9B. 9A was the only class where *More difficult textbooks/ curricula* was the most selected alternative. Lastly, 4 pupils left a comment, and the pupils commented on wanting newer and better textbooks and more lessons in in-depth studies in English.



Question no.15 asked the pupils about which types of texts they had worked with in in-depth studies in English, and the alternative *Movies* was by far the most frequently selected in all classes, both combined and separated, which is shown in Figure 15 above. Also, *Interview* was the second most frequently selected alternative in 9A and 9B. 10A was the only class where the alternative *Songs* was selected, and 10B was the class that had most alternatives which were not selected. Lastly, the four pupils who left a comment explained how they had worked with programmes such as Word and Excel, and that pictures were a type of text they had worked with.

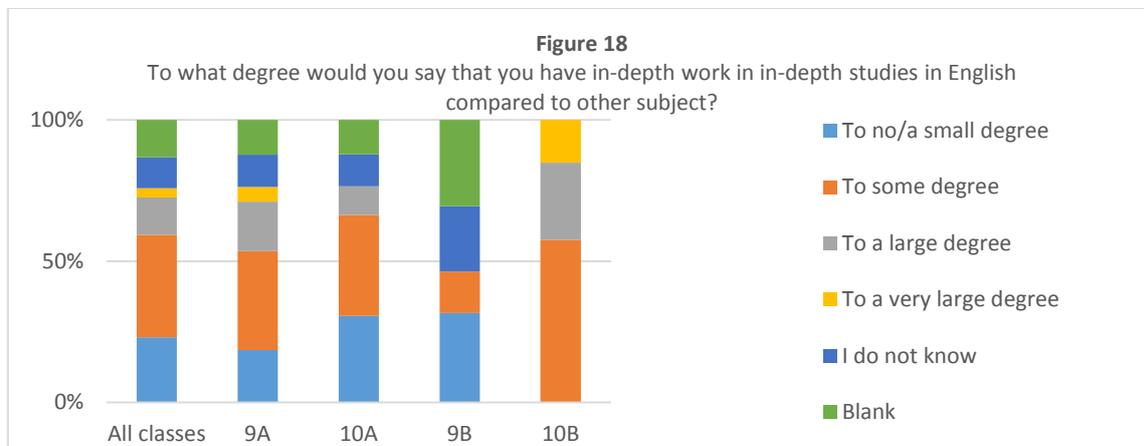


Question no.16 asked the pupils to what degree they would say that in-depth studies in English had made them better at being critical to their own language development and to how they learn best, and the answers are presented in Figure 16 above. The most frequently selected alternative in all four classes combined, and 9A, 10A, and 10B was *To some degree*. In 9B the most frequently selected alternative was *To a large degree*. Only pupils in 9A selected the alternative *To a very large degree*. Lastly, 10B was the only class where no pupils selected the alternative *To a large degree*.



Question no.17 asked the pupils to circle what they had used in the lessons in in-depth studies in English, and the three most frequently selected alternatives in all four classes combined, in

addition to 9A, 10A, and 10B were; *Power-point, Word, and You-Tube*. In 9B there were just as many pupils who answered blank as who selected the two most selected alternatives; *Word and You-Tube*.



Question no.18 asked the pupils to what degree they have in-depth work in in-depth studies in English compared to other subjects, and the answers are shown in Figure 18 above. The most frequently selected alternative in all classes combined was also the most selected in 9A, 10A, and 10B; *To some degree*. 9B was the only class where the alternative *To a large degree* was not selected. Lastly, 10B was the only class where only three alternatives were selected; *To some degree, To a large degree, and To a very large degree*.

Question 19 left the pupils with the opportunity to say their honest opinion about the subject in a comment box.

Class 9A was the class that had most positive comments, and several pupils saw the subject as meaningful and effective. However, one pupil in 9A said that he/she felt the subject is pointless and ought to be looked into, and another pupil wanted to change subject, but was denied. Nevertheless, 57 percent of class 9A`s comments were positive towards in-depth studies in English and saw it as useful. Those who wanted change to the subject commented on the lessons themselves, the level of difficulty in the subject, pupil involvement and wanted more in-depth work. They found the subject to be too difficult and wanted to decide more themselves.

In class 10A the pupils also had different opinions about the subject. One pupil claimed the subject is a wasted lesson and that there is no learning, while another pupil was very happy

with the subject, but found it stupid that it is a subject that is viewed as being for pupils who are weak in English. That was the only pupil in this class who wrote an exclusively positive comment. Those pupils who wanted a change in the subject wanted a change with the lessons, as several pupils wrote that the lessons were not varied and that they did the same things over and over again, that they should have in-depth work in the subject, and that they learn the same as in the normal English subject. Moreover, some pupils claimed that the subject was too difficult, whilst others found it to be too easy. Those who found it to be too difficult wanted it to be easier to achieve a 5 or a 6, whilst others said that the teachers have too high demands for them. Lastly, there was also frustration towards the teacher and the lack of variety in the lessons.

In class 9B, 6 of the 8 pupils who wrote a comment, wrote a positive comment and said that the subject is a good for those who struggle with English. Additionally, some find the subject exciting, and others claim they learn a lot. The remaining are divided in their opinions. One pupil said the subject is for those who cannot learn another language and wanted more levels of difficulty on tasks that he/she could choose from. Another pupil wanted to have more in-depth work and more time to work properly with texts, which they were not allowed to do now.

In class 10B one pupil found the subject to be a good alternative, as he or she did not master learning another foreign language. This pupil also thought in-depth studies in English is unstructured and very open, large, and unspecific. There were also pupils in this class who were not entirely happy with the subject and wanted easier tasks and more focus on each pupil. Again, the level of difficulty causes disagreement between the pupils. In this class, the level of difficulty was what most pupils wanted to change and there were equally many pupils who wanted in-depth studies in English to be easier, as there were who wanted it to be more difficult.

## **4.2 Results from the interview with the teachers**

In this section, the findings from the interviews with the four teachers are summarised.

All the teachers had taught in-depth studies in English between one term and four years, with the exception of one teacher who had taught the subject several years ago and again now.

Three of them had worked as teachers between three and five years, whilst the last teacher had been a teacher for thirty years.

Two of the teachers had studied English at university, whilst the two other teachers had no formal education in English. All four teachers studied at universities to become teachers.

Three of them studied different subjects, whilst the last teacher took a teacher-training programme in another country.

All four teachers agreed that in-depth studies in English is for the pupils who are academically weak. Three of four teachers also agreed that the subject was for those who are too academically weak to have yet another foreign language, who have emigrated to Norway, and that there is a great demand for it. In continuation of this, all the four teachers found it especially challenging that there is a large gap between the levels of the pupils in the subject.

All the four teachers experienced much freedom in the subject, and they did not need to cooperate with other teachers or be dependent on others, which they were happy with. Moreover, they had never cooperated between schools either, and did not experience any commitment from their managements on in-depth studies in English when it came to textbooks, resources, aiding devices et cetera.

One of the teachers found the only textbook for in-depth studies in English to be a joke, due to themes that are out of date and because the texts themselves were uninteresting, but did not have the possibility to change textbook. Contrary to this, the other three teachers agreed that the textbook was good.

Interestingly, all the four teachers basically agreed on what the main topic of in-depth studies in English was; communication and basic skills. One teacher said the subject is about basic skills and to make yourself understood and understand others, and that they “go back to scratch” and go in-depth from there. A second teacher mentioned communication. A third teacher said oral communication was the main topic, while the fourth teacher explained how they worked with grammar and basic skills.

None of the four teachers agreed completely about the purpose of the subject. They all interpreted the linguistic aspect to be the purpose of the subject, and two of the teachers pointed to learning about the different English languages in the world, for example American English vs. British English. A third teacher claimed the purpose was to further develop what the normal English subject says about language, culture, and English-speaking countries, but that this was impossible with his or her pupils, because of their low academic level. The last teacher argued that oral skills was the purpose of the subject.

The four teachers also differed in terms of explaining the main difference between the normal English subject and in-depth studies in English. One teacher said that there were more academically strong pupils in the normal English subject. The other teacher from the same school argued that in-depth studies in English became a gathering for academically weak pupils and so you teach accordingly. A third teacher believed that there was much more freedom when teaching in-depth studies in English, as you did not focus on grammar and such, but that the pupils had more freedom to work with what they wanted, than in the normal English subject. The last teacher claimed that in-depth studies in English was more about grammar and basic skills, whilst the normal English subject was more about bigger topics, such as culture and history.

Three out of four teachers insisted that the subject was not optimal the way that it is now, because it was too easy to change from one subject to another, and due to academically weak pupils. The fourth teacher thought the subject was fine as it is.

The teachers were also asked about reports that have shown that some of the pupils who take in-depth studies in English are academically weak and that as a result, teachers do not teach the subject as an in-depth course but as a support subject to English. Two of the teachers, who were from the same school, completely agreed with this. The other two teachers disagreed and explained that they did not teach the subject as a support subject, but as in-depth studies to further develop the pupils' current competence in English, on whichever level it was.

However, one of the latter two teachers admitted that the subject could be used as a support subject to help the pupils, but that the teacher himself or herself would not call it a support subject.

In terms of activities in the classroom, all the four teachers agreed that the pupils talk and read a lot, while two of the teachers, who taught different ages at different schools, also specifically mentioned grammar.

In the curriculum of in-depth studies in English, it says that one of the purposes of the subject is to further develop linguistic and cultural competence in English. All the four teachers agreed that they focused on both of the competencies, but that there was more focus on the linguistic than the cultural, and that the linguistic was about the ability to express oneself in English. All teachers also specifically mentioned communication. They all found the curriculum in the subject easy to follow, and both specific enough and wide enough and not more challenging than the curriculum in the normal English subject.

All the four teachers understood the two main areas of in-depth studies in English, *exploring language and text* and *text and meaning*, the same; that *exploring language and text* is about the different varieties of English in the world, for example dialects, and how the same word can have different meanings, and that *text and meaning* is about reading and understanding different types of texts, without any of the four teachers mentioning oral texts.

The curriculum of in-depth studies in English says that the pupils should master the language in different arenas, and have an understanding that language is used differently in different contexts. One teacher said he or she did not understand this and had not taught it. The other three teachers said that they had gone through it with the pupils and that they understood it as going through different situations and how you communicate in those situations.

Three out of four teachers explained that they had let their pupils use Power-Points in in-depth studies in English, and two of them mentioned Word. The fourth teacher said that they worked with where they got their information from, but that this was very challenging as the pupils were academically weak.

The curriculum also says that the pupils are going to learn how media affect the use of language. Two of the teachers, who were from different schools, did not understand this and as a result felt they could not teach this. A third teacher claimed that he or she had only looked at song lyrics. The last teacher understood what the curriculum wanted, but did not know how to teach it.

The four teachers were also asked to interpret all the competence aims and explain their interpretations to me. They understood most of the competence aims the same way, and how I expected them to. They understood and agreed about which areas that were central in the subject; sociolinguistics, pragmatics, and genre theory. They agreed that ICT was a part of the subject, but did not see it as a main area. The fact that they understood and agreed upon the main areas of the subject, shows that the curriculum is able to communicate what the main

areas are and that this is easy for teachers to understand. However, as can be read below, there were also competence aims that the teachers disagreed about and struggled to interpret, which could indicate that parts of the curriculum in in-depth studies in English are not easy for teachers to understand and agree upon. The competence aims the teachers disagreed about are presented below.

The four teachers understood this competence aim differently; *Compare words and grammatical forms in written and spoken use of the English language*. Two teachers, who were from different schools, understood this competence aim as being concerned with translation. A third teacher interpreted it as being concerned with how you can use some words orally, but not in written form. The fourth teacher understood this competence aim as being concerned with learning about grammar and comparing the Norwegian and English language to each other.

A competence aim which the teachers interpreted slightly differently was; *Experiment with simple translation between Norwegian and English, written and spoken, and talk about how meanings change according to the choice of words*. Three teachers agreed that this competence aim was concerned with translation, and one of these three teachers mentioned different text genres, but admits that this was not where the emphasis was. The last teacher would focus on using dictionaries.

*Explore and assess how digital media influence and change language and communication* was also interpreted differently. Three of the teachers explained that this is about how to communicate in different settings, whilst the last teacher did not understand this competence aim.

*Present a programme composed of different forms of expression based on own texts or those of others* was a competence aim that caused a lot of confusion among the teachers, especially due to the word "programme". Two teachers from the same school did not understand this competence aim and what to do about it. A third teacher understood this competence aim as, for example, having role-plays or presentations, with both pictures and texts. The fourth teacher explained that this is something the pupils do not have the capacity to do, as it would involve the amalgamation of different text types.

*Document and assess own development in working with texts* also caused confusion. One teacher understood this as exactly the same as *document and assess own development in the exploration of language and text*, and struggled to see the difference between these two aims.

A second teacher only mentioned self-assessment without further explanation. A third teacher interpreted this competence aim as the pupils being given back a text to correct in the lessons with the teacher. The last teacher explained that they worked with texts orally, due to the form of the exam, which is oral.

As a final note, one teacher explained that even though the subject is an in-depth course, it is not so in reality, pointing to how the curriculum does not match the academic level of the pupils. Another teacher found it difficult to deal with digital tools and instead chose to use them as little as possible. The last teacher suggested that the following competence aim should be divided into two competence aims, as it asks too much of the pupils; *experiment with simple translations between Norwegian and English, written and spoken, and talk about how meanings change according to the choice of words.*

The last question for the four teachers was if they had the chance to revise something, what would that be and why. Two of the teachers would have simplified the subject, from in-depth studies in English to English simplified, as this is what it is in reality. The two other teachers, who were from the same school, would have altered some of the competence aims and made them easier.

## 5 Discussion

*Is in-depth studies in English used in accordance with the curriculum?*

According to its curriculum, in-depth studies in English is going to facilitate in-depth studies and further development of linguistic and cultural competence (cf. section 3). This means understanding how to use language in different arenas and understanding that language can be used in different ways in different contexts (cf. section 3), which consists of both sociolinguistic and pragmatic knowledge (cf. sections 2.2 and 2.3). Additionally, the pupils are also going to learn about different types of texts, both traditional and composite, and when to use the different types according to purpose and context (cf. section 3). Also, the pupils are going to learn how to use different types of media as an arena for communication (cf. sections 2.5 and 3).

Questions 8 and 9 in the pupils' questionnaire were designed to investigate whether these are in fact topics in focus in the subject. By looking at the answers from these questions, it appears that all the pupils in all four classes believe they learn about sociolinguistics, pragmatics, genre theory, and ICT, to a smaller or higher degree, which could point to the fact that the subject is used in accordance with the curriculum, at least when it comes to these four areas. This again could point to the fact that the pupils work with what Saville-Troike refers to as communicative competence, across those four areas (cf. section 2.1). The answers from questions 15 and 16 in the pupils' questionnaire also show how the pupils work with different types of texts and different ICT tools, and the answers from question no.10 shows that the majority of the pupils believe the teaching in in-depth studies in English is different from the teaching in the normal English subject.

None of the teachers ever specifically mentioned sociolinguistics, pragmatics, genre theory or ICT, but, through their understanding of the two main areas, *exploring language and text* and *text and meaning*, they believe the subject is about sociolinguistics, pragmatics, and genre theory, without specifically mentioning these terms. Additionally, three of the teachers explained how they had used ICT tools in their lessons.

However, by looking at Figure 8 from the section about the pupils' results, we can see that the three most frequently selected alternatives in 9A and 10A were much more concerned with the four previously mentioned areas, than the top three most selected alternatives in 9B and 10B. By doing the same with question no.9, all the classes' answers were more alike. Class

10A was the class that stood out as not one of the top three most frequently selected alternatives were concerned with any of the four areas.

By looking at how many relevant alternatives were selected in questions 8 and 9, it appears that class 10B follows the curriculum to a lesser extent than the other three classes. Contrary to this, by looking at the top three most frequently selected alternatives in the classes in question no.9, class 10A stands out and does not seem to follow the curriculum to the same extent like the other classes. Thirdly, by looking at the top three most selected alternatives in question no.8, both the B-classes appear to follow the curriculum to a lesser extent than the A-classes. This makes it challenging to give a definite answer as to whether the subject is used in accordance with the curriculum, as we have three possible answers depending on which alternatives to focus on.

#### *Why do pupils choose in-depth studies in English?*

Question no.3 in the pupils' questionnaire asked the pupils why they chose the subject. The answers from all the four classes combined were very diverse; 28 percent said it was their own choice, 8 percent admitted they chose the subject because there were few/no interesting options, and another 10 percent chose the subject because they liked language, but did not want to learn another foreign language. On the other hand, 13 percent of the pupils chose the subject because it seemed exciting and interesting, and 5 percent because it seemed easy/not so challenging. In other words, there were also pupils who chose the subject because they wanted to take it. Then again, by looking at the answers from question no.11, more than 60 percent of the pupils knew someone who had chosen in-depth studies in English because they would rather achieve a good grade in a language they already knew, than learning a new foreign language. Comparing the answers from these two questions it appears that the majority of the pupils chose the subject because they wanted to, but there were also those who chose it due to lack of other options. Also, it appears that many pupils chose the subject because they rather wanted to achieve a good grade in a language they already knew, than having to learn a new one.

#### *Are there factors that cause the subject to not function according to its purpose?*

Questions no.1 and 2 in the chapter about the results, show that the majority of the pupils believe the subject is to a small/no or some degree more challenging, and provides them with broader knowledge, than the normal English subject. Secondly, in question no.12 in the chapter about the results, more than 50 percent of the pupils agree that in-depth studies in English has made them better in English to a small/no or some degree. The answers from

these three questions could be interpreted in a way the subject may not function as an in-depth subject for all its pupils, and as a consequence does not fully function according to its purpose (cf. section 3). Moreover, it may be that the answers from these three questions show that the subject is not *taught* as an in-depth course and does not facilitate further studies, which is a factor that causes the subject to not function according to its purpose.

All four teachers admitted that the most challenging aspect about teaching the subject is the huge academic gap between the pupils, and three of them agreed that the subject was for those pupils who were too academically weak to have another foreign language. This is emphasised by the answers from the pupils in question no.6, where many pupils changed from a foreign language to in-depth studies in English. Additionally, three teachers also said the subject was not optimal now because it was too easy for pupils to change from a foreign language to in-depth studies in English, and due to academically weak pupils.

It is plausible that there are several factors that cause the subject to not function according to its purpose; firstly, the pupils and their academic level, which several of the teachers believed was too low for the subject to be taught as an in-depth subject. Secondly, because it is too easy to change from a foreign language to in-depth studies in English. Several of the pupils had changed from a foreign language to in-depth studies in English and the teachers pointed to this as problematic. In other words, there appears to be several factors that cause the subject to not fully function according to its purpose.

*To what degree do teachers on the one hand and pupils on the other, have similar perceptions about the content of the subject and how it works?*

In question no.7 in the chapter about the results, 37 percent of the total number of pupils were happy with the level of difficulty in the subject, while 42 percent were not happy, for different reasons. Even though *grammar* was the second most frequently selected alternative in question no.8, the alternatives that were concerned with sociolinguistics, pragmatics, and ICT, were relatively popular as well. In questions no.12 and 16 in the chapter about the pupils` results, most of the pupils think that in-depth studies in English has helped them improve both their English and the ability to be critical at own language development, and according to the answers from question no.14, the majority of the pupils believe they will benefit later in their lives from having taken the subject (cf. section 5.1).

Grammar is a part of the basic knowledge about a language and something you start acquiring working with from early on. Thus, the high number of pupils who selected the alternatives

grammar, could show that many of the pupils who take the subject are indeed academically weak in English, and that they need to work with the basics, as the teachers have pointed towards. This is emphasised by the fact that no pupil selected the alternative that said in-depth studies in English is a subject for those who are good at English, in question no.13 in the pupils' questionnaire. In the same question, only 8 out of 52 pupils agreed they were challenged a lot in the subject.

Even though the teachers agreed that the two main areas in the subject; *exploring language and text* and *text and meaning* covered sociolinguistics, pragmatics, and genre theory, they had different opinions about several of the other points, which can be seen in the section about the results from the teachers (cf. section 5.2). These differences had to do with what the pupils were going to do and learn in the subject, and the ability to do what the curriculum wanted.

Their disagreements about some of the competence aims were concerned with how to achieve what the competence aim wanted, that the pupils did not have the capacity to achieve what the competence aim wanted, and that the teachers themselves did not understand the competence aim. This caused the teachers to have different perceptions about what the pupils were going to learn, and in that way having different perceptions about the content of the subject. If they could change something about the subject, all the teachers would have simplified the subject from in-depth studies in English to English simplified, as this was what it was in reality.

All four teachers agreed that in-depth studies in English is for the pupils who are academically weak, who are too academically weak to have yet another foreign language, and those who have emigrated to Norway. All four teachers also pointed to the huge academic gap between the pupils as the most challenging aspect about the subject, and three teachers did not think the subject worked as it was now, while one teacher thought the subject was fine as it was.

Therefore, it appears that both teachers and pupils believe the content of the subject is concerned with sociolinguistics, pragmatics, ICT, and genre theory, even though the pupils to a lesser extent believe genre theory is a part of the content in in-depth studies in English, than the teachers. Still, the teachers explained how the low academic level of the pupils affect the subject, and all the pupils combined believe in-depth studies in English is a subject for those who are not so good in English. It appears that both pupils and teachers agree about how sociolinguistics, pragmatics, genre theory, and ICT are all parts of the content of the subject, but that this comes second, after learning about grammar, translation, and basic skills. More, translation in itself is not a major part of in-depth studies in English; it is only mentioned

once, as a single competence aim. Thus, it appears that translation has a bigger focus according to pupils and teachers, compared to what it should have according to the curriculum. Also, all the teachers agree that the subject is for academically weak pupils and that the large academic gap between the pupils was challenging. And as mentioned, most of the pupils are not happy with the level of difficulty in the subject for several different reasons. This could point to the fact that both the teachers and most of the pupils agree that the subject does not work as an in-depth subject, but perhaps either as a second English subject or a support subject for the normal English subject.

*Can differences between different teachers and different classes in perceptions about the subject be identified, or are there similar trends across teachers and classes?*

All four teachers and the pupils in 10A and 9B, saw the subject as a subject for academically weak pupils and thought the large academic gap between the pupils was very challenging. This shows that the majority of the teachers and pupils combined view the subject as a subject for those who are academically weak, and arguably, more as a support subject for the normal English subject, than an in-depth course. This is further emphasised by the fact all the teachers wanted a change with the subject, and would like to make the subject and/or the curriculum easier, and that no one of the pupils selected the statement that sad in-depth studies in English is seen as a subject for those who are good in English.

Most of the pupils` comments expressed a desire for more in-depth work, more levels of difficulty in what they worked with, and more varied lessons. By looking at question no.18 in the pupil`s results, the majority of the pupils think they have in-depth work to a small/ no degree or some degree. Also, the teachers from 9A, 10A, and 9B did not think the subject was optimal the way it was now. Even though the teacher from 10B though the subject was fine now, the pupils from 10B had the fewest positive comments, which shows a difference in perceptions about the subject; the teacher thinks it is fine, whereas the pupils do not. Likewise, this paragraph also shows that both pupils and teachers in the other three classes agree that the subject is not optimal the way it is now.

The pupils from classes 9A, 10A, and 9B agree that the subject focuses more on grammar than the normal English subject does. The teachers from 9A and 10A agreed with Bakken and Dæhlen`s (2011) report that said the subject is taught as a support subject more than an in-depth course, and by comparing this with the answers from their classes, it appears the teachers and pupils agree that the subject focuses more on grammar and basic skills, and that

grammar and translation is more focused on, than sociolinguistics, pragmatics, genre theory, and ICT (cf. sections 3, 5.1, and 5.2). However, even though the pupils in 9B believe the subject is more about grammar and translation than anything else, and that they think the subject is seen as a subject for those who are not so good in English, their teacher strongly disagreed with the previously mentioned report from Bakken and Dæhlen (2011). In that way, the pupils in 9B's perception about the subject is different from the teacher's, in that even though the pupils in 9B believe the subject is a subject for those who struggle with English, their teacher does not think so.

By looking at the three previous paragraphs it looks like the pupils and teachers from 9A and 10A to a much larger extent agree in terms of perceptions about the subject, than the pupils and teachers in 9B and 10B; both the pupils and the teachers in 9A and 10A agree that the subject does not completely function according to its curriculum, and as such, does not fully function as an in-depth subject. In that respect, there are equal perceptions about the function of the subject as not an in-depth subject, but as a support subject, between the teachers and pupils in 9A and 10A. Both the teachers in 9B and 10B did not believe the subject was taught as a support subject. Their pupils however, think the subject is easier than the normal English subject, that it is for those who are weak in English, and that they are not challenged in the subject. In that way, it appears the teachers in 9B and 10B do not believe they are teaching an easier subject than the normal English subject, but that that is the experience from their pupils, which is an obvious difference in perception about the subject between the teachers and classes in 9B and 10B.

Overall, this discussion has shown that the majority of pupils and teachers agree that in-depth studies in English is a subject for those who are academically weak, and not for those who are good in English, and, that the four areas this thesis has argued to be in focus in the curriculum; sociolinguistics, pragmatics, genre theory, and ICT, are in focus in the subject as well, according to both pupils and teachers. Secondly, both pupils and most of the teachers agree that the subject is not optimal that way it is now and want changes concerning level of difficulty, who takes the subject, and that it is too easy to change from a foreign language to in-depth studies in English. Furthermore, while there were more pupils who were dissatisfied with the level of difficulty, there were also many who were happy with it, which makes it challenging to say whether the level of difficulty in the subject is suitable or not. Lastly, even though several of the pupils expressed dissatisfaction concerning aspects of the subject, most of them believe they will benefit in the future from having had in-depth studies in English,

which can be seen in Figure 5 in the pupils` results, where the majority of the pupils in 9<sup>th</sup> grade will continue with the subject.

## 6 Conclusion

This thesis has looked into the subject in-depth studies in English, and whether the areas this thesis has identified as the focus areas in the curriculum; sociolinguistics, pragmatics, genre theory, and ICT, are experienced as the focus areas by both pupils and teachers. The informants were two 9<sup>th</sup> grade classes and two 10<sup>th</sup> grade classes from two different schools, in addition to their teachers. The answers from this investigation have shown that most of the pupils and teachers believe that the four areas mentioned above are focus areas in the subject, but that they come second after grammar and translation.

Moreover, this thesis also investigated whether in-depth studies in English is taught as an in-depth subject, or if it is taught and experienced more as a support subject for the normal English subject. The previous study from Bakken and Dæhlen suggested that there are challenges concerning in-depth studies in English, among which was the low academic level of the pupils and that many pupils choose the subject because they do not want to learn another foreign language (Bakken and Dæhlen, 2011). The results from the both the pupils and the teachers have suggested that in-depth studies in English is viewed by both pupils and teachers as a subject for the pupils who struggle with English. Additionally, none of the pupils agreed with the statement that said in-depth studies in English is for those who are good at English. The teachers explained how the low academic level of the pupils was a major challenge with the subject, and that they also struggled with the large academic gap between the pupils.

Much of these answers have corresponded with what could have been predicted based on Bakken and Dæhlen (2011): in-depth studies in English is not considered a subject for those who are good at English, but functions more as a support subject for the normal English subject. Secondly, the subject is often chosen by academically weak pupils who do not want to learn another foreign language, which both some pupils and all four teachers agreed with. However, there were also pupils who chose the subject because they wanted to take it, which means that not all pupils who choose the subject chooses it due to lack of other options or because they do not want to learn another foreign language. The fact that the teachers struggled with both understanding and teaching several parts of the curriculum, and that several pupils explained that they wanted more in-depth work, was not predicted at the beginning of this study, but are nonetheless interesting findings.

This thesis was limited to two school and four classes, and further research would be necessary to draw any conclusions, but this study seems to support Bakken and Dæhlen (2011) and to indicate that changes are needed in in-depth studies in English.

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## 8. Attachements

### 8.1 APPENDIX I: THE PUPILS' QUESTIONNAIRE

**Instruksjoner:** Her er noen spørsmål om engelsk fordypning. Les spørsmålene nøye før du svarer, og rekk opp hånda om du trenger hjelp. Vær så ærlig som mulig i svarene dine.

1. I hvilken grad vil du si at engelsk fordypning er et mer utfordrende fag enn faget engelsk? Ring rundt det alternativet som passer deg best.  
1) I liten / ingen grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke

Kommentarfelt:

2. I hvilken grad vil du si at faget engelsk fordypning gir deg bredere kunnskap enn faget engelsk? Ring rundt det alternativet som passer deg best, og gjerne skriv i kommentarfeltet under om du har mer du vil si.  
1) Ingen liten/ingen grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke.

Kommentarfelt:

3. Hva gjorde at du valgte faget engelsk fordypning? Ring rundt de 3 alternativene som passer deg best.
- 1) Mitt eget valg, 2) Påvirkning av familie/venner, 3) Få /ingen interessante alternativer, 4) Liker språk, men ville ikke lære et nytt fremmedspråk, 5) Det virket enkelt/lite utfordrende, 6) Jeg liker engelsk veldig godt, 7) Det virket spennende og interessant, 8) Læreren min anbefalte det, 9) Annet, vennligst spesifiser i kommentarfeltet under.

Kommentarfelt:

4. Tror du at du vil ha nytte av engelsk fordypning senere i livet ditt? Ring rundt det alternativet som passer deg best, og skriv gjerne i kommentarfeltet under om du har noe mer du vil si.
- 1) Ja, ganske sikkert, 2) Ja, antakelig, 3) Vet ikke, 4) Nei, antakelig ikke, 5) Nei, ganske sikkert ikke.

Kommentarfelt:

5. I hvilken grad er det sannsynlig at du kommer til å fortsette med engelsk fordypning neste år?

1) I liten/ingen grad, 2) I noen grad, 3) I stor grad, 4) I ganske stor grad, 5) Vet ikke

Kommentarfelt

6. Har du hatt engelsk fordypning før (i fjor eller året før det)?

1) Ja, i 1 år, 2) Ja, i 2 år, 3) Nei, jeg byttet fra et annet fag, 4) Nei

7. Synes du vanskelighetsgrad i engelsk fordypning er høy nok for at du skal kunne ha bruk for faget? Ring rundt det svaret som passer deg best, og gjerne skriv i kommentarfeltet under om du har noe mer du vil si.

- Nei, vi leser like vanskelige tekster og gjør like vanskelige oppgaver som i det vanlige engelskfaget, og da får jeg ikke den hjelpen jeg trenger i engelsk.
- Nei, vi leser enklere tekster og gjør enklere oppgaver enn i det vanlige engelskfaget, og da får jeg ikke utfordret meg.
- Ja, tekstene og oppgavene vi jobber med i engelsk fordypning er litt enklere enn i det vanlige engelskfaget, og det syns jeg er passe vanskelig.
- Nei, vi leser for enkle tekster og jobber med for enkle oppgaver i engelsk fordypning til at jeg skal ha nytte av det.
- Ja, tekstene og oppgavene vi jobber med i engelsk fordypning er vanskeligere enn i det vanlige engelskfaget, og det syns jeg er passe vanskelig.
- Ja, tekstene og oppgave vi jobber med i engelsk fordypning er like vanskelig som det vanlige engelskfaget, og det syns jeg er passe vanskelig.

Kommentarfelt:

8) Hva syns du at du lærer om i engelsk fordypning? Kryss av i den lilla firkanten til venstre for de 4 du mener passer best, og gjerne skriv i kommentarfeltet under om du har noe mer du vil si.

Setningen

«**Jeg liker sjokolade**» er ment som et eksempel.

X	<b><i>Jeg liker sjokolade</i></b>		
	Ulike engelskspråklige kulturer		Grammatikk
			Hvordan vi bruker engelsk i ulike situasjoner. For eksempel når vi skal spise på restaurant i utlandet, er på en flyplass eller må hjelpe turister her i Norge
	Hvordan omgivelsene rundt former det engelske språket		Forskjellig engelskspråklig litteratur, for eksempel fantasy-bøker eller romantiske bøker
	Oversettelse		Ulike typer tekster. For eksempel dikt, bøker, faktatekster eller sanger
	Å tilpasse språket til den situasjonen vi er i		Å tilpasse språket til de(n) personen(e) vi snakker med
	Hvordan digitale medier brukes. For eksempel hvordan vi kan bruke internett, Facebook, Instagram, Word og Power Point på en god måte		Hvordan digitale medier påvirker oss
	Hvordan meninger og betydninger av det vi sier forandres i forhold til situasjoner		Hvordan medier og samfunnet rundt oss kan gi oss nye ord og uttrykk
	Hvordan språk og samfunnet rundt påvirker hverandre		Ulike engelskspråklige dialekter
	Det samme som i det vanlige engelskfaget		Å forstå hvordan jeg selv best lærer engelsk
	Annet, vennligst spesifiser i kommentarfeltet		Hvordan vi kan vurdere ulike nettsider, med tanke på informasjonsverdi og utseende

Kommentarfelt:

- 9) Hva vil du si er de største forskjellene mellom faget engelsk fordypning og det vanlige engelskfaget? Velg de 4 du synes passer best, og skriv tallet 1 i den lille firkanten til venstre for den som passer best, tallet 2 i den lille firkanten til venstre for den som passer nest best, osv, til og med tallet 4 i den lille firkanten til venstre for den som passer fjerde best, og skriv gjerne i kommentarfeltet under om du har noe mer å si. Finner du færre enn 4 som passer, for eksempel bare 2, så velger du bare 2. Men ikke flere enn 4.

	Engelsk fordypning fokuserer mer på grammatikk enn det vanlige engelskfaget gjør		Engelsk fordypning fokuserer mer på ulike tekstsjangere enn det vanlige engelskfaget gjør, for eksempel de to hovedsjangerne: skjønnlitteratur og sakprosa
	Engelsk fordypning har større fokus på litteratur enn det vanlige engelskfaget, for eksempel bøker, dikt og vers		Engelsk fordypning fokuserer mer på ulike engelskspråklige kulturer enn det vanlige engelskfaget, for eksempel amerikansk, engelsk og australsk kultur
	Engelsk fordypning har større fokus på å kunne uttrykke seg i ulike sammenhenger, enn det vanlige engelskfaget har. For eksempel er det viktig å vite hvordan man kan forklare veien til utenlandske turister som kommer til Norge		Engelsk fordypning fokuserer mer på muntlig engelsk enn det vanlige engelskfaget, for eksempel hvordan vi bruker ulike ord og uttrykk når vi snakker med noen
	Engelsk fordypning fokuserer mer på hvordan forhold vi har til ulike mennesker, kan være med på å forme språket vårt, enn det vanlige engelskfaget		Engelsk fordypning fokuserer mer på sammenhengen mellom språk og samfunn og hvordan de påvirker hverandre, enn det vanlige engelskfaget gjør, for eksempel hvordan Facebook og Google har gitt oss nye ord og uttrykk
	Engelsk fordypning fokuserer på det samme som det vanlige engelskfaget gjør		Annet, vennligst spesifiser i kommentarfeltet

Kommentarfelt:

10) I hvilken grad vil du si at undervisningen i engelsk fordypning er forskjellig fra undervisningen i det vanlige engelskfaget? Ring rundt det svaret som passer deg best, og gjerne skriv i kommentarfeltet under om du har noe mer du vil si.

1) I liten/ingen grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke.

Kommentarfelt:

11) Kjenner du noen som har valgt engelsk fordypning fordi de ikke ville lære seg et nytt språk, men heller sikre seg en god karakter i et språk de allerede kan? Ring rundt det alternativet som passer deg best, og gjerne skriv i kommentarfeltet om du har noe mer du vil si.

1) Nei/Vet ikke, 2) Ja, noen få, 3) Ja, ganske mange, 4) Ja, veldig mange.

Kommentarfelt:

12) I hvilken grad vil du si at engelsk fordypning har gjort deg bedre i engelsk? Ring rundt alternativet som passer deg best, og skriv gjerne i kommentarfeltet om du har noe mer du vil si.

1) I ingen/liten grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke.

Kommentarfelt:

13) Hvilke(t) av disse utsagnene synes du stemmer? Skriv tallene 1-4 til venstre for de 4 alternativene som du synes passer best (der nr.1 passer best, nr.2 passer nest best osv.), og skriv gjerne i kommentarfeltet under om du har noe mer du ønsker å si:

	Vi får nyere lærebøker i engelsk fordypning enn i andre fag		Vi har eldre lærebøker i engelsk fordypning enn i andre fag
	Vi har bra lærebøker i engelsk fordypning		Vi har dårlige lærebøker i engelsk fordypning
	Vi har ikke lærebok i engelsk fordypning		Læreren i engelsk fordypning er virkelig interessert i faget
	Det virker ikke som læreren i engelsk fordypning er interessert i faget		Vi har ingen fast lærer i engelsk fordypning
	Vi gjør akkurat det samme i engelsk fordypning, som i det vanlige engelskfaget		Det er flaut å velge engelsk fordypning
	Engelsk fordypning er et enklere fag enn det vanlige engelskfaget		Engelsk fordypning er et vanskeligere fag enn det vanlige engelskfaget
	Engelsk fordypning fokuserer på «større» temaer enn det vanlige engelskfaget. For eksempel hvordan det engelske språket forandrer seg ved at det skapes nye ord og uttrykk		Engelsk fordypning fokuserer på «mindre» temaer enn det vanlige engelskfaget, for eksempel å lære viktige ord og uttrykk til når man skal ute å reise
	Engelsk fordypning blir sett på som et fag for de som ikke er så flinke i engelsk		Engelsk fordypning blir sett på som et fag for de som er flinke i engelsk
	Jeg får utfordret meg mye i engelsk fordypning		Jeg får ikke utfordret meg i engelsk fordypning
	Annet, vennligst spesifiser i kommentarfeltet		

Kommentarfelt:

14) Ring rundt to områder du mener kunne vært bedre ved engelsk fordypning, og gjerne skriv i kommentarfeltet om du har noe mer du vil si:

- Vanskeligere lærebøker / pensum
- Flere undervisningstimer
- Enklere krav, for eksempel at det skal være enklere å få 5 eller 6 i faget
- Enklere tema
- Vanskeligere tema
- Enklere lærebøker / pensum
- Vanskeligere krav (at det skal være vanskeligere å få 5 eller 6 i faget)
- Mer innhold som vi bestemmer selv etter egne interesser
- Flere tema som er annerledes enn i det vanlige engelskfaget
- Ingenting. Faget er bra som det er.
- Vet ikke / ingenting
- Annet. Vennligst spesifiser i kommentarfeltet under.

Kommentarfelt:

15) Hvilke typer tekster har dere jobbet med i engelsk fordypning? Kryss av til venstre for de du mener dere har jobbet med, og skriv gjerne i kommentarfeltet om du har noe du vil si.

	Noveller		Excel
	Formelle og uformelle brev		Filmer
	Søknader		Grafer
	Dikt		Sanger
	Artikler og reportasjer		Statistikk
	Intervju		Tabeller
	Biografi og selvbiografi		Annet, vennligst spesifiser i kommentarfeltet

Kommentarfelt:

16) I hvilken grad vil du si engelsk fordypning har gjort deg bedre til å være kritisk til egen språkutvikling, og til å finne ut hvordan du lærer best? Ring rundt det alternativet som passer deg best, og skriv gjerne i kommentarfeltet under om du har noe mer du vil si.

1) I ingen/ liten grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke

Kommentarfelt:

17) Ring rundt det du har brukt i timene i engelsk fordypning:

- Excel
- Power Point
- Word
- Filmprogram, som for eksempel Windows Movie Maker
- YouTube
- Hjemmesider, for eksempel [www.vif-fotball.no](http://www.vif-fotball.no)
- Andre program på PC
- Ingen av disse

**Kommentarfelt:**

18) I hvilken grad har dere langvarig arbeid, såkalt fordypningsarbeid, i engelsk fordypning, sett i forhold til andre fag? Ring rundt det alternativet som passer for deg, og skriv gjerne i kommentarfeltet under om du har noe mer du vil si.

1) I ingen/liten grad, 2) I noen grad, 3) I ganske stor grad, 4) I veldig stor grad, 5) Vet ikke

Kommentarfelt:

19) Her er et kommentarfelt, og jeg blir veldig glad hvis du bruker kommentarfeltet til å si din mening om faget engelsk fordypning. Syns du faget fungerer? I så fall: hva er det som fungerer/ikke fungerer? Bør faget utvikles? Bør det undersøkes og forandres på? Er det et fag som du opplever som meningsfylt? Er det et fag som du mener det bør satses mer på?

Kommentarfelt:

## 9.2 APPENDIX II: QUESTIONS FOR THE TEACHERS

### Spørsmål til lærere

- 1) Hvor lenge har du vært lærer i engelsk fordypning?
- 2) Hvor mye og hva slags engelskutdanning har du?
- 3) Hvordan utdannet du deg til lærer?
- 4) Hvor lenge har du vært lærer i engelsk?
- 5) Opplever du som lærer at det er et populært fag hos elevene og stor etterspørsel?
- 6) Er det noe som er spesielt utfordrende med engelsk fordypning?
- 7) Hva slags elever er det som vanligvis velger faget?
- 8) Hvordan opplever du satsingen på faget engelsk fordypning fra din skole og ledelses side, i forhold til lærebøker, ressurser, hjelpemidler osv.?
- 9) Hva mener du er hovedtema i engelsk fordypning?
- 10) Hva er formålet med faget slik du forstår læreplanen? Hvilke hovedområder dekker faget?
- 11) Hva mener du er hovedforskjellen mellom faget engelsk og faget engelsk fordypning?
- 12) Vil du si at engelsk fordypning er optimalt slik det gjennomføres nå? Hva kan eventuelt forbedres?
- 13) Hva tror du er hovedgrunnen til at elever velger engelsk fordypning?
- 14) Enkelte rapporter har vist at en del elever som velger engelsk fordypning, egentlig er faglig svake i engelsk. Konsekvensen har blitt at en del lærere synes det er utfordrende å ha undervise engelsk fordypning som et fordypningsfag, og velger derfor å undervise det som et støttefag til engelsk. Hva tenker du om det?
- 15) Hva slags aktiviteter bruker dere i klasserommet, i engelsk fordypning? Grammatikk, oversettelse, lesing osv. Hvis det er vanskelig å si et enkelt tema, kan du forklare med ord.
- 16) Opplever du mye frihet til å ta egne valg som lærer i engelsk fordypning?
- 17) I læreplanen til engelsk fordypning står det at et av formålene med faget er at det skal bidra til videreutvikling av språklig og kulturell kompetanse. Hva legger du i det, og hvordan underviser du slik at du oppnår det?
- 18) Opplever du noe arbeid på tvers av skoler som lærer i engelsk fordypning? Fagmøter etc.
- 19) Syns du læreplanen i engelsk fordypning er enkel å følge? Er den konkret nok, vid nok?
- 20) Syns du læreplanen i engelsk fordypning er mer utfordrende å følge enn vanlig engelsk? I så fall, hvorfor?
- 21) Engelsk fordypning er strukturert i to hovedområder: «utforsking av språk og tekst» og «tekst og mening». Hva vil du si de to hovedområdene handler om? Oppfølgingsspørsmål: hvordan ville du lært dem bort?

- 22) I læreplanen står det elevene skal mestre språk på ulike arenaer og få en forståelse for at språk brukes forskjellige i ulike sammenhenger. Ut i fra dette: hva forstår du at elevene skal lære? Oppfølgingsspørsmål: Underviser du dette i dine timer? I såfall, hvordan?
- 23) Vi lærere skal jo gi elevene våre digitale kompetanse. Hvordan gjør du det i engelsk fordypning?
- 24) I læreplanen står det at elevene skal lære om hvordan media påvirker språkbruk. Hvordan tolker du det utsagnet? Oppfølgingsspørsmål: hvordan lærer du det bort?
- 25) Nå vil jeg vi skal gå gjennom alle kompetansemålene i faget, og så kan du forklare meg hvordan du tolker de. Først kan du bare lese av kompetansemålet, og så forklare din tolkning. Mål for opplæringen er at eleven skal kunne
- Presentere eksempler på forskjeller mellom ulike varianter av engelsk
  - Presentere ordspråk og billedlige uttrykk på engelsk og sammenlikne med eget morsmål, og samtale om hvordan slike uttrykk kan representere ulike tenkemåter
  - Sammenlikne ord og grammatiske former i skriftlig og muntlig engelsk språkbruk
  - Eksperimentere med enkle oversettelser mellom norsk og engelsk, skriftlig eller muntlig, og samtale om hvordan mening endres i forhold til ordvalg
  - Identifisere kjennetegn ved ulike teksttyper og bruke disse i egen tekstproduksjon
  - Eksperimentere med ulike skriftlige og muntlige uttrykksformer i ulike sjangere
  - Utforske og vurdere hvordan digitale medier påvirker og endrer språk og kommunikasjon
  - Dokumentere og vurdere egen utvikling i arbeid med utforskning av språk og tekst
  - Lese og presentere et utvalg selvvalgt skjønnlitteratur og sakprosa
  - Formidle egne opplevelser av musikk og filmer eller teater til andre
  - Formidle medieoppslag fra selvvalgt engelskspråklige medier og lage egne oppslag
  - Framføre et program sammensatt av ulike uttrykksformer basert på egne eller andres tekster
  - Ta utgangspunkt i tekster som gjenspeiler kultur og samfunn i engelskspråklige land, og bruke digitale verktøy til å produsere tekster som profilerer eget lokalsamfunn
  - Sammenlikne nettsider med hensyn til informasjonsverdi og design
  - Sammenlikne og vurdere kritisk ulike engelskspråklige kilder i forhold til innhold, opphavsrett og personvern
  - Dokumentere og vurdere egen utvikling i arbeid med tekster
- 26) Er det noen av kompetansemålene du synes er utfordrende eller vanskelige?
- 27) Oppfølgingsspørsmål: hvorfor det?
- 28) Hvis du kunne endret noe ved faget engelsk fordypning, hva ville det vært, og hvorfor?

### **9.3 The Master`s Thesis` relevance for the profession as a teacher**

This Master`s Thesis has investigated whether the subject in-depth studies in English is taught in accordance with its curriculum. Secondly, this thesis has also investigated the perceptions about the subject, from both pupils and teachers. More specifically, this thesis has investigated whether in-depth studies in English is perceived as a subject for those who are academically strong in English and as an in-depth subject, or if it is seen as a support subject for the normal English subject. Reports from Bakken and Dæhlen (2011) have showed that in-depth studies in English is often chosen by academically weak pupils, and pupils who do not want to learn another foreign language. These reports also show that in-depth studies in English and Norwegian are the only options the pupils can choose, besides new foreign languages (2011).

This Master`s Thesis is relevant for the profession as a teacher, because it concerns one of the subject English teachers are likely to teach; in-depth studies in English. Furthermore, this thesis also shows that many of the challenges pointed out by Bakken and Dæhlen (2011) are still present today. In other words, this thesis has shown areas which may be challenging to teachers of in-depth studies in English, such as the pupils who take the subject and the pupils` perception of the subject. This can be helpful for teachers as it can reveal aspects of the subject which they might not have been aware of otherwise, and in that way prove helpful. Also, this thesis has also shown that experiences and perceptions of pupils and teachers may differ from each other, which means that they can experience and perceive a subject in different ways, which arguably is important for teachers to bear in mind. A result of which can be different expectations of a subject.

However, this thesis has also shown that there is a great need for in-depth studies in English, even though the subject mostly functions as a support subject for English. Also, the four areas this thesis argued to be the focus areas of the subject, are also experienced this way by both pupils and teachers, which is another aspect of the subject that functions. Lastly, for the current and future teachers of English, this thesis may have shed some light of the challenges they experience too, and hopefully, provided some suggestive solutions.