Degree Project
15 credits/högskolepoäng, Advanced Level

Innocence and experience: Two approaches to teaching reading to L2 learners

A comparative study between a partially experienced teacher and an experienced teacher regarding teaching reading strategies

Oerfaren och erfaren: Två metoder för undervisning av läsning till engelska som andra språkiga elever
En jämförande studie mellan en nyexaminerad och en erfaren lärare gällande inlärning av lässtrategier

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Abstract

Today Swedish society is surrounded by the English language, more so the importance to know how to read English is therefore essential. Students in consequence need the support from teachers to find suitable strategies to master their reading.

This degree project’s aim is to find out if teachers use different methods to teach reading, and if so, why. This paper will present the reader with the theories and literature on the definition of reading strategies. Initially, various researchers will be present the two most commonly used strategies, the cognitive and the metacognitive. Although different researcher claim different

This study is based on interviews with two teachers in elementary school, grade 4-6.

The results and conclusion of this study is that the combination of different methods and the teachers’ adaption to each class and individual is what provides the students with the confidence to learn. Not only does this make it easier for the students to reach the requirements set for them, but this also gives them a willingness to learn. Furthermore, the study provides information on if the teachers working experience does have an impact on the methods they using when teaching L2 learners reading strategies.

Keywords: Reading strategies, learning strategies, metacognitive reading strategy, cognitive reading strategy, partially experienced teacher, experienced teacher, methods, material
Preface

This degree project contains articles and studies that have been recently published, but also others from the past. A requirement of this degree project is that individual contribution of each student should be underlined. In accordance, we therefore state that throughout this degree project, both students have been equally engaged in all parts. These parts include:

- Brainstorming and setting up a timeline
- Decision on the researched topic and the research question
- Planning the project
- Interview questions
- Link to the curriculum
- Searching for relevant articles, dissertations, and books
- Results and discussion
- Concluding our structure and our findings.

In addition, we divided some part of the text where Lina Abu Zarour focused on the literature review and Dieynaba Diop focused on the introduction part. But, we both have carefully read through each other’s sections.

X
Lina Abu Zarour

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Dieynaba Diop
# Table of contents

1 Introduction ................................................................................................................................. 9

2 Literature review .......................................................................................................................... 12

  2.1 Defining readings strategies ................................................................................................. 12
  2.1.1 How are the strategies used? ............................................................................................. 12
  2.1.2 Reading strategies for L2 learners ........................................................................................ 14
  2.2 Cognitive reading strategies .................................................................................................. 14
  2.3 Metacognitive reading strategy ............................................................................................. 15
  2.4 The Swedish board of education ............................................................................................ 16

3 Methods ......................................................................................................................................... 17

  3.1 Participants .............................................................................................................................. 17
  3.2 Interview .................................................................................................................................. 18
  3.2.1 Semi-structured interview ................................................................................................. 18
  3.3 Qualitative methods ................................................................................................................ 19
  3.4 Ethical consideration ................................................................................................................ 19

4 Results ......................................................................................................................................... 21

  4.1 Teacher educational background ........................................................................................... 21
  4.2 Teachers different use of material .......................................................................................... 21
  4.3 Teachers use of methods .......................................................................................................... 23
  4.4 How the strategy choices are motivated .................................................................................. 24

5 Discussion ................................................................................................................................... 25

  5.1 What reading strategies are the teachers using? ..................................................................... 25
    5.1.1 The partially experienced teacher .................................................................................... 25
    5.1.2 The experienced teacher .................................................................................................. 26
  5.2 What can these strategies depend on? .................................................................................... 27
    5.2.1 What materials do they use? ............................................................................................ 27
5.2.2 What methods do the teachers use? ................................................................. 29
5.3 How are the strategy choices motivated? ............................................................. 30

6 Conclusion ............................................................................................................. 32
   6.1 Limitations of study ......................................................................................... 33
   6.2 Further research ............................................................................................... 33

7 References ............................................................................................................ 35

8 Appendices ............................................................................................................ 39
   Appendix 1: The letter .......................................................................................... 39
   Appendix 2: Interview with the partially experienced teacher ............................. 39
   Appendix 3: Interview with experienced teacher ................................................. 43
   Appendix 4: The interview questions ................................................................... 45
1 Introduction

In the course of this education, there are internship courses spread out over the four years, each lasting four weeks. Our internship was in a school, in a town located between two main cities in the country of Skåne, Sweden. The school has classes from preschool to grade 6 with approximately 160 students and 30 employees. During one of the VFU courses, Dieynaba got to experience a large English classes where two different teachers taught students in grades 4-6. One was an experienced teacher who had been working for over forty years and was retiring in less than two years. The second teacher was newly examined and had just been working for 18 months with no previous experience. After discovering the differences in their respective amounts of teaching experience, we became very interested and came to the conclusion that we wanted to research if there were any differences in how they were teaching reading strategies to their students. And if there were any, we wanted to know if it had anything to do with their experience or if it was due to other factors.

Reading strategies can be recognized as a set of different steps in use to make sense of different types of texts. These different strategies make you as the reader both active and in control of your reading. Though there are many strategies when it comes to teaching reading, we chose to focus on the two most essential: the cognitive and the metacognitive reading strategies. According to Adler (2001) cognitive strategies are used to help an individual achieve a particular, goal while metacognitive strategies are used to ensure that the goal has been met in ways that promote higher level goals and values. The strategies will be further researched, explained and compared in the literature review.

Liberg (2016) states that PISA 2009 and PIRLS 2006 shows that the percentage of strong readers has decreased and the number of weaker readers has risen. Swedish students are below the average scores in PISA in the ability to interpret what they read. She continues to explain in her analysis that the Swedish schools do not support the development in reading strategies. Moreover, she states the importance of reading and that it is connected to all the subjects, and the emphasis on becoming a good reader is composed of several different reading strategies and reading skills.

Children nowadays are surrounded by the English language on a daily basis, whether it be
social media, television, movies, games, etcetera. Therefore, it is very important for the teacher to take this into account when planning lessons, that students may require a higher or different type of English lesson than the traditional one where the teacher have glossary test on Friday and work with textbook and workbook. To also think about the students’ interests and previous experiences is important in order to engage all students. In addition to the oral language reading has a huge part to play when it comes to the daily English we encounter. Students face various situations and different texts which they have to read, consequently, the teachers input in terms of using different methods and strategies to develop their reading skills is therefore crucial.

The Compulsory School, Preschool class and the Recreation centre 2011 (2011) states that the students should meet these requirements when it comes to reading:

- Clearly spoken English and texts from various media.
- Oral and written instructions and descriptions.
- Different types of conversations, dialogues and interviews.
- Songs, sagas and poems.
- Strategies to understand key words and context in spoken language and texts, for example, by adapting listening and reading to the form and content of communications.
- Different ways of searching for and choosing texts and spoken English from the Internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, spelling and also language expressions in the language pupils encounter.
- How words and language expressions, such as politeness phrases and forms of address, are used in texts and spoken language in different situations.

(The Swedish Board of Education, 2011, p.31-32)

Clearly the curriculum (2011) has a multitude of different requirements for the teachers to take into consideration when planning their lessons. Other obligatory aims the curriculum states are: “through teaching the students shall be given the opportunity to feel safe in their use of language, and being able to use different strategies in doing so” (The Swedish board of education, 2011, p. 30). When taking into account both the written and oral language, the students are to be given the opportunity to develop ways in using information in correlation to
their own experiences, living conditions and interests. The Swedish board of education (2016) also states that trying out different methods can help both the student and the teacher.

**Aim and research questions**

This study focuses on reading instruction and if there is any difference between teachers regarding their experience in the profession. Therefore, this research will be a comparative study between a partially experienced teacher and an experienced teacher on how they teach reading depending upon their experience in the profession. And if there are any differences, what these differences are regarding use of methods and material, and their reason for choosing them. Further, we will investigate what advantages and disadvantages these reading strategies bring and what motivates the teachers to use them.

The following three research questions have been formulated to meet the aim:

1. Which reading strategies are taught by different teachers?
2. What different strategies do they use?
3. How are the strategy choices motivated?
2 Literature review

To be able to perceive the differences between an experienced teacher’s and a partially experienced teacher’s use of reading strategies, one needs to first look at what reading strategies mean. This section presents a theoretical background to the study on relevant terms in the context of our study.

2.1 Defining readings strategies

Some researchers have mentioned various behaviours that they have referred to as global strategies in studies of good language learners. However, these various researchers have chosen to define reading strategies differently. According to Zare (2012), reading is defined as a cognitive activity in which the reader takes part in a conversation with an author through the text. He continues with defining reading strategies as one of the features of cognitive psychology, which is essential for successful comprehension of a text (p.88). Reading strategies are used as methods and techniques for the reader to make their own reading meaningful and successful (Baker and Boonkit, 2004, p.302). However, Pani (2004, p.355) explains that reading strategies are some mental operations that take place when readers approach a text effectively in order to make sense of what they read, that is, a specific method, a plan and behaviour when approaching a task or a problem (Brown, 2007 p.24-51). Brown (2007 p.24-51) argues that the strategies differ within the individuals from moment to moment as a specific problem and context change. In particularly, reading strategies mean different things to different researchers, and they do not agree upon one particular method.

2.1.1 How are the strategies used?

According to Oxford (1990), strategies can be defined as a specification, learning techniques, problem-solving, behaviour or study skills to tackle a difficult language task to enhance one’s own learning and to make the learning more efficient and effective. Bernhardt (2005, p.133-150) argues that the vital role of implementing reading strategies is to smooth reading comprehensions process, and that has been widely acknowledged despite the complex nature
of processing reading texts. In order to have a useful strategy, Oxford (1990) presents some conditions (2003, p.8):

a) The strategy use relates well to the L2 task

b) The strategy fits the particular students’ learning style preferences to one degree or another

c) The students employ the strategy effectively and link it with other relevant strategies.

Strategies that fulfill these conditions, according to Oxford (1990), provide easier, more enjoyable, faster, more self-directed, effective and more transferable learning to ones’ situations (p.8). Moreover, Little (1991) mentions that strategies can also facilitate the students into becoming more independent and life-long learners (p. 9). Oxford and Crookall (1989) define in Singhal (2001) that strategies are learning techniques, behaviours, problem-solving or study skills which make learning more effective and efficient. The supreme role of implementing learning strategies to smooth the reading comprehension process has been widely acknowledged despite the complex nature of processing reading texts (Bernhardt, 2005, p.133-150).

However, Phankiti (2006) argues that strategies do not develop easily when improving strategic reading ability in a second language. He further explains that the strategic process of reading texts plays an essential part in removing reading difficulties and achieving comprehension goals (p.19-50). When the learners obtain strategic knowledge, they will comprehend their thinking process and oversee the choice and application of learning strategies. When the students’ have discovered the knowledge, the solutions can be found to the probable problem (Zhang & Goh, 2006, p.199-220). Therefore, it is important as a language teacher to strive to develop students’ own metacognition and teach them how to use the strategies effectively for achieving different kinds of reading tasks. Alafssi (2004) argues that to enhance the readings comprehensions ability in English students would remember the content, understand the meaning of text, critically evaluate the message and apply the new-found knowledge flexibly (p.171). Furthermore, Zhang (2008) explains, in Fahim & Hoominian (2014), the importance of learning reading strategies for non-native readers, since it can serve as an effective way of overcoming language deficiency, obtaining better reading achievement and is used to smooth the reading comprehension (p.71).
2.1.2 Reading strategies for L2 learners

Furthermore, many of the researchers support the classification of L2 learning strategies into six distinct categories that correspond to Oxford’s (1990) six dimensions of strategy classification for the Strategy Inventory for Language learning. The six dimension can, according to Oxford (1990), as mentioned in Singhal (2001), be used to facilitate comprehension and include the following subcategories of reading strategies: 1) cognitive strategies that are used by the learners to transform or manipulate the language; 2) memory strategies that help learners to remember and retrieve information; 3) compensation strategies that include skills such as inferring, guessing while reading etcetera.; 4) meta-cognitive strategies that are behaviours undertaken by the learners to arrange, plan, and evaluate their own learning; 5) affective strategies such as self-encouraging behaviour to lower anxiety; 6) social strategies, which are techniques that involve other individuals in the learning process and refer to cooperation with peers, questioning, asking for correction and feedback. However, Chamot, Barnhardt, El-Dinary, & Robbins (1999) as well as other researches chose to differentiate the range of cognitive categories into two: cognitive and metacognitive strategies. Baker (2008) adds decoding as also a part of a reading strategy. He mentions that skilled adult readers focus on cognitive and metacognitive strategies, while younger learners benefit from decoding strategies.

2.2 Cognitive reading strategies

Brown (2007) defines cognitive strategies as a more “limited to specific learning tasks and they involve more direct manipulation of the learning material itself” (p.134). Some cognitive strategies examples are mentioned by Oxford (1990), which include the skills of predicting based on analysing text organisation by looking for specific questioning, prior knowledge self questioning, taking notes by writing down the main idea of specific points, translating, inference and transferring. Cognitive strategies are approaches, according to Chamot and Kupper (1989), that move the learners’ work forward by manipulating the task materials themselves towards a task completion (p.13-24). Furthermore, cognitive learning strategies, according to Weistein and Mayer (1986) can be characterized into three main sets: rehearsal, elaboration, and organizational strategies. These three organizational studies can be used to
test and confirm the accuracy of learner’s deeper understanding of the text (p. 315-327). Pintrich (2002) explains Weinstein and Mayers’s (1986) main sets as:

Rehearsal strategies refer to the strategy of repeating words or terms to be remembered over and over to oneself, generally not the most effective strategy for learning more complex cognitive processes. In contrast, elaboration strategies include various mnemonics for memory tasks, as well strategies such as summarizing, paraphrasing, and selecting main ideas from texts. These elaboration strategies result in deeper processing of the material to be learned and result in better comprehension and learning than do rehearsal strategies. Finally, organizational strategies include various forms of outlining, concept mapping, and note taking, where the student makes connections between and among content elements. Like elaboration strategies, these organizational strategies usually result in better comprehension and learning than rehearsal strategies. (p. 220)

2.3 Metacognitive reading strategy

Metacognitive strategies and knowledge can have an important influence on students’ achievement. Wenden (1998) explains metacognitive as a strategy that involves thinking about the learning process, monitoring the learning tasks, planning for learning, and evaluating how well one has learned (p.515-537). Metacognitive strategies include three strategy sets, according to Oxford (1990): Centring, arranging and planning, as well as evaluating the learning. Pintrich (1999) proposed a similar model of metacognitive strategies that included three general types of strategies: planning, which includes the activities and setting goals for studying; generating questions before reading a text; and skimming a text before reading etcetera (p. 459-470). Monitoring is explained as a strategy that is essential aspect of self-regulated learning, which consists of self testing through the use of questions about the text material to check understanding. Lastly, regulatory activities include asking questions to monitor students’ comprehension, slowing the pace of reading with more difficult texts, reviewing examination materials, and postponing questions (Pintrich,1999 p.459-470). According to Pintrich and De Groot (1990), several studies have shown that all these strategies can improve foreign language reading by students correcting their studying behaviour and repairing deficits in their understanding of the reading text (p.33-50).
2.4 The Swedish board of education

The syllabus for language has strong arguments of including strategies in language learning. However, Lundahl (2012) argues that teachers face several problems when it comes to the strategies. First, strategies can be used consciously or subconsciously. Second, the knowledge requirements indicate that teachers should establish a causal relationship between strategy use and comprehension, but strategies are not necessarily facilitative, and learners successful comprehension may be due to other factors.

Strategies, according to The Swedish Board of Education (2011) and Council of Europe (2001), are those that have a strong influence on language learning. However, when looking at the Swedish board of education (2011), one of the five overall goals states that the teaching of English should “Give pupils the opportunities to develop their ability to... use language strategies to understand and make themselves understood” (The Swedish board of education, 2011, p.32). This is more directed to communication and the importance of production and interaction strategies. Henceforth, the core content argues for listening and reading, which are divided into three subsections: content of communication, listening and reading (reception) and speaking, writing and discussing (production and interaction). According to The Swedish board of education (2011) “Listening and reading...” includes strategies to understand key words and contexts in spoken language and text, for example by “adapting listening and reading to the form and content of communications” (The Swedish board of education, 2011, p.33). Furthermore, when it becomes difficult for the learner, the reading strategies make it easier to make sense of a message. Therefore, strategies are viewed as problem solving and should be developed.
3 Methods

In this degree project, we interviewed two 4-6 English teachers at a Swedish school. The teachers had different work experience in the profession. According to Alvehus (2013) interviews are an effective tool to use in a qualitative study. Furthermore, he argues that it is the best way to get access to the respondents’ opinions, feelings, experiences and motives regarding a specific topic.

3.1 Participants

We knew the two teachers from previous internships, and we saw them as ideal for the study. In particular, it allowed us to investigate the reading strategies used by both a partially experienced and an experienced teacher.

The partially experienced (Interviewee 1) teacher had been working for 18 months in a school located in a smaller town. She graduated with a major in mathematics, English, Swedish, physical education and art. She had not worked as either a teacher or a substitute teacher before, so she had no previous knowledge of working in the profession. She is currently working teaching grade 6 with 18 students, both with L1, L2 and students with disabilities. Her schedule allows her to teach English for two hours per week.

The experienced teacher (Interviewee 2), has been working for approximately 40 years and is due to retire in less than two years. She has been working at that same school for the same amount of time. She is currently working with grade 5 with x students, both with L1, L2 and students with disabilities. Her schedule allows her to teach English for two hours a week. There is a special teacher working in a separate room in her class for two students that need extra help.
3.2 Interview

According to Alvehus (2013), an interview gives you a perfect opportunity to get an impression of how a person thinks around a specific subject. Nunan (1992) mentions that oral interview is a widely used research tool in applied linguistic. He further mentions that interviews can be characterized in terms of their degree formality, which contains three categories: structured interviews, where the researcher has an agenda that is totally determined and works through a numerous question. In a semi-structured interview, the researcher has a general idea of where to lead the interview, since the researcher has set up where to lead the interviewee. In unstructured interviews, the interviewee guides the proceedings instead of the agenda from the researcher. However, by looking at these different interview types by Nunan (1992), this interview will be categorized by the semi-structured approach.

3.2.1 Semi-structured interview

We chose to use a semi structured interview method because it allows the respondent a certain amount of flexibility when answering the questions. It makes it easier for them to develop their answers and bring up new subjects should the occasion arise. The important thing is for the respondent to feel that they can express themselves freely about the subject (Alveus, 2013). Though we sent out an email informing of the subject matter, we didn’t want to send out the questions because we wanted the interviewees to encounter the questions for the first time at the meeting. This was to deny them the opportunity of modeling the answers on the responses of others, for example. Although we had prepared interview questions prior to arrival, we decided to have follow up question should new topics that were unforeseen arise. In short, we wanted to have more information than less for us to be selective later on.

According to Alvehus (2013), semi-structured interview are the most commonly used. Further, they can be defined as open questions given by the researcher, who follows a guideline with questions (Alvehus,2013; Wibeck,2010). When using a semi-structured interview, the interviewer can ask supplementary questions to get a clearer understanding of what the interviewee wants to present. This is defined by Rautalitko (2007) as an encouraging technique. However, using semi-structured interviews does not mean that it cannot be an
interview, since the researchers’ role consist more of being in the background with questioning and encouraging the interviewee (Alvehus, 2013). Rather, it is more of a special form of interpersonal communication. However, it is very important that the interview does not become an interrogation (Alvehus, 2013).

3.3 Qualitative methods

When doing this interview and research, we used qualitative methods. According to Alvehus, (2013) qualitative methods are purpose and signification (meaning), rather than a comparison. However, we will be doing a comparison between two teachers, but not in a quantitative way. Alvehus (2013) states that quantitative methods can also exist in qualitative methods somehow. He explains further that it does not necessarily have to be statistics but simply a differentiation from one answer to another in the interview questions or something that the interviewees have in common. Furthermore, qualitative methods entails doing a research about a person’s view of certain things, like reality and experience (Alvehus, 2013; Ahrne, 2011).

It is highly important in qualitative methods to interpret correctly (Alvehus,2013). Alvehus (2013) explains what he means by interpret: “… the point of interpretation of qualitative method is not yourself, as an interpreter to understand. The point is to contribute a more general understanding of a phenomenon and to expand the interpretation repertoire that science has readily available” (p. 22) (own translation). Alvehus (2013) continues by explaining that interpretation facilitates a way to connect the theory to the choice of problem (p.22)

3.4 Ethical consideration

The two participants were contacted through email to inform them about our degree project and where we would like to interview them. The email informed the interviewees about the subject and field we were interested in interviewing them. The emails will be attached as an appendix.

The interviews were conducted in February 2017 at a school located in Skåne. In this
interview, we used interviewee 1 and interviewee 2 for consideration to the teachers and school:

Interviewee 1 is the partially experienced teacher.
Interviewee 2 is the experienced teacher.

Before interviewing the teachers, the ethical guidelines mentioned by Vetenskapsradet were taken into consideration. It states different requirements, which are devised into four categories: the consent requirement, confidentiality requirement, the information requirement and the requirement of usage. Furthermore, the interviews were made at two separate times and in two different ways. The first interview was recorded, and both interviewers participated. Alvehus (2013) argues that the respondent can feel a sense of trust when it comes to being recorded while answering the question, because then they know that what they have said is actually what will be written down, but they can also feel nervous. So we made it very clear to both the respondents that they were in charged of the proceedings. It is very important for the interviewee to have the last word and if they want it to be recorded (Alvehus, 2013).

Because of technical difficulties, the second interview was not recorded; instead, notes were taken. The second interview was also held by one person instead of two. We chose then to make sure that the one who held the interview would write the most important aspects down in a cohesive text immediately after the interview. Alvehus (2013) writes that this is good because it is still fresh in one’s memory. However, Pollock (2004) states that note taking in an interview can have disadvantages as well. He explains further that if the interviewer start having a flowing interview, the note taking will only interrupt the interviewer (p.4).

For the first interview, we chose, as a first step as a part of the analysis, to transcribe the whole interview word for word. Although it took a lot of time, we saw it as positive because the respondents’ answers remained true to what they said and how they said it. This makes a good foundation for the analysis (Alvehus, 2013).
4 Results

This following section will present our data collected through the semi structured interview conducted with two 4-6 English teachers in relation to the research questions. We categorized the data under four subsections in relation to our aim and research questions: teachers educational background (4.1), teachers different use of material (4.2) teachers different use of methods (4.3) and how the strategy choices is motivated(4.4)

This section does not involve any statistical representations of results since the data was collected through two interviews.

4.1 Teacher educational background

Both teachers report that they are educated English teachers, but have different amount of job experience. The partially experienced teacher (teacher A) has been working as a teacher for the previous one and half year with none previous job experience, and is currently teaching in a grade 6. The experienced teacher (teacher B) has been working for about 40 years and is retiring in less than two years, and she is currently teaching in a grade 5. Furthermore, both teachers teaches approximately two hours of English per week.

4.2 Teachers different use of material

We asked the teachers about their use of different methods and material when teaching reading to learners in year 4-6. Both teachers wanted to work theme based, but they agreed upon limited scheduled time, whereas they can not create their own material. They therefore seem to tackle it down differently, where teacher A avoided using textbooks and workbooks.

A: …I don’t use much of the teaching materials. Instead, I use the IPads and own material I find online.
I: Why?
A: We do have the Whats up books, but I don’t like them very much. I find them to narrow, and I like the student to give their own input and thoughts on things.

…
A: …I don’t have anything from the textbooks or workbooks. They don’t really understand the text and workbook…they don’t know how to use it, but they can for example take a dialogue out of it…. They are not attached to the workbook and textbook.

I: Do you use any special kind of website or application when using online teaching?
A: I use a page called Kimstudies. And this page includes all the different abilities, reading, listening, and there are also many other pages on the site that are very good. …I use IPads a lot, I feel like if we have access to them, why not use them. So I feel very lucky to have that.

I: Do they use the IPad more than the book or other material?
A: It depends on what we are doing. We have been working a lot with reading and listening strategies, so then we have used the IPads a lot….

The Curriculum for the Compulsory School, Preschool Class and the Recreation Centre 2011 states “Clearly spoken English and texts from various media” (The Swedish Board of Education, 2011, p.31-32).

Furthermore, teacher B mixes her use of material when it comes to teaching reading, but she prefers working with textbooks and workbooks when it comes to this class. When she was asked whether she sees any similarities between the way she have been taught reading and the way she is teaching it now, she answered:

B: ..I think you should combine different methods…The same comes to material. I know there are teachers today that don’t want to use workbooks and textbooks because that it is considered old school. I still use it but I can combine things with my own material.

Teacher B continues when mentioning the use of IPad if needed when reading.

B: There is this thing online that’s called story online. There they can read and answer questions about the text or learn new words.

By asking these question, we can indicate their different opinions when it comes to using social media as well as text books and work books. Whilst, teacher A does not use text or
workbooks. Teacher B, uses them but she also combines them with social media and other materials as well.

But, even though teacher A and her students admires the use of IPads, she does not exclude all type of books. She still uses some books as an extra material.

*I: Do the students have books that they can pick on their own?
A: I have small books with some questions in the end… The questions will have the students think beyond the obvious, so the language develops more.

4.3 Teachers use of methods

To continue, neither teacher A or B exclude weather the use of books or not. They use them differently, and more or less. However, teacher B uses reading aloud in the classroom, whilst teacher A does not use that as much. But when reading, they do have different ways of engaging the students.

A: I have them reading with a friend they feel comfortable with. I use something called Edu Creations, which is an app they can record themselves and paint pictures or add their own…. This is a perfect way to hear the students that don’t feel safe with talking in front of the class.

B:.. I can ask them to read aloud to me...You can always meet the students differently depending on their individual competence. If we read text in the text book where you can choose a part. Let’s say the dialogue to someone that doesn’t feel so secure in his English. You can therefor ask follow up questions to the students with higher level to challenge them to think more.

Another method that they also use when learning new words whilst reading is the use of glossaries.

*I: Do you have anything traditional, like glossary on Friday?
B: I still have glossary list every Friday for the student to learn new words, but that is not the only way.
A: No, no, no not at all. I have no glossary at all... We are working with understanding understanding the context. That it may not be so important to
look up every little word and get stuck there. Instead we focus on understanding the context and discussing with a friend what they might think this and that means...When they look up words, they put in a sentence.

Teacher A does not see a point with having glossaries since she does not feel that the student gain vocabularies if they cannot see the words in a context. However, teacher B do believe in glossaries as a way to increase students’ vocabulary.

4.4 How the strategy choices are motivated

The teachers motivated their choices of methods and material nearly the same. The students are their main, and they both believe that it is important to see how the students’ engage and increases knowledge.

I: What kind of material do you use when teaching reading strategies?
A: I use texts I find online, there is so much out there so why not use it… The texts have questions that are alternatives where the student can click in different answers… I want the students to show me that they’ve understood, that is the only thing I’m looking for.

B: You do what works for you and your class. This class enjoys Whats up, because they get to follow a family throughout book. The topic is then familiar and they know what to expect every class. This gives the students some sort of safety and for the students that feel worried and insecure when something new is happening because they don’t know what is expected of them, which is a perfect way to see to their needs.

The first questions the respondents got to answer were some introduction questions. For example, how long had they been working as a teacher and in what subjects they teach. We also asked what grade they are teaching now and how many hours of English they teach a week.
5 Discussion

In this chapter, we will be answering the research questions in relation to the results of the interviews and the literature review. The research questions will be presented as followed:

1. Which reading strategies are taught by different teachers?
2. What different strategies do they use?
3. How are the strategy choices motivated?

5.1 What reading strategies are the teachers using?

Therefore, we analysed the interviews, which gave us clear information on what reading strategies the teachers actually use. Under this section, we will discuss the results, and what they can depend on.

5.1.1 The partially experienced teacher

The partially experienced teacher’s reading strategy use tended to be more metacognitive. According to the teacher, she started off her lessons with talking about the aims and goals for the lesson, which provided the student with the information to achieve a task. Pintrich (1999) mentioned three general types of strategies: planning, generating questions and monitoring (p.459-470). That can be summarized as when a teacher is planning for a lesson. However, one of the mentioned strategies was planning, as mentioned in the literature review. Pintrich (1999) argues that planning is settings up aims and goals for the students to achieve, and also to be fully prepared (p.459-470). However, Livingstone (1997) mentions that a metacognitive strategy also has variables that can be connected to the strategies. These are, person variables, task variables and strategy variables. By setting up aims and goals and to be prepared, the teacher helps the students with these variables. According to Livingstone (1997), person variables can be defined as the knowledge the student has of their own knowledge. This can be linked to what the teacher said about pair reading: when the students read with another student they feel comfortable reading with. In addition, Livingstone (1997) also mentions task variables, when the students get as available information about the task, resources and task difficulties. She also mentions that strategy variables include identifying goals, which contains the thoughts and action in order to complete the task. When the partially experienced teacher stated in the interview that she starts of every lesson with mentioning the goals,
Introducing the task and discussing it with the students, then these variables come into play. When the student gets to know the aims and goals for the lesson, it is easier to know what it is required from the student to complete the task. These variables lead to the use of metacognitive strategy, which is, as Wenden (1998) mentioned, thinking about thinking (p. 515-537).

5.1.2 The experienced teacher

The experienced teacher’s reading strategy use was more cognitive than metacognitive. The teacher’s way of teaching could easily be linked to the cognitive strategies, which contained repetition, note taking, summarizing and memorization. The teacher used repetitive teaching methods like, glossary lists every week. She also used a textbook as reading material. Even though she tried combining, both she and her students’ felt comfortable using the textbooks’.

Pintrich (2002) mentioned the rehearsal strategy as repeating words or terms to be remembered (p. 219-225). By using glossary lists, the students repeat the same words over and over again in order to get a full mark. This is also a type of memorization, which both the experienced teacher and cognitive strategies use. These are defined, as Pintrich (2002) mentions, as elaboration strategies (p. 219-225). The elaboration strategies get the main ideas from the text, which the experienced teacher may get. However, we cannot clearly say that every glossary word the teacher uses is from the text book since she tries to combine the material. In addition, the students also do note taking, which matches the organizational strategies in cognitive reading strategies. Pintrich (2002) defines organizational strategies as a form where the students make connections between the content elements (p. 219-225)

However, he continues by stating that the rehearsal strategies give the lowest results of these three strategies, while the elaboration strategies and organizational strategies give better comprehensions and learning results.

Furthermore, the cognitive strategy says more about learning successfully than thinking about learning as a metacognitive reading strategy.

Even though the teacher did not answer the question when asked if they used or had any knowledge of the cognitive and meta cognitive strategies, it clearly showed. The partially experienced teacher clearly showed that the majority of her methods were meta cognitive, whilst the experiences teacher chose to combine her methods, showed more indication that
she used cognitive strategies.

5.2 What can these strategies depend on?

The partially experienced teacher and the experienced teacher used different methods and materials. This section will discuss their use of different methods and materials linked to theories.

5.2.1 What materials do they use?

The partially experienced teacher stated that working with workbooks and textbooks is something that she avoids. She avoids them in order not to feel limited, and to use what students are interested in. She therefore feels that social media, as well as using iPads, helps her students achieve the language learning. The curriculum (2011) also urges the teachers use of Information and communication technology (ICT) where it is stated as an overall goal “can use modern technology as a tool in the search for knowledge, communication, creativity and learning” (Curriculum, 2011, p. 16). Furthermore, the ICT comes with both disadvantages and advantages in language learning. Read (2007) states that working with ICT provides the students with animation, sounds, colourful and visual images where it offers instant communication that can develop the students’ involvement, interest and sense of identity (p.263). Read (2007) continues with stating the disadvantages that comes within using the ICT. One of the disadvantages is the internet security; in this case the teacher should have specific applications the students can use to keep them away from distraction, such as surfing the internet. Another disadvantage is the amount of time that the students spend in front of the IPad or computer, watching different fast moving images and sounds. That can according to Read (2007) affect the students’ concentration and behaviour.

Meanwhile, the experienced teacher stated that she mixed using textbooks and work books. The experienced teacher explained that there are teachers today that do not want to use workbooks and textbooks because it is considered old school, but that she still uses them and tries to combine them with her own material. She further mentions that using textbooks gives her students some sort of comfort, since they know what the book and the teacher expect from them. Hence, the interviews show that the material is one of the parts the interviewee teachers are in disagreement about. Richard (2005) argues that a textbook can have both advantages
and disadvantages in teaching a new language for L2 students. The advantages according to Richard (2005) are:

1. When using a textbook, it becomes easier to have a central core, and the students receive what the syllabus contributes.

2. The textbooks have the same content, which provides the same test regardless of the class. It ensures that the students in different classes receive similar content. For instance, as class 5A has the same content as class 5B, then they can be tested using the same tests.

3. They maintain quality. Textbooks are usually tried and tested, and if a well-developed textbook is used by the students, then it will provide them with appropriated knowledge.

4. Textbooks provide a variety of a learning resources. Gives variety of learning resources, like CDs, listening tasks, reading, etcetera.

5. Efficient. Save teachers time, and provides them with teaching instead of material production.

6. Provides effective language modals and input. It can support teachers with English as a second language when they cannot generate accurate language input on their own.

7. They can train teachers. If the textbook is used with its manual, it can train the new teachers on how and what to use in their language learning lessons.

8. They are visual appealing. The textbooks, depending on which ones, can have high standards designs and productions, and therefore are appealing to learners and teachers.

Moreover, Richard (2005) also mentioned some disadvantages with using textbooks:

1. They may contain inauthentic language. Textbooks tend to have a non-representative language, and specially dialogues where the real language is not used.

2. Textbooks often present an idealized view of the world, which can fail to present real
issues. It often represents an idealized white middle-class view of the world.

3. The English textbooks are often written for global markets, and therefore they usually do not reflect upon all the students’ interest or needs.

4. They can deskill a teacher. When a teacher uses the textbooks as a primary source of their teaching, then the textbook will make major decisions for the teachers, which leaves them with a limited skill of teaching English.

Richards (2005) argues that the textbooks have an important role in language teaching which can provide a useful resource for both teachers and learners. Furthermore, textbooks and ICT could be one of many resources that teachers can use when creating an effective language teaching lesson as well as negative.

5.2.2 What methods do the teachers use?

The students’ in this school had access to IPad. These IPads were mostly used by the partially experienced teacher. The partially experienced teacher used a site called Kim studies, which provided the students with reading and listening material available online. Each student had access to an IPad, so not using them seemed like a waste of money.

Moreover, the partially experienced teacher worked with a mini-theme, where she chose to work with the saga *Little Red Riding Hood*, where the students’ had pre knowledge about the story and could follow it easier. The partially experienced teacher read the story, and they watched different short clips of YouTube. The methods she used were the same methods she used when teaching Swedish, to predict, see inner images when reading and look up difficult words. The emphasis was more on the context and not on the any single word. Therefore, the partially teacher does not find glossary as an effective way to increase the students’ vocabulary. She mentions that she once caught one student saying, “Oh it’s so nice not having to look up every single word, it’s not like you don’t get it anyway”. The partially experienced teacher wanted students to work in pairs and discuss what they are reading and also to hear different types of English. Pair reading is something the partially experienced teacher used a lot, but without exposing them to reading aloud if they did not want to themselves. Currently, the partially experienced teacher has been using something called lyrics training, where they get to fill in the missing word from a song. It is highly appreciated in the class; and the higher
level, the more words are missing.

When interviewing the partially experienced teacher, you can clearly see the similarities in her methods and the metacognitive reading strategy. For instance, the metacognitive strategy is known for being aware of one’s learning process, as Wenden (1998) mentions, and one thing the partially experience teacher explains is that she always begins every lesson by asking what the goal of the lesson is (appendix) (p.515-537). She continues explaining that at the end of the lesson they gather together again and discuss if the goals were reached, and if so what did they learn.

The experienced teacher combined traditional methods with more modern methods. When she was asked about the methods she used teaching strategies, she answered that she combined traditional methods and material with new ones. For instance, she felt that the class she had now enjoyed and felt safe using the workbook and textbook. Several students in her class liked following the family in the What’s Up book from week to week. She continued explaining that this was a good way for the students who felt worried about new material and not knowing what is expected of them. Other methods she used were watching different movies, clips or a series and then practicing the pronunciation, sentences and words. She had English children’s books available in her class, which she had picked out. They could be asked to read aloud or to her alone on different occasions, depending upon their level and self-confidence. The students are being met on their level; parts like dialogues are chosen as easier parts to read to students that are weaker when it comes to reading. Higher leveled students can be asked follow up questions that require more effort. They should also learn different strategies to understand key words and context in spoken language. There is also a requirement that the students should know different language phenomena such as pronunciation, intonation, grammatical structures and spelling. The curriculum (2011) states that the students are to encounter different types of text such as songs, sagas, poems, conversations, dialogues, interviews, instructions and descriptions, etcetera (p. 35).

5.3 How are the strategy choices motivated?

Both teachers are being unified when it comes to what motivates them using the chosen strategies. They showed clear indication on how they want to teach their students when it
comes to reading. According to both the teachers, the students are their primary focus when it
comes to teaching, and that the methods chosen is to implement the students’ individual
needs. Furthermore, the curriculum (2011) states that every student has the right to develop as
much as possible. That is why the school main task is to meet every student and adapt the
teaching so each student will get the opportunity to meet their requirements (p.8). However,
both teachers stated that the individual aspects that may occur from different classes requires
more effort from the teachers.

The partially experienced teacher explained several times that she used different types of
social media and technical devices. She wanted to meet the students’ interest and also learn
from them, and according to the curriculum (2011) it states that the students shall meet
“Clearly spoken English and texts from various media” (2011, p.31-32). Furthermore, the
experienced teacher stated in the interview “There is this thing online that is called story
online” and “Once I had them watching these clips about Australia”. By mentioning “there is
this thing called” and “once I had” shows that it is not something she repeatedly does.
Meanwhile, the partially experienced teacher stated, “I use something called Edu creations”
and “I use this page called Kim Studies a lot”, which showed that it is something she
repeatedly does and that she is more confident in using them.

Though the partially experiences teacher chose to exclude the workbooks and textbooks all
together and used her own material, she continued explaining the reason on doing so. She did
not feel the need for her current class to use it because of it narrowness. Although, the
experienced teacher combined her own methods with the workbook and textbook showed
more emphasis on using more traditional work, for example, glossary on Fridays. However,
she made it clear that she did not choose one or the other, but instead combined different
methods to meet her current class needs. She explained that the class she currently teaches in
saw a comfort in knowing what was expected and required of them.

Lastly, motivation can also be affected by the lack of time in planning the English subject.
That, as mentioned before, was a problem that both teachers agreed upon.
6 Conclusion

The aim of this degree project was to analyse if there are differences between a partially experienced teacher and an experienced teacher in teaching reading strategies for L2 learners, and if this depends on the teachers’ working experience. After collecting the information, both from literature research and the interviews, we can now answer our three research questions.

Before starting this degree project, our theory was that the experienced teacher would only use traditional methods, which includes reading aloud, glossaries from the textbook, textbook and workbooks, etcetera. However, our research findings provided us with other information. The research findings showed that the teachers used different reading strategies, even though the experienced teacher tried to convince the interviewer with her using the same strategy. It showed that the partially experienced teacher used mostly metacognitive reading strategies, while the experienced teacher used mostly cognitive reading strategies. The reading strategy theories showed that both reading strategies, metacognitive and cognitive, can be applied in the classroom depending on the students and the teachers. Furthermore, Wenden (1998) argues that a metacognitive strategy can have an important influence on the students’ achievement. Meanwhile, Brown (2007) states that cognitive strategies are more limited to a learning task where it involves a direct manipulation of the learning material itself (p.134)

Furthermore, the results also showed that the differences can depend on the teaching experiences. Murnane and Philips (1981) argue that teaching experience can depend on their performance, where the teacher with less than three years of teaching experience may be less effective than most senior teachers (p.691-693). However, Rosenholtz (1986) argues that a very well prepared new teacher can be highly effective. Furthermore, Wolters and Daugherty, (2007) mention that the self-efficacy is less apparent in the early stage of a teacher’s career and increases to become more established throughout the years when the teacher gains more experience (p. 181-193). They continue with stating that the more experienced teachers are, does not always mean that they increase their knowledge in teaching and learning new methods. They may in fact also grow tired in their work. Furthermore, it can also depend on what the students’ feel comfortable using as a reading strategy as well as the limitations of
Without making any assumptions, we can conclude that both teachers take their classes and individual students’ into consideration when choosing reading strategy methods. Even though both teachers were passionate about working with their own self-made material, they both agreed they had a limited scheduled time. This issue occurs for a lot of teachers when starting their working career. What is taught during their teacher-studies, and their own vision about how it looks like in reality does not go hand in hand.

6.1 Limitations of study

Limitations writing this study do occur and can make the study less valid or reliable. Firstly, only two teachers participated in the study. These two teachers do not represent all the other partially experienced teachers as well as experienced teachers, which can lead to a generalization drawn for all the teachers. To make anything more reliable, one has to ask a large number of different people. That means the questions being asked in the interview represent only two teachers’ points of view or experience. Furthermore, the teachers were female, which gives us only results from one point of view when it comes to gender. Secondly, the location of the schools can also give different results. Thirdly, there is the issue of the time limitation for doing this research. Ten weeks does not allow one to become an expert on a subject or to conduct a reliable study. Therefore, more time would let us gather more information and do more research on the reading strategies used by these teachers. Fourthly, we as writers have never conducted a professional interview before, which may have caused some defects in the respondents’ answering. The validation of the answers is not the same as if an experienced interviewer would have done it.

6.2 Further research

We found other interesting approaches that are worth investigating and comparing. It would be interesting to do a comparison on the students’ knowledge using these different strategies when learning, since the teachers had different grade levels and different methods. That would obviously require a larger study, with students’ as participants, observations and
interviews. Another interesting investigation would be research about the scheduled time limitations teachers face when creating their own material, especially when the curriculum (2011) argues, “The school should promote the harmonious development of pupils. This should be achieved by means of a varied and balanced combination of content and working methods” (The Swedish Board of Education, 2011, p.12).

As soon-to-be 4-6 teachers, we are worried about the scheduled time limitation we will be facing in school in order to provide our students’ with the best knowledge, particularly as we are both eager to enter a working environment where we expect to provide our students with our knowledge from the year at Malmo University. However, with support from this research and the findings in our study, we can argue in some cases that the partially experienced teachers is not at a disadvantage compared to the experienced teacher when teaching reading, but simply uses more modern strategies than her counterpart.
7 References


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37
8 Appendices

Appendix 1: The letter

Hello x, hope everything is well with you
I’m currently working on my final exam and I’m in need of doing an interview.
I and a classmate, Lina, is writing about methods teachers are using while teaching reading strategies in English. I was wondering if you have any time on Friday where you could answer some questions? (Any time that suits you)
Would be a great help.

Kind regards
Dieynaba Diop & Lina Abu Zarour

Appendix 2: Interview with the partially experienced teacher

Interview

So this interview is going to be about reading strategies?
Yes
I’ll read the questions in English, but you are more than welcome to answer in English.
Yes I’ll be answering in English.

Okey, the first question. What does your background look like when it comes to teaching?
I have been working as a teacher for 1.5 years, and I don’t have any previous experience working as one I’m currently working in a year 6.

In what subject do you teach?
I’m a 4-6 teacher and qualified teaching Swedish, English, mathematics and art.

How many hours English do you teach every week?
I teach 2 hours/week.

Have you ever used a theme based or content based material?
Yes, I have been working with fairy tales: Little Red Riding Hood. We did this in grade five,
they got to work with drama and such. So that’s what I used. I don’t use much of the teaching materials. Instead I use the Ipads and own material I find online.

Why?
We do have the *whats up* books, but I don’t like them very much. I find them to narrow, and I like the student to give their own input and thoughts on things.

Is there anything special from social media that you use?
I use a page called Kimstudies. And this page includes all the abilities reading, listening, and there are also many other pages on that site that are very good. Some students use the headphones and answer questions if it that’s what we are doing, or they can ask their work mate. I use Ipads a lot, I feel like if we have access to them, why not use them. So I feel very lucky that I have that.

Which methods do you use in English when it comes to reading strategies?
We have been through the strategies in Swedish. To predict and look up difficult words and all of that. To imagine and develop inner pictures in your head. We are now working with understanding the context. That it may not be so important to look up every little word and get stuck there. Instead we focus on understanding the context and discussing with a friend what they might think this and that means. When we did this I heard some of the students say: -Oh it’s so nice not have to look up every word, I understand what they mean anyways. So then I realized I was doing the right thing. So that is what I do when take the strategies I use when teaching Swedish and use them when teaching English.

So you literally have them read and then discuss together to understand the context they’ve read?
Yes, exactly.

Do you have anything traditional, like glossary on Fridays?
No, no, no, not at all. I have no glossary at all. The words they do not understand they look up, everybody has different vocabulary. So the words they look up they get put in the sentences. So it's not words on their own like Cat means “Katt” etcetera, but instead how can we use this word in a sentence and then write the sentences. To understand it more in context. We work a lot with that.

Do you see any progress when using the methods? And how does it affect L2 learners from your point of view?
What I can see is first of all the communication. How the students have more courage to
speak and how many new words they have learnt. I think it’s because they sit two and two
and use the language “for real” and not only in the work book and text book. Talk to a friend,
listen how it sounds when different people speak English, and get an idea how it’s supposed
to sound like, to try out different methods.

**So you pick and choose all the material yourself?**

Yes, I don’t have anything from text book or work book.

**Do you use social media as a reading strategy? You already answered that question so we can take the next one. Do you prefer reading aloud, cd’s, pair reading?**

I also have them reading with a friend. I use something called Edu Creations. It’s an app
where you record yourself and paint pictures or add your own pictures. One time we
pretended we were going camping and then they got to discuss with their friends what they
were bringing on the trip. And after that they added pictures, we need a tent, boots, vest, and
they recorded themselves. This is a perfect way to hear the students that don’t feel safe with
talking in front of the class.

**Is this something you bring up with the whole class or how do you do it?**

If we for example have been working with reading comprehensions, or answering questions,
or if anyone have any questions then we can bring it up with the whole class. But it is nothing
I put the students through if they don’t want to.

-Now you can read this and so on. No if they want of course they are allowed, but it is very
rare.

**Do you see any similarities between the ways you are teaching today and the way you were taught?**

No, I never learned, it was more that I was a good reader because I read a lot myself, but it
was no one who said that you could think about predicting, getting mental pictures, stay in the
book, what do you think happens then all of these pieces. No, so it was not. It was when I
began college.

**So how could a normal lesson for you in grade five that look, was ut it work book and text book or?**

Yes exactly haha, and glossary every Friday.

**Can you name a negative and a positive similarity?**

When I was in school, now I sound like I’m a hundred years old, this glossary thing is nothing
that we remember today. Think of how many words you learned by heart that you just don’t
remember, what it was called or what it was. While today the students get to make use of this
language more and more in context and the words recur. The words I “learnt” didn’t.

**Can you think of anything positive? Maybe something you took an idea from and further developed on your own?**

Simon Says. I remember that we thought this was great fun. So then I thought we must try this, and the students loved it. Then of course, I clearly see who understands and who does not understand, because if they don’t the students look at each other. What am I supposed to do? What does she mean? Etcetera. I usually stand in front of the class, In that way, I'm quite traditional. I'm not walking around, I want to but right now it does not work in this class.

**12 min**

**How does this class take it that you don’t use the traditional material?**

Yes, they really do not understand the *text book*. It's not that they do not miss it, they do not understand how to use, but they can for example take dialogue of this book. Then as we drop the book, we take a bunch of other stuff. They are not attached to the workbook and textbook. Absolutely not!

**How long does a normal lesson take?**

1h or a bit more.

**Är Kim studies en app?**

It is a site that includes many other pages. The internet has so many good sites and you don’t have the time to look everything up. So I use this site a lot and find it very useful.

**Do they use the Ipad more than the traditional book or other material?**

It depends on what we are doing. We have been working a lot with reading and listening strategies, so then we have used the Ipad a lot. Is there something we are doing orally then I can use games or other things. We have different cards were they have to explain and discuss with friends different statements.

**Do the students have books that they pick on their own?**

I have these book the student like where in the end, it is some question they have to answer. These questions isn’t only on the text like: “What did the cat do?” What is the name of the cat?”. The question will have the student think beyond the obvious, so the language develops more.

**What are things you would like to change och det var något du fick välja?**

In the way I teach?

**Yes**

Very much haha, no but I want to work more theme based. That is a dream of mine.
Why isn’t that working now, is that because it takes too much time?

Exactly, it takes a lot of time and it makes it hard to plan. So for now I have to settle with having so called mini-themes. I forgot to say earlier that I had them make them on Vlog. *Spend a day with me*, where they recorded themselves. That was really fun and they appreciated that. They only used the English language and record what their morning routine was, who they met during the day etcetera. Some of the student even started their own personal Vlog on their free time and I had other student who spoke English when they went out shopping.

**What kind of material do you use when teaching reading strategies?**

I use text I find online, there is so much out there so why not use it. I use a lot of texts I find on the Internet. There are alternatives where student can click in different answers, I think that’s a great way for the weaker students so that they don’t need to sit and write a lot. What I want them to do is to show me that they understand, that is the only thing I’m looking for.

**Do you use any kind of digital devices when using English, if so what and how?**

Ipads. It is a great asset to this class that every student has their own Ipad. I’m not an expert myself but I’m not afraid of asking the students how you do certain things. How do you this? Etcetra. I want to be able to meet them and were their interest is and combine that with my ideas. It makes it more fun, but then again not everything in this world is fun. That is how it is.

**Appendix 3: Interview with experienced teacher**

**Interview**

I have been working as teacher for about 40 years. I teach English, Swedish, math, domestic science and home economics, art and technique. Today I teach English 160 min/week in a class five.

**Methods**

There was this time when all the teachers in middle school co-oparetad and we wanted to work theme based, but we soon figured out that it’s too much work. We had to produce all the material ourselves and it just became too much work.

I have what I can call mini themes for example, christmas or animals. We can watch a movie and then practice pronunciations, sentences and words.
When it comes to giving presentations I can ask them to read aloud or read for med. There is this thing online that’s called story online. There they can read and answer questions about the text or learn new words.

You can always meet the students differently depending on their individual competence. If we read a text in the text book you can choose a part, let’s say the dialogue to someone that doesn’t feel so secure in his English. You can ask fallow questions to a student that is on a higher level that they have to think more and make more of an effort. Questions that require more than a yes or no.

The differences I see when using my methods is that the students talk more.

Material
I have this thing where I show pictures and they have to write story to the picture. The difference in fourth grade is that we can talk about the picture first but in six grade you can do the opposite and make them keep focus in the text and search for different thing that they later have to explain.

In six grade you can also listen to a story or a text and make notes while listening. Then from the notes they just took make a summary. They might retell the story again

The differences from when I went to school is that you didn’t care if the child had any pre-knowledge. It was more like this is what you should learn and there is a right and wrong. There was a huge importance to learn grammar and if, for example there should be an s or not at the end of a word. And if you said something wrong the teacher had no worries to tell you that it was wrong. I think you should combine different methods. Not like some teacher think to just forget all that they did before. That some methods that they use before can be mixed with some new ones. The same comes to material, I know there are teacher today that don’t want to use work book and text book because that it considered old school. I still use it but I can combine things with my own material. I still have glossary every Friday for the students to learn new words, but this doesn’t mean that this is the only way. You do what works for you and your class. This class enjoys whats up, because they get follow this family throughout book. The topic is then familiar and they know what to expect every class. This gives the students some sort of safety and for the students that feel worried and insecure when something new is happening because they don’t know what is expected of them, which is a perfect way to see to their needs.
Appendix 4: The interview questions

**Opening questions**
What does your background look like when it comes to teaching?
How long have you been working as a teacher?
In what subject do you teach?

**Methods**
How many hours English do you teach every week?
Have you ever used a theme based/ content based material? If so, when and how?
Which methods do you use when teaching English? (Reading strategies)
Why do you prefer them? Do you see any progress when using them? How does it affect L2 learners from your point of view (English as a second language)?
Do you use social media as a reading learning strategy?
Do you prefer, reading aloud in classroom? Listening to CD and pair reading? Workbooks?
Discussions? Why?
Are you familiar with cognitive and metacognitive reading strategies? If so, which one do you prefer?
Do you see any similarities between the way you have been taught reading strategies and the way you are teaching?
Can you name a positive and a negative similarity? And why?

**Material**
How does a normal English lesson look like in your classroom?
What do you think works very good at the moment? (Reading)
Do the students have books they read in English? (Picked on their own)
What are things you would like to change?
What kind of material do you use when teaching reading strategies?
Do you use any kind of digital devices when teaching English? If so, what and how?