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Picturebooks as a mediating tool for language learning

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Abstract

This thesis is based on a case study, with participants from a 7th grade English class. The English picturebook, *The Lorax* by Dr. Suess was used as the main learning material, and source for the activities. The study aims to find out what the teacher's and learners' perspectives on possibilities and challenges are, using picturebooks as a mediating tool for language learning. To answer this the study uses a triangular data collecting method with observation of two English lessons, two semi structured interviews with the teacher and a survey that 14 of the learners answered. The lessons' theme is sustainable development, with a goal to have the learners see the connections from their previous science lessons to the problems arising in the book. A content analysis is used to analyse the collected data. Through the analysis three main categories of possibilities emerged: Online resources, language learning strategies and expressing thoughts through pictures/drawings, and three main categories of challenges emerged: stimuli, teacher competence and learners' expectations and activity. Because the found possibilities and challenges were not directly tied to the *The Lorax's* story, it can be interesting to try using a different picturebook to see if one gets the same results.

Key words: sustainable development, 7th grade, picturebooks, possibilities and challenges.

Abstrakt

Denne oppgaven er basert på en case studie, med deltakere fra en syvende klasse, i engelsk faget. Den engelske bildeboken: *The Lorax* av Dr. Suess, ble brukt som læremateriell, og bakgrunn for aktivitetene. Studiens mål er å finne ut hva slags perspektiv læreren og elevene har på hvilke muligheter og utfordringer som finnes med bruken av bildebøker som et medierende verktøy for språk læring. Studien bruker en triangulering av data innsamlingsmetoder der observasjon av to engelsk timer, to semistrukturerte intervjuer av læreren og en spørreundersøkelse som 14 av elevene svarte, for å svare på dette spørsmålet. Temaet for timene er bærekraftig utvikling med et mål om å få elevene til å se sammenhengen mellom kunnskap de har fra naturfags timene og problemene som kommer fram i boken. En innholdsanalyse er brukt for å analysere den samlede dataen. Gjennom analysen kom jeg fram til tre hoved kategorier for muligheter: Resurser på nett, strategier for språklæring og uttrykke tanker gjennom bilder/tegninger, og tre for hoved kategorier for utfordringer: stimuli, lærer kompetanse og elevers forventinger og aktivitetsnivå. De utfordringene og mulighetene som ble funnet var ikke direkte knyttet til historien i *The Lorax*. Det kan derfor være interessant å prøve samme opplegg med en annen bildebok for å se om man kommer fram til det samme resultatet.

Nøkkelord: bærekraftig utvikling, 7 klasse, bildebøker, muligheter og utfordringer.

Preface

The topic of using picturebooks as a mediating tool started in an interest I have had for years, about how to facilitate teaching. It started in my bachelor program, where I noticed that almost all the focus was how to facilitate for learners with learning difficulty or who lagged behind the rest of the class and needed more help. However, I got to thinking about the learners in the other end of the spectrum, the learners who are academically smart, they also need to activities and tasks accommodated to their learning level. This led me to writing my bachelor thesis about “How to facilitate learning for high performing learners in mathematics”. I knew after this that I wanted to become a teacher and learn more about how to facilitate learning for all learners. When I three years later wrote my FOU task, I had a similar goal. I wrote a theoretical thesis about “Environmental issues as a focus point in eco-critical readings of picturebooks”. Eco-critical reading of books was a new topic I was introduced to, and this is also some of the reason for my focus on the importance of learning about environmental issues in the English subject, in this thesis. It was also here I started to from the idea of using picturebooks to facilitate learning for learners of different academical levels.

For my master thesis I wanted to do an empirical research to learn and see with my own eyes how learners might react to using picturebook and what they think about using them. I was interested in see if it would make it easier for the teacher to accommodate the different learners using the same start point. I was also interested in doing this in a seventh-grade classroom to see how they as older learners would react, as I believe using picturebooks on the lower grade is more common.

My goal for this thesis is to learn if and how I can use picturebooks to facilitate learning for all learners, using the same base material and activity. I want to be able to not only focus on the learners who need extra help because they are struggling, but also the learners who can take a challenge and thrive on being challenged. However, I will not have time nor the energy to make 30 different version of a task to teach math, Norwegian or English. I am therefore hoping that for the subjects English and Norwegian, picturebooks can be used to both discuss a topic and challenging the learners in their beliefs, but also use them as a mediating tool to learn new words. Some learners might be challenged by discussing the topic of the book, while others can look up information on different platforms and compare it to what the chosen book is about, using their reflecting and critical thinking skills to learn and develop further.

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Contents

1. Introduction.....	1
1.1. Relevance and potential contribution.....	3
1.2. LK20.....	3
1.2.1. Sustainable development in the English classroom.....	3
1.2.2. Meeting with text in the English curricula.....	4
2. Theoretical framework and earlier studies.....	5
2.1. Literature search:.....	5
2.2. Theoretical framework on the use of picturebooks.....	6
2.3. Earlier studies on the use of picturebooks.....	7
2.4. Theoretical framework on language learning strategies.....	7
2.5. Earlier studies on language learning strategies.....	8
2.6. Theoretical framework on Sociocultural learning theory.....	10
2.6.1. The dialogic classroom.....	10
3. Methodology.....	11
3.1. Qualitative research.....	11
3.1.1. Case Study.....	12
3.1.2. Finding participants.....	12
3.1.3. The Lorax: Who will speak nature's cause?.....	13
3.2. Data Collection.....	14
3.2.1. Observation.....	14
3.2.2. Interview.....	15
3.2.3. Survey.....	16
3.2.4. Planning of lessons.....	17
3.3. Participants.....	18
3.4. Data analysis.....	18
3.4.1. Content analysis.....	19
3.5. Validity and ethics.....	20
3.5.1. Validity.....	20
3.5.2. Ethics.....	20
3.6. Limitations.....	22
4. Results.....	23
4.1. What happened - observation.....	24
4.2. What happened - interview.....	25

4.3.	What happened – survey.....	28
4.4.	Categories of possibilities and challenges	29
5.	Discussion:	31
5.1.	Possibilities.....	31
5.1.1.	Language learning strategies.....	31
5.1.2.	Online resources.....	34
5.1.3.	Expressing thoughts through pictures/drawings.....	35
5.2.	Challenges.....	36
5.2.1.	Stimuli	36
5.2.2.	Teacher competence.....	37
5.2.3.	Learners’ expectations and activity.....	38
6.	Conclusion.....	39

1. Introduction

This thesis is a qualitative study based on a case study about using picturebooks as a mediating tool for English language learning, in a 7th grade classroom. Learning a new language can be challenging and some research indicate that reading picturebooks can be an inclusive form of language learning for children (Ommundsen et al., 2022, p. 152). The reason for this study is to find out what perspectives the learners and teacher have about possibilities and challenges with the use of picturebooks, and what their perspectives are on language learning through picturebooks. To do this I will conduct an empirical study where I collect data using a *triangular method* (Fangen, 2010, p. 171), including observation, semi structured interview and a survey in the form of a questionnaire. By doing this I will be able to observe how the learners interact with the book and also gain insight in their, and their teacher's perspectives around using picturebooks as a mediating tool for language learning. The lesson is inspired by the concept of using multiple language learning strategies (Ghazal, 2007; Nation, 2022; Sun, 2020) and a *dialogic classroom* (Ulleberg, 2020) for best learning outcome. By doing this the learners will be able to get an in-depth understanding of the topic and know how to learn unfamiliar word. For this thesis and lessons I'm using *The Lorax* by Dr. Seuss (1971). The reason for using this book is first that it is an example of a picturebook where the relationship between the pictures and the written text is complementary and expanding, meaning the pictures fills the gaps in the text and supports the verbal narrative, which again is dependent on the visual narrative (Nikolajeva, 2006, p. 12). This way the learners can get the support they need in understanding what might be difficult or complex topics and difficult language. Secondly according to Tørnby (2020, pp. 81-84) the chosen book can be read with human impact on nature and sustainable development as the main theme and focus. Sustainable development is a highly relevant theme both in the new curricula of 2020 (Kunnskapsdepartementet, 2017a, 2017b) and on a global scale.

On a global scale, the UN has both a focus on and goals for the future involving environmental issues and sustainable development (United Nations, 2020), showing that this is relevant for the learners to learn about as they are the future. This is also shown in the revised curriculum (Kunnskapsdepartementet, 2017a), as sustainable development is part of the over overall interdisciplinary topics that every subject should focus on. But why is it relevant for the English classroom, and not just Science? Sustainable development is a global concern, and this means that the information and news about this topic is mostly in English, as English is commonly used as a global communication language across countries. In the section of the English Curriculum that is about the Subjects Relevance and Values (Kunnskapsdepartementet, 2019a), it says that the subject is to prepare the learners for education, work and a society that needs English language competence in both reading, writing and oral communication. It is in other words

fundamental to be able to read and understand the news and information one come across when scrolling through social media, as this is part of that preparation for the future. By being able to understand not only the basics of sustainable development that one learns in school, but to follow along in the news as it happens and understand the terminology used, it will better prepare the learners for the future they are to grow up in. It is important to mention that the interdisciplinary theme of sustainable development is not linked directly to the English subject. However, both the fact that it is a global topic relevant now and for the future, and it is part of the overall Core Curriculum (Kunnskapsdepartementet, 2017a) which is to influence all subjects, it is therefore relevant to learn about it specifically as part of the English subject. This is why, I believe it is important and relevant for the learners to also learn about sustainable development and terms and concept surrounding this topic, in the English classroom. However environmental issues and sustainable development are complex topics and can have difficult terms that may be hard to understand and connect to the learners' own life. It is therefore important to teach the learners through a medium that they can understand easier, like picturebooks, which often has a short story with pictures accommodating the written text, which can be explored and discussed. The pictures in the chosen book are quite explicit, which is why I believe this book could be a help with the English language and the unfamiliar words. It can also help the learners understand the theme, making it easier to understand and connect the topics' terms to relevant news, media and experience and therefore get a greater in depth understanding of the topic. With this as background for my study, my research question is therefore:

*What are the English language teacher's and learners' perceptions of the possibilities and challenges for language learning using picturebooks, through the picturebook *The Lorax*?*

For this thesis I am first introducing LK20 and what topics from the revised curricula is relevant for this study. I am then presenting the theoretical framework with the relevant theories and previous research surrounding the use of picturebooks and how to learn in the classroom. In the methodology chapter, chapter 3 I am first: defining what qualitative research and case study implies for this study, secondly; describing the planning process of the observation, interview, and questionnaire, third; describing the method I used for my analysis, fourth; validity and ethics in this this study and finally; the limitations of my study. In the fourth chapter I am presenting the results of my analysis and in the fifth chapter I have discussed and compared my results with LK20 and relevant theories. In the end I have summarised my findings and am answering my research question.

There are many phenomena of relevance to the reading of picturebooks in English language teaching, and I will therefore delimit the scope of my study. Firstly, motivation is an important factor in learning, and different studies show that using multimodal texts can help with motivating learners in foreign language learning and reading (Aman & Wallner, 2022, p. 5; Birketveit & Rimmereide, 2017, p. 102). However, this will not be a topic I will focalise on, as I

have not measured their contributions in English before and during the lessons and can therefore not say if using the picturebook helped with their motivation. Secondly, critical thinking was part of the lesson plan, something for the learners to be aware of and use actively during the lessons, but this will not be a focus point in my study as I have not collected data on this topic.

1.1. Relevance and potential contribution

The topic of using picturebooks is not original within the educational research field. Different studies have been conducted on the readings and use of picturebooks with middle school learners before, like Heggernes (2021), Birketveit and Rimmereide (2017) and Reyes-Torres and Raga (2020). These studies reveal that reading and working with picturebooks may help with language learning, motivation and critical thinking (Heggernes, 2021). However, it is still potential for more research within the picturebook-field, as there are still gaps of information missing (Arizpe, 2021). On this background I wanted to study what possibilities and challenges there might be with reading picturebooks, that are not necessarily the same with other types of books. I was especially interested in what the learners' perspectives on this matter was, and how it compared to what the teacher thought. According to Arizpe (2021, pp. 262-363) one can divide the current picturebook research-field into four categories: Aesthetic, material, sociocultural and educational. Even though the topic of using picturebooks within the classroom is not original, the perspectives from this study can give further insight in the educational research field. My results from the triangular methods, using observation, interview and survey, in the English classroom, can hopefully contribute to more insight on why it is important for teachers to focus on all the interdisciplinary themes, and not just the two that have been assigned to the English subject. In the case-study I am also having "sustainable development" as a theme that the learners are to learn more about using the picturebook actively. Environmental topics and activism through picturebooks has, according to Arizpe (2021, pp. 263, 266), also been an increasing research field since 2010. The visual nature of picturebooks makes them important within the eco-critical children's literacy studies, that studies how the natural environment and the living beings within it are represented together with how humans relate to non-human nature (Arizpe, 2021, p. 366).

1.2. LK20

In the revised curriculum of 2020, there is a focus on interdisciplinary themes to further in-depth learning and critical thinking that goes beyond checking references. The main topics from LK20 that will be relevant for this study is Sustainable development and literature in the English subject.

1.2.1. Sustainable development in the English classroom

Sustainable development is a huge and complicated term and phenomenon. It is not easy for adults to understand, much less children. When theorising about and implementing solutions to

global warming there are often many opposite views one needs to consider and where one needs to choose the least harmful way, that benefits most people. It is not as easy as to say, “we cannot cut any more trees since they are good for the environment”, because we are dependent on many things made from trees. This is something we need to teach the children from a young age, as being able to think critically and see the different perspectives are important, not just in great global topics such as sustainable developments, but in their everyday life between friends and family as well. Because sustainable development is a complicated and important global theme it is important to learn about it in school through different points of view. Sustainable development is as mentioned a huge part of UN’s goals for the future (UnitedNations, 2020). It is also part of the general and interdisciplinary theme sections in the core curriculum of 2020. As mentioned in the introduction, even though sustainable development is a global topic and concern, and English is the language most used in global situations, the topic does not have an explicit part in the English subject. Within the goals for what learners should know after year 7 (Kunnskapsdepartementet, 2019f), sustainable development is not mentioned with words, nor is it mentioned explicitly in any other part of the English section of the curriculum. Despite the fact that it is not mentioned with words or hinted at, it can be connected to the goal of exploring different ways of living and traditions in different parts of the English speaking world and in Norway, and to reflect over identity and culture (Kunnskapsdepartementet, 2019f). On the other hand, both sustainable development as part of the general interdisciplinary theme section (Kunnskapsdepartementet, 2017a) and “to have respect for nature and environmental awareness” as part of the education’s core value section (Kunnskapsdepartementet, 2017b) is part of what should influence all subjects. This means that these topics should also be a natural part in the English lessons. Unfortunately, because it is not an explicit part of the English goals or other parts of the English curriculum, some teachers might ignore or overlook this important topic, if they only focus on what is explicitly mentioned in their specific subject.

1.2.2. Meeting with text in the English curricula

In the basic skills section of the English curricula (Kunnskapsdepartementet, 2019b) it says that to read English is to be able to understand and reflect the content in different types of texts, and is to contribute to reading enjoyment and language learning. Further it says that the development of reading skills in English goes from experimenting with linguistic sounds, spelling and syllables to be able to read varied and complex texts with flow and understanding and be able to reflect and evaluate different texts critically. In the core elements section of the English curricula (Kunnskapsdepartementet, 2019c) information about meeting English linguistic texts in the classroom takes a larger part of the section than communication and language learning. In other words, meeting with text, whether in written or oral form is an important part of the English learning development. In this section it says that language learning happens in meeting English texts and the word text here means in both oral and written, digital and physical, graphic and artistic, formal and unformal, and multimodal texts (Kunnskapsdepartementet, 2019c). To have access to multiple sources of text is in other words important for language development and

understanding. This is reflected in the competence aims for after year 2 and 4, where picturebooks are explicitly mentioned as part of easy or varied texts they are to read (Kunnskapsdepartementet, 2019d, 2019e). This is also reflected in the aims for what the learners should know after 7th grade (Kunnskapsdepartementet, 2019f). Even though picturebooks are not mentioned specifically in the competence aims there is an expectation that the learners are exposed to different types of text. Because the focus of this study is on both the written text and pictures of a picturebook, I have chosen to draw attention to four of the aims related to learning strategy and reading.

- Use simple strategies for language learning, text creation and communication.
- Listen to and understand words and expressions in adapted and authentic texts.
- Read and present content from various types of texts, including self-chosen texts.
- Read and listen to English-language factual texts and literature for children and young people and write and talk about the content.

(Kunnskapsdepartementet, 2019f)

In chapter 3 of this essay one can see these aims are reflected in the planning of the lessons. However, what is noticeable is that none of the aims for 5th - 7th graders include multimodal texts. This is important to be aware of, because even though multimodal texts are mentioned in the core elements of the English subject (Kunnskapsdepartementet, 2019c), which should influence all grades, as mentioned in chapter 1.2.1 is not always the case when it is not mentioned directly in the competence aims sections.

2. Theoretical framework and earlier studies

2.1. Literature search:

In my search for finding relevant articles and research I have used three different searching platforms: Google Scholar, Oria and ERIC. I have used Google Scholar and ERIC when searching for articles using key words, and ORIA and Google Scholar when searching for specific articles where I already knew the article's name. The key words I found relevant for my search are based on my research question: *“What are the English language teacher's and learners' perceptions of the possibilities and challenges for language learning using picturebooks, through the picturebook The Lorax?”* and my observations in the English classroom. Some of the combination of key words I have used where I found relevant results are: “picturebooks and 7th grade or middle school and learning tool”, “Picturebooks and *The Lorax* and 7th grade or middle school”, “picturebooks and strategies and English as a foreign language”, and “Picturebooks and 7th grade or middle school and critical thinking”. I have also checked for “peer reviewed” and that the articles are between year 2010 – 2023, to retrieve the most recent research. Some articles I found relevant was advised about from peers or teachers, or I

read about them in other articles, and therefore some are from before 2010. After my analysis was done, I also searched for topics that I originally did not believe I needed, such as “how the lack of time affects teachers” using google scholar.

2.2. Theoretical framework on the use of picturebooks

There are many types of picturebooks, differentiating from use of picture styles to the different relationships between text and picture. Not all picturebooks have a verbal text, but as this study asks about possibilities and challenges for language learning, I will focus on the picturebooks that has both pictures and a verbal text. A definition that fits the books I am focusing on is that a picturebook is “a book with at least one picture per spread, where both words and pictures carry meaning and are co-dependant to construct and tell the narrative” (Ommundsen, 2018, p. 151). This will then excludes exhibit books (Nikolajeva & Scott, 2006, pp. 8-9), as these often do not have a narrative one can discuss or text one can learn language from. In picturebooks both the verbal and the pictorial text has their own voices in telling the story (Greny & Reynolds, 2011, p. 181), but the pictures carry much of the narrative responsibility and in most cases, the meaning emerges through the interaction of word and image (Birketveit & Rimmereide, 2017, p. 102). In this study the focus is on the picturebooks with symmetrical, complementary, or expanding/enhancing relationships between the written and pictorial narrative. Symmetrical picturebooks means that the written text and pictures present almost the exact same story, and any gaps in the storyline are identical in text and picture, leaving little room for the readers’ imagination (Nikolajeva & Scott, 2006, pp. 13-14, 17). Complementary picturebooks means that both the written and illustrated narratives depend on each other and the words and pictures fill each other’s gaps wholly (Nikolajeva & Scott, 2006, pp. 17, 30). Expanding or enhancing picturebooks means that the pictures support the written text and that the written text depends on the pictures (Nikolajeva & Scott, 2006, p. 12). The reason I have narrowed it down to these three types of picturebooks is that the goal for the learners is to be able to use the pictures to understand unfamiliar vocabulary. To be able to do this the pictures needs to present the same story that is in the written narrative. If the picture narrative and the text narrative were counterpointing, which one could use if the focus in on the narrative itself and not the language, the learners could be confused or misunderstand.

In this study the picturebook will function as mediating tool, meaning a physical tool that help people interact with and understand objects (Svanes & Andersson-Bakken, 2021, p. 232) and the world around them. The use of visual literature also enables teachers to engage learners of different levels of language skills (Aman & Wallner, 2022, p. 5). This means that it can be easier to accommodate the language skill differences in the classroom when implementing the activities for the second lesson (attachment 4), as those who are skilled in English can write more if they wish, and those who are unsure of the language can focus more on drawing their idea. To be able

to accomplish the task, the learners need to connect the real problems presented in a fictional story, to the problems that exist in the real world. Birketveit and Rimmereide (2017, p. 102) refer to *schemata* in top-down reading strategies, which they say refer to the background knowledge needed to fill “the gaps” in the text. This is also needed when solving the given task. For some it might be enough to think and argue for solutions based on their earlier discussions and previous knowledge. Others might want to connect their solutions to society and see what has been done before and what measures are in place that can work in the fictional world as well.

2.3. Earlier studies on the use of picturebooks

Birketveit and Rimmereide (2017, p. 105) did a case study which investigated what impact extensive reading of authentic picturebooks/illustrated books had on 11-year-old learners’ writing skills in a Norwegian English as a foreign language (EFL) classroom, and how important the pictures/illustrations were for the learners and what type of picture-text interaction they preferred. The learners could choose between 70 books, ranging from picturebooks to richly illustrated books (Birketveit & Rimmereide, 2017, p. 105). The project took place over 5 weeks, and the learners were expected to: read at least three books or as many as possible; write and/or draw in their log books; answer a questionnaire after the reading projects; write two texts each based on two different pictures showing a situation involving fear/danger; and take part in an interview at the end of the project (Birketveit & Rimmereide, 2017, p. 106). The analysis and discussion of the results of the questionnaire and interviews was categorised into three distinct themes: learners’ enjoyment, learners’ perceived progress and learners’ perception of picture-text interaction (Birketveit & Rimmereide, 2017, p. 107). The conclusion of this study was that picturebooks and illustrated books can impact significantly on L2 writing, and interestingly that below average learners also seemed to benefit substantially from extensive pleasure reading (Birketveit & Rimmereide, 2017, p. 115). In my study I do not look at the learners’ English skills, orally or written, but what is relevant from Birketveit and Rimmereide’s study is that there are possibilities in using picturebooks for motivating learners to read and write in the L2 language. The pictures and illustrations support the learners’ reading and decoding so that even if they do not understand 98% of the words, they can still understand the story (Schmitt, 2010, p. 32, ref. in Birketveit & Rimmereide, 2017, p. 103). One can then also assume that because the below average learners also seemed to benefit from extensive pleasure reading, the use of picture/illustrated books have helped them in their language learning and understanding.

2.4. Theoretical framework on language learning strategies

Nation (2022, pp. 1-2) suggests a mnemonic **LIST** to remember the important goals needed for language learning. **L**anguage, which includes pronunciation, grammatical constructions and vocabulary. **I**deas which include knowledge about subject matter and culture. **S**kills which include the process skills, strategies, fluency and accuracy for listening, speaking, reading and

writing. **Text** which includes conversational discourse rules and text schemata or topic type scales, meaning the way sentences fit together to form larger functioning units of language. In this study the focus is not just on language learning, but language learning and strategies through picturebooks. Learners can benefit from using pictures in the foreign language classroom, as it gives a visual support to the written text. This is confirmed in multiple studies done on the use of picturebook (Heggernes, 2021; Nikolajeva & Scott, 2006; Tørnby, 2020). According to Reyes-Torres and Raga (2020, p. 97) developing reflective practises and focusing on teaching multimodal strategies that allow young learners to use the foreign language to communicate, think and discuss different types of texts, including picturebooks, is an essential focus for teachers. Different texts may need different strategies and as a teacher it is therefore important to be aware of the different strategies one can use in meeting with unfamiliar words in the EFL classroom. EFL teachers must therefore learn how to work with different types of text, and how to introduce reading in a foreign language (Reyes-Torres & Raga, 2020, p. 98). One of the ways teachers can introduce this reading is by using a multimodal approach that allows learners to develop key aspects of literacy, reflect on the different elements that the text presents and then think critically and convey their ideas (Reyes-Torres & Raga, 2020, p. 98).

Vocabulary is central to language and vocabulary learning strategies is therefore a sub-goal of great importance for the language learning classroom (Ghazal, 2007, p. 84; Nation, 2022, pp. 1, 316). In meeting with different texts, the learners will meet a lot of foreign and unfamiliar words, where vocabulary learning can take place if they know different vocabulary learning strategies. It is therefore important to not only teach the learners specific words, but strategies to acquire these words on their own, as this leads to independent learners capable of taking control of their own learning (Ghazal, 2007, p. 84; Nation, 2022, p. 316). Some of these strategies focuses on the use of context (Ghazal, 2007). According to Ghazal (2007, p. 86) learners try to discover meaning of a new word though context, structural knowledge of language, and reference materials. The strategy of using the textual context to guess the meaning of unfamiliar words is relevant to this study. Further, the context in which a word appear in can be a source of information, including drawing on analogies and connections with other languages, (Nation, 2022, pp. 318 - 319, 321). However, Nation (2022, pp. 321, 347) recommends that the learners should not solely rely on vocabulary learning from context but draw on different cues to guess the word. Within a picturebook, this can include the text and word context, analysing the word's parts, using parallels with other language, using a dictionary, pictures (Nation, 2022, pp. 321, 322, 409), the word's syntax and through dialog.

2.5. Earlier studies on language learning strategies.

As mentioned in the previous chapter only using the context to guess a new word is not enough. The learners need the pictures to interpret the unfamiliar words, because the author of *The Lorax* uses a lot of nonsense words that are not explained in the text. Some of the Once-ler's drive to

make his factory is the wonderful tuft of the Truffula-trees. Based on textual context one understands that it is a type of tree, but how does it look like and why is it so wonderful? One needs the picture to understand how the tree looks like. Earlier studies support the use of picturebooks and the possibilities they give in learning a foreign language, including Reyes-Torres and Raga (2020, p. 102) when these researchers write that picturebooks are a highly effective pedagogical resource: Their combination of words and images constitutes a multimodal reading experience that offers readers a verbal and aesthetic context. This gives readers the ability to organize the new words with what they know from before and have a visual representation of what this new word is. The skill of guessing meaning from context allows the learners to learn new vocabulary without the help of the teacher (Clarke & Nation, 1980, p. 217). By practising and combining different strategies the learners will be able to use these strategies in all meeting with new words, thus expand their vocabulary and knowledge outside of the school setting. A previous study that is highly relevant for my study is Sun's (2020) intervention study, where she presents language learning strategies based on the use of picturebooks. The intervention study takes place over multiple lessons with seventh grade EFL learners using interactive picturebook read-aloud (IPBRA). There were two classes participating in the study, one following the IPBRA lessons, and one control group. The study's aim was to investigate the effects of interactive picturebooks read-alouds on middle school EFL learners' attitudes toward reading and abilities to deduce the meaning of the word from context and illustrations. A reading attitude survey and a word inference assessment was used before and after the intervention study. The results showed that the attitude of the learners in the IPBRA lessons towards reading improved and became more positive (Sun, 2020, p. 134). There was also a significant progress in their ability to use prior knowledge and context to infer the meaning of unfamiliar words (Sun, 2020, p. 135) During the read-aloud the teacher would focus on three strategies: making connections, generating questions, and making inferences (Sun, 2020, p. 133). These are all possibilities with using picturebooks that I am transferring to my current study.

In my method we will be focusing on Sun's strategies as these revolves around making the learners aware of the connections between picture and text. By pausing during the read-aloud, the teacher can share their thoughts and how to make personal and across-text connections to further understand the characters and problems arising in the story. By having the teacher point out some of these connections, it can help the learners with their activities after the read-aloud, where they are to write about some of these connections themselves. The second strategy focuses on asking questions when the teacher is puzzled or confused. This can make the learners become more aware when they continue to read the story, as they will focus their attention on seeking information to answer the question. The third strategy aims to help learners create interpretations and figure out the meanings of unfamiliar words. By asking questions about the nonsense words aloud and draw connections to the pictures, or written text the teacher models how the learners can use the book to help them understand and interpret new word.

2.6. Theoretical framework on Sociocultural learning theory

The Sociocultural theory is based on L. S. Vygotsky's theory of learning and developing through social interaction. The fundamental concept in this theory is that the human mind is mediated (Lantolf, 2000, p. 1). This means that we, humans, use physical or symbolic tools, or signs, that are created by human culture over time, which we use to mediate our relationship with others, this especially includes language (Lantolf, 2000, p. 1). Within the sociocultural learning theory language is viewed as an intellectual tool that mediate reality for people within a specific context, and learning is regarded as a form of socialisation that takes place through participation in activities (Svanes & Andersson-Bakken, 2021, p. 232). One can see the EFL classroom setting as the context where learning takes place through participating in activities using language as a tool to further develop linguistical and cultural awareness. As I will describe more in chapter 3.2.4. one of the goals for the planned lessons is to form a dialogic classroom, where the teacher asks the learners questions about the picturebook and try to initiate a conversation where learning can take place. Within the sociocultural theory questions functions as a form of mediating tool that have different learning aspects depending on the context they are asked in (Svanes & Andersson-Bakken, 2021, pp. 232 - 233). Questions as a mediating tool is a huge part of what is called "the dialogic classroom" or "dialogic teaching".

2.6.1. The dialogic classroom

Dialogic teaching can be defined by a lesson influenced by dialog: where teacher and children work together toward discussing values and goals; where everyone is listened too and all kinds of participation is supported and taken seriously; where teacher and children build on their own and others ideas; and which has a purposeful educational goal (Lyle, 2008, p. 231; Ulleberg, 2020, p. 25). This is a goal for the planned lessons, because as mentioned in chapter 2.4. language learning happens best when using different cues or mediums to guess the unfamiliar words. Through dialogic teaching, the learners are not only using the physical tools available to them but can use the language they already know to ask, wonder and argue for new language and ideas and thus learn together in a social context. As I will elaborate on in chapter 3.2.4, the teacher will use some of the strategies mentioned in chapter 2.5. to engage the learners in conversation with each other and the teacher and discuss what they believe the book is about based on the pictures, and what one can learn from the story. To facilitate a dialogic classroom, there are 6 indicators on a dialogic level that needs to be in place (Reznitskaya, 2012, p. 450). They are: Authority: where there needs to be a shared control over content and turn-taking; Questions: open and cognitively challenging; Feedback: that promotes exploration of answers and ideas; Meta-level reflection: connecting the learners answers and ideas; Explanation: the learners elaborate and justify contributions; Collaboration: critical and collaborative co-construction of ideas (Reznitskaya, 2012, p. 450). During such a lesson it is as mentioned above important that the teacher is open to

all contributions, making room for those who may not have a suggestion themselves, but are critical to what has been said. Ulleberg (2020, pp. 25, 27) and Lyle (2008, p. 230) writes that dialogic teaching opens up for different interpretations of the reality and ideas, and through questions and dialogue one can develop meanings together, which also gives room to develop democracy and critical thinking. For my lesson the goal for the learners is not to come to a right or wrong answer but do discuss and reflect over their sustainable development theme in the story, think critically and see connections to their own lives.

3. Methodology

In Chapter 3 I will present my data collection and why the chosen methods are relevant. Section 3.1 describes what type of qualitative study I have chosen and why it is relevant for answering my research question. Section 3.2 is about the data collecting methods, how I planned the lessons and what changed. Section 3.3 is about the participants. Section 3.4 explains what type of analysis I chose and how the data was analysed. Section 3.5 describes the validity of the study and ethical considerations. The last section, 3.6 is about possible limitations of my study.

3.1. Qualitative research

This study uses a qualitative approach as this gives the possibility to find out what perspectives the teacher and learners have about picturebooks, and what possibilities and challenges they think there are in language learning. According to Njie and Asimiran (2014, p. 35) a qualitative approach is specifically used to unravel a phenomenon with little information about it. One does this by having a multi-method focus involving an interpretive, naturalistic approach to the subject matter, meaning that one studies a phenomenon in their natural setting (Njie & Asimiran, 2014, p. 35). Qualitative research methodology addresses the understanding of meaning and how people make sense of their world and how they interpret and experience different events, in other words one can explore a wide array of dimensions of the social world through this methodology (Hignett & McDermott, 2015, p. 120; Njie & Asimiran, 2014, p. 36). According to Hignett and McDermott (2015, p. 120) there are six key points that defines qualitative methods and for this study three of them are especially relevant. *Interactive data collection and analysis*, meaning that the details of the procedures are flexible, and the focus is on being able to change during the study, something that was needed during this study as I read more research or after my observations and interview. *Context*, meaning situations that are either observed in the lessons, described from the perspectives of participants to understand the phenomena in context or interviewing the teacher and giving the learners a questionnaire so they can express their perspectives on the phenomena. Finally, *the influence of the researcher*, meaning recognizing the importance of the values of the of the researcher by reflecting on their interactions before and during the project, examining potential biases, by asking “how do I as the researcher interpret the data based on my expectations and values”.

3.1.1. Case Study

Multiple research designs are compatible with a qualitative methodology, and for this study I have chosen to do a case study. According to (Njie & Asimiran, 2014) a case study can be recognized by the focus to dig out the characteristics of a particular entity and a focus on a single unit, in depth description of a phenomenon, anchored in real live scenarios and by the use of multiple data collection methods. This description fits my research design and will be the one I use, with my methods of data collection being observation, interview, and survey. Further, a case study consists of a detailed investigation of a phenomena within their context, where a “how” or “why” question is being asked regarding a time-relevant set of events which the researcher has little to no control over (Njie & Asimiran, 2014, p. 36). To be able to answer my research question I found this method to be what fit my goal the most, as it focuses on a specific group and how that group responds to a phenomenon. Even though my research question is a “what” question, its base lies in a “how” question, as in “how does the learners respond to using a picturebook in their lesson?” which transitions into “what do they think?”.

The case study is a holistic approach, where one needs to look at the whole picture and take the different variables within a case into consideration (Njie & Asimiran, 2014). When observing a case it is easy to “bite over too much” and to hinder this it is suggested three ways to bind the case (Njie & Asimiran, 2014, p. 37). 1. *Time and place*, by observing two English lessons, not two schooldays with English as part of the day. 2. *Time and activity*, by observing a planned lesson that despite the flexibility for change, stick to the theme and use of picturebook. Lastly, 3. *Definition and context*, by have a clear definition of the phenomena one is to observe and the context the case takes place in.

3.1.2. Finding participants

When searching for possible participants I sent emails to multiple primary schools, however I did not get any positive responses from these. When I was at a job event on OsloMet, I met a headmaster of a primary school who seemed interested in my study and put me in contact with an English teacher at her school, which in turn was interested in participating.

The teacher was interested in participating in my study after she got a short description of my research and lesson plan. I sent the teacher the two different information letters, one for her and one for the parents that needed to be signed if they wanted to participate. I made sure to only collect the signatures of the participating participants. The teacher was able to tick off if it was fine to use an audio recorder during the interview or not. The learners could also tick off that they wanted to participate in the observation, but not the questionnaire. They were made aware that they could withdraw their approval at any time.

The school is a 1st – 7th grade school with two parallel classes pr grade. The teacher has been a primary contact teacher previously, but this year she works as an English teacher. She is a

licensed teacher but has no formal education in literature and English. There was a total of 25 learners in the class, where 15 participated in the observation and 14 participated in the questionnaire. The timeframe was one week, with observation on the Tuesday and Friday, and homework from one lesson to the next. It was a diverse classroom, with learners of different background and with different learning difficulties.

The classroom layout is open and spacious, with little to no decorations. Almost all the desks are placed by the walls with learners facing the wall or windows. Five desks are placed in a row in the middle of the room, facing the front of the classroom. The classroom has a smartboard, but no blackboard.

3.1.3. The Lorax: Who will speak nature's cause?

The Lorax (Dr. Seuss, 1971) is a picturebook about how a light fairy-tale-like world became dark and polluted. The story is told in English and include several no-sense words. The story is told from the once-ler's perspective about how he discovered this world and the soft tuft of the Truffula tree, that he could use to make thneeds. Instead of just harvesting the tuft, the Onc-ler cuts down every tree, and so we meet the Lorax. The Lorax is protector of the trees because they have no voice, and he asks the Once-ler to stop what he is doing. But the Once-ler who is filled with greed at the thought of making money, ignores him. The Lorax comes back to warn him throughout the story, and as the pollution takes over and destroys the water and air, the animals leave, and in the end the Once-ler stands there alone in a polluted world with no trees and no business left.

According to Tørnby (2020, p. 81), *The Lorax* (Dr. Seuss, 1971) is “a remarkable picturebook about man's greediness and exploitation of environmental recourses”, and including it in teaching context may promote a profound understanding of complex ideas about economic growth, sustainability and man's selfishness and short-sightedness (Tørnby, 2020, p. 83). *The Lorax* (Dr. Seuss, 1971) was written in 1971, showing that environmental issues are nothing new. Wolfe (2008) writes that Dr. Seuss used *The Lorax* to spread his political propaganda about environmentalism. Teorey (2014) confirms that *The Lorax* was intended as a propaganda, because Dr. Seuss was angry about environmental problems, but the goal and hope was to get the reader to be more environmentally aware. As mentioned in the introduction, I believe *The Lorax* is good choice to use in the lesson. It can be used both to explore the theme of sustainable development, but also to help EFL learners. As mentioned in chapter 2.2. I want to use picturebooks with either a symmetrical, complementary, or expanding narrative so the learners can use the pictures to help them understand unknown language. *The Lorax* has a complimentary and expanding relationship between the picture and text narratives, meaning they both fill each other's gap and reflect each other. Because of this the pictures can help the learners both in reading and understanding the narrative and as a support in understanding the unfamiliar words.

The story has an open ending, making room for reflection and the discussion of “what will happen next”. Both Wolfe (2008) and Tørnby (2020) describes the storyline of the book quite similarly, though Wolfe points out that the Once-ler is called so because he only uses things once. This is an interesting idea and something to consider when reading the book, as I think there are many “Once-lers” out in the world today and something that could be interesting to have the learners explore further in a different study. According to Wolfe (2008, p. 8) *The Lorax* provides the reader with a worst-case scenario of how greed overthrows the environmental responsibility. And that through *The Lorax*, Dr.Seuss call into question ideologies about entrepreneurship and technology, that are deeply rooted in the American culture. The Once-ler sees the consequences of his actions, but he continues regardless of feeling guilty, for “Business is business! And business must grow” (Dr.Seuss, 1971, p. 54).¹

I ended up choosing this book for this study because there are many nonsense words in the text. Most picturebooks uses vocabulary that learners in seventh grade are already familiar with. To be able to research learners meeting with unfamiliar words, I chose a book with many non-sense words, that they most likely would not know from before, as they will need the context to understand. I also chose the book because of the theme of sustainable development, which, as mentioned in chapter 1.2 is highly relevant. It also has a lot of pictures that follows the story, making it possible to use the pictures to guess what the unfamiliar words might mean.

3.2. Data Collection

To be able to answer my question of what possibilities and challenges there might be according to the learners and teacher, I have chosen to be collecting this data using a triangular method. This means I will be combining multiple methods (Fangen, 2010, p. 171), such as **observation** of two English lessons, **interviews** with the teacher before and after the observations, and a **survey** in the form of a **questionnaire** for the learners participating in the observation, after the final lesson. By collecting the same type of data using different collecting methods and from both teachers and learners, I will get a more nuanced picture of what possibilities and challenges there might be with using picturebooks as a tool.

3.2.1. Observation

Within the pedagogical field it is common to understand observation as “careful watching” (oppmerksom iakttagelse) of something that is of pedagogical value, with the goal to better facilitate for learning and development (Bjørndal, 2011, pp. 23, 32). In this study’s case it was to find what possibilities or challenges there might be in using picturebooks, to better help learners in their English language understanding. According to Bjørndal (2011, p. 32) there are two

¹ The page numbers for the picturebook *The Lorax* is counted from the front endpapers.

different types of observations: observation of the first order, and observation of the second order. In this study it is the observation of the first order that is relevant. This type of observation is when the pedagogue or student observes the pedagogical situation and has only this as the primary task. When observing our senses takes in huge amount of information, and by not having any other tasks, dividing the concentration, it leads to a higher quality in the observation (Bjørndal, 2011, pp. 32-33). Before the first lesson the teacher told me that some of the learners were nervous about what I was going to observe, and if I was going to observe their English skills. I therefore chose to introduce myself when first meeting the class, explained who I was and that I was not interested in their English skills, only what they thought about using a picturebook in their lessons. I chose to be an observer with low *participation*, but with much *openness*, where I had the English teacher hold the lesson, so that I could focus all my attention on what the learners were doing and how they responded to what the teacher said, the book and the given tasks. This is what Fangen (2010, p. 74) calls “partly participating observation”. This means that the observer does not participate in the activities or act as a teacher but interact socially with the learners which ideally makes my present as an observer less uncomfortable for the participants (Fangen, 2010, p. 74)

I chose to sit at the front of the classroom because this gave me room to see the whole classroom and all the learners. Throughout both lessons I walked around the classroom when they worked in groups or individually, because I could not see what was on their learning tablets or their drawings. For some of the learners I also asked what they were doing and what they had searched for on their tablet. This was because I observed that some of them had searched up some of the characters from the book/movie and I was curious to what they were thinking and planning. Although my focus was on the possibilities and challenges that could arise, I chose to have a *wide focus* and an *unstructured* observation (Bjørndal, 2011, pp. 51, 53) writing down everything I saw and some of what I heard. I wanted to be open for all situations that might arise during the lesson, and you do not always know what might be of interested before the observation is done.

3.2.2. Interview

In this study I was conducting two interviews with the same seventh grade English teacher. One before the first observation, and one after the last. I chose to conduct an interview because it gives the possibility to catch details that otherwise could have been overlooked. Compared to a one-sided observation, it gives the possibility to understand the interviewee’s perspective better (Bjørndal, 2011, p. 95). It also gives the possibility to ask or clarify about the things one have observed (Fangen, 2010, p. 173). In both cases I did what Brinkmann (2014, p. 437) calls a semi structured interview, and what Bjørndal (2011, pp. 96-97) refers to as a “standardised interview with open questions and answers”. The semi structured interviews can make better use of the new knowledge that may come up during the dialogues, allowing to follow up of what is deemed important by the interviewee (Brinkmann, 2014, p. 437). By still having some structure in the

interview guide, one can easier compare answers from different interviewees (Bjørndal, 2011, p. 97) or in this case, what the teacher thought before and after the observations, but still be flexible so the interviewee can come with their own thoughts and opinions surrounding the questions (Brinkmann, 2014, p. 436). To make sure that the teacher had the possibility to come with information that they deemed important but might not have been part of the interview guide, my last question after both observations was therefore: “Do you have any last thoughts?”.

When making the interview guide (see attachment 1) I did as Bjørndal (2011, p. 99) suggest and made sure to ask questions that would be relevant for answering my research question and made sure that all the questions was within the topic of picturebooks or the observed lessons. I took care in avoiding leading or loaded questions (Bjørndal, 2011, p. 100) and made sure to ask as openly as I could, while still collecting information about what I needed to know. According to Fangen (2010, p. 179) and Bjørndal (2011, pp. 100-101) the questions should as a main rule be short and easy to understand, one should avoid asking two questions at once and one should be open to ask spontaneous questions, following what the interviewee has said. Only once in my interview did I need to clarify a question, when I asked the teacher: if they believe there are any possibilities (fordeler) in using picturebooks as a learning tool for language learning in the English subject. The teacher thought I stated that she does believe there are possibilities. She asked this and I clarified that I did not believe she had that opinion, but what is her opinion on the subject. By clarifying and asking follow up question I show the interviewee that I am interested in what they are saying (Fangen, 2010, p. 179). When conducting both interviews I used a sound recording app on my phone that was directly connected with “Nettskjema”, both are encrypted so the information on there was only accessible to myself. By using a sound recording I secure a more direct and complete version of the interview and the information given and I can concentrate more in the conversation, instead of looking down while taking notes (Bjørndal, 2011, p. 101). I also chose to conduct the interview in Norwegian, to make sure no language misunderstandings happened in either the questions asked or the answered given. To make sure the teacher knew what kind of picturebooks I was referring to, I explained this to the teacher before the interview started.

3.2.3. Survey

To find out what perspectives the learners had, I chose to do a survey using a questionnaire that each of the participating learners answered at the end of the last lesson (attachment 5). The learners answered the questionnaire directly on their learning tablets, using a link connected to a questionnaire on Nettskjema. According to Slattery et al. (2011, pp. 831-932) a survey refers to a general methodology for gathering, describing and explaining information, while a questionnaire refer to a specific tool, an instrument, using questions that are usually self-administrated for gathering information. The advantage with this method is that the answers given is already in written form, and it is easier to collect precise information from a larger set of participants

(Bjørndal, 2011, p. 102). The disadvantage is that it is not as easy to collect in-depth information about a topic, and one cannot clear up misunderstandings or uncertainties the way one can in interviews (Bjørndal, 2011, pp. 102-103). To make sure there were no misunderstandings in the questions because of unfamiliar words or language barrier, the survey was in Norwegian, and I used easy everyday terms, and explained some of the terms under each question. Bjørndal (2011, p. 103) lists three criteria's one needs when making a survey to make sure the participants can give reasonable answers: To understand the terms used in formulating the questions, in the way; to get enough information about what we want for making the answer basis; and to know what kind of characteristics or what type of scale we wish for them to use when they answer. The importance of simple, concrete and non-confusing language is also something that Slattery et al. (2011, p. 833) focuses on. In this survey I used a mix between open, free text, and closed, ticket boxes, answer options. The advantage with open answer options is that the participants get to give an answer that is nuanced and contains more information and individuality than closed options, which may not include potential answers (Bjørndal, 2011, p. 103; Slattery et al., 2011, p. 833). The advantage in using both types of answer options is that on one side you get precise answers that you can compare with others, and on the other hand it gives more nuanced and in-depth information (Bjørndal, 2011, p. 104; Slattery et al., 2011, p. 833).

3.2.4. Planning of lessons

The observation took place in two separate English lessons, with activities revolving around the picturebook *The Lorax* (Dr. Seuss, 1971) and the interdisciplinary theme topic of Sustainable development. I had originally planned for a double English lesson, around 90 minutes, because I know a lot of teachers do not have enough time to use outside of their original plans. But because this did not fit with their schedule I got 60 minutes one day, and 80 minutes another day with observations. In addition the learners had 30 minutes with English in the morning of the second observation day, that the teacher used to go through the English homework she had prepared for that week, which revolved around the picturebook, *The Lorax* (see Attachment 3).

The first part of the session was theoretical, and argumentation based. The goal in this part was to have the learners think and reflect critically about the connections between the oral text, pictures and story, and to connect the story with their previous knowledge about Sustainable development and their own lives. The teacher has an Indian accent, and she knew from previous experience that the learners did not always understand her because of this. She therefore found an audio-version of the book on YouTube, with pictures and text. As mentioned in chapter 2.5. I wanted to use Sun's (2020) three strategies: making connections, generating questions, and making inferences, in the lesson to help the learners make connections between the text, the pictures and their previous knowledge. Because the teacher chose an Audio-version of the text instead of reading herself, she chose not to stop the clip during the reading. Instead, she had prepared some questions she found online about the story (attachment 2) and wanted to ask some of these

questions and talking about expectations before and after the read-aloud, while referring to the different pages in the book. These questions are a mix of closed and open questions. The learners each had a link to an online book version of the book, so they could follow along with the teacher on that as she asked questions about the pictures.

The second lesson was practical where the learners were to come up with an idea based on a set of given criteria and their earlier discussions (attachments 4) and their homework. The goal here was to have the learners be able to use what they have produced of thoughts and reflections earlier to come up with a possible solution for one of the four problems presented in the story. They were to both draw and write to express their ideas and reflections. I made this task with room for individual adaptation if some needed an easier or more challenging version of the task, but while talking with the teacher she said that she did not believe that any of her learners would need a more advanced version of the task, mostly because of the restricted time schedule. The last 20 minutes of the lesson was set aside to have the learners answer the questionnaire (attachment 5). Before they began, I clarified that this was anonymous and to please answer as truthfully as possible, because none of the questions asked about their skills, only their thoughts about the lessons and the use of the picturebook.

3.3. Participants

The participants were EFL learners and a teacher from a 7th grade. The reason for this is because I am interested in what possibilities there might be in using picturebook as a mediating tool in the higher grades and how the learners respond to using a picturebook. The English teacher is also relevant because they will have a different focus on what makes a good tool, than what the learners might focus on and vice versa. Out of 25 learners there were 15 who participated in the study. The last 10 were either sick, had not handed in their signature sheet or did not want to participate. Out of the 15 participants 1 did not participate in the questionnaire, the teacher believed it was because his friend did not participate. The learners who did not participate in the study still participated in the lessons, but the teacher showed me who they were, and I made sure to not observe, or write anything down about them. During the questionnaire the learners who were not participating read a book.

3.4. Data analysis

To analyse the collected data, I have chosen to do a content analysis. This gives me the possibility to categorise what the teacher and learners said and I observed into thematic units, for then to compare them to each other and systematically divide it into categories of either possibilities or challenges. In this chapter I am going to explain and describe what a content analysis is and how I am going to analyse the data.

3.4.1. Content analysis

A content analysis is a method to get a systematic overview over the meaningful content in textual data, which means that it focuses on the content of the text and not the structure or the linguistic expressions (Dalland & Andersson-Bakken, 2021, p. 305). A qualitative content analysis means I will not be counting any occurrences in the text, only categorise and interpret the content (Dalland & Andersson-Bakken, 2021, p. 307). According to Dalland and Andersson-Bakken (2021, pp. 305-306) content analysis is mainly used to analyse written text, but that one can use it on any type of meaningful material, like pictures, movies and audio recordings of interviews. In this research I will be using this method to analyse my written notes of the classroom observation, the interviews with the teacher and the survey answers from the learners. The purpose of the content analysis is to tell us something about the ones who have written the text, the ones who reads it or about the culture the text is a part of (Dalland & Andersson-Bakken, 2021, p. 305). With this analysis I want the results to tell me something about the teacher's and learners' perspectives on possibilities and challenges of picturebooks in the English classroom.

To categorise the content I am first dividing my texts into smaller parts called *units of analysis* (Dalland & Andersson-Bakken, 2021, p. 309). Here I am using *thematic units*, which means I divide the text in to coherent sequences, that has the same theme or topic (Dalland & Andersson-Bakken, 2021, p. 310). For the interview this means I am first looking at the questions from the first interview, finding similarities between the answers and divide them into thematic units. Then I look through the second interview and compare the answers here to the first, are the perspectives the same or have they changed, and either place the answers in the same thematic units as the first or change the units as needed. For the survey I treat each question as its own thematic unit, except for the two questions that asked if there were any difficult words or non-sense words (attachment 5), which I treat as the same thematic unit, and then compare the learners' answers with each other within those units. Then I will compare the findings to the observation notes and the teacher's answers. The comparison results of these thematic units are what becomes the categories within possibilities and challenges.

Further there are three different ways to proceed with the category development and they are: the deductive approach, the inductive approach and the directed approach (Dalland & Andersson-Bakken, 2021, pp. 312-314). Here I am using the inductive approach, which entails that one develops the categories based directly on the text one are to analyse (Dalland & Andersson-Bakken, 2021, p. 313). This means that I have read through the texts several times, looking for repeated topics, grouping together thematic units and then defining categories that describes the results of the different units. The reason why I choose this method is because the inductive method makes it possible to get closer to the material and get nuanced perspectives (Dalland & Andersson-Bakken, 2021, p. 313). On the other hand, there is a limitation with this procedure, as

the categories can be limited to the specific texts and it can become difficult to compare the results with earlier research (Dalland & Andersson-Bakken, 2021, p. 314).

3.5. Validity and ethics

3.5.1. Validity

According to Fangen (2010, p. 236), qualitative research cannot be evaluated by the same criteria the same way quantitative research can. This is because qualitative research produces a different kind of data than the quantitative research on thus different criteria is needed to determine if the researches quality (Fangen, 2010, p. 236). The need to have different criteria for what counts as validity in qualitative research is confirmed when Slattery et al. (2011, p. 834). In my study it is for example not possible to come to the same results as in other studies and compare them, because each individual is different, and a different class and teacher may give different answers. A definition of validity that is relevant for my study is that the test measures what is intended to be measured (Slattery et al., 2011, p. 834), which in my study this would apply for the interview and questionnaire, do I ask the teacher and learners the questions I will need answers for to answer my research question and not about something else. Validity is also that the results are valid if the research process and methodology are transparent which means they are open and detailed, so that it is possible for others to review the results critically and compare them with the results of previous research (Dalland & Andersson-Bakken, 2021, p. 305). In this study I have been open with what theory and methodology I have used why I have used it and what my results are. This makes it possible for others to compare and review my methods and results and make their own conclusion.

In this research I have used a content analysis and here it is important to be able to distinguish between the analytical units from each other, to have a high reliability (Dalland & Andersson-Bakken, 2021, p. 311). To further increase the reliability, or what Fangen (2010, p. 237) refers to as trustworthiness, I used a triangular data collection method. This makes it possible for the participants to give their perspectives on the topic, as it is their perspectives I am after, instead of only using an observation where I interpret things that might result in the wrong interpretation.

3.5.2. Ethics

Ethics refers to be reflective in the way one interacts with the world around. This include values and moral principles that are integrated in the actions and reflections of the study, and within research one can categorise three ethical perspectives that needs to be considered throughout all stages of the study: personal ethics, lawful ethics and professional ethics. (Bjørndal, 2011, pp. 139-140; Stige et al., 2009, p. 1511). The personal ethics has to do with one own's personal perspectives and conscience. Lawful ethics refers to official documents like laws, rules and other official regulations. Professional ethics refers to the ethical developments within a certain

profession (Bjørndal, 2011, p. 140). Within the educational research profession there are ethical rules and considerations one needs to abide. I have therefore consulted the guidelines for kindergarten – and school research that are listed at the Norwegian Agency for Shared Services in Education and Research's (SIKT) (2022) website. Minors are considered a vulnerable group (SIKT, 2022) and it is therefore especially important to be considering both the lawful ethics, professional ethics and personal ethics. In observation of children, it can emerge sensitive information that is not relevant for the observation like sensitive or private information about the learners' families. It is important to be aware what information is necessary and for what purpose some information is collected and used (Bjørndal, 2011, p. 142).

The personal ethics means being aware of my personal beliefs when I am observing and analysing the collected data. For the lawful ethics I have applied to SIKT about my research, and gotten approval from them to do an observation in the classroom and handout a questionnaire to the learners. It also means I need to follow the guidelines for safekeeping of data, not saving any raw data on my personal computer, and only using encrypted, safe websites, like Nettskjema, which is approved by the university. Because I used an audio recording for my interviews, I will need to transcribe it, and doing so in a way that is anonymous for the informant. The questionnaire on the other hand is anonymous in itself and I will therefore not need to transcribe or use some sort of coding when using the learners' answers. It is important to destroy all sensitive and raw data after it is no longer needed (Bjørndal, 2011, p. 143). For me this is after the hand-in date, May 15th.

The professional ethics has to do with following the guidelines for research at school, which also includes to anonymize any data, making sure no one can recognize the school, teacher or learners in my study. I have given both teacher and parents an information letter about my research, and made it clear it is voluntary to participate, and they can at any moment withdraw from the study, this has to do with informed consent (Fangen, 2010, p. 191). Everyone who participate in the study had to give their written consent where they could check of that they want to participate, and for the teacher this also includes consenting to the use of audio recording of the interview. The parents of the learners could consent that learners could participate, both in the observation and the questionnaire. Because I have children in my research, both in observation and by collecting a questionnaire, I will need to make sure they know what rights they have and that they can pull out of the study at any time, even if their parents have approved for them to participate. This also includes informing them what it is I am observing. As mentioned in chapter 3.2.1. I made it clear for the learners when I introduced myself that I was not there to observe their English skills, but what possibilities and challenges that came with using a pictures book, and their thoughts on this. When dealing with children it is important to be aware of the power relation between me as an adult and they as children. It is important to assure them that the choice is theirs, but that I want them to make an informed decision. When going through my data and

using my data in the thesis, I need to make sure that no one is recognized. Both when it comes to the school and the learners.

3.6. Limitations

Even though I strive to ensure that my research is both valid and trustworthy, a limitation to my research is that I will only be collecting data from one set of participants, which means my results cannot be generalized. The results will therefore say something about what this class and teacher believe, but it may not be so for all other 7th graders. However, it can give a picture of what some possibilities and challenges may be with using picturebooks as a tool on 7th grade, which can be useful for my own educational development and learning, and serve as an inspiration for others. A limitation with the results of my content analyses is that I am only one researcher in this project that can look at and analyse the collected data. This means I have no one to help me control the reliability of the analysis' thematic units or categories, like Dalland and Andersson-Bakken (2021, pp. 315-216) suggests.

When doing an observation there might be different sources of misinformation one needs to be aware of. Bjørndal (2011, pp. 41-45) mentions nine common mistakes, but because of the type of observation I am doing only some are relevant to take into consideration. The first is “the observers physical and psychical state” which includes hunger, tiredness and mood that can inflict my observation skills and concentration (Bjørndal, 2011, p. 41). The second source of misinformation I need to be aware of is the “Glorie-effect”, which means that it is easy to have a positive impression of a person if you know something positive about them, or others have a positive view on that person (Bjørndal, 2011, p. 42). This can also go the opposite way meaning that I can view things in a negative light if I know something negative about the learners. When interviewing and talking with the teacher beforehand I made sure to only ask about her beliefs about the use of picturebooks, not the learners themselves. And even though she told me some learners had dyslexia she did not mention how many or who. The last relevant source of misinformation is about “disturbances and coincidences under the observation” (Bjørndal, 2011, p. 43). During the observation no huge disturbances took place, and in the survey the learners were to answer, I asked specifically if they felt my presence disturbed the lesson. No-one said it disturbed them or cared that I was there, and because the survey was completely anonymous, I choose to believe their answer.

Because I am observing children there might be multiple sources of error that can seem like challenges regarding using picturebooks as a tool when it was just a coincidence or that something did not work for this class. Firstly, I have chosen a picturebook that at first glance might look very childish, and some learners might react negatively on just that, it has nothing to do with using a picturebook. This can be confirmed in analysis, where many of the learners who said they believed the lesson to be boring, still found the book interesting or relevant. Secondly,

every teacher has their own way of teaching and their way of interpreting situations. A source of error could be in how they read the book, or how they talk about it with the learners afterwards, that may result in misunderstandings or the learners not getting the opportunity to use the pictures to understand the words. The teacher did wish they had more time to properly go through the book and felt many of the learners did not understand what the book was about after the first lesson. Third, even though I have tried to formulate questions for both the interviews and the questionnaires as openly and non-suggestive as possible, the participants might answer what they believe is the “right” answer or feel that the question suggest they should think a certain way. I will also interpret the data by what I know and my own experiences, and this can also make room for errors. In the interview I can make sure I have understood correctly by reformulating the information. But I cannot do this in a questionnaire and can analyse the answers differently than someone else reading the data might.

During my analysis I did find some limitations with my questionnaire. Firstly, I asked if there were any possibilities or challenges within the same question. Almost everyone answered that there were some possibilities, but very few answered if there were any challenges. If I were to do this survey again, I would ask this in two different questions and hopefully get more answers about the challenges. Secondly, I should have had a free-text-field under every ticket-form question, so that the learners could elaborate on their thoughts if they wanted to. Thirdly, in my design of the questionnaire and the interview, I used the terms “fordeler” (advantages) and “ulemper” (disadvantages) when seeking what the learners and teacher thought could be possibilities and challenges in using picturebooks (attachment 5). These are loaded terms and could be leading, it is also not a directly correct translation, as the terms “muligheter” and “utfordringer” would have fit better in both translation and what I was seeking to know. However, the reason I used those terms instead, is because I believe they can be easier to understand, especially for the learners, because they are more commonly used, concrete and not as easily misunderstood, as in wondering what the researcher is asking of them.

4. Results

In this chapter I will analyse each of the data collection methods by themselves before comparing them and writing a conclusion to what categories I found. As mentioned in chapter 3.4.1. I divided the collected data into thematic units, before analysing the units and finding the possibilities and challenges that emerged. To be able to understand some of the learners perspectives, I watched the movie *The Lorax* (Renaud & Balda, 2012) that some of the learners compared their thoughts and reasoning to.

4.1. What happened - observation

For the observation notes, there were no clear thematic units that felt natural to look at separately, as I wrote down everything I observed, because I did not know what could be of use. After reading through my notes, I have focused on what possibilities I observed, and what challenges I observed. During the first and second observation I observed three main possibilities: *Online resources*, *language learning strategies* and *expressing thoughts through pictures/drawings*, and two challenges: *Stimuli* and the sub-category *time*. The research question asks what the teacher's and learners' perspectives are, but as we will see in chapter 4.2. and 4.3. their perspectives also fit with the categories I deduce from this chapter.

The first possibility is the many available read-aloud on YouTube, which I categorise under *online resources*, with the sub-category: *read-alouds*. For this teacher, who had noticed that the learners did not always understand her because of her accent, it was a helpful resource that let her have the learners listen to someone who speaks with a clear and normative English accent. These read-aloud often has the pages from the book in the video, so the learners can follow the text along with the reader. There might be some available read aloud on novels and other literacy as well, but as these are often longer, they might not be as readily available. Another possibility that fits under the *online resources category* is the sub-category of *learning pad*. During the second observation the learners could use their pads to look up characters or objects from the book that they wanted to draw. This means they had a concrete reference of what something looked like when they wanted to draw their ideas. The teacher could also share the online version of the picturebook with them, so when they were to work together in groups or individually, they could look up what they needed from the book. A third possibility that fits under *online resources category* in the sub-category of *pre-prepared activities*. The teacher used questions she had found about *The Lorax*, online, which she felt fit the theme of the lesson (attachment 2).

The second possibility is the possibility of referring to pictures which I categorise under *language learning strategies*, with the sub-category: *picture context*. What I mean with this is that the teacher and learners referred to the pictures when asking questions about the words and narrative or when explain thoughts and arguments. The teacher also used the pictures when she made connections to the narrative's time laps based on the colours, going from a dark, grey world in the present, a light and colourful world in the past, which gradually becomes darker and darker as the story goes on, showing the results of the pollution. They have something concrete to connect the word to and if they do not have the language needed to explain themselves, they can refer to other objects or colours in the pictures to explain their thoughts.

A third possibility I observed was the possibility of *expressing thoughts through pictures/drawings*. The main task in the second lesson was to choose a problem from the story

and write and draw a proposed solution to that problem, either before the problem took place or as a solution when it had already happened. Almost all the learners had a huge focus on the drawing, which for some took up almost the whole A3 page. Most also had written a heading, their chosen problem, but aside from that very few chose to write additional information, one group wrote in little text bubbles what the characters were saying, but not any description. They seemed to prefer to express their ideas through drawings, and then explain their drawings and argue their ideas orally.

One of the challenges I observed had to do with the use of the learning pads and the distraction it caused for some, which I have categorised under *stimuli*. Some learners did not manage to concentrate on following the lesson and what the teacher and others said, when they had access to their learning pad, because other apps and games were accessible as well. This can easily be solved with a physical version of the book, which are often available in the libraries. However even a physical book can create this same challenge, as pictures in them self can be distracting from what the teacher is saying and asking. This was also the case with some of the learners when they looked at the online version of the picturebook during the first lesson. I will discuss this more in chapter 5.2.1. as being distracted because of the pictures can be a form of engagement and interest in the topic.

A second challenge I observed was the lack of *time* during the *lessons*. Many of the learners were unsure of the story when the teacher asked questions, and it was not enough time to properly go through the pictures and talk about what the colours might represent and what is happening in the pictures compared to the text. When reading a novel the teacher can stop after one page or more, and ask what happened and what they believe is about to happen before continue reading. With a picture book, even though there is not as much text per page, there is still a lot happening on the pictures, and both the teacher and learners need more time to properly examine the pictures, compare them to the text and then discuss it in class.

4.2. What happened - interview

4.2.1. First interview

During the first interview the teacher explains that she has no previous experiences using picturebooks or multimodal books, but she has used other types of books like fiction books (skjønnlitteratur) and had the learners analyse them. In these books they have looked at the cover picture and wondered what the book might be about, but the focus has been the written text, “Because then you learn more words and terms from the text” (my translation). If that if there is a picture in the text, they will stop the reading and wonder and discuss the picture and what they

believe is happening. The reason this teacher has not previously used picturebooks in their lessons are because she is not educated within English literature, and this year is also her first year as an English teacher. She did not get any advice on how to use either picturebooks or fiction books in her lessons, and now that she is in 7th grade the hours focuses on other topics deemed more important. This thematic unit of experience indicate a main challenge I categorise as *teacher competence*.

Another challenge that appeared during the first interview, came from the teacher. The teacher believed a challenge in using this picturebook could be to connect the text with the picture. This was because there is a lot going on in each picture, and there are a lot of nonsense words that needs to be connected to the correct nonsense picture. This can be generalized to other picturebooks as well, when the whole page is coloured, there is a lot going on in one picture, and to connect the unknown word to the correct part of the picture. This thematic unit can fit under two different categories, with the first category being *teacher competence*. If the teacher had more experience with picturebooks they might see and know how they can make connections to make this easier for the learners, and this challenge can change over time. The second category it can fit under is *stimuli*. The challenge the teacher observes has to do with connecting text, or words, to a picture where there are a lot of different objects. No matter how much experience or competence the teacher has this can still be a challenge for both teacher and learners if there is a lot going on in each picture. I therefore choose to categorise this challenge under *stimuli*.

Even though the teacher had no previous experiences with using picturebooks she was eager when we talked together and planned the lessons. The teacher had mixed thoughts on her expectations for the lessons. On one side the teacher felt the book might be difficult to understand. On the other side she was positive to the lesson and expected her learners to be active because the learners were quick to ask questions if there was something they did not understand. The teacher expected that a possibility in using the picturebook could be that they were especially helpful for some of the learners who had not been in Norway a long time and the learners with dyslexia. Even if the learners did not understand the written narrative, they could read the pictures and still understand the content. She also believed that the learners who had trouble with English could find it helpful to have the pictures there. This thematic unit of expectations fits under the category of *language learning strategies* and *picture context*.

Another possibility the teacher expected was the learners' engagement during the second lessons. According to the teacher the learners like to draw and express themselves through pictures, something that was confirmed during the second lesson when the learners were more focused on drawing their ideas, than writing their thoughts. This possibility of engagement fits under the category of *expressing thoughts through picture/drawings*.

4.2.2. *Second interview*

In the second interview the teacher reflected on her experiences, and her overall view on the use of picturebooks had not changed. She explained that before the first lesson she had expected the learners to be active and positive and for the second lesson that they would be even more active and eager to use the picture book. However, the learners were not as active the first lesson and there were things they did not understand about the story. The teacher then expected that the learners would be less active during the second lesson, however here the teacher felt the learners were more active and had a lot of questions, ideas and they participated in the discussion. The teacher believed the reasons for this was firstly: that some of the learners were not as curious or interested in the first lesson because they had watched the movie, which some thought were boring, and that this affected the other learners' expectations. This first challenge fits in the category of *learners' expectations and activity* in the classroom Secondly, because they did a homework (attachment 3) were they got to read the story again and answer questions, making them more familiar with the story and have *time* to understand. This second reason from the teacher can fit both under the challenge category of *learners' expectations and activity*, because it has to do with what the learners know and thus what they expect, or the category of *teacher competence* in the sub-category *time*, as one of the reason the teacher felt a lack of response during the first lesson, but activity during the second, was because of having the time to understand. However, it can also fit under the possibility category of *pre-prepared activities*, because the second part of the homework, The Lorax cause and effect (attachment 3) was a resource the teacher found online.

On the second observation day, the teacher and learners had a 30-minute English lesson at the beginning of the day, were they discussed the story and the learners wanted to continue the discussion when the lesson was over, which she believed helped with their motivation and initiative for the second lesson. The thematic unit of conversation fits under the category of *language learning strategies* in the sub-category *oral/dialogic context*.

As mentioned above a challenge the teacher felt they had throughout both lessons was the lack of time. She felt they did not have enough time during the lessons to properly go through the story and the pictures, that it might have been a bit much for the 12-year-olds to go through both text and picture simultaneously. If she were to plan the lesson again, she would have first only read the pictures and discussed that, and then she would have read the text and connected that with the pictures. This is also something she acknowledge we did not have time for now, but that it was fun to try and experience using picturebooks and using picturebooks is something she wants to do again in the future. This thematic unit fits under the category of *teacher competence – time – lessons*. However, the teacher also recognizes that it will take more time to plan those lessons than what she uses on other books, both in finding the relevant book and getting to know the

book and the time needed in class to go through and discuss the written and illustrated narrative. This also has to do with the *teacher's competence* and *time*, but under the sub-category of *planning*.

4.3. What happened – survey

Most of the learners confirmed that they had not used picturebooks in their lessons before, although four answered that they had used them during English lessons before. If the other just do not remember or if these learners interpreted a book they had read before as a picturebook, where the others had not, I do not know. When it came to the learners' expectations it was evenly divided by the participants if they thought it would be boring (5 learners), fun/exiting (5L) or okey/ they had no special expectations(4L). One of the learners who thought it would be boring argued for this saying: "I thought it did not sound so fun when we were going to use the picturebook, because I thought it would be a children's book and a book that did not fit us" (translated by me). On the other side, three of the learners who looked forward to using picturebook argued by saying they thought it was a good idea because it would make the English lessons more interesting, they had never done it before so they thought it would be fun and exciting, and better than reading a normal textbook (I believe the learner mean a non-picturebook). These three learners did not change their opinions after the last lesson and argued that they believe the lesson was better with picturebooks because: it was easier to concentrate, the lesson was not so boring, they understood better what the teacher talked about because they were interested, and they understood more of the text.

Some of the other learners changed their opinion, but interestingly, majority earners either they changed their opinion or not, ended up liking the use of picturebooks. With only one learner saying it was okey, six learners thought it was boring or not so exiting, and seven learners thought it was fun or a good lesson. According to the learners the book itself fit for the theme of the lesson, sustainable development, and that the book had a good message. Even the few who thought the book was boring said it still fitted the theme and was a good book, but that it might be better for younger kids. In other words the reason they thought the lesson was boring might be more because of the activities and rushed timeframe, rather than it being because of wrong choice of book.

This thematic unit of learners' expectations fits under the category of *learners' expectations and activity*. The learners' expectations indicate that they were not sure what would happen, and some were more motivated than others. This showed in the learners' lack of activity during the first lesson, but also their more responsiveness during the second lesson. This can also have to do with the chosen activities and the teacher's competence to ask and engage the learners during the lessons and I therefore also choose to put this under the category of *teacher competence*.

Two of the questions was if there were any difficult words or nonsense words, and almost everyone answered that there were no difficult words and/or that there were some, and they understood what they meant with the written context. This is interesting because on the question if they thought there were any possibilities (foredele) or challenges in using picturebooks in the English lessons, a majority thought it could be positive because it is easier to understand the text and if there are any difficult words one can use the pictures and the pictures can also help visualise what the author thinks. This shows that even though they do not use the pictures to understand the unfamiliar words, they understand the use pictures could have. One learner especially had a reflective thought of this: “It can be good because if you do not understand a word you can use the pictures, but a challenge is that there is no picturebooks in secondary school, and you might have become dependent of it” (translated by me). This shows a reflection for their further education, where picturebooks can indeed be beneficial, but it is important to know multiple strategies in language learning, because you will not always have the resources of a relevant picturebook available. In the end, most of the learners do not want to use picturebooks again, one explained that it could have been more fun. This thematic unit of learning strategies, fits under category of *language learning strategies* in both the subcategory of *text-context* and the sub-category of *picture-context*.

4.4. Categories of possibilities and challenges

What we can conclude from chapter 4.1. – 4.3. is that both teacher and learners acknowledge some of the same possibilities and some only the teacher see, like the online resources. When it comes to the challenges not many of the learners had any perspectives or thoughts directly regarding the use of picturebooks. The teacher had perspectives and reflections directly connected to what might be possible challenges, while most of the learners only answered what possibilities they saw. However, from the learners’ other answers about expectations and after thoughts, one can extract what challenges that might arise with learners meeting with picturebooks. As we can see in figure 1 and 2 there are three main categories for both challenges and possibilities, with 3 sub-categories under teacher competence and 3 sub-categories each under online resources and language learning strategies. This shows that there are nuanced perspectives in both possibilities and challenges, with some thematic units fitting under multiple categories. There is in other words multiple things one need to consider when wanting to use picturebooks in the classroom for language learning.

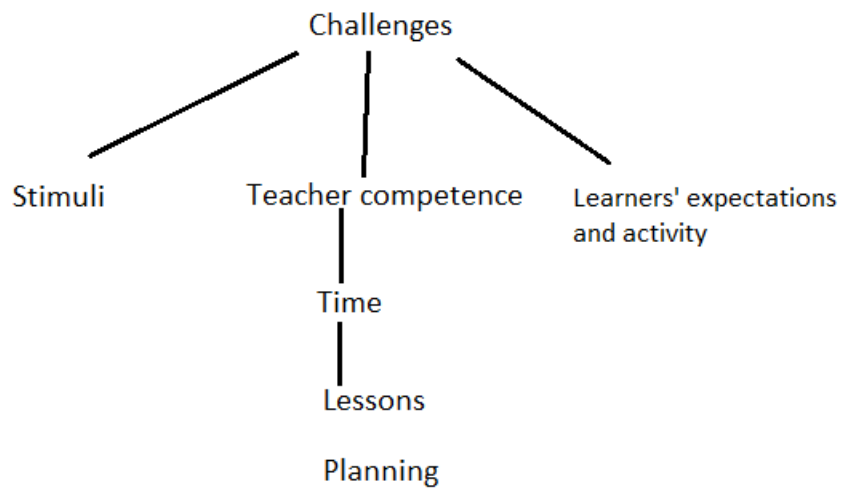


Figure 2 Challenges

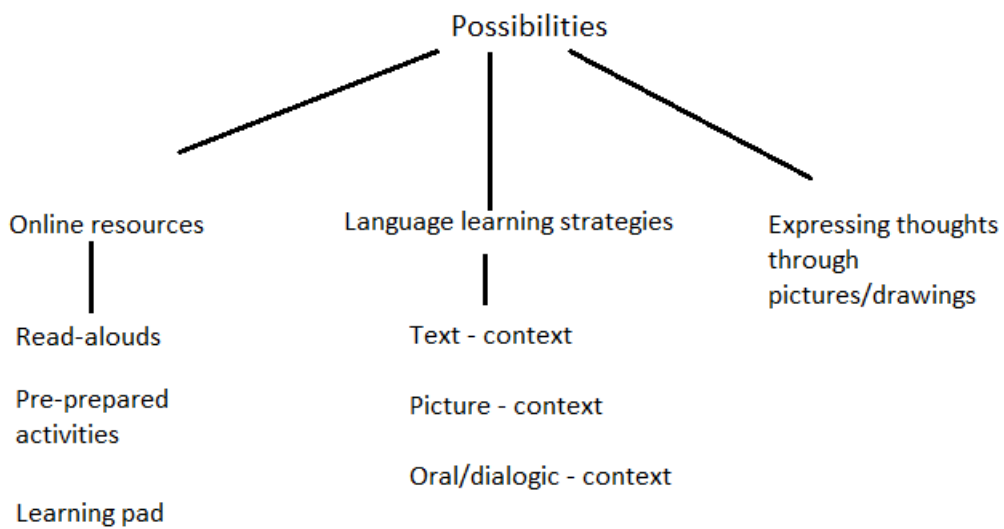


Figure 1 Possibilities

5. Discussion:

In this study we have asked the question: *What are the English language teacher's and learners' perceptions of the possibilities and challenges for language learning using picturebooks, through the picturebook The Lorax?* In this chapter I am discussing each of the possibilities and challenges that the teacher or learners noticed, in view of the relevant theory. I will first discuss the possibilities I found, the way I interpret them and how they are connected to the theories, and then I will be discussing the challenges I found using the same approach.

5.1. Possibilities

5.1.1. Language learning strategies

Within the *language learning strategy* category there are three sub-categories that the learners' and teacher either commented on in the interview or survey or participated in during the lessons. As mentioned in chapter 2.4. these strategies should ideally work together for best language learning development. The first sub-category, as shown in figure 2, is the *text-context* strategies. I did not ask in the survey specifically what sort of strategy the learners used for unfamiliar words, nor did I ask the teacher what they had been taught to do, and I can therefore not say for certain. However, I assume they have looked at the surrounding words, analysing the word itself, like suggested by Nation (Nation, 2022, pp. 321, 322) and looked at the syntax of the word like suggested in chapter 2. It makes sense that the learners would be most familiar with text-strategies, because when asked if they had used picturebooks in their lessons previously only 3 learners answered that they have used picturebooks before, meaning they have had to learn other types of strategies to understand and guess unknown language. But languages are complex, and just knowing or using one type of strategy is often not enough to completely learn or understand a language. I will therefore assume that even though the learners answer that they have not used the pictures, they will have used them to some degree, perhaps subconsciously, when reading and rereading the text or during the read-aloud. The learners also use more of their senses when reading both picture and text which can make them understand and remember new words more easily. Nation (2022, p. 409) says that one should always use pictures when possible and in the core elements section of the English curricula (Kunnskapsdepartementet, 2019c) it says that language learning happens in meeting with text that include graphic, artistic and multimodal texts.

The second sub-category *picture-context* was not implemented to its fullest, because the learners did not use it actively, according to them, and the teacher did not have the competence nor time to teach and show the learners, or let them use the pictures, to extract information on their own. As mentioned above I do however believe the learners did use the pictures, connecting them to the words and story, to some degree when rereading the story at home. As mentioned in chapter

2.2. both pictures and text tells the story, but pictures often carry much of the narrative and it is through the combination and interaction of picture and text that the full meaning emerges (Birketveit & Rimmereide, 2017; Greny & Reynolds, 2011; Ommundsen, 2018). To fully understand the narrative and written language the learners need to read both written text and pictures. Both teacher and learners mention that an advantage to using picturebooks is that learners who do not understand English or need extra help can get the support they need from the pictures. There were also some who believed, even though it was okay to use, it was better suited for younger learners. In some ways I agree with this. Picturebooks is something that can be used on all grades as long as the topic in the book is relevant. It is how one works with it and what one focuses on that decides what grade it is suited for. By starting early the learners will practise using this strategy, what to look for, how to connect the pictures and how to read the pictures and thus it will be easier to use this strategy later in life when looking at pictures or graphs in textbooks or articles.

Birketveit and Rimmereide's study about the use of picturebooks on 11-year-olds one of the learners said they preferred a book with many pictures as they helped them understand the story more easily (Birketveit & Rimmereide, 2017, pp. 108 - 109), the same comment as some of the learners in this study. Some of the learners also say that they believe reading and working with the picturebook to be more motivating than some of the things they normally do. The use of multimodal literature enables the teachers to engage learners in different levels of language skills (Aman & Wallner, 2022, p. 5), something both the teacher and learners mentioned as a possibility in using picturebooks, but with other words. As mentioned in chapter 4.3. one of the learners had reflected a bit more and thought about what knowledge and strategies was needed for the future. They said that: "It can be good because if you do not understand a word you can use the pictures, but a challenge is that there is no picturebooks in secondary school, and you might have become dependent of it" (translated by me). This is an interesting reflection, because even though there are picturebooks in secondary school, they might not be as common, and at some point, one needs other forms of learning strategies, because the topics and academic levels are to advance for what can be told and learned through a picturebook. It will however, as mentioned above, help them in knowing how to read pictures that are used in textbooks, media or other source material.

The third sub-category is *Orla/dialogic - context*. As mentioned in chapter 2.5. I wanted the teacher to use some of the was those of Sun (2020), mentioned in chapter 2.2., where the teacher focuses on: making connections, generating questions, and making inferences between the text and pictures. During the first lesson, the teacher did do this, after the read-aloud, although because of little time she did not get through all the questions (attachment 2), nor have time to make all the connections to the pictures, like she wanted. Some of the questions are closed questions, meaning they are directly connected to the book where one can find the answers, and she is the one making the connections, showing them to the learners, not the learners themselves

discovering the connections through exploration of the book. Ideally the teacher would have time to properly go through the picturebook, thus engaging the learners more and hopefully get a discussion going where spontaneous questions would have functioned as a mediating tool, connecting the story, pictures and the learners' pre-knowledge to the discussion. On the other side, in language learning, closed questions, like some of the once prepared, are sometimes needed to both check if the learners follow along and understand, and to have them reflect over the words needed to understand.

On the second day, during the morning lesson, as mentioned in chapter 4.2.2. the teacher and learners had an English session where they went through the homework and discussed the narrative and pictures. Even if the teacher did not do it with intent, she managed to facilitate dialogic teaching. If we look at the competence aim for what the learners should know after 7th grade (Kunnskapsdepartementet, 2019f), it says that learners are to read, present and talk about the content of various texts, including literature for children and young people. It is in other words important for the learners to develop the ability and confidence to be able to retell a story and talk about a topic. The way I understood the teacher, the learners took turns asking and answering questions, giving each other feedback, something they also did, later that day, and reflected over the sustainable problems the book presented. During the second observation, later that day, they used this in their drawings to express themselves and later elaborated on their thoughts argued their standpoint. This is similar to the 6 indicators needed for a dialogic classroom, according to Reznitskaya (2012, p. 450). Dialogic teaching opens up for different interpretation of ideas (Lyle, 2008, p. 230; Ulleberg, 2020, pp. 22, 27), and during the second observation the learners ideas and suggestions for solutions were discussed and the learners suggested different solutions to the same problem. By having the opportunity to explain and discuss the learners could both learn academically from each other, but also linguistically as they helped each other with words and terms they did not know or remember, and many of the learners encouraged each other to speak in English rather than Norwegian.

As mentioned in chapter 1.2.2. the part of the core elements section (Kunnskapsdepartementet, 2019c) that is about meeting with English linguistic texts takes up more space than the other two elements, and in this part it says that texts includes multimodal texts using written text, pictures sound and drawing to convey a message. One of the aims for what learners are to know after 7th grade, is to “use simple strategies for language learning, text creation and communication” (Kunnskapsdepartementet, 2019f). Both in the “basic skills” section (Kunnskapsdepartementet, 2019b) and the “core elements” section (Kunnskapsdepartementet, 2019c) of the English curriculum of LK20, it is explained that reading is to be able to understand and reflect over the content of different texts, including multi modal texts to acquire new language. Acquiring language involves developing an understanding of the language and to be able to use language learning strategies. In other words, multiple strategies should be taught and used to learn new

language and using a mixed approach where one uses both the text context to see what other words one knows that can give any hints to what is meant with the unfamiliar words, and then be able to read and analyse the picture for information when needed as well. One can argue that *The Lorax* (Dr. Seuss, 1971) is a good example of a book that can be used in lessons for 7th graders for the topic of environmental issues, that are a global and relevant theme. However, for the language learning, this book works better as an introduction to learn how to use the pictures for language learning, rather than learning useful words, because it is full of nonsense words.

5.1.2. Online resources

The second main category was that of *online resources*, that are available for teachers and learners. In this category there are three sub-categories: *read-alouds*, *pre-prepared activities*, and *learning pad*. It was the teacher's idea of using a read-aloud version of the book on YouTube that she had found, because she worried the learners would not understand all she said because of her accent. However, read-alouds can be used by all teachers to vary the teaching methods, and have the learners experience different voices and ways to speak. In chapter 1.2.2. I mention two aims that has to do with listening: Listen to and understand words and phrases in age appropriate and authentic texts; read and listen to English literature and English children- and youth literature and write and talk about the content (Kunnskapsdepartementet, 2019f). Using free read-aloud on YouTube can be a way for the learners to listen to authentic texts with a clear voice and pronunciation. Some teachers can also be comfortable with reading a book aloud but might have difficulty or are unsure of how to bring the story to life by using different voices, and so, using pre-read read-alouds can be a good alternative. Some of these read-alouds also have some sort of animation or sound effects that brings the story to life, and thus also catching the learners' interests. In the survey no one mentioned the read-aloud, so I do not know what they thought of that specifically, but before starting the read-aloud many of the learners talked while the teacher was speaking, but when she pressed play, they all fell quiet. Had the learners lost interest some might have started talking again, but everyone was quiet, and even though some were fiddling with stuff on their desks their eyes were on the video. This shows that read-alouds can work for older learners as well. It is important that when using read-alouds for older learners that cannot be the only activity, like it could have been for younger learners. It can also be a good idea to have either a paper version or an online version of the book that they can either follow along with as the story is read, or that they can read on go through afterward, like they did in the first lesson. This is because the focus is both to learn something from the story, and to discuss the story afterward can help the learners who might not have understood certain parts, or share different perspectives about the story, learning from each other. But it is also to have time to read the words and learn language. By listening, reading and discussing, the learners have three different ways to be exposed to new words, and learn what they might mean.

The second sub-category, *pre-prepared activities* refer to all the activities available online, like part of the homework, and the questions to *The Lorax*, that the teacher had found. These online

resources are often made by other teachers or pedagogues that put their work online for others to use, or by academic websites. Examples are: Salaby, Skolenmin, Elevkanalen, and Malimo. These websites often have resources and material divided by subject, topic and/or year group, thus making it easy to find what one is looking for. Some of these costs money and needs a type of membership either through the school or as a private person, some are free, and some are mixed. If a teacher knows the theme or topic or a type of activity they want to find more about, they only need to search online and often will they find something they can use or be inspired by. This can both save time in a hectic workday, help to vary the teaching and working methods and inspire them with other activities for later work. It is not only for the teachers, but also for the learners that having access to such learning sites might be positive. It exposes them to different types of learning methods and activities that their teachers might not use, and also teaches them to navigate different types of webpages, finding what they need and ignoring other things. In the competence aims for 7th grade it specifically says that the learners are to use digital resources in language learning, and that the teacher is to use a wide-ranged of strategies and learning resources (Kunnskapsdepartementet, 2019f). As mentioned in chapter 2.4 a multimodal approach, allows the learners to develop key aspects of literacy and reflect critically of the text presented (Reyes-Torres & Raga, 2020, p. 98). This includes different online resources as learning websites often are a mix of pictures, written text and multiple activities, thus exposing the learners for different ways a text and language can be conveyed.

The third sub-category is the *learning pad*. The reason I chose to have this as its own sub-category is because there is so much one can do with it, both planned from the teacher's side, like using online versions of books, handing out homework, delivering homework and writing, but it can also be used from the learners' side to find information about something. During the second lesson, the learners used the learning pad to look up what the characters looked like, so they could draw them. If time, they could also have used them to look up information on what sustainable development measures we have implemented in Norway, what environmental problems we have, or how the environmental problems from the book are reflected in the real world.

5.1.3. Expressing thoughts through pictures/drawings

The third main category, *expressing thoughts through pictures/drawings*, was shown through both the interview and observation. During the first interview the teacher said that drawing and then explain their drawings and thoughts was an activity the learners often preferred, and this was also clear during the second observation, when the drawings took up most of the A3 page, with some only having the heading, as written text. Through the illustrations the learners showed a reflection and understanding of theme “sustainable development” as most of the learners connected the problems in the book with problems or solutions in the real world. Through the dialogues, drawing and explanations the learners got to discuss and see connections from the English subject to the interdisciplinary theme topic “sustainable development”

(Kunnskapsdepartementet, 2017a) and the general section of “respecting nature and environmental awareness” (Kunnskapsdepartementet, 2017b). This is an important goal, not necessarily for this study, but for the learners themselves as these are as mentioned in chapter 1.2.1. part of global issues where the learners are the future. Even though this activity was meant as a group project, where they worked together with their learning partner, many of the learners chose to work individually. This shows an understanding of the book and its narrative, as if they had not understood the book and the problems it talked about, they would most likely have worked with someone else to help with the task. It also shows an interest and engagement with the topic, because they wanted to their own version, having the possibility to not compromise on their ideas, but letting it unfold as they wanted, picking the environmental problem that interested them and coming up with a solution they believe could work.

5.2. Challenges

5.2.1. Stimuli

The first challenging category I will be discussing is *stimuli*. Stimuli refers to an object or phenomenon that trigger a behaviour or reaction. For some children having too much stimuli, too much going on or to focus on, can be distracting and they do not follow along on what they are supposed to do. In this case, one got distracted by the other apps and games on the learning pad and did not follow the lesson, others got distracted by the pictures. On one side, to be distracted by the pictures, analysing them and discussing them with their learning partner would theoretically be a good thing as it shows engagement and curiosity. On the other side, it distracted them from what the teacher was asking, because they studied the pictures instead of listening. In the first case, taking away the learning pad can reduce the temptation to do something else and they might concentrate better on the session, and if they had a physical copy of the book they would not have needed the learning pad. However, for the second incident the pictures can still be a distracting element, so to get all to focus on the correct page, the teacher could have used the link herself, and have the correct page on the blackboard, while the learners watched there instead of at their learning pad. The learners could then have familiarised themselves with the book, as part of the homework. As mentioned in chapter 2.2. both the verbal and pictorial text tells the story, and the meaning emerges through the interaction of word and image (Birketveit & Rimmereide, 2017, p. 102; Greny & Reynolds, 2011, p. 181). It is in other words important to be able to properly go through the pictures, read them and have time to understand them. One of the possibilities in using a book, instead of other webpages where browsing through the text is common, is the possibility of immersion (Heggernes, 2021, p. 95). This was not possible during these lessons, because of the short time frame, and the teacher wanting to get through what she could, as preparation for homework and the second lesson. Had the teacher planned this herself, with all the time she needed, the distractions of the pictures might not have been a problem because the teacher would have used more time on just the pictures and analysing them with the learners before reading the text. If so, the readers could have imposed their understanding of the

text and thus add another layer of understanding and reflection (Heggernes, 2021, p. 95), for both the written narrative, the pictures and the connections to previous knowledge.

5.2.2. Teacher competence

The second main challenge, *teacher competence*, has one sub-category, *time*, with additional two sub-categories, *lessons* and *planning*. The reason I put time under *teacher competence* is that both her academical competence and practical experiences will influence how much time she will use on both the planning of a lesson and the implementation of it. As mentioned in chapter 4.2.1. the teacher is not a literature or language teacher. Even though she has worked on 7th grade before and have been this class's teacher before, this is the first time she has taught English as a subject. This will of course then impact how she teaches and what resources and learning material she is comfortable with and knowledgeable about. As mentioned in chapter 2.4. EFL teachers must know how to work with different types of text, know how to introduce reading in a foreign language (Reyes-Torres & Raga, 2020, p. 98). The teacher was willing to learn and interested in the use of picturebooks, something she wanted to use again another time, but for these lessons it impacted how she made connections, what she focused on and how she tried to engage the learners. In chapter 2.6. I talk about questions as a mediating tool, but one needs to know how to use those questions to facilitate learning. The teacher had, as mentioned in chapter 5.1.2. found some questions about the book that helped her, help the learners reflect over the story and connect some of the pictures to the text. To know what academical limitation one has and know how to fix those or compensate for them, is a good quality and competence. The teacher's lack of knowledge on the use of picturebooks, how to make connections and what to focus on, is as mentioned above something that impacts the time she uses, both during the lessons, and if she should plan a similar lesson another time, how much time she needs to plan the lesson.

The lack of time is something which dominates the consciousness of many teachers (Cockburn, 1994, p. 375). During the interview the teacher pointed out two different time related problems. The first is the time it will take to plan these types of lessons, especially for her who has no experiences with using picturebooks or have education within literacy. It will take time to find the correct appropriate book, read through and analyse and read possible information or different interpretations of the book. It will also take time to plan the activities and questions surrounding the book, so it both focuses on the language learning, how picture and text are connected and how to use that to understand unfamiliar words, and the narrative. On the other side, as the teacher mentioned in the interview, this might come easier with more experiences, and one can get help from other teachers, librarians and online resources. This means that even with little to no knowledge or experiences using picturebooks, the teacher can plan a lesson using picturebooks and still have the learners both experience a different type of learning method and learn something from the book. Over time the teacher would need to immerse themselves in the topics,

so they can engage the learners in interesting discussions, and review the previous lessons and assignments so they can further help the learners develop.

The second time management problems arise with the time needed to implement the lessons. There is a lot that is expected for the learners to know before they start secondary school, the time goes by quickly, and as mentioned in Cockburn (1994, p. 377): no matter how prepared one are, things happen during the day that you have not planned for, that eat into your day. This is however something teachers must accept and deal with as it comes, and I will therefore focus on what could have been done given we had enough time. As mentioned in chapter 4.2.2. the teacher did not have the possibility to give more time than I already got for the observations. She did however have thoughts and reflections about how she wished to have implemented the activities in the lessons, had she had more time to spare. The teacher wished to first go properly through the pictures and only the pictures, discussing what the book was about based on them, discussing the colour theme and what was happening in them, first after this, did she wish to read the text, discuss it and connect it to the pictures. The learners would then have read and reread the book multiple times and discussed the text using authentic and open questions and thus having time to immerse themselves in the pictures and text and having the opportunity to understand more in both topic and language. However, the focus on a dialogic classroom and authentic questions takes time. Within the school system it seems that written tasks are deemed as more important and thus gets more time than oral activities (Ulleberg, 2020, p. 108). On the other side as Heggernes (2021, p. 96) writes, taking the time to reread the text offers the opportunities to explore the pictures, discover new details and engage with any uncertainties in the multimodal text. One can therefore argue that taking the time to let the learners read, reread and immerse themselves in the text and pictures, for then to discuss, and ask and answer authentic questions are important for the learning of both subject and language. Even though we did not get to read through the text multiple times together during the two lessons, the learners did get the opportunity to reread and immerse themselves in the text as part of the homework. This shows during the second lesson, as the learners have a greater understanding of the story, and everyone begins their assignment almost at once. There is no hesitation or dawdling in beginning the task, meaning they understand the assignment and have an idea of what they want to write and draw. We did however get to revisit some of the text after the first read-aloud. This is possible with picturebooks as they are often shorter than other books and thus one have time to revisit them, something which rarely occurs in the classroom due to lack of time (Heggernes, 2021, p. 96). The result of lack of time results in missed opportunities for the learners to immerse themselves and explore new understandings (Heggernes, 2021, p. 96).

5.2.3. Learners' expectations and activity

The final category, *learners' expectations and activity* is something that affects the lessons and especially using picturebooks, as these might be viewed as boring or meant for young children, as

mentioned by some in the survey. Two things are important to change the learners view to engage them. First, one should take time to discuss the book before one starts to read it. Acknowledging that, yes, it is a picturebooks that can be meant for younger children, but that we are not reading it just for fun. The story in the picturebook deals with complicated and important themes/topics that we are going to discuss, and we are reading a picturebook, because it can make it easier to understand. The teacher can for example tell the learners: we are going to read between the lines, or we are going to connect it to the news, and thereby making the picturebook less childish and more interesting. The second important thing is to have activities that are deemed as both fun and meaningful, to engage the learners. The activities should be designed in such a way that the learners need to use the information in both text and picture. By doing this the learners will be able to bot read and reread the text and pictures multiple times, which is beneficial for their understanding of the story and topic (Heggernes, 2021, p. 96).

As mentioned in chapter 4.2.2. some of the learners had watched the movie from 2012 (Renaud & Balda), which some thought were boring. This can have influenced both them and others in their expectations and interest for the lesson and thus how active they were. The teacher also said that they had just finished learning about sustainable development in their science class, two weeks prior, and some might be tired of the subject, which was why they did not participate as much. For the first lesson, it would have been little the teacher could have done to change their opinion because of little time to immerse them in the story and discuss the story, connecting it to the problems we have today. For this class it was on one side an advantage that they had just learned about sustainable development, as the knowledge is fresh in their memory. On the other side this was also a disadvantage as they were tired of the subject and showed little interest during the first lesson. During the second lesson however the learners' activity level went up. The fact that the learners participated more during the morning lesson, and the second observation confirms what the teacher thought, that once they understood the text and story they would be interested in the topic and tasks. It also shows the relevance of sustainable development as a topic, as discussed in chapter 1. All the learners participated in the activity where they were to draw and write suggestions for solutions to the problems, some also wanting to work individually, showing of their thoughts, ideas and interest in the topic.

6. Conclusion

In this study I have asked the question: *What are the English language teacher's and learners' perceptions of the possibilities and challenges for language learning using picturebooks, through the picturebook The Lorax?*". I first presented relevant theories on the subjects and earlier studies done in the research field to set the framework for my thesis. The theoretical chapter show that

the use of picturebooks in education is nothing new, but that there are gaps of information needed to be filled. Despite that the earlier studies I refer to does not ask the same research question they are still relevant to get a picture of what other learners think. Even though this study cannot be generalised, the results are similar to the results of the other studies mentioned in chapter 2 and show that there is value in using picturebooks in language learning education. The results are not directly connected to the book *The Lorax*, and it could therefore be interesting to do this research again, with a different class and a different picturebook with a different theme. This can further the educational field which will benefit both teachers who will have new and more teaching methods to choose from, and for the learners who gets varied work assignment and are taught to use the information available to them to learn and guess new language. These studies and theories were relevant and necessary to get a picture of the research field and to explain some of the categories.

After collecting the data needed, I divided it into thematic units and analysed it using a content analysis. I came up with three categories for possible possibilities and three categories for possible challenges in using picturebooks that either the teacher or learners commented on, or that I observed. Within two of the three categories of possibilities there are six sub-categories and within one of the three categories of challenges there is one sub-category, with two additional sub-categories. The possibilities are: online resources; read-alouds, pre-prepared activities and learning pad, language learning strategies; text-context, picture-context and oral/dialogic-context, and expressing thoughts through pictures/drawings. The challenges are: stimuli, teacher competence; time; lessons, planning, and learners' expectations and activity. The discussion of these categories shows that even though there are some challenges one needs to consider in using picturebooks, they can be beneficial for the learners' language learning, because the pictures can be used to acquire and understand unfamiliar vocabulary as part of a language learning strategy. The learners benefit from using multiple strategies when learning new language, and by knowing context strategies the learners can become independent learners, learning new language both inside and outside the classroom.

The discussion also shows the importance of having enough time when working with picturebooks. The importance of giving the learners the opportunity to immerse themselves in the story, by rereading it and with each time the learners will discover new information and gain a greater understanding. Having enough time to plan and implementing lessons the way they would have wanted, are always something teachers struggle with. But by topics being interdisciplinary, one can work with them in-depth over different subject, thus in some ways getting more time to start and finish larger projects that can benefit the learners. If there is not enough time for the learners to immerse themselves in the pictures, the pictures themselves can become a distracting element from the questions the teacher asks and the connections the teacher makes.

The teacher's competence plays a part in the challenges that arises: how to keep the learners attention and how much time is needed and how to engage the learners. It also has a lot to say

about how beneficial the use of picturebooks can be. There is less use in picturebooks if the teacher does not know how to use them to their full potential, what strategies will work, and how to make the learners see the connections themselves. In this case the teacher did not have any formal literature education, and not experience in using picturebooks. However, the teacher was eager to learn, had lots of ideas and an interest to continue learning. This will greatly benefit her future learners as it opens up for more varied learning activities and learning strategies.

What is noteworthy with my results is the possibility of an easily accessible learning tool that might not be commonly used, but that can help learners with second language difficulty or to help learners grasp complex topics. To conclusion of this study is that the learners, despite not using the pictures actively themselves are seeing the benefits pictures can give to learners who are younger or need the extra help. They also showed they understood the need to know multiple strategies to have a better learning outcome. The teacher also noticed that the pictures could be of help for those with learning difficulties. She also sees it as a possibility to be able to have the learners express themselves through illustrations and pictures, as it can help them where they do not have the sufficient language skills. There are some challenges as well that the teacher comments on and learners to some degree notice as well and that is that using picturebooks takes time. It takes time to plan and to implement, but that this time will be less once the teacher has more experience. It is important to teach the learners different strategies to make them independent learners and prepare them for the future, and that having more picturebooks in the English classroom to both analyse the narratives and the language can be beneficiary for many learners. It is also important that the teachers are taught how to use picturebooks and the benefit in using them. Regarding using picturebooks as a mediating tool, one can use them on both the lower and higher grades as a way to vary the activities, engage the learners and help learners become independent learners.

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Attachements:

Attachement 1.

Intervjue med lærere

Før observasjon

Definer hva skags bildebok det er snakk om: bildebok med bilder på hver til annenhver side der teksten enten samsvarer eller ikke med bildene

1. Har du brukt bildebøker i din undervisning før?
 - a. Hva er din erfaring med dem?
 - b. Hvilke bildebøker har du brukt?
 - i. Hvis mange: hva slags type
 - c. Hvilke trinn
 - d. Hvilke fag
 - e. På hvilken måte?
 - i. Lesing i spising
 - ii. Lesing i undervisning?
 - iii. Jobbet med teksten?
 - iv. Jobbet med bildene?
 - v. Jobbet med tema?
 - vi. Noe annet?
 - f. Hvordan har elevene respondert?
2. Hvis nei: Er det noen grunn til at du ikke har brukt dem?
3. Hva er dine forventninger til timen?
4. Hvordan tror du elevene vil reagere?
5. Er det noen spesifikke du tror/håper vil ha nytte av bruken av bildebøker?
6. Tror du det kan være fordeler til å bruke bildebøker som et arbeidsverktøy språkforståelse i engelsk?
 - a. Generelt?
 - b. I engelskfaget?
7. Tror du det kan være ulemper med å bruke bildebøker som et arbeidsverktøy til språkforståelse i engelsk (ha et lignende spørsmål for elevene)?
 - a. Generelt?
 - b. I engelskfaget?
8. Tror du bildebøker kan hjelpe elever med språkforståelsen?
 - a. Tror du at bildene kan støtte ordene.

Etter-observasjon

9. Hvordan synes du at det gikk?
10. Reagerte elevene slik du forventet?
11. Skjedde det noe uventet?
 - a. Var det noen elever du håpet ville ha utbytte av bildeboken som ikke viste interesse/deltok?
 - b. Var det noen du trodde ville mislike timen som viste mer interesse enn ventet?
 - c. Hvordan var det helhetlige inntrykket av timen?
 - d. Ut i fra din nåværende erfaring med bildebøker, er det noe du kunne bruke igjen en annen gang?
12. Lærte du som lærer noe?
13. Er det noe du ville gjort annerledes?
14. Ta opp igjen fra tidligere:
 - a. Tror du det kan være fordeler til å bruke bildebøker som et arbeidsverktøy språkforståelse i engelsk?
 - i. Generelt?
 - ii. I engelskfaget?
 - b. Tror du det kan være ulemper med å bruke bildebøker som et arbeidsverktøy til språkforståelse i engelsk (ha et lignende spørsmål for elevene)?
 - i. Generelt?
 - ii. I engelskfaget?
15. Tror du bildebøker kan hjelpe elever med språkforståelsen?
 - a. Tror du at bildene kan støtte ordene.
16. Kunne du tenke deg å gjøre det igjen en annen gang?
17. Har du noen siste tanker?

The Lorax
GROUP DISCUSSION QUESTIONS



Who is the Lorax?
What does he represent? Who is the once-ler? What does he represent?

1

What was the natural resource the Once-ler used? What product did he make with this resource? Could he have made this product without using this resource? How?

2

What was the environment like before the once-ler arrived?
Was it a type of environment you would want to live in?

3

What was the environment like after the once-ler chopped down trees? Did it have any impact on the health of the Lorax?

4

How did the once-lers business impact the Barba-loots? The Swomee-Swans? The Humming-Fish?

5

How do you think the Once-ler felt after the last Truffula Tree was chopped? Do you think the once-ler learned his lesson? If so, what was the lesson?

6

The Lorax
GROUP DISCUSSION QUESTIONS



Why do you think the Lorax was so mad at the Once-ler? Why do you think the Once-ler didn't listen to him?

7

Why do you think the Once-ler felt like he had to grow bigger and bigger? Do you think the Once-ler was wrong for continuing to grow?

8

What does the Lorax mean when he says "he speaks for the trees?" In the real world do we have a responsibility to speak for the trees? Why or why not?

9

The Lorax says "Sir! You are crazy with greed." What is greed? Do you agree with the Lorax? Why or why not?

10

How much does the Once-ler pay for each Truffula tree he uses? How much does he charge for each Theed? Is there an environmental cost to making theeds? What is it?

11

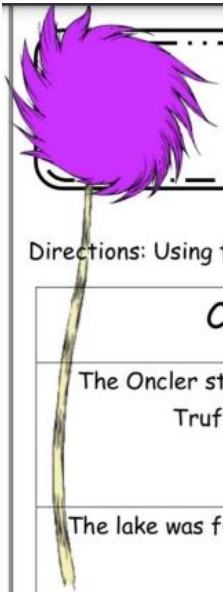
What are some of the sustainable strategies the Once-ler gives to the boy in the story? Can you think of any others?

12

Uke 10 - engelsk lekser

mandag 6. mars 2023 11:31

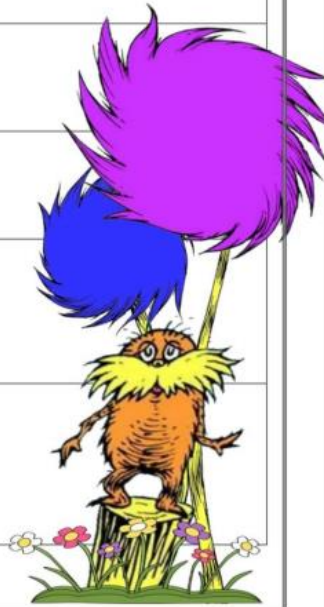
1. What kind of story is «The Lorex»
2. What is the name of the town?
3. Where does the Once-ler live?
4. What lesson can we learn from «The Lorex»
5. Suggest two problems on sustainable development(bærekraftig utvikling) and draw them on an A4 sheet.
6. What do you think happened to the last seed? Explain.
7. How are the Lorax and Once-Ler different? How are they similar?



The Lorax Cause and Effect

Directions: Using the book, complete the chart by filling in each effect.

Cause	Effect
The Oncler started cutting down Truffala trees.	
The lake was full of muckety muck.	
Smogulous smoke filled the air.	
All the Truffula Fruit was gone.	
The Oncler kept biggering and biggering his thneed factory.	
The last Truffula Tree was cut down	



Uke 10 fredag

fredag 10. mars 2023 10:05

Problems:

1. Deforestation
2. The Barbaloo-bears – food and home for animals
3. The humming fish – water pollution
4. The Swamie-swans – air pollution

Choose one of the problems in the book

A. Make a proposal and drawing for a solution to the problem, what could have been done differently?

B. Come up with realistic solutions, something you have heard about in the news. Connect the problem in the book to a real problem? What could a solution be?

<https://nettskjema.no/a/311009#/page/1>

Attachement 5

Bildebøker i klasserommet

Obligatoriske felter er merket med stjerne *

Hva tenkte du/følte du når du fikk vite at dere skulle lese/bruke en bildebok? *

Trodde du timen ville bli gøy, kjedelig, spennende. Tenkte du noe annet?

Har dere brukt bildebøker i undervisning tidligere? *

Har dere brukt bildebøker i 7 klasse før i forbindelse med undervisning? Ikke bare for å lese en fortelling. Bildebøker vil si ikke-faglige tekstbøker, men bøker som forteller en hitorie med bilder på hver til annenhver side, med eller uten skriftlig tekst til.

Ja

Nei

Hvis ja, hvilke fag har dere brukt bildebøker i? *

Klikk på de fagene dere har brukt bildebøker i. Bildebøker vil si ikke-faglige tekstbøker, men bøker som forteller en hitorie med bilder på hver til annenhver side, med eller uten skriftlig tekst til.

Hvis dere ikke har brukt bildebøker før svar: ikke relevant

Norsk

Matte

Engelsk

Naturfag

Religion

Gym

Historie

Mat og helse

Ikke relevant

Hva tenker du om å bruke bildebøker i undervisningen nå som timen er over? *

Følte du at du lærte eller forsto mer av fortellingen ved å ha bildene der, eller kunne det vært en bok uten noen bilder og du ville forstått innholdet like godt.

Hva var inntrykket ditt av bildeboken "The Lorax"? *

Syntes den passet til temaet om bærekraftig utvikling og klima problemer.

Syntes du den tar opp problemene på en måte som er enkel eller vanskelig å forstå.

Noen andre tanker om boken?

Forsto du hva boken handlet om, selv om den var på engelsk? *

Ja

Nei

Var det noen vanskelige ord? *

Skjønte du hva de betydde når du leste teksten ordet hørte sammen med eller så bildene?

Skjønte du de i samtale etterpå?

Ikke tenk på nonsensordene (ikke-ekte ord) her.

Du kan krysse av de valgene du føler passer best.

Ingen vanskelige ord

Noen vanskelige ord, skjønte hva de betydde med resten av den skriftlig teksten

noen vanskelige ord, skjønte hva de betydde sammen med bildene

Noen vanskelige ord, skjønte hva de betydde i samtale

Noen vanskelige ord, skjønte ikke hva de betydde

Mange vanskelige ord, skjønte hva de betydde med resten av den skriftlig teksten

Mange vanskelige ord, skjønte hva de betydde sammen med bildene

Mange vanskelige ord, skjønte hva de betydde i samtale

Mange vanskelige ord, skjønte ikke hva de betydde

Var det noen av nonsensordene som var vanskelige å forstå? *

I teksten var det mange noensens ord (ikke ekte ord) skjønte du hva disse ordene betydde?

- Ingen vanskelige ord
- Noen vanskelige ord, skjønte hva de betydde med resten av den skriftlige teksten
- Noen vanskelige ord, skjønte hva de betydde sammen med bildene
- Noen vanskelige ord, skjønte hva de betydde i samtalene
- Noen vanskelige ord, skjønte ikke hva de betydde
- Mange vanskelige ord, skjønte hva de betydde med resten av den skriftlig teksten
- Mange vanskelige ord, skjønte hva de betydde sammen med bildene
- Mange vanskelige ord, skjønte hva de betydde i samtalene
- Mange vanskelige ord, skjønte ikke hva de betydde

Klarte du å koble fortellingen til egne erfaringer eller kunnskap du hadde fra før? *

- Ja
- Nei

Tror du det kan være noen fordeler eller ulemper med å bruke bildebok i engelsktimene? *

Hvilke fordeler (positive ting) kan det være å bruke bildebøker i undervisningen?

Hvilke ulemper (utfordringer) kan det være å bruke bildebøker i undervisningen?

Kunne du tenke deg å bruke en bildebok i engelskfaget som utgangspunkt for en oppgave/aktivitet igjen? *

Hvorfor, hvorfor ikke?

Hvordan var det generelle inntrykket av timen? *

Var det distraherende å ha en ukjent voksne i klasserommet?

Hva tenker du til slutt om timen?