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Reading motivation in Norwegian as a second language

*A qualitative study of Norwegian upper primary
school I2 teachers' view on reading motivation and
supplementary reading material*

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Master Thesis

Master of Philosophy in Special Needs Education

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Spring, 2020

Abstract

This study's topic is reading motivation, second language reading and reading material. Motivation has been a topic in research for decades, but it was not until Setsuko Mori redefined motivation to read in a foreign language in 2002 that this topic really became part of motivational research. Even still, there has not been much research done on this specific topic, let alone in this specific age group. Therefore, this study sheds some light on this specific topic through the research topic:

Norwegian upper primary school l2 teachers' view on reading motivation and supplementary reading material.

The study used semi-structured interviews with four upper primary school teachers of students that arrived to Norway less than two years ago. The teachers were from four different regions in Norway, of both genders, in small and big schools and is thus somewhat representable though not completely generalizable through the small sample.

The findings of this study suggest that there is no adequate reading material available to second language learners in upper primary schools in Norway. Resulting in the teachers having to choose between interest and mastery as motivational factors towards reading, and spending time making their own reading material.

Preface

In 2013, I started working in an introductory class in the North of Norway. It was great, but we lacked reading material for the upper primary school students. I told myself; “if I ever write a master thesis, I will promote this issue so maybe material can be made.” Here we are, 7 years later.

Writing a master thesis in the midst of a pandemic, while working as a health care worker, sometimes seemed somewhat insignificant. I want to thank my informants, who took the time to give interviews in the midst of a pandemic whilst having to swap all teaching to internet based teaching, and thus gave me a reminder of how important this work is, and I hope it will be moving forward as well.

Furthermore, I want to thank my incredibly knowledgeable, patient, and strict supervisor, Øistein Anmarkrud. Your ability to understand what I was trying to convey, and to show me the path every time I got lost is admirable.

At last, I want to thank my family and friends for being so much fun that the thesis did not get the best of me. You guys rock!

Oslo, June 2020

Henrikke Astrid Klæboe

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Word count: 21773

1 Introduction

I used to work in the introductory classes in a primary school and noticed the upper primary schools students found the supplementary reading material rather boring. I tried searching for both age- and level appropriate supplementary reading material but did not find much.

Resulting in an inclination to research what the second language teachers think about the supplementary reading material available. Is it contributing to motivate the students? The national curriculum for Norwegian schools of 2020 states that:

School shall facilitate for learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastering.

(The Norwegian Directorate for Education and Training, 2020, p.16)

Which demonstrates the importance of motivation in learning on a national level. How does this notion translate into the Norwegian second language classrooms, and which tools are available to the teachers to “stimulate each pupil’s motivation” in second language reading? To be able to analyze the teachers view on the reading material available, it was key to find out what the teachers understanding of reading motivation was and how they work to motivate their students. Thus, the three research questions emerged:

- What is 12 teachers in upper primary schools in Norway understanding of reading motivation?
- How does upper primary school teachers in Norway motivate 12 reading?
- To what extent does the supplementary reading material available for upper primary school 12 students help the teachers motivate reading?

Information on the topic; Norwegian upper primary school 12 teachers’ view on reading motivation and supplementary reading material was considered best retrieved by talking to the teachers themselves. In this study, four upper primary school 12 teachers contributed in semi-structured interviews.

The paper consists of six chapters. The first chapter is an introduction, and deals with the background of choice of theme, purpose of the task, structure and concept clarification. In Chapter 2, a series of topics will be presented that can help elucidate what reading motivation is, what teachers know about reading motivation and what differs reading motivation in general from motivation in 12 reading. Chapter 3 sheds light on, among other things, the

choice of method, the implementation of data collection, ethical reflections and the quality of the study. In Chapter 4, the informants will be briefly presented and the presentation made in the collected data material. Following, in chapter 5 the results will be discussed in light of relevant theory. Finally, Chapter 6 comes with definitive reflections on the content and implementation of the project.

2 Theories and literary background

This chapter starts with a general introduction to some of the main motivational theories, before explicitly exploring reading motivation in two categories: Can I read this? And, do I want to read this? Several studies and theories will be presented under these main questions, before examining the teachers understanding of reading motivation and lastly, a specific exploration of motivation in l2 reading.

2.1 Theories on motivation

Motivation is a relevant aspect in several areas of human life. As a theoretical construct of a multifactorial nature, it allows us to explain why people are interested in certain activities by persisting in them and avoid doing others. (Guthrie & Wigfield, 2000). When Wigfield, Eccles, Schiefele, Roeser and Davis-Kean (2006) did an extensive review on the topic of achievement motivation, they were able to boil it down to two central questions: can I do this task? And do I want to do this task? In Anmarkruds (2009) study of reading motivation, he reformulated these two questions to the context of reading: Can I read this? Do I want to read this? Schiefele, Shaffner, Moller & Wigfield (2012) define reading motivation as the result of the interaction between the individual's beliefs about their abilities and their attitudes and goals towards reading, incorporating the distinction between intrinsic and extrinsic motivation. With reading motivation being a multifactorial construct, research on reading motivation has drawn on several theoretical frameworks within more general research on achievement motivation, such as Deci and Ryans self-determination theory (1985, 2008), Banduras self-efficacy theory (1997), expectancy-value theory by Eccles and colleagues (1983), among others. In the following, motivational constructs from these theoretical perspectives is presented and discussed together with Gambrell's (2011) seven rules for engagements using Anmarkruds (2009) two questions about reading motivation as the point of departure: Can I read this? Do I want to read this?

2.1.1 Can I read this?

Self-efficacy is a motivational construct that has been widely used in the educational field because it allows us to understand how people's beliefs in the ability to execute a task influence their commitment and motivation, facilitating the establishment of goals and

acceptance of challenging academic tasks (Bandura, 1997; Pintrich & Shunk, 2002). Self-efficacy relates to the judgments people make about their abilities and the social motives that impel them to carry out some academic activities, in addition, it explains the mechanisms through which people create and develop self-perceptions about their capacity and the possibility of reaching certain goals (Bandura, 1997). Since the levels of self-efficacy can increase or decrease, motivation influences the courses of action chosen to achieve a goal. A high sense of academic effectiveness, for example, facilitates information processing and cognitive performance in reading tasks including decision making and academic achievement. It is a desire to accept more challenging tasks, investing more effort, persistence and commitment (Schunk, 2014). Self-efficacy levels are a strong predictor of reading behavior; it affects the judgment people have about their ability to read a text. Subjects with properly calibrated high reading self-efficacy tend to be more motivated, increase the use of reading comprehension strategies and show greater commitment to this task (Schunk, 2014). Schunk (1991) refers to the school or academic self-efficacy of the students as a student's judgments of their abilities to complete their schoolwork successfully. Among these, the author points out the acquisition of knowledge, the implementation of the necessary strategies, the mastery of new materials, or similar activities. These thoughts on self-efficacy elaborates from four main sources of information: previous individual learning experiences, vicarious learning experiences, verbal persuasion, and physiological and affective states. This information, relevant for estimating capacity, is only instructive if properly processed and reflected on. Previous experiences, particularly success or failure, are the main source of self-efficacy and exerts the greatest influence on the individual's behavior (Bandura, 1997). Put simply, previous experiences refer to the individual measuring the effects of his actions, and his interpretations of these effects help him create his self-efficacy with respect to the action taken. The results of their actions that are interpreted as successful increase their self-efficacy, while the results considered as failures decrease it (Bandura, 1997). Vicarious experiences (learning by observation, modeling or imitation) influence the student's self-efficacy expectations when he observes the behavior of other students, sees what they are capable of doing, notices the consequences of their behavior, and then uses this information to form their own expectations about their own behavior and its consequences (Bandura, 1997). This effect seems to be especially strong if they believe the person(s) they are comparing themselves with is similar to them (Bandura, 1997). E.G. A newly arrived student comparing their reading abilities with a student who has lived in the country for two years does not affect their self-efficacy, but if they see a classmate that arrived just a month in advance read they may think it

is achievable for them as well. The third source of self-efficacy refers to verbal persuasion (social persuasion). That is, the student creates and develops his self-efficacy because of what his teachers, parents and classmates say. Positive feedback ("You can do it," "I trust you will do it") by them can increase student self-efficacy, but this increase may only be temporary (Bandura, 1997). Finally, students can receive information related to their self-efficacy from the physiological reactions they experience when faced with the execution of certain tasks. Physiological states such as anxiety, stress, fatigue, etc., have some influence on students' cognitions, since feelings of drowning, increased heartbeat, sweating, etc., are associated with poor performance, or a perception of incompetence or possible failure. Students calibrate their self-efficacy by observing their emotional state when they are contemplating the performance of some activities (Bandura, 1997). In addition to self-efficacy of the students, the teachers feeling of whether they manage to motivate students to read is an important aspect of developing reading motivation. Research has revealed that teachers with higher levels of teacher-efficacy more challenging use strategies and techniques and enhance student mastery of cognitive and affective goals in their classrooms (Puchner & Taylor, 2006).

The evidence provided by various investigations based on the expectancy-value perspective on reading motivation supports the assumptions that readers with high expectations about their reading skills, and how high or low the student's effectiveness is depends on how the student is affected by factors such as: (a) goal setting; (b) information processing; (c) the models; (d) feedback, and (e) awards (Schunk, 1995). Together with self-efficacy, the expectancy-value model has provided a powerful theoretical framework to address reading motivation (Eccles & Wigfield, 2002). This theory establishes that motivation is based both on the expectations that the reader has about their abilities as well as on the assessment they make on the task (Eccles & Wigfield, 2002). Within the expectation component lays the question: "How can I do this task?", and "Can I succeed in completing this task?" It implies that if the reader anticipates negative consequences or doubts of their competencies, they will tend to avoid them. It explains that beliefs about their abilities and their degree of effectiveness in carrying out a task are motivational variables and important predictors of academic performance (Wigfield et. al., 2006). The expectation corresponds to the feeling of competence that the subject has against a certain activity both immediately and in the long term. This construct is similar to self-efficacy beliefs but it is distinguished in conceptual terms in which the self-efficacy is focused on the present while the expectation is towards the

future as well. Despite this conceptual difference, they are highly correlated constructs (Wigfield & Eccles, 2000).

Gambrell's sixth rule of engagement in reading is: "*Students are more motivated to read when they have opportunities to be successful with challenging texts*". (Gambrell, 2011, p.176) A learner who has great faith in mastering the text will do just that, and this applies regardless of the skills the learners possess. Thus, it is important that the learners believe they will master the text before they begin reading. Those students with little faith in their own skills will not master the text (Bandura, 1997). Soemer & Schiefele's (2019) study demonstrated that reading difficult texts can reduce topic interest and thereby increase rates of both voluntary and involuntary mind wandering. The reduction in topic interest and the increase in mind wandering, both in turn negatively affect reading comprehension. A practical implication following from their research is that texts should be made sufficiently readable and cohesive in order to preserve interest, reduce both involuntary and voluntary mind wandering and thereby support comprehension. By being able to choose books based on their interest and language level, the learners in Birketveit & Rimmereides (2013) project experienced competence and a state of flow enhancing their motivation (Reeve, 2018). Reading authentic books provides learners with the opportunity to be challenged beyond the course books, as most of the learners in the case study proved capable of reading authentic texts which are richer in choice of vocabulary and phrases. Authentic texts may be longer, which are manageable for some learners. Furthermore, reading whole stories rather than extracts of stories, which English course books tend to offer, is much more satisfying. When a story is cut off before the end, the narrative desire of the text is unfulfilled and the result may be that the reader feels frustrated and bored with reading (Birketveit & Rimmereide, 2013). In terms of being able to read the texts, Webb & Macalister (2012) completed a corpus-driven analysis of 688 texts written for children, language learners, and older readers. They wanted to find out how much vocabulary a student needs to comprehend and the potential to learn vocabulary incidentally through reading each text type. This could give us insight to which value written texts for this specific group (L2 Upper primary school students) has for use in extensive reading programs. They found indications that a vocabulary size of 10,000 words plus knowledge of the proper nouns and marginal words was required to know 98% of the words in both text written for children and text written for older readers. On the other side, in texts written for L2 students one only need a vocabulary size of 3000 word families plus knowledge of the proper nouns and marginal to know 98% of the words. When checking for repetition of

words in Nation's (2006) 3rd to 14th 1,000-word lists, they found that text written for 12 students contained the highest number of repetitions, followed by children's literature and then text written for adults. The findings indicate that the lexical load of text written for children is similar to that of text written for older readers, and thus graded readers are the best-suited texts for second language extensive reading.

2.1.2 Do I want to read this?

Motivation to read is defined as the likelihood of engaging in reading or choosing to read, according to Gambrell (2009, 2011). Motivation is crucial to engagement because motivation is what activates behavior. A less motivated reader spends less time reading, exerts lower cognitive effort, and is less dedicated to full comprehension than a more highly motivated reader is. Readers who assign a high value to a reading task, are by definition highly motivated. In the same way, a positive assessment of the tasks could lead the student to become more involved in their own learning and to use more frequently different cognitive strategies (Wigfield et. al., 2006). The expectation and value model translates into questions such as, "Do I want to do this homework?", "What other activities should I stop doing to focus on this?", "What cost can the effort I have to expend to achieve this goal have?" The above questions reflect the nature of the cognitive factors of the act of choosing (Wigfield et. al., 2006). The value part of the expectancy/value-perspective has to do with the perception of how valuable and important the task is, and what constitutes the incentive to get involved in it. It is composed of four motivational components: importance, interest, utility and cost. The importance (attainment value) is the personal importance of doing well on a task, students who identify themselves as readers set goals related to reading, e.g. "This year I'm going to read a book by all the English writing Nobel laureates in literature." The interest (intrinsic value) relates to the joy or enjoyment that can be experienced when performing a task, an 11-year-old boy might enjoy reading about Fortnite, despite not viewing reading itself enjoyable. The utility of how it fits into a person's future plans e.g. reading a book for a methods class has very high value for a person wanting to write a master thesis, even though they don't particularly enjoy the book, or class, itself. The cost refers to the limitation and restriction of another activity when choosing a certain activity, ranging from having to take time off work to finish writing a thesis, to not getting to see the landscape while reading on a bus (Wigfield & Eccles, 2000).

Interest motivates persistent and varied engagement in a subject. It is therefore an essential condition for learning. In the classroom, interest is a critical element of motivation because it predisposes students to engage and reengage in the learning process (Hidi & Renninger, 2006; Renninger & Hidi, 2016). Educational researchers typically focus on two main types of interest, situational and personal. Situational interest is a short-term type of interest focusing on the interaction between a student and her/his learning context (Hidi & Renninger, 2006). Hidi and Renninger (2006) suggest that triggering situational interest occurs from external sources within the learning environment such as the instructional conditions, topic-focus, and social interactions with teachers and/or peers. Much like Gambrells (2011) suggestions for engagement. On the other hand, personal interest is a person-centered psychological disposition toward a learning tasks or content, grounded in personal meaning, preference, and value (Hidi & Renninger, 2006). Where situational interest is more short-term, personal interest is more stable and long-term. Personal interest develops over longer periods through repeated experiences with learning tasks and/or content (Hidi & Renninger, 2006).

The Engagement model of reading development (Guthrie & Wigfield, 2000, p.410) integrates cognitive, social and motivational aspects, including factors such as importance or value, curiosity, social recognition, pleasure, self-perception of competition and intrinsic and extrinsic motivation. In the center of their model is the engaged reader. Engaged readers are not only able to decipher and understand texts, but they enjoy and value reading and conceive of themselves as good readers. Intrinsic motivation “refers to the process of doing an activity for its own sake, or doing an activity for the reward that is inherent in the activity itself” (Deci & Ryan, 1995, p.21). Such motivation relates to the perceived value, worth, or enjoyment of the activity. Intrinsically motivated students actively participate in a specific activity just out of curiosity, interest, and pleasure, which is essential for lifelong, voluntary reading (Metsala, Sweet, & Guthrie, 1996). According to Taboada, Tonks, Wigfield and Guthrie (2009) a highly intrinsically motivated student respond better in reading tests and show greater perceived self-efficacy. Furthermore, they are more effective in the selection of reading comprehension strategies. In addition, an intrinsically motivated reader conceives reading as a rewarding experience in itself that encourages their interest and strengthens reading competence. Wigfield & Guthrie (1997) reports that intrinsically motivated students devote 300% more time to reading activities than those who have low intrinsic motivation. In addition, both at the primary and secondary level, intrinsic motivation is a high predictor of reading performance

which suggests a causal chain between three variables: (1) reading motivation that increases (2) the time spent reading and this results in (3) at the level of understanding achieved. Considering the influence, this type of motivation has on reading behavior, instructional programs such as CORI (Concept-Oriented Reading Instruction) have provided evidence that when the development of intrinsic motivation and the use of reading strategies is intended, the reader commitment and achievements in this area are increased. An example of intrinsic reading motivation is reading a book because you enjoy the storytelling, while an example of extrinsic motivation could be reading a book to prepare for a test. For its part, the extrinsic motivation refers to the external motives that move the reader and may result in obtaining a reward, achieving a positive result, trying to avoid a penalty or adverse situation (Deci & Ryan, 1985).

Gambrell's first rule of engagement in reading states "*Students are more motivated to read when the reading tasks and activities are relevant to their lives.*" (Gabrell, 2011, p.173) Edmunds and Bauserman found that the children in their study frequently mentioned personal interests, which indicated that their own interests influenced children's reading motivation. In coherence with Thomas' (2018) experience when second-grade classroom shifted from culturally and ethnically diverse to predominantly African American and male, she had to transform her reading classroom into a space that culturally correlated with her learners in order to remain effective. She knew African American males statistically are underachieving in reading (McFarland et al., 2018) and that research has recommended culturally responsive approaches to create learning environments for ethnically and culturally diverse students to thrive (Ladson-Billings, 1994). With that knowledge, she combined Ladson-Billings's (1994) culturally relevant recommendations for upper elementary learners with Tatum's (2006) practice of introducing necessary texts to cultivate an elevated level of engagement and a positive perception toward reading at an early age. There were three main changes in her daily classroom practices:

- Include developmentally and age-appropriate reading series in which people of color are positively portrayed, void of traditional gender roles, and relatable
- Introduce the first books in a series during read-aloud or free reading and keep the sequels in your classroom library
- Allow student commentary to take center stage in all chapter discussions

With these changes she had some of the African American boys coming up to her and say things like "I like reading in your class," or "Can I finish reading this book while I'm in time

out?” (Thomas, K. L., 2018, p.764). Moreover, she stated that because this culture-specific motivation was added to their literacy development, each of her African American second-grade boys, regardless of reading ability, experienced a minimum of one year’s growth in reading levels.

The second of Gambrell’s rules declares, “*Students are more motivated to read when they have access to a wide range of reading materials.*” (Gambrell, 2011, p.173) Providing an abundance of high-interest texts in the classroom enables teachers to adapt their reading instruction to be preexisting motivations of students (Guthrie & Wigfield, 2000).

Furthermore, the children in Edmunds and Bausermans study indicated that access to books positively affected their reading motivation. If learners develops an interest, the reading engagement will follow. In order for the learners to become interested, they must be engaged, and to achieve this they must be presented with reading material that catches their attention (Guthrie & Wigfield, 2000). This was further suggested by Norizis study in 2019 of the perceptions and experiences of the professionals about integrational and academic programs for newly arrived minority language students in elementary reception classes in two Norwegian municipalities, there are no books that are particularly developed according to the needs of newly arrived minority language students (NAMLPs). The teachers have to develop their own books. However, the reception teachers get support from the municipalities and the coordinators to develop resources, for example, special textbooks for Norwegian language and folders for mathematics. One teacher in her study said: “Teaching aids which are in accordance with my students’ language level are often not age appropriate in terms of subject content. It’s challenging for me to find the balance of teaching between vocabulary for daily use and important subject content vocabulary. They are missing subject content vocabulary, which leads to a challenge of selection for suitable teaching materials.” (Norozzi, 2019, p.244). This is not only seen in western school systems: in 2017 Misty Sailors and Davie Kaambankadzanja explored the role of engagement in a complementary reading program for under resourced communities like Malawi. Responding to requests by the government of Malawi, they engaged in a three-year project to address students' literacy achievement in Chichewa and English while instilling a love for reading. They worked with classroom teachers as authors in a writing workshop to capture, document, and transform stories into books for young students. Throughout, the teachers and the development team accounted for the comprehension of the story and word choice within the text. They leveled the books in ways that balanced the decoding demands of the text and support features of the text. The

crafting of the stories was complemented by the work of local artists in creating images that supported the texts. Over the course of the project in Malawi, they gathered several sets of data for different purposes. Although they never asked directly about the role of engagement in the successful implementation of the program, they heard stories and mentions of engagement over and over. One teacher told them that learners stayed in during their break to read their favorite book. A principal told them that the books (and instruction) led to an increase in the number of learners attending school. He said that the books offered interesting things for learners to read about and that learners wanted to come to school the next day “to see what they are going to read.”

According to Hiebert (2009), one source of students’ lack of motivation to read can be traced to an insufficient amount of time spent reading in classrooms. Which makes for Gambrell’s third rule of engagement in reading: “*Students are more motivated to read when they have ample opportunities to engage in sustained reading*”. (Gambrell, 2011, p.174) Reading practice helps students become better readers. Studies have documented that time spent reading is associated with both reading proficiency and intrinsic motivation to read (Birketveit & Rimmereide, 2013; Thomas, 2018; Hansen, Gissel, & Puck, 2017). In a study of classrooms where 90 minutes or more was devoted to reading/language arts instruction, Brenner, Hiebert, and Tompkins (2009) found that students spent an average of only 18 minutes actually engaged in the sustained engagement with text. When Hansen, Gissel, & Puck (2017) asked elementary school students in Denmark what could make them read more, 50% answered “ more time to read”. Making it the single most answered motivational factor. Birketveit & Rimmereides study from 2013 further revealed that extensive reading of authentic picture books/illustrated books had on the learners' writing skills in a Norwegian EFL (English as a foreign language) classroom of 11-year-olds improved learners' motivation to read and led to improvement in their writing skills. Their study indicates that authentic picture books and illustrated books represent an unexploited treasure trove in EFL and can impact significantly on L2 writing. It is interesting to note that in their study, below average learners seem to benefit substantially from extensive pleasure reading. Seventeen of the learners said they enjoyed the project. When asked why, 12 of the learners mentioned it being ‘fun’ as the reason.

Gambrell (2009) defines motivation to read as the likelihood of engaging in reading or choosing to read. She made it her fourth rule for engagement in reading. *Students are more*

motivated to read when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks (Gambrell, 2011, p.175). Which is in line with Guthrie and her colleagues findings from (2007a) where they explored fourth grade students' motivation and reading comprehension growth and reported that autonomy was supported when students selected their own books, as compared with having books chosen for them by teachers or other adults. Which was further supported by Edmunds & Baumans (2006) findings that when sharing the narrative text the children were reading, 84% of the children discussed books they had selected themselves, while only 16% discussed books that were assigned by the teachers. Leading them to the first of the fifth approaches to reading motivation; Self-selection. Birketveit & Rimmereides (2013) project mentioned earlier was designed to allow the learners the freedom to choose for themselves, from a list provided, which books to read and to have choice in follow-up activities. The wide selection of books catering for the learners' different interests and language levels met the learners' needs for competence. Furthermore, the picture–text interaction of books helps to meet the need for differentiation and competence and allows the learners to draw on both the illustrations and the verbal text. The learners' experienced competence is further mediated by reader response theories.

The fifth of Gambrell's rules of engagement in reading is about the social aspect of motivation; *"Students are more motivated to read when they have opportunities to socially interact with others about the text they are reading"* (Gambrell, 2011, p.175). Social interaction supports motivation to read in a variety of ways, according to Turner and Paris (1995). First, peer comments can pique a student's curiosity. Second, student observations of their peers' progress may increase their confidence in their own ability to succeed. Third, working with others promotes student interest and engagement. This is in line with the results of Griffins (2002) study on American first graders which suggest that pairing emergent readers of approximately equal expertise provides opportunities for collaborative relationships where young readers pool experience in jointly constructing text. In congruence with the fifth of Edmunds and Bauerman's (2006) five approaches; the active involvement of others. Three themes that emerged from asking what others did to excite them about reading were buying or giving children books, reading to them, and sharing books with them.

The final rule of Gambrell's seven rules of engagement in reading concerns the value aspect of motivation. *Students are more motivated to read when classroom incentives reflect the*

value and importance of reading (Gambrell, 2011, p.176). Marinak and Gambrell (2008) investigated the effects of incentives given to students for completing a reading task that were either related (books) or unrelated (prizes) to the desired behavior (reading). The major finding was that students who were given a book as a reward and students who received no reward were more motivated to engage in subsequent reading than students who received prizes as rewards

The self-determination theory of Deci and Ryan (1985) emphasizes intrinsic motivation as the optimal form of motivation. However, in school students do not take immediate interest and intrinsic motivation for many activities. It is therefore often necessary to promote an extrinsic motivation for these activities. Extrinsic motivation can be seen as opposed to intrinsic motivation, and refers to actions where the reason for doing the action is different from interest in the activity itself (Deci and Ryan 1985, p.35). Extrinsic motivation is thus an instrumental construct in that it occurs when an individual completes a task to achieve an outcome that is somewhat external and separate in relation to the activity itself. We might ask what motivation is better. The extrinsic or the intrinsic motivation? It is advisable to stimulate growth and interest internally, that is, stimulate the motivation to do, to perform, to experiment, regardless of the purpose pursued. Extrinsic motivation and intrinsic motivation are very different from each other, we have to complement and combine both in such a way that we achieve our goals in the most productive and profitable way possible. Intrinsic motivation depends on us, so it will help us direct our action to achieve what we value most. What we personally care about and makes us happy. Extrinsic motivation helps us achieve short-term goals along the way. It is not to say that extrinsic motivation is not important or is invalid. Nor, that a person who directs his behavior to "extrinsic" rewards is better or worse. On the contrary, extrinsic motivation helps us to grow and achieve goals (Deci & Ryan, 2008). It is very positive to achieve short-term objectives, and learn additional skills along the way. Extrinsic and intrinsic motivation are complementary and functional in different fields and aspects. There are, as we have already mentioned, few activities characterized by a genuine intrinsic motivation. Often it will be an element of something external that you want to achieve through performing the action, and one can argue that behavior can be both intrinsic and extrinsic motivated at the same time. An example might be a student who thinks it is fun to read books and has an intrinsic interest. At the same time, the student knows that she must read a certain number of pages for homework because the teacher has decided it and will be dissatisfied if not, which on the other hand promotes extrinsic motivation.

Organismic integration theory is part of the self-determination theory. The theory explores how to motivate students to appreciate and self-regulate activities they are not intrinsically motivated for and get them accomplished the activities on their own without extrinsic pressure. This is done according to Deci and Ryan by promote internalization and integration of values and behavioral regulation. Internalization is the process by which extern regulation of behavior becomes an internal regulation. Integration means that the various forms of regulation, as they become internal, become part of the person's inner, holistic structure, and through this promotes competence and self-determination (Deci and Ryan 1985). Ryan and Deci (2000) describe a continuum where one end has the least autonomous category of extrinsic motivation, extrinsic regulation. Here, the individual performs an activity only to satisfy an extrinsic requirement, or to obtain an extrinsic reward. The next form of extrinsic motivation is called introjection, and denotes a form of internal regulation where one either gives recognition or not to oneself according to one's actions. However, this internal regulation is controlling because the activity is performed only because one feels a pressure to avoid shame and anxiety, or to achieve pride and self-assertion. The third form, identification, is a more autonomous one or self-regulatory motivation in which the individual identifies with relevance and the importance of a behavior, and accept the regulation as its own. The latest and greatest the autonomous form of extrinsic motivation that lies at the other end of the continuum is integrated regulation, and occurs when the identified behavioral controls have become completely assimilated into the self. In other words, the behavior is in accordance with the individual's other values and needs. This form of extrinsic motivation holds many of the same the qualities that intrinsic motivation, among other things, behavior is self-determined as it is chosen based on the individual's own needs and integrated goals. Yet it is of an extrinsic nature since the activity is performed because of its assumed instrumental value that is related with an outcome separate from the activity itself (Ryan and Deci 2000). However, it is important to point out that this model is not a development continuum so one has to go through every kind of extrinsic motivation to reach internalization. One can go into a new one regulation of behavior at any point on the continuum depending on the past experiences and situational factors (Ryan and Deci 2000). When it comes to promoting the more autonomous forms of extrinsic motivation, one can return to the theory of self-determination. This claims that belonging is central to achieving internalization of values and behavioral regulation. If the individual feels a connection with a person, group or culture that communicates a particular goal, this will make it easier for the individual to take on the goal

and the values the goal communicates, such as their own (Ryan and Deci 2000). Assumed competence will facilitate the internalization process. If you are going to take on a goal as your own, it is important to feel that you are able to master it and feel effective about it. However, belonging and competence need not necessarily lead to integration if the needs are met under controlling circumstances as autonomy is a crucial element in promoting integration of values and behavioral regulation (Ryan and Deci 2000). Thus, it seems that both affiliation, assumed competence and autonomy are important in promoting integrated regulation, the form of extrinsic motivation that involves the greatest degree of autonomy. This is completely in line with the overall self-determination theory that organismic integration theory is part of. Instead of starting from the sharp distinction between intrinsic and extrinsic motivated coping behavior, one can rather talk about the degree to which the individual meets the needs for competence, autonomy and belonging.

2.2 The teachers understanding of reading motivation

Anmarkrud (2009) wrote about the teachers' explicit knowledge about reading motivation in his study; that "*Reading motivation is a topic none of the teachers have extensive knowledge of.*" (p.165) and that "*all teachers have difficulty telling how to work with reading motivation in the classroom, and based on interview data there is reason to assume that work to develop reading motivation receives little attention in the reading lessons*" (p.165). He points to teacher education and reading education as possible factors in Norwegian teachers' limited declarative knowledge of reading motivation. As well as professional learning after basic teacher education.

When Taboada & Buehl (2012) asked teachers in the US and Argentina: "what is motivation" they found that almost all US teachers referred to motivation as a desire or a drive to engage in an action, but did not specify whether the drive came from an external or internal source. This was surprising to them given that motivation research in the US has emphasized the difference between extrinsic and intrinsic motivation for decades (Ryan & Deci, 2000). They believe the discrepancy is due to the literature possibly not being widely available to students in teacher education programs. In contrast to the US teachers, the majority of the Argentinean teachers in Taboada & Buehl's study described motivation as created by an external stimulus or source. The description of motivated and demotivated readers revealed a different view. They characterized motivated readers as interested, creative, and imaginative with a positive attitude towards reading and did not refer to the external factors, except for parental models of

motivated reading. Furthermore, the US and Argentinean teachers described motivated readers with behaviors typical of intrinsically motivated students (e.g. exerting effort, displaying positive affect, displaying interest, and seeking challenge). There is not much research on the teachers' knowledge about reading motivation, as far as I have found. From the research that does apply, it seems that the teachers have somewhat limited declarative knowledge about reading motivation.

2.3 Motivation in L2 reading

Cummins (2011) declared that based on research on L2 students, we can assume that motivational factors for all is motivational factors for L2 students too, with some modifications. Self-efficacy, interesting reading materials, and social motivation are all highlighted in the reading motivation research, the same factors seem to contribute to L2 students' reading motivation. Khan et.al's literature study from 2017, found that *reading motivation research seems to lack a definitive L2-based model. Consequently, empirical work on the latter are clearly influenced by theory and instrumentation from L1 reading motivation literature.* One of the earliest attempts to define L2 reading motivation was when Mori (2002) looked at Japanese university students' motivation in L2 reading using a 30-item, 7-point Likert scale questionnaire that drew upon Wigfield and Guthrie's (1997) domain-specific motivation theories. Mori was able to delineate four sub-components of reading motivation: intrinsic value, attainment value, extrinsic value, and expectancy for success. Moreover, she claimed that motivation to read in a foreign language is not independent of general motivational constructs but is a multidimensional phenomenon.

Second language reading motivation correlates with the motivation for learning the second language (Taboada & McElvany, 2009). Thus, we should consider the roles of extrinsic motivation and intrinsic motivation in motivating L2 students to read in Norwegian because these appears to motivate individuals to learn a new language. Intrinsically motivated students may want to read because they realize it could help them obtain a good grade on an exam. An immigrant student in Norway who has intrinsic motivation might want to learn how to speak and read in Norwegian to make Norwegian friends, and be a part of the Norwegian community. Day and Bamford (1998) revealed reading materials key influence on individuals to read in a second language. Providing interesting texts to second language learners is critical in motivating them to read in a second language. Students need to be exposed to interesting

and appealing texts from various genres that are appropriate for their reading level (e.g., Chun, 2009), and this might contribute to their motivation to read in Norwegian. Protacio's study on reading motivation with a focus on English learners from 2012 revealed additional factors to motivate L2 students to read. Firstly, reading seems to be a way for L2 students to make friends, as focal students indicated they turned to friends from another culture for conversations about books. Secondly, the value of reading is crucial. Those students who were motivated saw that reading in English contributed to improving other literacy skills, such as writing or increasing vocabulary. Emphasizing the value of reading correlates with the L2 students' self-efficacy. L2 learners need to experience reading books at an adequate level. If students do not feel like they can succeed at learning the language or improve their second language reading skills, it is unlikely they will be motivated to read. Teachers need to be aware of students' literacy abilities so they can recommend books with which students can be successful. (Protacio, 2012)

2.4 Summary of literary background and theories

As mentioned in the introduction, the overall aim of this thesis is to explore Norwegian upper primary school l2 teachers' view on reading motivation and supplementary reading material. To shed light on this topic, a literature review was conducted and found several relevant theories and approaches. Motivation is a theoretical construct of a multifactorial nature. Deci and Ryan's self-determination theory, together with Banduras self-efficacy theory and the expectancy-value model of Wigfield and Eccles has provided a powerful theoretical framework to address reading motivation, which makes the base for this study's understanding of reading motivation. To develop reading motivation, the teachers need to be aware of both intrinsic and extrinsic motivation, the students feeling of mastery, grant value to reading and have a large sample of books available (Bandura, 1997; Gambrell, 2011; Ryan & Deci, 2000; Wigfield & Eccles, 2000) The national curriculum of Norway clearly states the importance of motivation, but it does not seem like the teachers are given the required declarative knowledge about reading motivation to accomplish development of reading motivation in Norwegian classrooms. The reading motivation in second language students requires the same approaches for developing reading motivation as first language students, to some degree. Protacio (2012) points out the importance of acknowledging the difference of what intrinsic and extrinsic motivation is for second language students, in comparison to first

language students and that the value aspect of reading motivation differentiates for someone reading in a second language.

3 Methods

This chapter discusses the choices made with the methodological design. Which methodological approaches have been used during the research process and what ethical precautions and considerations was taken when collecting data. Because the aim of this study is to explore Norwegian upper primary school I2 teachers' view on reading motivation and supplementary reading material, the method chosen was the qualitative method, and the semi structured interview. This is the first choice presented in this chapter. Following, a display of the planning of the project, before demonstrating how the interviews were conducted. Furthermore, a presentation of the process of handling the data and how the quality of research was kept throughout the project. Through the research process, I have emphasized an open mind, reflexivity and a falsifying attitude to challenge my own practices, prejudices and current knowledge (Brinkmann & Kvale, 2014).

3.1 Qualitative method

This research assignment is based on a qualitative phenomenological design with a focus on human experience. In qualitative research, phenomenology is a term that points to an interest in understanding social phenomena from the perspective of selected informants and to describe the world as they experience it (Brinkmann & Kvale, 2014). As a researcher, you must show openness to the interviewees' experiences, put your own prior knowledge in brackets and be in search of invariant essential meanings in the descriptions (Brinkmann & Kvale, 2014). Some examples of qualitative techniques are interviews, focus groups, or participant observation and observation techniques. Qualitative research collects the complete discourses of the subjects and then proceeds to their interpretation, analyzing the relationships of meaning that occur in a certain culture or ideology. It is mainly used in the social sciences (Bryman, 2016). When a research project requires a trust relationship between researcher and participant, qualitative method is often suitable. The topic in this study is not much researched here in Norway, which makes this project well suited to a qualitative approach. This makes openness and flexibility around the research even more central (Thagaard, 2018).

3.2 Semi-structured interview & interview guide

In this project a partially structured approach, ie. a semi-structured interview was the method of data collection. Brinkmann & Kvale explains the semi-structured interview as follows (2018, p. 57):

The semi-structured life-world interview seeks to obtain descriptions of the life-world of the interviewee with respect to interpreting the meaning of the described phenomenon; it will have a sequence of themes to be covered, as well as some suggested questions. Yet at the same time there is openness to changes of sequence and forms of questions in order to follow up the specific answers given and the stories told by the subjects.

This is the most widely used form in qualitative interviews (Thagaard, 2018). As Brinkmann & Kvale (2018) describes, this type of qualitative interview is based on a partially structured interview guide where the topics to be examined are mainly set in advance. As a researcher, you are looking for answers to the problem, therefore it is important to sufficiently discuss central issues (Thagaard, 2018). As an interviewer, you must be open to the interviewer bringing up topics and moving in a direction not foreseen or planned for in advance. This can be positive given that the researcher gets a different understanding of the topic, which in turn will be an enrichment for the assignment. On the other hand, it was important that it did not go too far, to where the interview was drawn out of context, making large gaps in the data collected (Thagaard, 2018). In a semi-structured interview, building trust with the interviewee is crucial to the outcome (Thagaard, 2018). It was very advantageous to build a friendly atmosphere, where the researcher avoided confronting the interviewees with any personal opinions and contradictions (Thagaard, 2018). Furthermore, it was key to focus on a flexible approach, adapting the questions so that, in appropriate contexts, they acted as a direct response to what the interviewee expressed or told (Thagaard, 2018).

The aim of this study was to design the collection process to sufficiently provide information on the topic. It was therefore important to compose a clear and concise interview guide, with inviting questions for the interviewee to reflect well on topics being addressed and encourage them to provide full comments (Thagaard, 2018). As Brinkmann & Kvale (2018) describes in their book, the guide in a semi-structured interview will often contain an overview of the topic to be covered and suggestions for questions. One can either have a starting point where the questions and their order are binding and predetermined. Or conduct the interview with

discretion and tactfulness decisive for how closely one will adhere to the guide and how much one will follow up the interviewee's responses. Which in turn can lead to new directions and insights to the benefit of research (Brinkmann & Kvale, 2018). The importance of asking open-ended questions was invaluable, the participant was more able to formulate properly and at the same time gave more information in the form of thoughts and comments (Thagaard, 2018). At the same time, an interview question should be considered with regard to a thematic or dynamic dimension. Thematic with regard to the production of new knowledge and dynamic with regard to the interpersonal relationship in the interview. A good interview should include both (Brinkmann & Kvale, 2018). In addition to focusing on both directions, it was important during the interview process to keep in mind that it was going to be analyzed afterwards. Therefore, it was very advantageous that, as an interviewer in this project, the researcher knew what she asking about, and why these questions were being asked and whether the interview would be able to clarify the opinions relevant to answer the research questions. During the interview was important to strive for clarification of meaning when something was somewhat unclear, this told the interviewee that the researcher was interested and listened carefully to what was being said. It was advantageous to have prepared good follow-up questions (Brinkmann & Kvale, 2018). The interview questions was endeavored not be too long, or too academically designed. This could have caused the participant to feel insecure and shut off. The interview guide prepared for this project emphasized an understandable language, which made concepts clear for the participants (Brinkmann & Kvale, 2018). The interview guide was divided into different topics, each topic having a main question. These central themes were derived from the topic and formed the basis for the interview guide (Thagaard, 2018). An example of a key question looked like this:

What is the schools attitude towards reading?

Here, there was likely to be an opportunity for follow-up questions, where the intention was to get more detailed information and more nuanced comments about the topic described by the interviewee. A follow-up question is often preceded by "Can you say more about ..." or "Tell about ...". In addition, it may be necessary to ask the participant to clarify what he or she has just said, especially if this is useful for the research. It is important to be careful, and always keep ethics in mind. The matter of ethics will be further discussed later (Thagaard, 2018).

3.3 Planning of the project

This project processed data containing personal data. The project was therefore reported to NSD, the Norwegian Center for Research Data. The project was approved by NSD 24 / 1-2020 (Appendix 1). The project was to be implemented in accordance with the privacy legislation. The project and the collection of information were based on the informants' consent, and it was a voluntary, specific and informed and unambiguous confirmation. Thus, the legal basis for the treatment of this project was that they registered their consent. A separate information letter and statement of consent was made for the teachers (Appendix 2).

3.3.1 Developing the interview guide

The preparations for the development of an interview guide for this project, started by establishing a theoretical framework of understanding, by studying previous research on second language reading and motivation. These are two concepts central to my topic. Thereafter, work began to operationalize these two concepts in the interview guide. The interview guide was thus drawn up on the basis of research on these concepts, as well as the teacher's own role in relation to these concepts.

In this project, one test interview was conducted on teacher of a regular upper primary class. This was to be able to test out the tape recorder app, and to be able to test the questions and formulation of these in advance. Prior to the interview, it was important for me to consider the extent to which the questions in the interview guide were understandable. During the test interview, a few of the questions were deleted, as the test subject experienced the questions in question overlapped with other questions. Following the test interview, as well as feedback from the test subject, some of the questions were reworded into a more concrete language so words and expressions would be more understandable. This was to avoid misunderstandings and uncertainty in the interview situation, as well as to ensure better flow and a safe framework for communication in the interview. By conducting this test interview, the researcher became accustomed to the recording equipment and having to take on the role of interviewer.

The planned sample for this study was set to 3-6 informants. The selection for the study has been made through selection of criteria. According to Dalen (2011), the purpose of criterion selection is to decide which informants should be included in the study in question. The criteria were:

1. Upper primary school teacher

2. Have students that arrived in Norway less than two years ago
3. Teach Norwegian

I reached out to my network of teachers, in addition to emailing schools which have introductory classes and following a facebook group of teachers with I2 students. In the end, 4 teachers agreed to be interviewed. Because of distance, and later a pandemic, the interviews, except for one, were conducted via video calls.

3.4 Implementation

3.4.1 Sample

Despite of having a rather small sample, they represent a diverse group in the way that each is from a different part of the country, and they range from a small town to a big city.

Furthermore, there are both introductory class teachers, and a mainstream class teacher. As well as having both male and female teachers. The informants are all given pseudonyms to protect their anonymity.

Inga is a teacher in a combined introductory class of a combined grade 3-7 in a primary school in a relative big city in the north. Her major is in education, and her main subject is science. She has teaching credentials in Norwegian and home economics as well. The introductory class is split in two groups across age and residence time in Norway. Two times a week they split the groups in leveled groups in Norwegian and mathematics. In addition, the fourth graders have English and swimming together with the mainstream fourth grade of the school. Furthermore, all of the students have classes in their native language, with a native language teacher. She has been teaching I2 for 4 years.

Adrian is a teacher in a mainstream 7th grade in a big city in the east, made up of exclusively second language students. Most of them have however spent their whole, or most of their life in Norway. There are some students with shorter residency, including students with shorter residency than two years. He did his teacher education with science as his main subject, and Norwegian as the second. He added a year of P.E. later. He has been teaching I2 for 3 years.

Pia is a teacher in a introductory class of a combined grade 5-7 in a primary school in a small city in the south. The group is consistent throughout the week. She has a bachelors degree in religion, ethics and science which she used to get her teaching credentials with the PPU-

program. She has later studied special education, second language pedagogy, Norwegian, and language communication. She has been teaching I2 for 10 years.

Eira is a teacher in a combined introductory class of a combined grade 3-7, with special responsibility for grade 3-4, in a primary school in a smaller city in the west. The group is mixed for the practic-esthetic subjects, and sometimes in other subjects as well if it suits the group. They are a total of 11 students. She did her teacher education with an immersion in intercultural pedagogy, and has later studied Norwegian as a second language. She has been teaching I2 for 8 years.

3.4.2 Interviews

One interview was conducted "face to face", while three participated over video call. The participants determined interview form, time and application. The researcher presented herself to be very flexible both in terms of time, place and video call application. Before the interviews, the researcher was prepared for some problems to arise around scheduling time. With a hectic everyday life, it became true, especially after the pandemic broke out. This is one of the reasons why three of the interviews were conducted via video call. During the interviews, I installed recording equipment on my private mobile phone. The University of Oslo has developed a dedicated dictaphone app that stores the recordings encrypted in a password-protected portal on the Internet. The mobile phone cannot play the recordings and the app deletes them from the device immediately after transmission to the server. The interviews were recorded in a quiet environment, which provided prime recordings that were easy to transcribe. Three of the interviews were conducted without any interruptions, while one had one shorter interruption, and one case of having to move to a different room so we had to find our way back to the line of thinking we had before we were interrupted. There were no technical issues along the way, and the app deleted all audio files from the phone automatically after uploading.

3.5 Handling the data

After the three interviews were completed, the post-work was primarily about transcribing, analyzing and interpreting the collected data material.

3.5.1 Transcribing

When the interviews were completed, the researcher was left with data material in the form of audio files, log notes and memos. To make the audio files parsable, they had to go through a transcription process. This was done by the researcher herself, in this way the researcher was well acquainted with the data material and had a better overview when the coding process started (Dalen, 2011). In the transcript, the spoken language was transformed into written language, and it was crucial that the person making the transcription was aware of the choices made in that process. The quality of the transcript had much to say for the analysis and something will be lost, such as irony and other spoken language tools (Brinkmann & Kvale, 2014). The way the transcription is done therefore has a great impact on the data material that is coded and analyzed. The transcription can be done in various word processing programs. In this study, the program word was used. For the transcript to be as close to the real interview as possible, Brinkmann & Kvale (2014) point to the following requirements; that there is a recording, that the recording has good enough quality and that what is said is possible to perceive. Through good preparation much can be prevented, there can still be technical problems with the recording, informants can speak obscurely, have dialects that can be difficult to understand, or there can be unexpected background noise. To avoid this, the recording equipment was tested in advance of each interview. In addition, the interview was done in a room with as little noise as possible. The interviews were transcribed shortly after completion. They were transcribed verbatim, including all the onomatopoeias but excluding breaks and facial expressions. It was only the researcher who completed and transcribed the interviews, which means she gained good knowledge of the content and frameworks of the interviews. The interviews were transcribed in common Norwegian (Bokmål) to ensure that informants could not be identifiable through dialects.

3.5.2 Analyzing

What does an analysis of a qualitative research interview entail? Analyzing is about dividing something into pieces or units (Brinkmann & Kvale 2014). The job at this stage in the study was to process the transcripts made from the interviews in a way which allowed passing on the teachers' stories about the topics raised. The research problem had the main focus in this study, and it was important to always include it in the analysis work as well. The interview guide was used as a supervisor in the analysis work, and the audio recordings were repeated to make sure the transcriptions were conducted correctly. Before conducting the interviews, Brinkmann and Kvale (2014) states that one should have a clear understanding of what kind

of analytical strategy one intends to use, and find out which methodology may be useful in the analysis of the transcribed text. The challenge here was that there are few standardized methods in terms of text analysis, and that there are few specific recipes for how to uncover precisely the invisible meanings existing in the transcripts (Brinkmann & Kvale, 2014). The methods used in this analyze were the methods Brinkmann and Kvale (2018) refers to as meaning coding, meaning condensation and meaning interpretation. Within meaning coding, the terms coding and categorization are often used interchangeably. Coding is about picking out keywords for a paragraph in the text, in order to be able to recognize an expression at a later point. Categorization deals with a more systematic presentation of an utterance where the ability to determine the frequency of the utterances is present. Coding becomes a form of categorization where meaning in longer statements in the interview can be minimized into fewer categories. Condensation of meaning is defined by shortening the informant's statements. The meaning of the phrase is reproduced in fewer words. The element of interpretation is important to mention in the analysis work. Finding meaning in the text and reproducing it as a researcher was characterized by the researcher's interpretation no matter how much the researcher strived to reproduce and interpret as closely up to the actual statement as possible. The researcher tried to relate to the text as it appeared, but there has been a certain amount of so-called meaning interpretation. Interpretation of opinions deals with how one seeks to find a deeper meaning than what is specifically said. The researcher did not look for opinions not directly said as one can do with poetry, film or for example by dreams (Brinkmann & Kvale, 2014), but in some parts of the text the researcher understood or interpreted the text from her point of view.

This methodology was used in a form created by the researcher, where the categories were presented via the central themes of the survey, which included interest, self-efficacy, reading material, the social aspect and value. In addition, spontaneous answers and answers after follow-up questions were differentiated. With the help of color-coding. Each theme got its own font, and different colors illustrated the difference in spontaneous/non-spontaneous answers. As seen in table 1.

3.5.3 Table 1

Spontaneous answer, after follow-up question

Interest, Self-efficacy, Reading material, Recourses, social aspect, Value

<p>Interviewer: Are books introduced in any way?</p> <p>Eira: Ehh, the first time we are in the library for example we try to show a little to the student what different types of books are there. But they really have to go around and choose the books they want themselves. What I see a little this year, or they think it's nice to sit down on the couch at the library and look at books and read some. And what is very nice this year at least is that strong readers sit down with weak readers, so they often sit and watch fact books together and discuss. There will be some nice discussions they can have. Like books about animals or history or, yes. Whether they read, or see, there is now a picture there to look at, but picture is now also text in a way. I think it's very nice when they do.</p> <p>I: Do you encourage any discussion about books besides that?</p> <p>E: No. We haven't done that.</p>	<p>Students get a tour of the library the first time they are there. <i>Students often sit together at the library and read. Gladly strong and weak readers together, they look in fact books and discuss.</i> Teacher does not encourage discussions outside of that.</p>
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3.6 The quality of research

3.6.1 The researcher's position and pre-understanding

In qualitative projects, the researcher's role and pre-understanding can influence the project. The National Research Ethics Committee for the Social Sciences and the Humanities (NESH, 2016). specifies that knowledge production in research should be guided by the durability and relevance of the arguments, as well as by the quality of the documentation supporting the researcher's conclusions. Preconceived notions and unconscious assessments should characterize research to the minimum extent possible. Dalen (2011) emphasizes that all understanding is determined by a horizon of understanding or pre-understanding, and this understanding is about perceptions and opinions we have in advance of what is to be studied in the project. According to Dalen (2011), it is important to introduce one's own understanding in a way that gives the widest possible understanding of the informants' statements and experiences. Being aware of one's own understanding makes the researcher more sensitive when it comes to seeing the possibilities of developing theory in one's own data material. The pre-understanding may be important for the development of understanding and interpretation of the data material. Both the researcher's own pre-understanding and the theory relevant to the phenomenon to be researched will influence the interpretation of the data material.

I myself have worked in the introductory classes at a primary school for several years. This is a background I see contributes to influencing my understanding, and that this work experience has helped to create a curiosity about the theme and issue chosen for this project. I noticed several of the upper primary school students found the supplementary reading material rather boring. I tried searching for both age- and level appropriate supplementary reading material but didn't find much. This experience and understanding has thus been one of the reasons for choosing this theme. By being aware of this pre-understanding and discussing it with my supervisor in the work on this project, I have become aware of how this can affect the phases of the project. On the other hand, this pre-understanding has inspired me to choose a narrow group and a topic that was not written much about before. This awareness of my own pre-understanding has been helpful in seeing my own data material in the most objective way possible.

3.6.2 Ethical reflections

Throughout the project period, it was endeavored to follow the guidelines of the National Research Ethics Committee for the Social Sciences and the Humanities (NESH, 2016). According to NESH (2016), the researcher must work from a fundamental respect for human dignity, and respect the autonomy, integrity, freedom and co-determination of the research participants. In this project, the teachers talked about their students, and the consideration of third parties thus became relevant in this project. According to NESH (2016), the researcher has a responsibility to ensure the privacy of those directly or indirectly affected by the research project, in this case the students of the informants. Therefore, the protection of the students in this study was particularly important. All personal information about the students was anonymized. In this way, potential negative consequences for third parties have been considered.

3.6.3 Validity

Validity in qualitative research projects is described by Brinkmann and Kvale (2014) using concepts such as truth, accuracy and the strength of a statement. According Brinkmann and Kvale (2014) a valid argument is clearly rooted, justified, strong and persuasive. The question is whether you measure what you think you measure. Therefore, in this project it was about the extent to which it was successful in presenting how the teachers experience the influence of the reading material on the students' reading motivation in Norwegian.

Brinkmann and Kvale (2014), describe seven different stages of validity. These seven stages affect and permeate the entire research process and are not just about a stage. The first stage was about thematization. This was about the validity of the study based on the theoretical assumptions of the study as well as the logic in relation to the value from the theory to the study's research questions. This project was based on previous research on second language learning and reading motivation, and the operationalization in the interview guide reflects this. The fact that the terms used were based on previous research, was a strength for the theoretical premises for the thesis. The research articles were carefully studied in order to give an impression of which articles was relevant to the thesis and the topic. Thus, the selection of relevant articles on which the theme and operationalization are based were chosen critically. In keeping with Brinkmann and Kvaless (2014) stages, the second stage was about design. This was about the validity of the knowledge being produced. This dealt with an adequate design of methods used around the theme and purpose of the study. In this project it has been clear what kind of methods were chosen and the researcher has given reasons for this by

describing and justifying the selection of these methods as qualitative method, semi-structured interview and elaboration of the different phases in the interview guide, as well as analysis method. In this way, the theme and purpose of the study to the method choices were linked. Brinkmann and Kvale (2014) includes the ethical perspective, which is about the study producing something good, including favorable knowledge to the human situation, while minimizing harmful consequences. In this study, it was endeavored to produce knowledge that could be of use to professionals such as special educators, teachers and others who will teach Norwegian to newly arrived students. The harmful consequences were minimized since everyone involved in the study were anonymized and thus not recognizable. Stage three was about interviewing and concerns the credibility of the researcher reporting the results. This is, according to Brinkmann and Kvale (2014), carefully asking questions about what is said and continuously check that the information given is consistent with the situation. In this project, during the interviews, the researcher sought confirmation that she understood the teachers correctly, by repeating what they said, such as; "Okay, so you have the book on the smartboard while you read?". This presented the opportunity to check that the information given was in keeping with the current situation. Another way this was implemented was bringing up previous statements to check again if the information was understood correctly in context. An example of this was; "Yes. You say it's silent reading. Is there something put in the schedule? That time has been set aside for reading? ". In this way, the researcher experienced sought confirmations during the interviews and got these verified, which then could help to improve the validity of the information. In stage four, Brinkmann and Kvale (2014) describe the transcription. This was about the translation from oral to written form, and the choice of a linguistic style in transcription. In this project the researcher herself have transcribed the data material and chose to transcribe verbatim to bring various nuances and exact reproductions of the interviews, as well as gain a good insight into the data. Dalen (2011) emphasizes that the transcripts must be of good quality so these different nuances and reproductions of the interviews are possible. Stage five was about analyzing the data material. Here, questions were asked as to whether the questions used were valid and whether the logic around these interpretations was valid. Analysis and discussion are presented in Chapter X. This stage may be linked to what Dalen (2011) describes as interpretative validity. Internal relationships in the data material are what the researcher should try to find. The sixth stage deals with validation. At this stage, according to Brinkmann and Kvale (2014), one must have a reflective assessment of which forms of validation are most relevant to the study in question. Specific procedures should be used for this validation and the validity of this study

in the current context and situation will be determined. The final stage, seven, is about reporting the results (Brinkmann & Kvale, 2014). Here, the question was whether the report gave a valid account of the main findings of the study. This includes the question of the reader's role in validating the results. This can be understood as if the reader understands what is being presented and the degree to which the presentation is credible. In this project, the researcher strived to present the main findings concisely so the reader can understand the results in the best possible way.

3.6.4 Reliability

In qualitative studies, research builds on the premise that humans construct or create their own social reality and make sense of their own experiences (Dalen, 2011). These experiences and constructions are then interpreted by the researcher. Reliability is about producing reliable data through research. Along with descriptions of methods, the flexibility associated with qualitative method, qualitative research interview and field observation is part of the study that strengthens reliability (Bryman, 2016). According to Brinkmann and Kvale (2018), reliability is about consistency and reliability of research; intra and inter-subjective reliability refers to whether the results can be tested by other researchers at another time by using the same methods. Furthermore, Brinkmann and Kvale (2018) writes that reliability in qualitative research will rely on the concrete research material, recording equipment and the transcribed material. Moreover, it is emphasized that one must question whether the same approach has been used in the different interview situations. Internal validity is strengthened if one does the transcription herself, because it helps to become more familiar with the empiricism (Brinkmann & Kvale, 2018). Throughout the entire research process, the researcher tried to carry out the different phases in the most consistent way possible. The same interview guide has been the starting point for all four interviews, and the main questions was asked in almost the same way. The same recording equipment was used, and the researcher was confident of this equipment ahead of the interviews. The goal was to be able to approach reliability by describing the various phases of the process carefully. As Dalen (2011) writes, these descriptions must deal with both the informant relationship, the interview situation and the researcher herself. It was endeavored to provide full descriptions of the informants, the interview situation itself and the role of the researcher, by describing her own understanding and the way the project has been carried out. The interviewer completed the transcripts of the interviews herself, which helps strengthen reliability, as Brinkmann & Kvale (2018) describes. It was endeavored to maintain a critical eye in order to maintain the quality of the

research throughout the process. Nevertheless, the researcher is aware that there most likely was weaknesses in my project. This study was conducted individually by one researcher. This is a weakness in relation to reliability, because the researcher only had herself to rely on when decisive decisions in the research process were to be made (Thagaard, 2018). The researcher had good and knowledgeable help from the supervisor throughout the process, which in turn strengthens the question of reliability.

3.6.5 Generalisation

When it comes to the sample, qualitative interview studies often refer to small and appropriate selections directly linked to the focus of the study in question. In this project, the sample consists of four teachers with students who learn Norwegian as a second language to elucidate the problem. Dalen (2011) illustrates this with generalization of the results in interview studies. This is about the extent to which the results presented can be transferred to groups other than those for which the research in the current study is concerned. It is conceivable that the teachers who said yes to this study had an extra interest in the topic and wanted to share their experiences. In this case, only four teachers with students learning Norwegian as a second language were interviewed. Despite of having a rather small sample, they represent a diverse group considering each is from a different part of the country, and they range from a small town to a big city. There are both introductory class teachers, and a mainstream class teacher. As well as having both male and female teachers. By presenting these four teachers 'experiences about the reading material's influence on the students' reading motivation in Norwegian as a second language, it is aimed to feasibly say something about others who meet these criteria as well.

4 Results

This chapter begins with a presentation of the essence of the results in order to give insight to the main findings. Following, a more structured review of the results within each research question building up to the main research problem. In the results, there is a clear difference between answers given spontaneously and answers given to follow-up questions. The results indicate that the teachers in this project have a good idea about reading motivation in praxis, even though none of them used concepts and terms from motivational research. Motivation did not seem to be a factor consciously used in teaching students to read in Norwegian, but was revealed to be a factor in praxis when questioned about it. The data suggest that there is in fact no supplementary reading material catered towards upper primary school 12 students in Norwegian. The analysis demonstrated that teachers have a hard time finding both age- and level appropriate reading material amongst the supplementary reading material available.

4.1 What is 12 teachers in upper primary schools in Norway understanding of reading motivation?

As mentioned, although the teachers in this project seem to have somewhat limited explicit knowledge about reading motivation, they still spoke implicitly about the major components in reading motivation. Terms used in daily life, like value and interest, were mentioned by all the teachers when speaking about reading motivation – without necessarily acknowledging the full concepts. Furthermore, the teachers discussed the concept of self-efficacy with the use of terms like mastery and previous learning experiences.

4.1.1 Value and interest

All four teachers explicitly answered “interest” in one way or another on the question about “What do you put into the term reading motivation?” Pia spontaneously answered interest when asked what the concept reading motivation means to her. Adrian’s spontaneous answer put desire and the absence of coercion as the basis for the concept. Eira immediately emphasized desire and zeal, interest, lust, reading pleasure. Inga instantly referred to a natural interest in reading, giving examples of students seeing books in the library, blurting out “I have read that one in my language”. They use value and interest as terms to describe situations, seemingly without explicitly connecting the two as seen in motivational theories.

Adrian mentioned value as a core factor in reading motivation:

Interview excerpt 1 - Adrian:

«When you read and then just disappear into the book, you find it fun or valuable to read.»

Later, when the interview was finished and he was asked if there was anything he deemed important to add, he added that he wants more focus and recognition for multimodal reading. He believes students would grant a higher value to reading if they saw reading as reading, regardless of where they find the words.

When asked about reading motivation, Inga went straight into explain how to facilitate motivation, for example in giving reading a purpose, and mentions learning reading strategies for motivation at the end of her answer. She observes her students often only looking at pictures, or sit and browse when they have a silent reading session. She co-reads with them, to help them get started. Inga does not always think they see the purpose of why they should read. Without using the specific term, Inga is speaking about value. The students does not always see the purpose of reading (the utility value) so she helps them give reading a purpose (value).

Eira implicitly talks about granting value to reading to enhance motivation when she emphasizes the importance of having students read in their own language, giving them a chance to enjoy reading. Making sure they do not just read to learn and that's the only reason why they read.

In addition, three of the teachers spoke about how when students tell classmates about a book they have read; it often leads to them wanting to read the same.

Pia uses the term motivated for questions about students' interests. Pia believes the station with reading is motivating because students get to demonstrate their abilities and because the books used have varied content.

4.1.2 The social aspect

Another category that became apparent when analyzing the data, was the social aspect of the reading motivation. When answering the question about reading motivation, after talking about interest, Pia highlighted the atmosphere as one of the most important factors for reading motivation.

Interview excerpt 1 – Pia:

“...creating frames around it. That it is organized so that they are motivated, for example that it is quiet and calm, that one is focused, that there is a healthy learning environment - no joking and such but that it is a pleasant time. Then they can be motivated”

Eira shared this view and described how she creates a pleasant atmosphere around herself reading aloud to the students, where the students sit on pillows on the floor. She described getting a very positive response from the students. Furthermore, she exemplified the aspect of social learning experiences when speaking about the library time:

Interview excerpt 2- Eira

Interviewer: Are books introduced in any way?

Eira: Eeh, the first time we are at the library for example we try to show a little to the student what different types of books are there. But they really have to go around and choose the books they want themselves. What I see a little this year, or they think it's nice to sit down on the couch at the library and look at books and read some. And what is very nice this year at least is that strong readers sit down with weak readers, so they often sit and watch fact books together and discuss. There will be some nice discussions they can have. Like books about animals or history or, yes. Whether they read, or see, there is now a picture there to look at, but picture is now also text in a way. I think it's very nice when they do.

Moreover, three of the teachers spoke about how when students tell classmates about a book they have read; it often leads to them wanting to read the same.

4.1.3 Self-efficacy

There are two sides to self-efficacy when it comes to 12 students reading motivation. It is the students' self-efficacy in reading, and the teacher-efficacy in motivation reading; whether teachers believe they have what it takes to conduct good teaching that arouses student motivation. Research has revealed that teachers with higher levels of teacher-efficacy more challenging use strategies and techniques and enhance student mastery of cognitive and affective goals in their classrooms (Puchner & Taylor, 2006). Teacher-efficacy became an apparent factor when analyzing the difference in how the teachers were speaking of reading aloud to their class. It appeared that the teachers who believed they could keep their students' attention while reading, experienced the students paying attention to the story. In Pia's class,

they were not currently reading aloud. Pia tried reading before and described the use of body language, the use of images and translation as a tool to carry out. She starts out with a negative outlook, or a low sense of teacher-efficacy, but ends the argument with *"it sometimes works to talk about it"*. In Inga's experience, it catches her students' interest when she reads to them. It catches on because they immerse into it in a different way than when they read themselves. She manages to create a tension around it. Adrian, on the other hand, explained that he

Interview excerpt 2 – Adrian

"tried the stuff there but my students lost interest right away. They cannot stay focused, it gets too boring, too little content".

While Eira sometimes reads aloud, using picture books and making the language easier as she reads. This is as an example of teacher-efficacy as Eira believes in her ability to make the stories both easy enough and interesting enough to peak her students interest. Inga believes she manages to create tension around the books she reads, and thus experience the students being interested in her reading aloud. Adrian sees his students loose interest right away, and has therefore given up on reading aloud to his students. While Pia starts out talking about how she cannot get her students interested in her reading aloud, but realizes as she speaks that it is more a matter of her attitude towards it. All four teachers to describe their students' attention to the story told here used the term "interested".

In the analyze it became apparent that there were two main information sources of self-efficacy present in the classrooms of the four teachers in this study: Previous learning experiences and verbal persuasion. Previous learning experiences is a large part of a students' self-efficacy in reading. (Banduras, 1997) When speaking about books, Pia emphasizes the use of books in reading comprehension because students know them and know the content is achievable. She thinks they hit the students because they are short enough for the students to have faith they can read the entire text. Eira selects books on topics the students know, so the students do not lose motivation.

Interview excerpt 1 – Eira

"Where we know that some of the words they will encounter in the books are known so that not everything is unknown. Because there is nothing nice to read then. Then they lose motivation"

When asked about the concept reading motivation Inga spoke implicit about self-efficacy, using the term mastery, especially focusing on earlier positive experiences with learning.

Interview excerpt 1 – Inga

“Also I think it is a lot about mastering, that those who are not interested in reading associate reading with something difficult and, well, that they do not feel mastery. I also think that being motivated to read is about having at least one experience where you have read a book, for example, that you are living in the world, that you let go ... and when you have experienced it once, then I think you see how it works, and it motivates you to want to have that experience again.”

In regards of verbal persuasion, all four of the informants said their students get to choose which books they want to read themselves, but they do guide their students towards finding book on the right level. Three of them used examples of students choosing books beyond their level, whilst only one made an example of a student choosing a book below their level. Two of them specifically linked this up to what analyzing the interviews categorized as self-efficacy and motivation.

Interview excerpt 3 - Adrian

Interviewer: Yes .. Are there any measures to increase reading motivation in your class?

Adrian: No, maybe I should have. But it's hard to compete with the screen. After all, the students can't keep their focus long enough to read books. It is mostly phones and ipads. But I try to focus on that it is also reading. I often talk to students about that they are actually reading, when they are reading news, because they are, it is actually reading. When reading subtitles on TV shows, or chatting on the phone, it is also reading. Then the students suddenly see the light. So, in a way, it's motivating, because those who might think "I don't read" realize that they actually read a great deal and master it. So if that is a measure it may have to be that.

Adrian described his students finding reading books boring, and talked about a collective low self-efficacy. He tries to teach his students that everything they read on their phone and computer is just as much reading as the reading done in a book. He does this to provide the students with a higher self-efficacy in reading, which they might not know they had. Leading to reading motivation in general.

4.2 How does upper primary school teachers in Norway motivate 12 reading?

There are several factors in facilitating reading motivation in upper primary schools. The teachers were asked about the organization of the schooldays, and questions about the schools executive view on reading. The aim was to see how they facilitate reading motivation, in regards to value granted from the school and the teachers.

4.2.1 School

When asked about the schools attitude towards reading, Adrian asserts reading is important because they have a curriculum to follow. The school leaders encourage use at meetings, and they have a form to fill out. However, the direct follow-up question on how the plan it used reveals they do not follow the plan as intended, they largely fill out the forms at the end of the year in a random way. Instead of working purposefully according to the plan throughout the year. On the question about further education for the teachers, Adrian answer that the school is positive about continuing education and offers facilitation for this. They often have courses, and have just had courses in reading. In addition, when asked what is their primary source of knowledge for reading he answers that they have team meetings where reading is often the subject, which means they are each other's primary source of knowledge for reading.

Inga answers that reading is enshrined in the school's planning documents, and refers to the annual reading festival. They offer further education, but Inga does not know about courses or other skills development. On the direct question on whether the school has reading as their main focus area, Inga answers that the school has basic skills as a focus area, with one focus per year. Now it is math, other years it is reading.

Pia's school is organized a little different. They are an department of a learning center, so Pia includes the view of the learning center, her specific department and the municipality's view on reading. Guided reading is important for the entire learning center Pia is a part of; it is a priority and is conducted once a week by everyone. They participate in the municipality's reading project one week every six months, divided into fiction week and non-fiction week. They have amongst other things made their own fact book and read a great number of fairytales. Pia concludes that the school thinks reading is important, but she still thinks they can do even more. The teachers in the welcome classes are prioritized on trauma courses over other courses on academic days and courses. She has not experienced the focus on books and literature for minority language in the 10 years she has worked there.

When asked about the schools attitude towards reading, Eira simply answers that the school has reading as their main focus area, and it has been for a long time. Later, while talking about the school library, she mentions the has a “reading operation” each year, where they focus on reading and get additional books from national libraries.

4.2.2 Class

A great deal of the development of reading motivation starts with the curriculum, and teaching done in the classroom. The time spent on reading, the way the teachers and students work with texts, the teachers knowledge on how to facilitate motivation are all indicators on how the teachers facilitate reading motivation for their students. This first example is an excerpt of the answer Inga gave when asked about measures taken to facilitate reading motivation.

Interview excerpt 2 - Inga

What I do with them when I read on the smartboarder is that I model how I read texts. How I do, where I start, and I ask them questions. What is it called .. wonder questions like this in the beginning that initiate the thought process and what they think the book is about, and then I ask them some questions along the way to include them in the action somehow, and then questions in the end to check if they understood what the book was about. So in a way it's a way to teach them, as you read, what do you do? Do you just sit and watch the words, or what is going on inside your head as you read?

Here, Inga demonstrates how she helps the students grant value towards reading. She teaches them, not only how to word out letters, but what reading really is about and why we read. Eira and her colleagues tries to read with the students each week but have no time for reading. They try to hear students in their reading homework when they work independently, and sometimes one station is guided reading. Adrian's class works with reading comprehension twice a week, and is in the library once a week. All his students can read, therefore time is mainly spent on concept learning. They have library time for half an hour which can be used for reading, some choose to spend the time reading, while others choose to spend the time goofing around.

When asked about what place reading has in her class, Pia’s spontaneous answer is “uhm, great.” Followed by an explanation on how they work with station training in three stations,

one that is guided reading with contact teacher, one station with an assistant and one station where they work alone for 3-4 days a week.

Interview excerpt 3 – Inga:

"They are here for learning to speak, to read and to write Norwegian."

Inga describes why her students are in the introduction class, and promotes speaking, reading and writing as the cornerstones of why they are there. She describes major level differences in the group, making what is emphasized amongst the three vary according to the Norwegian level of the individual student. They have a session at the library every week. There they get to borrow books they use for silent reading and reading at home. Some present a book they have read every time. Some occasional reading is included in the Norwegian classes. Now, time is allocated for reading time only when it is library time. Half the class is at the library while half the class is silent reading. They have previously read 15 minutes each morning.

4.2.3 Resources

Resources was not one of the categories that became apparent when analyzing the data. All four of the teachers mentioned different resources as a factor to facilitate or hinder reading motivation. For some it was about the human resources such as teachers, assistants or librarians. For others it was libraries, technology or books. Books as resources will be further examined under the headline 1.3.

In Adrians school they have a dedicated reading teacher. He brings a group of the weakest readers out of class, and work on reading, reading comprehension and concepts. At Eiras school, they work closely with the native language teachers to help the students get their native language readings and collaborate to nourish reading motivation. Moreover, they work with parents on the same motive.

On the question about if she reads aloud to her students, Eira said they try to hear students in their reading homework when they work independently, and sometimes one station is guided reading. They try to read with the students each week, but she pointed out teacher density, level differences, time and resources as obstacles. Pias class work with station training in three stations, one of which is guided reading with contact teacher, one station with assistant and one station they work alone for 3-4 days a week. Pia mentions lack of personnel as a reason why they are not at the library more often.

Interview excerpt 2 - Pia

Interviewer: Yes. How often do you go to the library?

Pia: Too rarely. It's a little bit because we have in a way the books we want to read, or what we are reading. And then it's a little because the weakest, they struggle a bit to read literature. And then there are some who, after all, we do have a lot of students struggling with trauma, they have been through a lot of hurt right. They have been on the run and they come from refugee camps and we had asylum seekers and at least then there was a lot of such mental health to put it that way. So then it's like sitting down and reading a book, it's not, they can't quite do it. But then we have those who are very good. They can read and join and so it goes. But it's not so easy to go just half the class, or divide into those who can go to the library and those who can't.

as Pia believes some of her students are unable to sit still, reading a book, because of their previous trauma and varied mental health. She uses this as an argument for why they do not go to the library that often, and why reading is not a part of the schedule. Seeing how some of the students are unable to go due to behavior, the rest are restrained from going because there is not enough personal to split the group in two and let one go to the library. During the interview, she changes her mind uttering it could actually work if they only practiced.

Three of the informants' schools have school libraries they use on a weekly basis, the fourth has a room attached to the classroom with a random selection of donated books, not used in a systematic way. All the schools that have school libraries, have someone with special responsibilities regarding the library. Inga spontaneously promotes the school librarian, and his ability to introduce books when talking about measures taken to promote reading motivation.

When asked about reading aloud, Inga expressed that she sometimes reads aloud to her leveled Norwegian group. She uses the smartboard to apply the different modalities in the text. Eira uses the smartboard in a similar way when she reads aloud, if not – she uses picture books, and have the students sit closely so they can see. Furthermore, they use audiobooks for students who find it difficult to read. In addition, Inga and her students have access to "my bilingual speaking dictionary" with the "my pen pal" tool. A digital dictionary, verbally translating to the students specified language. It can be used for fiction books as well, but they have not accessed that part of the app yet.

In summary, all of the teachers believe their school views reading as important. Three of the schools has grand reading events one or two times a year, while Adrian's school has a plan

specifically dedicated to reading – in addition to having courses in reading, and a dedicated reading teacher. It does however seem like the measures are more grand gestures, than a day-to-day focus on reading and reading motivation. Except for Pia's schools dedication to guided reading, which seems to be a constant factor throughout the year for the entire municipality. In class, Inga is the only teacher who specifically takes measures to increase reading motivation when she lets her students in on what is actually going on when we read. None of the teachers has set times for reading in their schedule, even though all of them expressed the desire to be able to read more. This was largely due to resources, according to the teachers. Eira directly said teacher density, level differences, time and resources were obstacles for reading as much as she would like. There were major differences in the resources available to help motivate reading, including libraries, staff, technology and time. In the discussion chapter, I will shed some light on whether the teachers view on resources available made any difference in their ability to facilitate reading motivation.

4.3 To what extent does the supplementary reading material available for upper primary school I2 students help the teachers motivate reading?

Reading material adjusted for both level and age is important to ensure high self-efficacy (reading level) and interest (age appropriate), leading to reading motivation and reading engagement. All four of the teachers spoke about the lack of adequate reading material, on several occasions during the interviews, and how it affect the students' motivation.

Interview excerpt 3 - Pia

Interviewer: That was all my questions. Is there anything else you think is important to include around reading or Norwegian as a second language?

Pia: What I just want to say, the challenge is finding books where the language is simple enough. Many of my colleagues' suggestions, it's too difficult. I have a lot of almost illiterate boys and they won't read Winnie the Pooh right. It gets too difficult. So the challenge is that the level is so low and then the books are not really cool. I need, that is, all of the literature is adapted to age somehow. So that limits us to read not much other than these [reading comprehension books] here then, so you can include that.

Pia here expresses a challenge in finding books with simple enough language, written for the age group so they are perceived as "cool". The lack of both reading level- and age-relevant literature leads to less reading. She knows some of her students can read in their native language, but not if there is literature for it. They use level-adjusted books but not age-appropriate books for the older students, when they have guided reading. Furthermore, the books are not designed for minority language students.

The access to a school library and which books can be found there varies from school to school. This reflects on how the libraries, and books are used by both the teacher and the students. The teachers express a link between the books available, and the reading motivation of their students. The school library of Adrian's school have all types of books, including picture books and books written specifically for students with Norwegian as a second language. Eira's school library has a shelf of multilingual books, so at least lack of native language books is not hindering reading development. There are two staff members with special responsibility for the school library, but the welcome class teachers themselves take responsibility for the multilingual books. They have a reading session once a year, when they borrow books from the Deichmanske multilingual library in Oslo. They get a bookcase adapted to the language, genre and number of students for 3-6 months. Furthermore, they have a class library with a diverse selection of picture books. Several are actively using them in the face of unknown words. Inga's library has a number of English books, in order to provide those with English as their mother tongue a varied selection. They have some in other languages, but they are rarely read in school. She has no record of what they do at home.

In Pias' school, they do not have a school library. They have a nearby public library they can go to, but because some students are unable to sit still, and the others cannot go because they do not have enough teachers to split the group, the students lack access to a library. Her class has textbooks in the classroom, which she finds sufficient. All students have a loan card and the opportunity to borrow books while in the library. Furthermore, they borrow and / or take over all the books in the group room. The school does not provide age- and level-adapted books, nor do they have books written for second language readers. She uses the books of Hanne Solem "reading comprehension" for guided reading. She sees them fit because they are leveled. She has used picture books in the past.

The teachers were specifically asked about the presence of leveled readers. All of them knew the concept of a leveled reader, but the use was very varied. The school Adrian work at does not, to his knowledge, have leveled readers. Nor have he ever used them. Pia's school has two

different sets of leveled readers. She has used them in the past, but chooses not to use them now. Eira and Inga both uses leveled readers for guided reading in groups, but only then. None of the schools has leveled readers made for upper primary class students, nor do they have leveled readers made for second language readers. None of them has heard of such a book or books series existing in Norway either. Inga had discussions with other colleagues about it. Furthermore, she mentions it exists in England.

4.3.1 Interest

As mentioned, all of the teachers struggle with finding reading material that are both age- and level appropriate. They often have to choose between interest and self-efficacy, which is not a good situation for the reading motivation of the students. Pia has the books of reading comprehension, which she feels suits the students because of the variety of texts. Eiras students are thrilled when they get to borrow the reading sets from the national library, with books in their native language. They all found strategies around not having appropriate reading material, and still maintaining their students reading motivation. Inga makes her own leveled booklets according to theme, because of the lack of adapted reading material. Eira level adjusts the reading homework herself, based on the textbooks, in the absence of level-differentiated subject books. Inga highlights the importance of an adult's guidance, in the library in particular, and consciously links it up to interest and implicit self-efficacy.

None of the teachers facilitates discussions around books, nor do they present books to their students. Pia has had satisfactory experiences presenting books in the past, and takes this interview as a reminder that she would like to do it more often.

On the topic of introducing books, Adrian mentions that the school library in has a shelf of books on display, which students often choose from. The students may talk about books they have read if they want, and sometimes others will read the recommended book. The students sometimes ask if Adrian has any tips, he then introduces them to books he thinks may be relevant. In Inga's class, 2-3 students present books they have read to the others every time they are in the library. Many times this leads to increased interest, but level differences is often a hinder.

The teachers were asked about what their students typically likes to read, to gain a better understanding on both the teachers' insight into their students preferences and to maybe reveal any discrepancies between what they like to read and what is available to them. Pia's students enjoy reading fact books. Pia describes her students as "boys-boys" and therefore

they like books about fantasy, football, facts and Zlatan. Inga experience gender differences in which books students like, and an overweight of the books the girls like best. The girls like «the Diary of a Wimpy Kid books». Some students like fact books. Eira's students like fact books, princess books, SCI FI, the full spectrum. Some would prefer to read in their own language. Adrian's students enjoy fact books, football, crime and fantasy books.

When asked if the students seem interested in reading, Inga answered that 6-7 of her 22 students seem interested in reading in their spare time. A few in Pia's class seem interested in reading in their spare time. Most do not, at least not in Norwegian. Pia does not know if it would have helped to have books in their mother tongue. Furthermore, they were asked if the students were allowed to take books home, and if so, do they? As this might be an indication on whether they are interested in reading the books. Adrian said his students may bring the books home, but not everyone does. At Ingas class they can bring two books home a week. However, some do not want to and leave them at school. Most of Eira students borrow books from the library, others do not want to read at all. Pia's students can take as many as they want from the donated books in the classroom, but students rarely make use of it.

On the question about their students general interest, the teachers seemed to have a good insight into what their students are interested in. Adrian's students are obsessed with tiktok, youtube, video games, fortnite, generally their phones. Inga believes the interests coincide with everyone else their age. Social media, tiktok, youtube, football, and John Cena - even though she does not quite know what it is. The boys in Pia's class are passionate about football while the girls are passionate about arts and crafts, drawing, painting and karate. Eira's students are interested in outdoor games, social activities and a gym. Pupils answer "recess and playtime" to questions about what they like best in school. They work theme-based, and subjects such as science and social science engage students more than other subjects do. Subjects where they can have quality discussions.

After revealing the teachers knowledge about the interest of their students, it was exciting to see if they put thin knowledge to use in the classroom as a measure to increase their motivation. Adrian does not consider interests when planning lessons because it would be tedious for others who do not share the same interest. He does not actively use interests in teaching, but says he can spontaneously use their interest to form examples when teaching. Pia uses the routines and frameworks around the teaching as the reason why the interests of the students are not included in the planning of the teaching. She still uses relevant examples in grammar learning where she can. For example, "Zlatan goes to school". She believes this

motivates the students. Inga's class works theme based so the theme guides the content of the teaching. Therefore, there is no room for pupils' interests. She still gets to know the interests of her students during transitions and breaks. Eira finds it difficult to build the lessons based on student participation because they have a fairly strict plan to follow, and students are not always so committed or fully aware of what to contribute when a teacher asks for input.

In summary, all of the teachers seemed to have good insight into what their students are interested in. They all struggle with finding reading material that are both age- and level appropriate. All four of the teachers spoke about the lack of adequate reading material, on several occasions during the interviews, and how it affect their students' reading motivation. They expressed a lack interest of reading books entirely, and two of them resolved this by making custom-made pamphlets to each student. Which is a good indicator that no adequate reading material is available to upper primary school 12 students at this time, and the the teachers believe this is depriving them of the opportunity to enjoy reading and gain reading motivation in a Norwegian as a second language.

4.4 Summary of results

1. The results indicate a good procedural knowledge of reading motivation amongst the teachers, even though they do not seem to base it on declarative knowledge of reading motivation.
2. The measures taken by the schools are more grand gestures, than a day-to-day focus on reading and reading motivation
3. None of the teachers takes specific measures to promote reading motivation, even though some has measures they realized during the interview could increase reading motivation.
4. No adequate reading material is available to upper primary school 12 students, which the teachers think is depriving them of the opportunity to enjoy reading and gain or increase reading motivation in a Norwegian as a second language.

5 Discussion

This chapter starts with a concise summary of the main findings before discussing the thesis in line with the research questions based on the collected data material and in the light of the theoretical approaches outlined in chapter two. The results indicate that the teachers in this project have a good idea about reading motivation in praxis, even though none of them used concepts from motivational research. It was not a factor consciously used in teaching students to read in Norwegian, but still a factor in play when they were able to think about it. The data suggest that there is in fact no supplementary reading material catered towards upper primary school 12 students in Norwegian. The analysis revealed teachers having a hard time finding both age- and level appropriate reading material amongst the supplementary reading material available.

5.1 What is 12 teachers in upper primary schools in Norway understanding of reading motivation?

The National curriculum of Norway was renewed for 2020. It states:

School shall facilitate for learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastering. (...) To create motivation and the joy of learning in the teaching situation, a broad repertoire of learning activities and resources within a predictable framework is needed. School's expectations for each pupil when it comes to effort and mastering influence learning and the belief in one's own abilities and opportunities. Therefore it is extremely important that the school has ambitious but realistic expectations for all pupils, and that the teachers exercise professional judgment when assessing the pupils' learning. (...) Pupils who experience mastering are motivated to be more persevering and independent.

(The Norwegian Directorate for Education and Training, 2020, pp.16-17)

This demonstrates that the teachers in Norway are supposed to know about, and stimulate their pupils' motivation in general. However, in the specific curriculum in basic Norwegian for linguistic minorities there is no mention of motivation at all. Neither is it mentioned in the Norwegian curriculum. The teachers in this project seemed to have somewhat limited explicit knowledge about reading motivation. They did however speak implicitly about the major components in reading motivation. Terms used in daily life, like value and interest, were

mentioned by all the teachers when speaking about reading motivation – without necessarily acknowledging the full concepts. Anmarkrud (2009) came to the same conclusion about the teachers' explicit knowledge about reading motivation in his study; that "*Reading motivation is a topic none of the teachers have extensive knowledge of.*" (p.165) and that "*all teachers have difficulty telling how to work with reading motivation in the classroom, and based on interview data there is reason to assume that work to develop reading motivation receives little attention in the reading lessons*" (p.165). When Taboada & Buehl (2012) asked teachers in the US and Argentina: "what is motivation" they found that almost all US teachers referred to motivation as a desire or a drive to engage in an action, but did not specify whether the drive came from an external or internal source. This was surprising to them given that motivation research in the US has emphasized the difference between extrinsic and intrinsic motivation for decades (Ryan & Deci, 2000). They believe the discrepancy is due to the literature possibly not being widely available to students in teacher education programs. Which is one of Anmarkrud's (2009) discussion points towards the Norwegian teachers' lack of declarative knowledge of reading motivation. In contrast to the US teachers, the majority of the Argentinean teachers in Taboada & Buehl's study described motivation as created by an external stimulus or source. The description of motivated and demotivated readers revealed a different view. They characterized motivated readers as interested, creative, and imaginative with a positive attitude towards reading and did not refer to the external factors, except for parental models of motivated reading. Furthermore, the US and Argentinean teachers described motivated readers with behaviors typical of intrinsically motivated students (e.g. exerting effort, displaying positive affect, displaying interest, and seeking challenge). Which was the case with the answers the teachers in this study gave on their understanding of reading motivation as well.

Furthermore, the teachers discussed the concept of self-efficacy with the use of terms like mastery and previous experiences. The teachers' use of previous experiences as one of the main sources of motivation coheres with Banduras (1997) notion that previous experiences, particularly success or failure, are the main source of self-efficacy and exerts the greatest influence on the individual's behavior.

Two of the teachers spoke about the importance of the atmosphere surrounding the reading situation. In line with the social aspect of reading motivation, according to Guthrie et.al (2007). Hidi and Renninger (2006) suggest that triggering situational interest occurs from external sources within the learning environment such as the instructional conditions, topic-

focus, and social interactions with teachers and/or peers. Furthermore, it is one of Gambrell's (2000) seven rules of engagement. However, situational interest is short-term motivation, so it's important to use the experiences in the good atmosphere surrounding the reading situation to develop a personal interest, which is more stable and long-term. Personal interest develops over longer periods through repeated experiences with learning tasks and/or content (Hidi & Renninger, 2006).

5.2 How does upper primary school teachers in Norway motivate l2 reading?

These results are hard to discuss, as there has not been any research on the topic earlier as far as I have been able to find out. This is in line with Khan et.al's literature study from 2017, where they found that *reading motivation research seems to lack a definitive L2-based model. Consequently, empirical work on the latter are clearly influenced by theory and instrumentation from L1 reading motivation literature.* (p.44) With this in mind, the results from this study will be compared to data from research done on reading motivation in Norway, and l2 reading motivation internationally. In addition, studies and literature not presented in the theory chapter will to some extent be referred to because of their emerged relevance in the discussion chapter.

Value is composed of four motivational components: importance, interest, utility and cost (Wigfield et al., 2006). All of the teachers believe their school views reading as important. Three of the schools has grand reading events one or two times a year, while Adrian's school has a plan specifically dedicated to reading – in addition to having courses in reading, and a dedicated reading teacher. It does however seem like the measures are more grand gestures, than a day-to-day focus on reading and reading motivation. Except for Pia's schools dedication to guided reading, which seems to be a constant factor throughout the year for the entire municipality.

Guthrie et. al (2004) believes students' motivation can be scaffolded. Within the classroom, the teachers have command of extremely valuable resources for fostering motivational development. Students naturally vary in the level of motivated reading they are disposed to pursue. Which Inga found true amongst her students. In class, Inga is the only teacher who

specifically takes measures to increase reading motivation when she lets her students in on what is actually going on when we read. This is an important measure, as instructional programs such as CORI (Concept-Oriented Reading Instruction) have provided evidence that when the development of intrinsic motivation and the use of reading strategies is intended, the reader commitment and achievements in this area are increased (Guthrie et al., 2007b). That was the only point where reading motivation was a topic in any of the four classes. This is in line with Anmarkrud's (2009) findings that very little work was being done to develop the reading motivation of the students in the four classrooms of his study as well. In 98.9% of the total material from the four classrooms no work with reading motivation was observed. Furthermore, he found a slight difference between the four teachers in terms of the extent of work on reading motivation in the respective classrooms. Only two of the teachers paid attention to both of the motivational components examined in his study, and both of these teachers gave the value component some more attention than the expectation component. In the other classrooms, there was only observed work on the expectation component of reading motivation. Which is in line with the results found in this study.

On the direct question if they take any measures to increase reading motivation, none of the teachers had explicit, spontaneous answers. This correlates with Guthrie et al's findings from 2004 that teachers rarely view themselves as "*agents of motivational growth*" (p.83) Although they do have practical knowledge from experience on what makes the students part take in specific activities, teachers often do not imagine that they influence students' motivation to read in the long term. Wigfield, however, argue that teachers are more powerful than they realize, and have the ability to profoundly foster their students' reading motivation. That is not to say they did not take any measures, they just did not seem to explicitly aim the measures at developing reading motivation. On the topic of presenting books, Inga revealed that her students present books they have read each week to each other. This is a recommended measure for developing reading motivation (Edmund & Bauserman, 2006, Gambrell, 2011, Hidi & Renninger, 2006). It is not only motivational researchers that state this, the children in Edmunds and Bausermans (2006) study of conversations with children about reading motivation most frequently responded that they had found out about books they wanted to read from their friends.

According to Hiebert (2009), one source of students' lack of motivation to read can be traced to an insufficient amount of time spent reading in classrooms. None of the teachers in this study has set times for reading in their schedule, even though all of them expressed the desire

to be able to read more. Studies have documented that time spent reading is associated with both reading proficiency and intrinsic motivation to read (Birketveit & Rimmereide, 2013; Hansen, Gissel, & Puck, 2017; Thomas, 2018). The lack of time set aside for reading was largely due to resources, according to the teachers. Eira directly said teacher density, level differences, time and resources were obstacles for reading as much as she would like. There were major differences in the resources available to help motivate reading, including libraries, staff, technology and time.

Guthrie and her colleagues findings from (2007a) explored fourth grade students' motivation and reading comprehension growth and reported that autonomy was supported when students selected their own books, as compared with having books chosen for them by teachers or other adults. All four of the informants said their students get to choose which books they want to read themselves. Wilson, Carroll and Werno's (2014) study of MFL teachers in the U.K. similarly revealed that teachers believe freedom of choice over reading material is likely to mean that students are more motivated to read their chosen text. The teachers in this study do guide their students towards finding book on the right level. Three of them used examples of students choosing books beyond their level, whilst only one made an example of a student choosing a book below their level. They did this to ensure a feeling of mastery for the students, which revealed an implicit understanding of the importance self-efficacy and choices, without recognizing that they are in fact motivational factors. However, Wilson, Carroll and Werno's (2014) teachers pointed out that the success of an autonomous approach to L2 reading is reliant on students' self-regulation, in that less motivated students may be less likely to read autonomously. In line with Adrian's observation of when they have library time for half an hour which can be used for reading, some choose to spend the time reading, while others choose to spend the time goofing around, or when Inga feels the need to co-read with her students during silent reading sessions to "get them started."

5.3 To what extent does the supplementary reading material available for upper primary school I2 students help the teachers motivate reading

As the teachers in this study pointed out, there are two sides to finding adequate reading material for upper primary school I2 students. The language has to be easy enough for a

language learner, and the content need to be interesting. One way to make books interesting to students are to make them relatable. The amount of engagement in reading from Misty Sailors and Davie Kaambankadzanjas (2017) reading program in Malawi further supports the importance of having access to relatable reading material. Providing an abundance of high-interest texts in the classroom enables teachers to adapt their reading instruction to be preexisting motivations of students (Guthrie & Wigfield, 2000). If learners develops an interest, the reading engagement will follow. However, in order for the learners to become interested, they must be engaged, and to achieve this they must be presented with reading material that catches their attention (Guthrie & Wigfield, 2000). Soemer & Schiefele's (2019) study demonstrated that reading difficult texts can reduce topic interest and thereby increase rates of both voluntary and involuntary mind wandering. The reduction in topic interest and the increase in mind wandering, both in turn negatively affect reading comprehension. A practical implication following from their research is that texts should be made sufficiently readable and cohesive in order to preserve interest, reduce both involuntary and voluntary mind wandering and thereby support comprehension. By being able to choose books based on their interest and language level, the learners in Birketveit & Rimmereides (2013) project experienced competence and a state of flow enhancing their motivation (Reeve, 2018). All of the teachers seemed to have good insight into what their students are interested in. They all, however, struggle with finding reading material that are both age- and level appropriate. All four of the teachers spoke about the lack of adequate reading material, on several occasions during the interviews, and how it affect their students' reading motivation. Which is in line with Takase's (2007) findings that reading materials had the most influence on Japanese EFL students' L2 reading motivation, and posits that a broad range of easy and interesting reading materials are key to motivating less motivated students. Furthermore, Thomas (2018) found that when adding culture-specific motivation to her students literacy development, each of her African American second-grade boys, regardless of reading ability, experienced a minimum of one year's growth in reading levels. This could suggest that the motivation Eira saw in her students when receiving books in their mother tongue, may not just have been about reading in their own language, but also about reading recognizable stories.

Because the children in their study indicated that access to books positively affected their reading motivation, Edmunds and Bauserman recommended that teachers not only provide extensive classroom libraries, but also that they allow students frequent access to school libraries. In line with the teachers in this study's expressions of a link between the books

available, and the reading motivation of their students. The access to a school library and which books can be found there varies from school to school. Three of the informants' schools have school libraries they use on a weekly basis, the fourth has a room attached to the classroom with a random selection of donated books, not used in a systematic way. This reflects on how the libraries, and books are used by both the teacher and the students.

The findings of Webb & Macalister's (2012) corpus-driven analysis of 688 texts written for children, language learners, and older readers indicated that the lexical load of text written for children is similar to that of text written for older readers, and thus graded readers are the best suited texts for second language extensive reading. This is in contrast with this study's findings that graded readers simply do not exist in Norway. The teachers in this study expressed a lack of interesting and easy enough books entirely, and two of them resolved this by making custom-made pamphlets to each student. Which is a good indicator that no adequate reading material is available to upper primary school 12 students at this time, and the teachers believe this is depriving them of the opportunity to enjoy reading and gain reading motivation in a Norwegian as a second language. This was further suggested by Norizis study in 2019 of the perceptions and experiences of the professionals about integrational and academic programs for newly arrived minority language students in elementary reception classes in two Norwegian municipalities, there are no books that are particularly developed according to the needs of newly arrived minority language students (NAMLPS). The teachers have to develop their own books.

In addition to attention to characteristics of books, personal interests and access to books, active involvement of others was one of the five approaches to reading motivation suggested by Edmunds and Bauserman (2006). The students revealed that they were motivated to read when people read to them and when people shared what they were reading with them. The sharing of what others have read was previously discussed in this chapter. The final approach to be discussed is reading aloud to the students. Edmunds and Bauserman (2016) suggests teachers should read daily to their students, based on the frequent mention of reading aloud by students when asked to discuss what others do to motivate them to read. Eira found similar attitudes from her students as she described how she creates a pleasant atmosphere around herself reading aloud to the students, where the students sit on pillows on the floor. She described getting a very positive response from the students. Many of the children in

Edmunds and Bausermans (2006) study revealed that they enjoyed being read to by others. This finding highlighted the importance of reading to children regardless of their age. This is valuable information for teachers in upper primary schools; where there seems to be somewhat of an opinion that reading aloud is not interesting for the students. In Pia's class, they are not currently reading aloud. Neither in Adrian's class. While Adrian sees his students lose interest right away, and has therefore given up on reading aloud to his students, Pia starts out talking about how she cannot get her students interested in her reading aloud, but realizes as she speaks that it is more a matter of her attitude towards it. Inga's experience, however, is more in line with the tales of the children in Edmunds and Bausermans study (2006). She experiences it catches their interest when she reads to them. It catches on because they immerse into it in a different way than when they read themselves. She manages to create a tension around it. The challenge of reading aloud according to the teachers, in coherence with the challenge of the students' silent reading, is finding adequate reading material. When Eira occasionally reads aloud, she uses picture books and makes the language easier as she reads. Pia tried reading before and described the use of body language, the use of images and translation as necessary tools to be able to read aloud, because of the lack of adequate reading material for reading aloud.

6 Conclusions

The main finding on my research problem: To what extent does the supplementary reading material available for upper primary school l2 students help the teachers motivate reading? Is that there is no adequate reading material available for upper primary school l2 students. The teachers of this group have to choose between interest and mastery when guiding their students towards books to read, or when finding books to read aloud. This is in line with earlier findings from Norozi (2019) who stated that “there are no books that are particularly developed according to the needs of newly arrived minority language students”. The teachers in her study had to make their own reading material, in good company of the teachers in my study. This is critical, as access to books that are both challenging, accomplishable and still interesting seems to be one of the main sources of reading motivation (Edmunds & Bauserman, 2006; Gambrell, 2011; Guthrie & Wigfield, 2000; Sailors & Kaambankadzanja, 2017).

While reading motivation in a second language has not been researched much and there has been somewhat of a struggle finding enough literature to base my research on, it provides reason as to why this topic was important to research. There is still so much we do not know about reading motivation in a second language, let alone specifically for Norwegian as a second language. While the limited sample of teachers make this study less generalizable, it does provide insight in to a gap in the motivational research on reading, and second language reading. Further research is needed to determine the differences and similarities between reading motivation, and l2 reading motivation so that we can provide reading motivation to all the upper primary school students struggling to find motivation to read in their new language.

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8 Appendices

8.1 Letter of ethical approval

NSD Personvern

24.01.2020 13:59

Det innsendte meldeskjemaet med referansekode 519442 er nå vurdert av NSD.

Følgende vurdering er gitt:

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 24.01.2020 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 29.05.2020.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

Nettskjema-Diktafon er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

8.2 Information letter and consent form

Vil du delta i forskningsprosjektet

“Motivating reading in Norwegian as a second language”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvilke bøker som motiverer, eller ikke motiverer, minoritetsspråklige mellomtrinns elever til å lese på norsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Jeg er masterstudent i masterprogrammet Special Needs Education ved institutt for spesialpedagogikk, Universitetet i Oslo. Masteroppgaven min har lesemotivasjon og lesebøker som tema. Jeg er interessert i å finne ut hvilke bøker som motiverer, eller ikke motiverer, minoritetsspråklige mellomtrinns elever til å lese på norsk.

Målgruppen for intervjuene er lærere som underviser mellomtrinns elever som har kommet til Norge for under to år siden. Formålet med intervjuet er å få et innblikk i hvilke bøker som motiverer til lesing, og hvilken rolle lesemotivasjon spiller i skolehverdagen til elevene. Jeg vil derfor bruke det som kommer fram i intervjuet i min masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?

Institutt for spesialpedagogikk, Universitetet i Oslo.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er lærer for mellomtrinns elever som kom til Norge for under to år siden.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du stiller på intervju på valgfritt sted. Det vil ta deg ca. 45 minutter. Intervjuet inneholder spørsmål om organisering av skolehverdagen, lesebøker og andre bøker, motivasjon, interesse og lesing. Intervjuet blir tatt opp i appen

«Nettskjema diktafon» utviklet av uio som sender opptakene til en ekstern server på hemmelig sted.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Notater og opptak fra intervjuene vil bare benyttes av meg, og bare veilederen min vil ha innsyn
- Navnet og kontaktopplysningene dine vil ikke lagres sammen med opptakene, eller de transkriberte intervjuene og vil dermed ikke kunne linkes til deg.
- Notatene, opptaket og masteroppgaven vil bli anonymisert; ingen andre enn meg vil vite hvem som er blitt intervjuet, og det som blir sagt i intervjuet vil ikke kunne tilbakeføres til deg. Taleopptak gjøres i appen «Nettskjema diktafon» utviklet av uio, som sender opptakene direkte til en hemmelig server. Det transkriberte intervjuet vil også lagres på uios egne servere, uten navn eller andre identifiserbare faktorer vedlagt.
- Eventuelle navn, lokalisasjoner, opprinnelsesland eller andre identifiserbare faktorer om deg, dine kolleger eller dine elever vil endres, så ingen skal kunne gjenkjennes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 29.05.20. Da vil koblingsnøkkelen slettes, personidentifiserbare opplysninger fjernes, omskrives eller grovkategoriseres og lydopptak slettes.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,

- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Institutt for spesialpedagogikk, Universitetet i Oslo har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Meg, Henrikke Astrid Klæboe på epost: henrikkk@student.uv.uio.no eller telefon: 48118082
- Institutt for spesialpedagogikk, UiO ved Øistein Anmarkrud på epost: oistein.anmarkrud@isp.uio.no eller telefon: 22858046
- Vårt personvernombud: Roger Markgraf-Bye på epost: personvernombud@uio.no
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

Student

Øistein Anmarkrud

Henrikke Astrid Klæboe

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet [*sett inn tittel*], og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 29.05.20

(Signert av prosjektdeltaker, dato)

8.3 Interview guide

Innledende spørsmål

Trinn

Klasseform

Bakgrunn

Begrepsavklaring

Lesebøker

Autentiske bøker

Organisering

Hvilken plass har lesing i undervisningen?

Skolebibliotek

Skolebibliotekar

Bøker i klasserommet

Avsatt tid til lesing

Diskusjoner om bøker

Veiledet lesing

Høytlesing av lærer – hvem velger, på hvilket nivå?

Skolens holdning – er lesing nedfelt i skolens plandokumenter? Har skolen regi? Opp til den enkelte lærer? Etter- og videreutdanning? Fagdager og kurs? Hva er deres primære kunnskapskilde til lesing?

Lesebøker og andre bøker

Bruker dere lesebøker?

Er lesebøkene laget for mellomtrinns elever?

Er lesebøkene laget for minoritetsspråklige elever?

Hvilke lesebøker bruker dere?

Har du vært borti andre lesebøker?

Bruker dere autentiske billedbøker?

Interesse, motivasjon og lesing

Hva legger du i begrepet lesemotivasjon?

Virker elevene interessert i å lese på fritiden? På skolen?

Hva liker elevene å lese om? Eksempler?

Får elevene velge bøker selv? Får de veiledning til å velge?

Hvilken type bøker velger de når de får velge selv?

Hvordan bruker dere lesebøkene?

Hva er de opptatt av?

Tar du som lærer hensyn til interessene til elevene i planlegging av undervisning? Når du gjennomfører undervisning?

Leser de på morsmålet sitt?

Får elevene ha med bøker hjem? Gjør de det?

Tiltak for å øke lesemotivasjon?

Introduseres bøkene?

Annet