

MASTER'S THESIS

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Teaching Satire in the English-Language Classroom

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Abstract

In the Norwegian educational system, the English language education depends heavily on textbooks, which are often outdated or out of touch with student life. In this research, I take a closer look on how English-language satire can be used in a 10th grade English-language classroom to supplement the current outdated English textbooks that are being used in school. The aim of this research is to see if English-language satire which is often used in high school- and university level education, can also be used in a junior high school setting to motivate students to pursue their own English-language education. This thesis attempts to answer the research question:

Can English-language satire be used as a supplement to the traditional English textbooks? In what ways can satire motivate the students to pursue English-language learning in new and interesting ways?

To be able to answer this research question, my research was based on teaching English-language satire in the 10th grade through a lesson plan I made from reading previous research on teaching satire in the classroom and how to present it. There is also quantitative data gathered from questionnaires given to the participants to see their current standpoint when it comes to the English language and how they use it in their daily lives. There is no previous research on this specific topic, so this research is based on research done on higher educational levels but toned down to younger students' educational level. The results of this research help give an understanding on how to approach English-language satire on a 10th grade level to make satire more understanding for the students. It also shows that students enjoy having an English class that is different from their usual English classes.

Keywords: Satire, critical thinking, junior high school, Norwegian educational system, social media, student participation.

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1.0 Introduction

Satire is a literary genre that is considered one of the oldest literary genres in existence, going as far back as the late first century CE where the rhetorician Quintilian coined it. Since its conception as a literary genre, satire has seeped into a lot of other genres such as plays, novels, and essays. Even modern genres such as comics, cartoons, television, webcomics, and movies are unable to resist satire's advancements (Davis & Nace, 2019, pp. 6). Most students today, of course, are unfamiliar with this long history, but they remain nonetheless tapped into satire through modern forms such as social media. My thesis focuses on the topic of English language education, where my chosen theme for English language education is English-language satire. I wanted to see if English-language satire can be used as a supplement to the traditional English-language textbooks in junior high school, and to see if English-language satire can be used to motivate students to learn the English language in a different way. Considering that one of satire's main goals is to raise awareness in people when it comes to social and political issues, the critiques that satire gives to these arenas (social and political issues) help create discourse among its peers (Gray, Jones, & Thompson, 2009, pp. 11). This discourse that satire creates is done by challenging the views that the consumers of satire have on various topics such as racism, politics, climate change, etc.

Another reason I chose to go with this theme comes from previous experiences in praxis teaching, where the various junior high schools I have been to still use English textbooks that are over a decade year old. By looking at the current Norwegian national curriculum in the English subject and the core curriculum itself, these decade-old English textbooks are arguably outdated because there is no focus on critical thinking, a topic which is mentioned in both the English subject curriculum and core curriculum (The Norwegian Directorate for Education and Training, 2017, pp. 6-7; The Norwegian Directorate for Education and Training, 2019, pp. 8-9). The fact that many schools I have been to still use old and outdated English textbooks is not something that is exclusive to my city; it is also happening at a lot of different schools across the country. This is demonstrated by a comment from the principal at Vinderen school: "It is difficult to find money to invest in textbooks, digital resources, changing out chairs, tables, etc. It is difficult to find resources that will help students who need extra follow-up in smaller groups" (Teigen, 2019). Another comment comes from students in the Norwegian junior high school system:

There is a lot of old and outdated information in the old textbooks. We need new and updated information, since a lot of things have been changed since these old textbooks came out. The books are also old enough that they are starting to fall apart, with every new year, we must use time to tape the books back together (Haga, 2018).

While the third comment about this issue with the outdated textbooks is anecdotal, it comes from a teacher, who has said that when the municipality that he works in decides to not buy new textbooks of any kind, parents, students, and teachers deserve to know why there are no new textbooks that are being bought (Enaasen, 2020). This is concerning for the future of any school subjects in the Norwegian primary school system (grades 1-10), but in my case it is a concern for the English-language education in the Norwegian primary school system. This is because critical thinking is an important part of the current English curriculum, and there are few examples of critical thinking in the old English textbooks—mostly just ‘find the answer’ questions. Therefore, I decided to approach satire as a topic to teach critical thinking to students in the 10th grade. By using theories made by both modern and old satirists and relevant topics to today’s students, it should be possible to teach them about critical thinking (Vilmar, 2019, pp. 268-269). While my purpose for going with this theme and topic is to give students a new and refreshing way of looking at their own English-language education, it is equally important to find ways to fill the gaps that exist between the English curriculum and the old English textbooks.

Though the Norwegian national curriculum puts a focus on making sure that students become competent users of the English language, there is in fact a major difference between the grades in the primary school systems (grades 1-10: elementary- (grades 1-4), middle- (grades 5-7), and junior high school (grades 8-10)). This difference could have a lasting effect on how many students that finishes primary school as competent English speakers and have a lasting effect on their motivation on using the English language. The elementary- and middle schools lack teachers with a proper English education, where most of the teachers only have high school English as their highest English education (Coburn, 2016; Sjørusen, 2015). These English classes are often held in Norwegian or English, but the teacher translates the spoken English to Norwegian, which can have a significant impact on how well the students will learn English throughout primary school (Birketveit & Rugesæter, 2015). According to the numbers from SSB, only half of the English teachers in the Norwegian primary school have the proper pedagogical education in the English subject, where numbers show that the fewer hours a teacher has per week, the higher the chance that this teacher has no proper

pedagogical education in the English subject (Statistisk Sentralbyrå [SSB], 2019, pp. 37-40). This means that many students in English-language classes could potentially suffer from getting an English-language education that would be considered detrimental to their English-language acquisition. With this thesis I offer focused English-language content that will be potentially useful to other English teachers, because it is English-language content already prepared and curated for them.

1.1 Research question & sub-questions

Considering that my theme is English-language satire in English-language education, I had to also take into consideration what age group/class I wanted to focus on. Given the relative difficulty of the topic of satire, the decision fell on the 10th grade, where the students are old enough to be able to understand certain themes within satire when properly presented to them. To be able to teach satire to the students, a teacher needs to stay updated on what is relevant to the students they are teaching (what they read, watch, listen to, etc.); this way the teacher can select what to put in their lesson plan when teaching satire to their students. The research question that was developed and that I aim to answer with my master's thesis is therefore:

Can English-language satire be used as a supplement to the traditional English textbooks? In what ways can satire motivate students to pursue English-language learning in new and independent ways?

The objective of my master's thesis is to find out if English-language satire can be a good substitute or supplement to teaching English language learning in the 10th grade, instead of using English textbooks that necessarily become outdated vis-à-vis the current English curriculum. There will also be sub-questions that will help give meaning to the research question itself:

- *How can satire be employed in the English-language classroom to improve student vocabulary?*
- *What media forms, including comics and television, are the most comprehensible and engaging in the English-language classroom?*
- *How do established techniques for teaching satire in other contexts function with 10th-grade students? How must established techniques be adapted?*

The purpose of these sub-questions is to enlighten the main research question from different angles, giving us an overview of various ways on what to focus on when looking for relevant research and when the data is gathered.

2.0 Theoretical framework

2.1 Defining terms

Considering that the main terms of this thesis have different meanings depending on where one looks. Satire can often be mistaken for its closely related modes, such as farce and lampoon, farce meaning “a light dramatic composition marked by broadly satirical comedy and improbable plot” (Merriam-Webster, n.d.) and lampoon meaning “a harsh satire usually directed against an individual” (Merriam-Webster, n.d.). A clear terminology will not only help avoid misunderstandings, but also establish a common groundwork for pedagogical developments and applications.

Satire: Satire is a literary genre that is considered one of the oldest literary genres in existence (Davis & Nace, 2019, pp. 6). Satire has several different definitions depending on what satire is used for; the definition that will be used in this thesis is: “Satire is both a mode and a genre of verse and prose lit. that adopts a critical attitude towards its target with the goal of censuring human folly. Satire is an eminently versatile form whose structure, style, tone, and subjects vary across a wide spectrum, but generally intends, as Jonathan Swift states, ‘to mend the world’” (Jones, 2012, pp. 1255).

Parody: Parody needs to be defined as a term because of its connection to burlesque, which is a form of parody, although a bit different compared to parody, where burlesque is broader and coarser than parody. Jones (2012) defines parody as a “doubled structure, incorporating backgrounded aspects of the parodied text of the past into the foreground of its present self. The two texts neither merge nor cancel each other out; they work together, while remaining distinct” (Jones, 2012, pp. 1002).

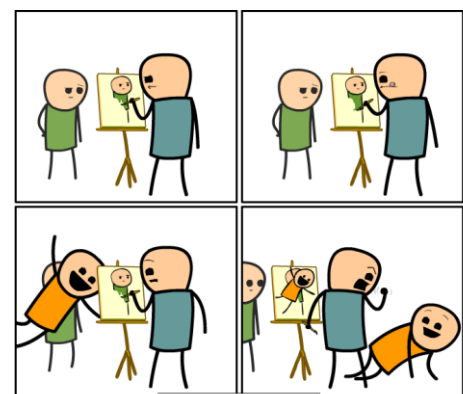
Burlesque: Burlesque is a part of satire that has various meanings depending on what you are using it for or what you want to teach your students. Burlesque can, in the most traditional definitions, be a “comic imitation of a particular style of work or of the work of a particular

author” (Fulton, 2019, pp. 63), or it can be contemporary parody, where songs by “Weird Al” Yankovic would be a prime example of burlesque. When teaching students about parody/burlesque “Kenneth Burke’s poetic categories and, to a lesser extent, Mikhail Bakhtin’s theory of the carnival can be used to explore two different modes of satirical discourse – humorous critical discourse that seeks to specifically criticize a person or social norm – in film” (Bonnstetter, 2011, pp. 18). This meaning of burlesque is the one I want to focus on for this thesis, which goes hand in hand with satirical cartoons such as South Park, Family Guy, and The Simpsons, because of how these cartoons often imitate other works from other authors. Examples include South Park imitating the Scooby-Doo cartoons for a Halloween special (South Park: Korn’s Groovy Pirate Ghost Mystery), and The Simpsons making imitations of popular shows or figures in their couch gags (Game of Thrones, Marvel movies, James Bond, to mention a few).



Burlesque example: “Weird Al” Yankovic: *The Saga Begins*. (Yankovic, 1999)

Incongruity theory: The incongruity theory is one of two theories that was created to challenge the superiority theory. This theory gives meaning to laughter happening when something is incongruous with what we would normally expect: “The core meaning of “incongruity” in standard incongruity theories is that some thing or event we perceive or think about violates our normal mental patterns and normal expectations” (Morreall, 2009, pp. 11). Morreall also mentions that the absurdity and exaggeration that the incongruity theory mentions are what makes us laugh about things and events, where McDonald not only gives us his views on the incongruity theory but also the problems it involves: “Not all incongruities are funny. Some are sad, some are sickening, and some are terrifying” (McDonald, 2012, pp. 58). Incongruity theory can sometimes be seen as either funny, sad, sickening, or terrifying because of how humans perceive an item vs. the real world. An example of this, drawn from recent YouTube and TikTok trends, can be objects that look realistic but are in fact cakes made to look like the actual items they depict (telephone, books, shoes, etc.).



Incongruity theory example. Cyanide and Happiness: *Photobomb* (DenBleyker, 2012)

Relief theory: Relief theory is the second theory that challenges the superiority theory alongside the incongruity theory. Sigmund Freud (1856-1939) views the relief theory as a pressure valve for the psychological health of the individual: “For Freud, joking becomes a way of returning us to childhood and relieving us temporarily of the burden of adulthood; in other words, joking serves as a useful function because such relief keeps us in psychological health” (McDonald, 2012, pp. 73). A classic example of relief theory humor would be The Simpsons, in which many episodes, such as “Fear of Flying,” “Bart the Daredevil,” and “Homie the Clown” build up tension that will later be replaced with laughter.

Superiority theory: The superiority theory speaks of the anti-social parts of humor where someone feels superior to the one being laughed at; this theory can be described as laughing at other people’s misfortunes. This is perhaps one of the oldest theories about humor, going all the way back to Ancient Greek philosophy and the Greek philosopher Plato, one of the most influential ancient critics of laughter. “The contempt and hostility in humor, which Ronald de Sousa has dubbed its *phthonic* dimension, also bothered Plato. Laughter feels good, he admitted, but the pleasure is mixed with malice towards those being laughed at” (Morreall, 2009, pp. 4). McDonald also mentions that Rene Descartes (1596-1650) made comments on the superiority theory, and that Descartes had various ways of viewing laughter. One view is that laughter is an aggressive and hostile action, the other that laughter is an interaction between the body and mind, a positive and joyful action (McDonald, 2012). Even though the laughter of superiority theory is a bad way for students to engage with humor and satire because we would be laughing about people’s misfortunes, it is important for a teacher to have knowledge about this so that they are pursuing the right kind of satire, laughter, and humor. Although not all humor and satire based on the superiority theory is genuinely harmful. An example of this is “America’s Funniest Home Videos,” where people often get into unfortunate accidents on purpose.

Teaching pupils about English-language satire using the various theories on humor as the groundwork for a lesson plan, without specifically talking about these theories to your pupils but instead talking about satire through a generalized lens, will allow the teacher to explore comedy and humor together with their pupils, figuring out what works and what does not work. As Bobker (2019) points out, “the flexible use of these theories can clarify the differences between senses of humor, specific jokes, and the variety of interpretations and reactions a single joke may elicit” (Bobker, 2019, pp. 250). For example, when gauging pupils’ interest in satire, it is important to ask them questions if they did not find a specific

satirical joke funny or if they disliked it, for example, “why did you dislike this joke?” or “why was this not funny to you?” to get some interesting feedback to make use of for later classes.

2.2 Theoretical perspectives

Research on satire has outlined different theoretical approaches from various researchers on the topic, where the focus of the research is grounded in the use of satire in the classroom, the social role of satire, and the philosophies of humor. The researchers behind these theoretical approaches (Davis & Nace, 2019; Fulton, 2019; Henry, 2019; McDonald, 2012; Morreall, 2009 & 2012; Soper, 2019; Vilmar, 2019) all have different aspects of humor and satire that they focus on, giving suggestions on how to teach within each topic, and talking about how the general reaction their students had on the topics introduced to them. My thesis focuses on English-language satire, but on a different educational level compared to the researchers where my theory comes from. My thesis focuses on teaching satire by foregrounding important themes in a condensed time frame, with a lesson plan that shows how manageably it can be done: teaching English-language satire can get results in a 10th grade classroom. When taking into consideration that the researchers who originated my theories focus on teaching English-language satire over a whole semester, these broad theories and methodologies must be adapted to the time frame and circumstances to fit into an English lesson plan suited for the 10th grade classroom.

Use of satire in the classroom:

Research on the application of satire in the classroom has generally focused on reading and analyzing satirical texts and teaching the basics of how satire functions. Some of the most extensive research about the basics of using satire in the classroom has been developed by Davis and Nace (2019). They discuss what defines the term satire, how the field of satire is framed from the various criticisms it received throughout the 1960s-1980s, and how it got defined as a term after the criticism. Theories of satire provide the basis for application, as Davis and Nace explore what satire is and its many definitions, giving educators an idea of what to do when teaching the topic, followed by the many different moral norms about satire, how it is meant to ridicule, exaggerate, and distort human frailty and social issues. The efficacy of satire is important to know of when using satire in the classroom, because satire

can either have a positive or negative effect (laughter or disgust depending on how it is used). Stephen Kercher's definition of satire is referenced by Davis and Nace; Kercher "restricts himself to forms of humorous expressions that, by definition, deploy irony to criticize vice and raise awareness. Spurred often by anger or scorn and informed by serious moral concern, satire is humor with a social purpose" (Davis & Nace, 2019, pp. 14). When one wants to teach about satire, it is important to know how to through research presented by researchers such as Davis and Nace (2019), Stark (2003), and George (1989), who mentions various ways on how satire is taught now, bringing up various examples on how satire is taught at the high school-, university-, and college level. They use examples of various satirical texts and comics (*A Modest Proposal*, *Huckleberry Finn*, *Mad* magazine, etc.) and satirists (Swift, Pope, Twain, Byron, Austen, Chaucer, etc.), and the amount that these satirists and texts have been used in lesson plans. This gives readers a general idea of what to look for when creating a lesson plan of their own based on the topic of satire.

Another researcher that talks about the use of satire in the classroom, although through the lens of parody/burlesque, is Fulton (2019). Fulton presents the definition and theories of burlesque, which is often defined as a sub-genre of parody (Davis & Nace, 2019, pp. 63). Fulton focuses on Twain as one of the biggest contributors to this sub-genre when presenting various ways to introduce burlesque to students, mentioning: "A very effective introduction to burlesque is to read Twain's early burlesque "Petrified Man" and "A Bloody Massacre Near Carson" alongside his recollection of their reception in his sketch "A Couple of Sad Experiences," which contains the author's explanation of why people failed to detect the 'nub or moral of the burlesque'" (Fulton, 2019, pp. 64). It is the exaggeration that the sub-genre burlesque talks about that I presented the pupils with when I read Twain's *Advice to Youth* and several famous quotes from Twain for them during the "Introduction to satire" lesson.

Satire also has significant pedagogical value when used in the classroom, as argued by Stark (2003) and Hayes (2016). Stark talks about the pedagogical value through the eyes of critical thinking (Stark, 2003, pp. 306), while Hayes speaks for the use of critical pedagogy in education to elevate the students' critical thinking and encouraging the students to question social structures (Hayes, 2016, pp. 254). Here it is important to take notice of the efficacy of satire by using various satirical media as a stepping-stone to give the students a higher awareness of media literacy, which will in turn strengthen their sense of using critical thinking in their daily lives. Stark points out that: "viewing the world through a satirical lens may even lead to positive social activism later in a student's life" (Stark, 2003, pp. 306). The

critical media literacy awareness that satire can help develop in students is important today because of all the information available online, especially on social media. This is especially important today with the surge in interest for “fake news”: “Recent interest in ‘fake news’ can be an opportunity for students to think critically about media or it can be a dangerous ploy to confuse the public into thinking that there is just ‘fake news’ contrasted to ‘real news’” (Kellner & Share, 2019, pp. 89). This critical media literacy is something that needs to be taught to students so that they can become aware of what information online is either reliable or unreliable.

Being able to consume and understand satire is important for the overall awareness and viewpoints that people have, which is the point of satire. Vilmar provides information on how satire can be used in a pedagogical way to teach about the topic of possessive individualism, an often-used term in satire that focuses on the self. It is also mentioned that teaching the students about this possessive individualism topic, it is possible to use satire to teach the students about how satire criticizes society and to keep a critical distance to the satire (Vilmar, 2019, pp. 266-267). Vilmar also gives pointers on how to teach students to read recent satirical literature with a critical eye, by mentioning that historical context is important when wanting to understand satire, although it is not necessary to enjoy the satire: “When students read satires of possessive individualism, the immediacy of the text and one’s responses to it create problems more easily side-stepped when studying historical satires” (Vilmar, 2019, pp. 268). Here, Vilmar puts a focus on Chuck Palahniuk’s *Fight Club* (1996), Pierre Bourdieu’s *Distinction* (1979), and Charles Taylor’s *Source of the Self* (1989) when it comes to teaching about possessive individualism and satire through historically focused satires. Although these texts may be challenging to students who have English as a second language in junior high school (10th grade), it should be possible to find similar historical texts or take snippets from the texts to use in class with the students.

Social role of satire:

Throughout the last decade, satire has played an important cultural role through a number of genres, including animated television and comics (*The Simpsons*, *South Park*, *Family Guy*, *Brooklyn Nine-Nine*, *Rick and Morty*, etc.). This is because the social role of satire in animated television not only relies on exaggeration and ridicule, but also on irony and humor to criticize various aspects of society and human nature. Although most young people today

use platforms like YouTube and TikTok often, these platforms can also be used to watch snippets from many animated shows and sitcoms. Here, Matthew Henry (2019) addresses how common satire has become in animated television as a recent innovation in the history of satire, employing both theories on parody and satire to teach students about satire, where parody is used as a stepping-stone to give a better understanding of how satire works to their students because of the confusion between the two terms (Henry, 2019, pp. 230-232). Henry mentions the importance of analysis and interpretation when using animated media as the main text in a class. It is not always necessary to focus on texts based on animated television media; reading materials can also be used in a supplementary manner, although at a minimum in the cases where classes are taught using mainly animated television media (Henry, 2019, pp. 235). As with all types of satire, both written and digital (pictures and animated media) satire, “the best means of getting students to understand satire is to let them grapple with examples of it” (Henry, 2019, pp. 233), which is a general understanding of how teaching a topic usually works: the more familiar one gets with something, the easier it is to understand it. Another media form that is important for the social role of satire is comic strip satire, where Kerry Soper (2019) mentions key features, issues, concepts, and theoretical framework on how to study satire in the comic strip medium, with a focus on the history from the 20th century and to the early years of the 21st century and how comic strip satire has developed (Soper, 2019, pp. 218-219). Theories from Scott McCloud’s *Understanding Comics* (1993) are mentioned as having a key role to be able to teach using comics in the classroom, as McCloud points out many different key features of analyzing comic strips, such as how a face is built up: the more details to a face, the easier it is to “evoke contempt rather than sympathetic identification” (Soper, 2019, pp. 221).

My research builds on and enhances recent data that Medietilsynet (2021) have gathered about how children and teenagers in Norway use technology, which Medietilsynet often undertakes—but has not since 2006 (Medietilsynet, 2020). Medietilsynet is a Norwegian government funded institution that focuses on fulfilling various goals for society in Norway, such as continued support to freedom of speech and democracy. They also try to prioritize media diversity and critical understanding of media in the Norwegian society (Medietilsynet, 2021). This context on what Medietilsynet is becomes relevant for part of the analysis later in the thesis. Social media is something that children and teenagers in Norway use on a regular basis according to Medietilsynet, which makes social media important to the thesis, because it will be used in at least one of the lessons.

Philosophies of humor:

Overall, when wanting to teach about something like satire, humor is also an important aspect to have knowledge about as a teacher. Though satire is not always plainly funny, humor is essential to its working, as McDonald (2012) and Morreall (2009; 2012) demonstrated with their various theories and philosophies on humor. These theories and philosophies behind humor mentioned by McDonald and Morreall are the superiority theory, incongruity theory, and relief theory that I explained in the Defining Terms section. These theories are the main basis on the various ways humor is presented by comedians, comic strips, movies, television, etc., but it is not necessary to teach the students about these theories and how they work. Although breaking down the philosophies of humor to a basic level could be helpful for the students, where these basic descriptions of the philosophies of humor can be used by the lecturer to teach the students the differences on how humor works. This can be done by showing the students how some types of humor make fun of other's misfortunes (Superiority theory), other types of humor make you laugh by being unexpected (Incongruity theory), and the last one focuses on the more psychologically healthy aspects of humor (Relief theory). Teaching the students about this will help them to better understand why humor and satire when used properly, can be a good asset in English language acquisition, as it is mentioned in the Norwegian national core curriculum about learning: "Pupils who learn about and through creative activities develop the ability to express themselves in different ways, and to solve problems and ask new questions" (The Norwegian Directorate of Education and Training, 2017, pp. 7). By having fun and experiencing different ways of learning, the students will be able to be more engaged in school because of the difference from normal school activities.

2.3 Theoretical Background

Recent research on satire in the classroom has focused on various ways satire promotes learning, such as using satire regularly and with a diverse selection (Glazier, 2014), encouraging students to discuss the topics being satirized (Stark, 2003), and teaching satire through culture (Melton, 2018), Glazier (2014) argues that "beyond entertainment value, there is evidence that satire promotes learning" (Glazier, 2014, pp. 867). Glazier (2014) mentions that if you want to teach by using satire, it is important to have a large repertoire of satire to choose from, this is to prevent satire from confirming and solidifying someone's views. By

using satire regularly from this library of satire and encouraging the students to approach the satire with a critical view, it is possible for satire to have a positive effect on the education by engaging the students in the topics that are satirized (Glazier, 2014, pp. 868). When Stark (2003) talks about encouraging students to discuss the topics being satirized, he is talking about using topics in media that the students are familiar with: “As theorists and teachers agree, familiarity with a topic or a text leads to more active learning and deeper understanding when that text is used as a building block for other topics and concepts” (Stark, 2003, pp. 306). Melton (2018) talks about how satire can comment on culture, in this case Twain’s comments on American culture. The understanding about how satire can be a great commentary on culture can be used in a classroom setting to engage students in debate about various topics like school, everyday problems, and the environment (to name a few examples). Considering that there are various ways on how to use satire in teaching, there are no rules set in stone how satire can promote teaching in English-language students.

When looking at research on using humor in teaching, there has been a focus on how beneficial humor is to students both socially and psychologically (Bell, 2009; Garner, 2006), as well as how it can improve student engagement in class and how it should be used cautiously (Garner, 2006). Using humor to teach the English language can facilitate how students approach the English language both in and outside of school; because of how animated the English-language classroom can feel, it can benefit the English-language learner when speaking to a native speaker outside of the confines of the English-language classroom (Bell, 2009, pp. 241-242): “Psychologically, the effects of humor and laughter have been shown to reduce anxiety, decrease stress, enhance self-esteem, and increase self-motivation” (Garner, 2006, pp. 177). It is also shown that using humor as a pedagogical tool in the classroom can improve the engagement in class by raising the interest in a topic and promote critical thinking, although, the use of humor should be carefully thought out. This is because one thing one group of students find funny, the other group can find it dull (Garner, 2006, pp. 177-178).

Satire and humor are both connected but considered distinct phenomena; humor is not necessary satire, but humor can be considered as a main component of satire, the other main components of which are irony, parody, exaggeration, etc. (LiteraryDevices Editors, 2013). This makes humor essential to how we can understand satire, which is why the philosophies of humor are an important facet to know about when using humor in teaching, as they explain the various effects humor can have on the psyche (both positive and negative) depending on

how it is used (McDonald, 2012; Morreall, 2009). McDonald brings up some of the negativities of humor; because of humor's "association with superiority and taboo, humor can be socially oppressive and offensive, and this raises difficult ethical questions" (McDonald, 2012, pp. 77). We will focus on the positive effects of humor in teaching rather than the negative effects; these positive effects could, if used correctly, have several beneficial effects on students. For example, using humor in teaching could benefit students with traits such as open-mindedness, divergent/creative and critical thinking: "Humor promotes divergent thinking in two ways. First, it blocks negative emotions such as fear, anger, and sadness, which suppress creativity by steering thought into familiar channels. Secondly, humor is a way of appreciating cognitive shifts: when we are in a humorous frame of mind, we are automatically on the lookout for unusual ideas and new ways of putting ideas together" (Morreall, 2009, pp. 113).

Using English-language satire in the English-language classroom can promote critical thinking in students by introducing the basics of satire and how the rhetoric behind it works (Fife, 2016), using media and satire to teach critical media literacy (Stark, 2003), and using animated television satire to engage students in discourse around serious topics (Henry, 2019). Satire can be used to teach students how to understand rhetoric, but first we must teach the basics of satire. When doing this, it is important to define what satire, parody, and irony are. This is because all three are closely connected to each other, and by knowing the differences, it would make it easier to notice the incongruity that satire is known for and view any topics in a new light (Fife, 2016, pp. 323). Considering that satire can increase awareness of a topic, Stark (2003) mentions that using satire in the classroom setting can be an effective supplemental tool for teaching media literacy (Stark, 2003, pp. 305): "Satire gives students the power to more critically engage mass media, texts and gain more control over their consumptions; thus, media literacy itself offers to students the gift of critical thinking habits in relation to their daily lives" (Stark, 2003, pp. 306). Considering the popularity of animated television today, animated television satire can be used as an effective pedagogical tool in the English-language classroom to promote critical thinking in the students. This is because current animated television satire provides "an engaging way to involve students in serious discussions of a variety of important social, political, and cultural issues" (Henry, 2019, pp. 236). Animated television satire is often made to question or ridicule important social, political, and cultural issues.

3.0 Methodology

3.1 Research design and methodology

For my research design I decided to employ a mixed methods research design (MMR design), which is a research design that uses a combination of both qualitative and quantitative research components (observation, interviews, questionnaires, etc.) to answer the chosen research question and sub-questions of a thesis or dissertation. The decision to use an MMR design was made because I planned to gather both qualitative and quantitative data for my thesis. This decision was not made until after I had created my research question and sub-questions, because I had to figure out which research design would work with these questions, which in turn showed me that I would need to gather both qualitative and quantitative data to answer my research question and sub-questions. The decision on an MMR design was made as early as August 2021 when the work with the thesis officially started, while the gathering of both the qualitative and quantitative data happened during my practice weeks in the October/November period of 2021. The decisions on my research design and when to gather the data were made early, so that I would get a proper amount of time to analyze my gathered data, before I would start writing my thesis.

3.2 Why mixed methods research?

Why employ an MMR design when there are several other research designs available? For example, if I wanted to use a phenomenological approach (qualitatively driven approach), which is used to “explore and describe humans and their experiences with and the understanding of a phenomenon” (Johannessen, Tufte, & Christoffersen, 2021, pp. 167), I would need an educator who could teach English-language satire (phenomenon) to the participants for a set period, or do this myself, and afterwards interview the participants on how they experienced the phenomenon. This approach would be more time-consuming and would not fit into the master’s thesis because of my research question and sub-questions. Another example of a research design that would not work would be ethnography, as ethnography focuses on studying the participants in their natural environments (school, work, grocery store, at home, etc.). Here, interviews and observation would be part of the data gathering, and this would be data gathering on what is being researched that goes over a long period of time while being out in the field. This research design would not be suitable for my master’s thesis because it requires a long period of time to gather and analyze the data, and it

also relies on being able to observe the participants over time from anywhere between a month to over a year (Johannessen et. al, 2021, pp. 185-187).

3.3 What is mixed methods research?

The mixed method research design is a type of research design that “relies on qualitative and quantitative viewpoints, data collection, analysis, and inference techniques combined according to the logic of mixed methods research to address one’s research question(s)” (Johnson, Onwuegbuzie & Turner, 2007, pp. 129). There are four known ways of utilizing mixed methods research to answer the research questions that needs to be answered, where these four variations also make room for different interpretations of the gathered data (both qualitative and quantitative) and angles to approach the research itself and the research questions. These four variations of MMR design are based upon a qualitatively driven approach (exploratory design), quantitatively driven approach (explanatory design), an interactive or equal status design (triangulation design), or mixed priority design (embedded design) (Johannessen et. al, 2021, pp. 262-264). I will provide a brief explanation of all four variations and give an in-depth explanation on why I chose one variation of MMR design over the other three, also giving the advantages and disadvantages when using the MMR design:

Exploratory design: The exploratory design uses both qualitative and quantitative data, placing a greater focus on the qualitative data than quantitative data. In this MMR design, the data is gathered separately, focusing on gathering the qualitative data first, and the data is not integrated after it has been analyzed. The general outcome of an exploratory design is that the qualitative data is used to create hypotheses that the quantitative data can try to answer (Johannessen et. al, 2021, pp. 264).

Explanatory design: The explanatory design focuses on using the quantitative data to give a generalized answer to the research question(s), while the qualitative data is used to further elaborate on what the quantitative data answers. Like the Exploratory design, the data is gathered and analyzed separately, and the data does not get integrated (Johannessen et. al, 2021, pp. 262-263).

Triangulation design: In triangulation design we gather both the qualitative and quantitative data at the same time because they are considered equally important. The data gathered in this type of MMR design that gets analyzed is either compared or integrated, where this type of

method allows the researcher to answer their research question(s) from different angles (Johannessen et. al, 2021, pp. 262).

Embedded design: The embedded design focuses on gathering both the qualitative and quantitative data at the same time (just like the triangulation design), only to focus on analyzing them separately, where one type of data will have superiority over the other: “The need for an embedded design occurs when researchers are unable to decide on whether a quantitative or qualitative method is enough to understand the phenomenon that is observed” (Johannessen et. al, 2021, pp. 264).

Out of these four variations of MMR design I decided to go with the triangulation design because of the short timespan for writing this master’s thesis (spring semester 2022), so the choice fell on either of the two MMR designs that gathers data at the same time because it would work best on a short timespan for data gathering. Taking my research question and sub-questions into consideration, the qualitative and quantitative data became equally important, gathering the qualitative data through observation during classes held and the quantitative data through questionnaires. This way I would be able to find several ways to answer my research question and sub-questions by comparing the gathered data with each other, making sure to use both qualitative and quantitative data to complement the strengths and weaknesses of each of them (Johannessen et. al, 2021, pp. 262).

3.4 Advantages and disadvantages using an MMR design

As with all research designs, there are advantages and disadvantages to take into consideration when choosing a research design to focus on. MMR design has advantages and disadvantages that are common among all the variations of MMR, but it also has various types of advantages and disadvantages, depending on which of the variations mentioned earlier is selected. These advantages and disadvantages come from analyzing a couple of decades worth of dissertations, with MMR not garnering interest as a research design until the end of the 90s, then skyrocketing in numbers of dissertations after the 2000s. McKim (2015) has done research on the popularity of the MMR design over time, showing that it has steadily grown popular over a couple of decades (McKim, 2015, pp. 204). The more common advantages in this research design are referenced to as “best of both worlds” analysis and method flexibility, while the common disadvantages are based on the workload and conflicts with the interpretation of the gathered data and theory.

The “best of both worlds” analysis explains how MMR design works; it is combining both qualitative and quantitative data to make use of all the benefits one can get from both types of data. (George, 2021). For example, a study focusing on qualitative data can benefit from having quantitative data added to it for validation of what the qualitative data says, while a study focusing on quantitative data can be enhanced by adding qualitative data to the equation. The reason why both types of data enhance one another in an MMR design is because qualitative data focuses on characterization, where the data gathered can be done by observation and recorded through interviews, whereas quantitative data can be generalized to numerical data about how the participants experience a research project. MMR design is a very flexible research design because it can not only combine both qualitative- and quantitative data, but also “combine theory generation and hypothesis testing within a single study, which is unusual for standalone qualitative or quantitative studies” (George, 2021). The more common disadvantages of an MMR design, as mentioned earlier, are related to the workload and conflicting theory and data. Considering that MMR uses both qualitative- and quantitative data when used as a research design in theses and dissertations, MMR is very taxing in terms of the amount of work required to collect, analyze, and combine the qualitative- and quantitative data (Johannessen et. al, 2021, pp. 262-264). As for the conflicts of theory and data, it can be difficult to figure out how to properly interpret the gathered qualitative and quantitative data. That is, “if existing theories conflicts with the patterns observed in the study, further analysis is in order to explain the conflict” (Malina, Nørreklit, & Selto, 2011, pp. 64). It must be taken into consideration that any gathered data can conflict with the chosen theory for a thesis or dissertation. In these cases where theory conflicts with gathered data as mentioned above by Malina et. al (2011), it is a confounding variable that is most likely the cause of the conflict. There are various ways to prevent this conflict with theories and confounding variables in the gathered data, some of which can be done by either restricting the group of participants or matching the group of participants by age, gender, etc. (Thomas, 2021).

3.5 The data collection

Deciding on what type of qualitative and/or quantitative data that is going to be used for a thesis or dissertation is quite important for the analysis and interpretation, and for how one wants to answer the research question(s) made for the thesis or dissertation: “Depending on what type of approach that is chosen, the researcher must evaluate who shall participate in the

research. Here the researcher must take sample size, how many informants or respondents are participating, strategies for sample selection and how to recruit participants into consideration” (Johannessen et. al, 2021, pp. 24).

3.5.1 Questionnaires

These quantitative data were gathered using two questionnaires, one that the students got to answer during the first lesson that was held, while the second one was given to them at the end of the last lesson. Considering that questionnaires would be my main source for the quantitative data in the MMR-design, the purpose of the first questionnaire would be to obtain an overall view of how the participating students view the topic of comedy and humor, focusing on the language that is mostly used, the media they watch it on, and where they get their humor from. The second questionnaire would focus on whether the students have learned new vocabulary, used their English language skills in a new context, and include a Likert-scale on how the students enjoyed the English classes and what topics from these classes were the most enjoyable ones. These questionnaires were semi-structured, which means that they both had questions with set answers and open-ended answers (Johannessen et. al, 2021, pp.292). These questions were based on simple open-ended yes/no questions (with the possibility to write more than just a yes/no answer), questions with a Likert-scale system, and questions with multiple choice answers where the pupils could cross off for one or more of the choices available to them. This was done to gather the necessary quantitative data that I could analyze and combine with the qualitative data to answer my research question and sub-questions. Considering that I had not found any relevant research done on the exact field before, it is suggested that open-ended questions would be necessary to put into a questionnaire, because it would be difficult to formulate proper answers to a questionnaire about this exact phenomenon (Johannessen et. al, 2021, pp. 292). The questions that I asked the students were made as simple and understandable as possible, so that I would not exclude any students due to language proficiency. Some of the questions asked were: “What type of media makes you laugh?” “What is the language used in most of the comedy that makes you laugh?” and “Have you used your English language skills in a new context?” These questions were asked to see where the students went to for their English-language comedy, if they watched comedy in English or other languages, and if the English lessons changed their use of the English language. It was important to put down enough work on these questionnaires so that the questionnaires would work well together with the qualitative data and answer my

research question and sub-questions. In accordance with Sturgis, Roberts, & Smith (in Johannessen et. al, 2021, pp. 300-301), to make sure that the questionnaire answers would not be based on wild guesses from the participants, I told the students that if they did not know what to answer, they could answer with a “I don’t know” reply or a “blank”, so that none of the answers that the students gave me on the open-ended questions would be considered wrong.

3.5.2 Observation

For the qualitative data that I wanted to gather for the MMR design, I decided to gather it through observational notes taken after the classes I held during the praxis weeks I had in the October/November period in 2021. The quantitative data I gathered were gathered using questionnaires that was handed out to the participants at the beginning and the end of the English-language satire lesson plan I had made. I chose observation as the qualitative data because I would be gathering it while I was out in the field and holding classes for the students participating in this master’s thesis (10th grade classes). Based on Bronfenbrenner’s ecological system theory (in Imsen, 2015, pp. 402), the analysis setting for the observation I would be making on the students was a microsystem, which in this case would be the students in a classroom setting, thus examining how they would participate and work together in an English-language classroom that focused on using humor, specifically satire. In accordance with the analysis setting for the observation, I made a couple of key questions about what I wanted to observe: 1.) How vocal were the students during the classes held? 2.) How comprehensible were the topics that was given to them? and 3.) How did the students react to the satire presented to them? These questions were important to ask, because I would be observing the students in a natural setting that they are familiar with, as a participating observer (Johannessen et. al, 2021, pp. 94) even though I was also the one teaching the classes. The notes taken were general observations on the whole class, instead of something too specific on a single student, to keep them as anonymous as possible. I also got notes from my supervisors on one of the classes I held when they visited me during the practice weeks, which will also be a part of the results section about the observational notes.

The participating students got to know beforehand that I would take notes on how they worked as a class during the lessons I held as their student-teacher. A main component of the observation was participating observation, which “gives the researcher close contact with the

field and the settings that they want to research. There is a risk that the research could become a non-observational participant. Where the researcher gets too invested in participating that they cannot concentrate about taking observational notes” (Johannessen et. al, 2021, pp. 89). This type of observation can be difficult to do because of the risk where the researcher is unable to take notes when interesting observations happen because of the investment the researcher also has when teaching the participants/students during class.

3.6 Quality of the research

The research on using English-language satire in second language acquisition in the English-language classroom is research that can have some potential if the satire is used similar to how the teachers/professors mentioned in this thesis have used satire in their own classroom sessions. As mentioned in the theoretical framework section, this is because most research about teaching satire in the English language classroom has often been based around high school and college/university level, in countries where English is the majority language (Davis, 2019; Fulton, 2019; George, 1989; Hayes, 2016; Melton, 2018; Stark, 2003). This means that this research about using English-language satire in a second language acquisition setting in the Norwegian junior high school has a lot of potential, as I have yet to find any research in such a specific area. The following areas are all important aspects of deciding the quality of the research I have done.

3.6.1 Reliability

When defining reliability, Nyeng (2020, pp. 105) defines it as follows: “Reliability is about how robust a survey or a specific measurement is, or in other words, whether the data is trustworthy or reliable.” Here, reliability concerns how the data is used, how it is gathered, and how it is processed. It is also mentioned that reliability is related to how the research that has been done can be replicated, although it is harder to duplicate qualitative research over quantitative research of the same participant groups, although qualitative research needs to be consistent to be able to duplicate it: “A margin of variability for results is tolerated in qualitative research provided the methodology and epistemological logistics consistently yield data that are ontologically similar but may differ in richness and ambience within similar dimensions” (Leung, 2015, pp. 326).

Taking my research into consideration to see if the data gathered is reliable, it must be considered that I am using data from both questionnaires and observational notes, where the participants in this research are all anonymized. So, the data would not be a generalization of what other 10th graders would answer on the questionnaire or how they would react on the classes held. What data could be considered reliable would be the data that can also be measured through previously done questionnaires sent out to teenagers across the country that have asked them questions like what I have done, for example about what media platforms the teenagers use (Medietilsynet, 2020). To be able to make my research on using English-language satire in the 10th grade English classroom replicable, the lessons I held in the two participating classes for this research with the lesson plan that I made from scratch, with help from my supervisors, will be applied as an appendix to the master's thesis. This will make it easier for other researchers who want to investigate the same topic to have something to work out from, besides using research focusing on English-language satire in higher education settings. This research could also be considered relevant to the current core curriculum and English subject curriculum (The Norwegian Directorate for Education and Training, 2017; The Norwegian Directorate for Education and Training, 2019) due to the critical thinking that satire promotes.

3.6.2 Validity

When it comes to validity, Leung (2015) defines it as follows: “Validity in qualitative research means “appropriateness” of the tools, processes, and data. Whether the research question is valid for the desired outcome, the choice of methodology is appropriate for answering the research question, the design is valid for the methodology, the sampling and data analysis is appropriate, and finally the results and conclusions are valid for the sample and context” (Leung, 2015, pp. 325). Is there any coherence between the phenomenon that is being researched and the data that is gathered? According to this definition, for qualitative research to be valid, one must make sure that the data that has been gathered is in the appropriate context with the phenomenon that is being researched. There is also external validity, which is often described as “generalizability,” which I will explain afterwards. The data gathered during this research is what I intended to gather to be able to answer the research question and sub-questions. To know what I wanted to look for, I had to read through the extant relevant research related to teaching using humor and satire (mentioned in the theory section) and see not only what the researchers gathered and observed, but also how

they taught satire and humor. This background research would help me figure out what to look for through my questionnaires and the classes I held. There is also Pervin (in Johannessen et. al, 2021, pp. 256), who says that data can be considered valid if the methods used is able to find answers to the phenomenon that we want to research in a thesis or dissertation. This type of validity is often paired with qualitative research because internal validity that was defined above is often paired with quantitative data. With the choice of MMR design, the qualitative and quantitative data will complement each other, with one being more prominent than the other.

3.6.3 Generalizability

For research to be considered generalizable, we must be able “to establish descriptions, concepts, interpretations, and explanations that are useful into other areas than the area being researched” (Johannessen et. al, 2021, pp. 258). With my thesis, focused as it was on a specific area like teaching English-language satire in a Norwegian 10th grade English-language classroom, I went for a specific type of phenomenon where I hoped to find out if the students would enjoy being taught a topic based on using comedy and humor; previous research (presented in the Theory section) done on teaching humor and satire in an English-language classroom (although on a higher educational level) has mentioned how most students enjoyed and learned efficiently using comedy and humor. The major difference in my research compared to the previous research that I have found is that I will make mine more generalizable by adding in the lesson plan I made for this thesis at the end (Appendix 1). Keeping with the same types of topics that I have chosen for this lesson plan; it is possible to get a lot of the same type of reactions from students if they are taught the same type of topics that focuses on things that are close to relevant for the students today.

3.7 Ethical considerations

When a researcher gathers data for a topic that they are researching, there are many guidelines that needs to be taken into consideration about the participants: “These guidelines can be summarized into three types of consideration that a researcher needs to think about: 1. The participant’s right to self-determination and autonomy. 2. The researcher must respect the participant’s privacy. 3. The researcher has a responsibility to avoid harming participants” (Johannessen et. al, 2021, pp. 45). Considering that I was going to gather data through

questionnaires and observations, the recruitment of the participating students was done in accordance with the requirements of the Norwegian Center for Research Data (NSD). All participating students and parents of the students (because of the age of the students) signed a consent form with proper information on what the research was about and that any data gathered were anonymized after the data was gathered. The participating students were informed that if they did not want to participate in the research anymore, they could without any issues and be removed from the research data. The participating students were also informed that their privacy would be respected, which means that any information about participants that could identify them would not be added into the thesis or dissertation.

When I decided on the topic and theme of my master's thesis, I had to take several factors into consideration when I made my lesson plan on satire. Firstly, because this is supposed to be an introductory lesson plan to satire, I wanted to keep it as basic and easy as possible, because satire can be a risky topic (depending on how transgressive or provocative the satire is). This in turn meant that I had to be somewhat selective about what I used in my lesson plan, excluding topics of satire such as politics, religion, race/ethnicity/minorities, sexual orientation, and disabilities in this introduction lesson plan to satire. This is because satire on any of these topics, if presented to students in the wrong way, could potentially violate the UN Human Rights that are also anchored in the Norwegian laws (Equality and Anti-Discrimination Act, 2017, §1). Secondly, I had to make sure to make the lessons linguistically inclusive and gender equal. For example, the students were encouraged to speak as much English as they could, but if they did not remember a word in English, there was no harm in them using the Norwegian word. This was done to make students use the English language as much as possible and make them understand that not knowing the right words were okay (Norwegian Directorate for Education and Training, 2017, pp. 16-18). This way of using both English language and, when students were unsure of a word, Norwegian language is called translanguaging. Considered "a flexible use of linguistic resources available to multilinguals" (Krulatz, Dahl, & Flognfeldt, 2019, pp. 137), translanguaging "is a linguistic practice that should be seen as positive and beneficial to children's overall development" (Krulatz et. al, 2019, pp. 139). Making the lessons gender equal would mean that there would be no single focus on a topic when teaching the students about satire. This was done to make all students feel included and because it would go against the inclusive learning environment that the core curriculum talks about (Norwegian Directorate for Education and Training, 2017, pp. 16), and

it would also be considered discrimination to create lessons that focuses on one or another gender (Equality and Anti-Discrimination Act, 2017, §1).

Ideally, it would have been best to be able to include a section of English-language satire in my lesson plan for more risqué or perhaps more offensive materials, but so far it would require further research and more experience on teaching and using English-language satire in a classroom setting to figure out how to use English-language satire at a junior high school level. As I mentioned in the previous paragraph, a more provocative type of satire could be possible to teach the students with more experience in the subject, but considering that I wanted to keep this lesson plan as a basic introduction to English-language satire, and that it also was my first time teaching satire, the closest to a risqué topic taught would be introducing the students to stereotypes, according to my lesson plan (Appendix 1).

3.8 Limitations

The limits and constraints that come with this research would be related to the topics that can be used to teach English-language satire, and the English-language proficiency of the students. Due to how satire functions, it is important to be careful about what topics that are going to be used to teach satire (Melton, 2018) because depending on what topic that is being used, it can make students feel either offended, uncomfortable or left out. Topics such as religion and ethnicity would be out of the question to use when teaching English-language satire because of how risky those topics can be (explained in Research ethics). The English-language proficiency of the students is also going to be considered a limitation, because this researcher wants the students to speak as much English as possible during the lessons and be able to express their own opinions about a topic in English. This depends on how much exposure to the English language the students have had previously, but it is also not expected that the students know a lot of difficult English words. There was also a limitation in terms of time constraints, because the lesson plan spanned over a total of three weeks, with six English lessons total (two lessons per week), and the students requested that one lesson could be used to work on the group assignment that was given to them during the “Satire in social media and digital culture” lesson. This made it difficult to hold all lessons on the lesson plan, but because of how the lesson plan was made, it was possible to at least skip a maximum of two of the lessons to be able to gather enough data. Therefore, the “Satire in social media and

digital culture” lesson will have to be tried out at a later point in time when there is more time to try this lesson plan out again.

4.0 Execution of the lesson plan

The lesson plan started with the students getting the first out of two questionnaires I made for them, which after they had answered, the first lesson “Introduction to satire” was held. Here the students got an introduction to what satire is, and to the most common topics of satire, although before the topics were shown, I asked the students “What topics do you think are common in satire?” I got a few replies from students who guessed politics and religion, then I showed them the list of the most common topics and what the targets within those topics were. After this, I asked the students “Where can you find satire?” in which I also mentioned that it can be found in both physical and digital media to help them out. Here the students gave me answers such as comics and movies, without further suggestions, I introduced them to a couple of more places to find satire, followed by examples of satire they may have seen before (showing them images of *South Park*, *The Simpsons*, *Deadpool*, *Modern Family*, etc.), here some students replied that they knew these examples. The introduction lesson was rounded off by introducing the students to Mark Twain and reading parts of *An Advice to Youth* (1882) to them, and a couple of famous quotes, which the students showed an interest in and engaged in discussion about some of the quotes.

The second lesson held was about satire in comics. Here I showed them a history of satire and comics from nineteenth-century political satires (British/French colonial satire) to modern comics such as webcomics (*Cyanide and Happiness*, and *Scandinavia and the World*, etc.). This was perhaps the most trial-and-error based lesson I held, as there were chances that majority of the comics would not get a reaction from the students. Although some of the comics got a reaction of the students in the form of chuckles and laughter (*Peanuts*, *Garfield*, *The New Yorker*), other comics fell flat and did not get any reaction from them (*Ziggy*, *The Far Side*). Afterwards some discussion on these comics, the students got to try out creating their own satirical comic, getting a list of basic features in a comic then a small list of example topics: strict parents, television vs. literature, amount of homework, etc. Some guidance was needed for all the groups so that they would be able to start making their comic and decide on a topic for their comic. The students worked with the comics until the end of the session.

The third lesson held got swapped around to be about satire in social media and digital culture, so that the students could get more time to work on the group assignment I would give them. Here, they were introduced to the main channels of satire in the digital arena, particularly TikTok, YouTube, Instagram, etc. Although the students named these themselves when asked about the question “What do you use on the internet to watch funny videos?” they also mentioned memes as being satire. Then the discussion moved over to the group assignment, “DIY Life hacks.” The students had seen a lot of examples of videos online before and were knowledgeable about why these “DIY Life hack” videos could be considered satire: they were funny, exaggerated, tips that look smart but are in fact foolish or useless. The students also participated in editing the assessment criteria to not be, as commented by some students: “Some of these criteria are too much.” After this the students were split into their respective groups and started working on the group assignment until the session ended.

The fourth lesson that was held was about satire in television, but before the lesson started the students got to finish their satirical comics and presented them for the rest of the class, talking about what they had made and why. After the groups had presented their comics, the students got a short introduction about the topic for this lesson, where they participated in discussions and answered questions asked to them, like “What are common topics for satirical television?” and “Have you ever wanted something you have seen on a TV show or a movie?” After this, we watched a clip from Saturday Night Live named *Plagiarism*, which satirizes the typical ways of cheating and plagiarizing that students use. After watching the clip, students participated in discussions where a large majority participated, we discussed questions like: “The plagiarism skit is an old one, is plagiarism still relevant in school today?” where comments such as “Our teachers are very strict about plagiarism” and “What happened in that video would not be possible to do for us” were some of the more notable ones from the students. Before the session ended, we discussed the homework they were given about watching some clips from *The Simpsons*: a clip from “Kamp Krusty” (Lisa gets a B+), and a clip from “Team Homer” (Down with homework). Here we discussed questions such as: “What are these clips making fun of?” and “Would any of you have reacted the same way? If so, why?” Here, the students spoke their mind about school sometimes being boring because of a lot of homework even though it was important, and that good grades were also important for them.



The Simpsons: Team Homer (Groening, 1996)

The topic for the fifth lesson was changed because the students requested more time to work on their group assignment. The students were allowed to work and finish their group assignments during the end of the session. While the sixth and final lesson on the lesson plan is where the students got to present their group assignments, some of the students presented their group assignment before playing the video for it, while others played the video without a presentation. Once all the students had presented their group assignment videos, they got feedback on their work one group at a time. The last part of this session was used to answer the second questionnaire that I gave them. There was a bit of time left before the session ended, this time was used to watch Norwegian news from around the world in English, where I as their English teacher discussed some of the news with the students.

5.0 Results

This section represents the results from both questionnaires and the notes taken while observing how the students worked in class. The participating students in this thesis are from two 10th grades in a Norwegian secondary school. The two classes have a total of 30 students, but not all of them participated in this study; some of the students follow a different lesson (an IEP beyond the normal lesson plan), and others were absent while the questionnaires were handed out. Out of those able to participate in the questionnaires I handed out, there was a total of 21 participants for the first questionnaire, while the second questionnaire had 20 participants. Other than those participating in the questionnaires, there were no students excluded in the lesson plan activities for not participating in the questionnaires, because the students were not forced to answer the questionnaires if they did not want to. Following the introduction to this chapter, I will present the results to both the questionnaires, where the results from the questionnaires will be presented in two sub-chapters. Additionally, in the questions with multiple choices the students were allowed to cross off for more than one answer depending on their own preferences to the question.

5.1 Results: Questionnaire 1

Question 1:

What is it you find funny about this media (Humor and comedy)?

Topics	Students	Total amount of students
Jokes	2	21
Things out of context	1	21
The humor	3	21
Makes me laugh and smile	6	21
Watching comedy movies	1	21
People in movies acting stupid	1	21
Humor making fun of others	1	21
Dark humor	1	21
Things you don't expect	1	21
Don't know	1	21
Blank	4	21

The first question I asked the students in the questionnaire is related to what the students found funny in media (humor and comedic media). Here they could write down what they found they themselves found funny overall in media. A large majority of students wrote down just one answer: there was one student out of 21 who wrote down two things that they found funny about humor and comedy media. There were 6 out of 21 (28.6%) students that said when it comes to humor and comedy it is important for them that it makes them laugh and smile, 3 out of 21 (14.3%) students said that the humor was what they found funny, while 2 out of 21 (9.5%) said that the jokes were something they found funny. Besides these answers, the rest were split evenly (1 out of 21, 4.8%) between a number of categories of what they found funny (Things out of context, watching comedy movies, people in movies acting stupid, humor making fun of others, dark humor, things you do not expect), while the last two categories, where a total of 5 out of 21 (23.8%) students wrote either that they did not know or did not answer at all.

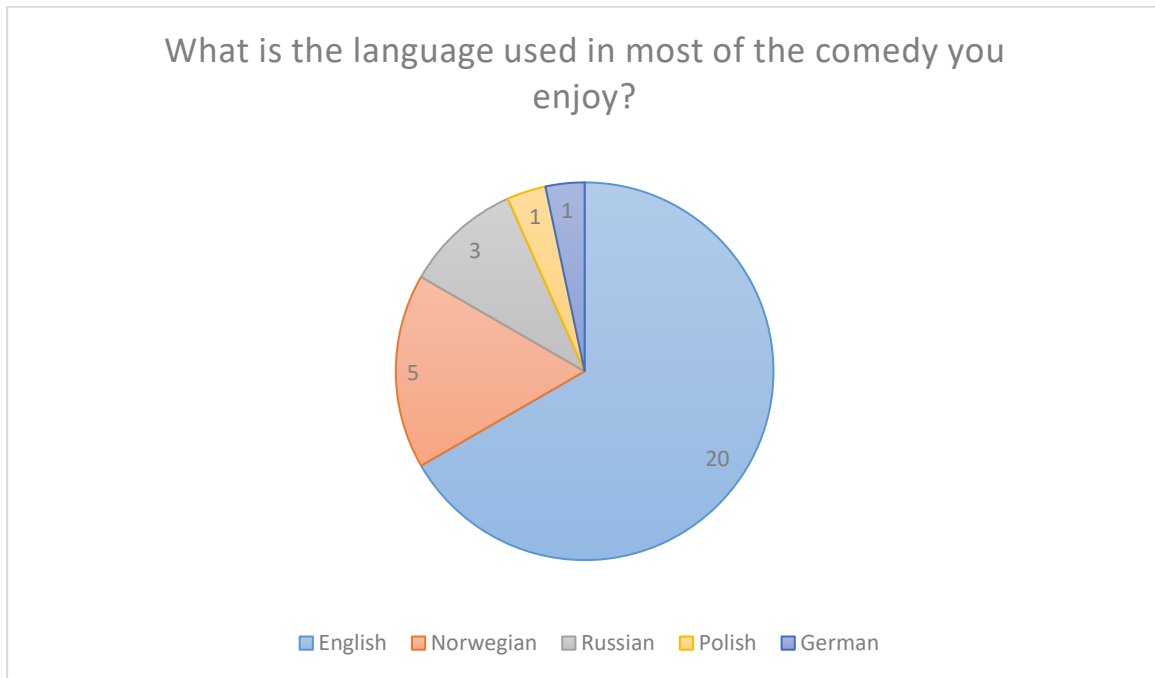
Question 2:

What pieces of media makes you laugh?

Media	Students	Total amount of students
Clips	15	21
Comics	4	21
Shows	6	21
Movies	12	21
YouTube videos	13	21
TikTok	18	21
Video games	1	21
Snapchat	1	21

For the second question I asked the students about what type of media that makes them laugh, where they had the option to cross off for more than just one type of media. Out of the 21 students who answered this multiple-choice question, the most popular choices among the 10th graders were TikTok, clips (short videos from shows/movies/real life/etc. found on social media platforms), YouTube videos, and movies. With the most popular choice being TikTok where 18 out of 21 (85.7%) students crossed off for TikTok, a type of media the students use a lot and enjoy. Followed by clips with 15 out of 21 (71,4%), with YouTube videos at 3rd place with 13 out of 21 (61,9%) and movies at 4th place with 12 out of 21 (57,1%). The least popular choices were shows, comics, video games, and Snapchat (last 3 categories coming from the “Others” part of the question). Looking at the results from the last options, a minority of the students found these to be funny. 6 out of 21 (28.6%) students found movies funny, 4 out of 21 (19%) found comics funny, and the last two options had 1 out of 21 (4.8%) on both.

Question 3:



The third question from the questionnaire that the students received at the beginning of the lesson plan I held asked them what kind of language that was used in most of the comedy that they enjoyed. In this multiple-choice question, 95% of the students answered that the language used in most of the comedy they watched was English, while 5 out of 21 (23.8%) of the students also enjoyed comedy in the Norwegian language. Out of the 20 students who crossed off that they enjoyed comedy in the English language, there were a total of five students who wrote in the “other” section, where three of them wrote that they also enjoyed comedy in the Russian language. While the other two students that wrote in the “other” section each wrote a different language, one of the two students wrote Polish, the other German.

Question 4:

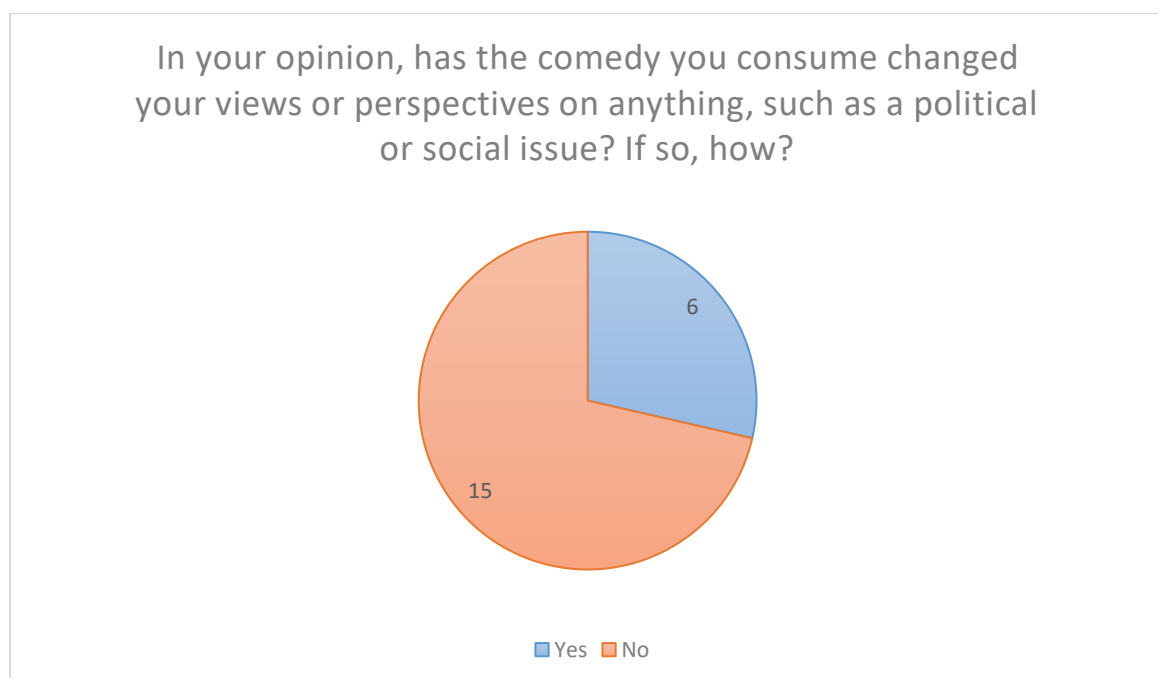
Where did you learn about your favorite forms of comedy?

Category	Students	Total amount of students
Friends	18	21

Family	12	21
Teachers	0	21
Website recommendations	2	21
Social media	20	21
Physical advertisement	0	21
Videogames	1	21

The fourth question I presented to the students was another multiple-choice question that asked them where they learned about some of their favorite forms of comedy, which could be anything ranging from advertisements (both physical and digital) to video games. In this question there was a large majority that answered that they learned about their favorite forms of comedy from social media (20 out of 21 students). There were also a large majority who got their favorite forms of comedy through recommendations from their friends (18 out of 21 students). Lastly there were roughly half of the students (12 out of 21) who answered that they learned about forms of comedy from their family.

Question 5:

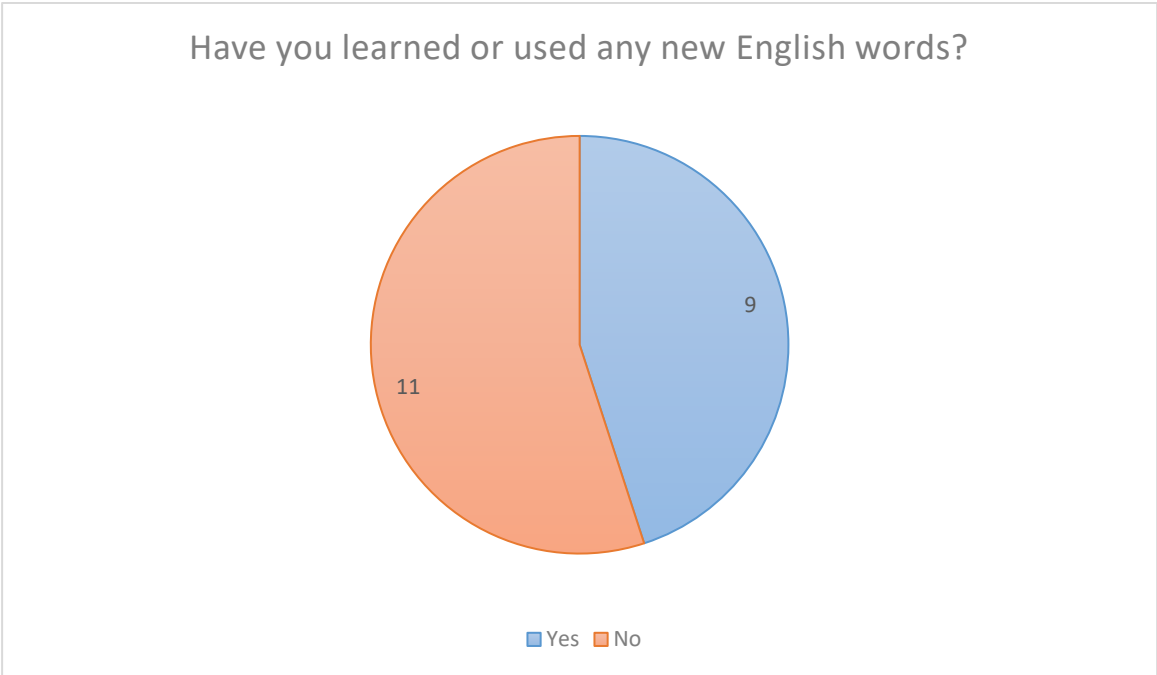


The final question of the first questionnaire that the students received at the beginning of the lesson plan would ask them about if comedy changed their views on certain things, like political or social issues. Here a large majority of students (15 out of 21, 71.4%) answered “No” about comedy having changed their views on political or social issues, with three of the students that said no answered that they only watched comedy for joy. Out of the six students that answered yes about comedy having changed their views on something, half said that it changed their views on racism and how to better notice it, while one of the six students said that it had changed their views about the environment.

5.2 Results: Questionnaire 2

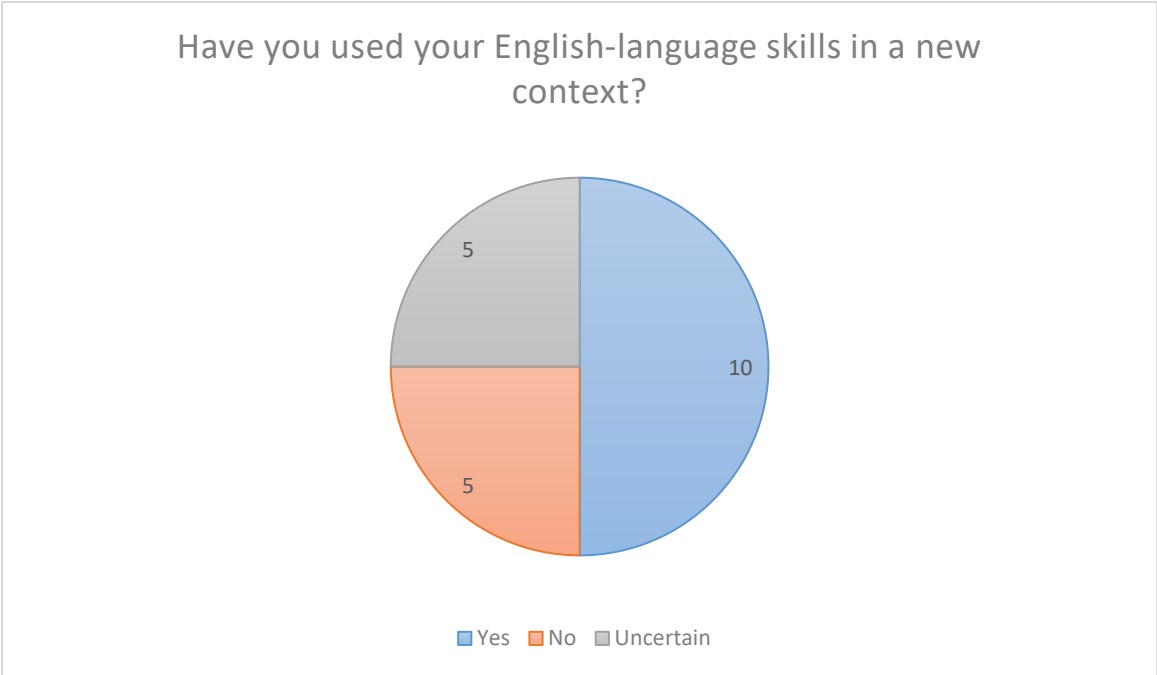
The second questionnaire focuses on questions related to the lesson plan itself, here the first two questions were focusing on a more yes/no answer where the students could also fill in more information if they felt the need for it. Following these two questions there are two questions based on the Likert-scale system ranging from 1-10, where 1 is the lowest and 10 is the highest score that a student can give. The last question is a multiple-choice styled question, where the students could cross off for more than one option out of those available if they wanted to.

Question 1:



This first question was asked to see if the students had picked up or used any new words by focusing on using the English language as much as possible during the classes held. Here over half of the students (11 out of 20) had answered with a single word of no and no further information as to why they said no. The students who answered yes had all written why they answered yes, where 5 out of 9 students who answered yes had said that they learned/used a couple of new words but could not recall what words they were. Three of the students had written down what words they had learned, two writing down the word satire, and the third writing down both satire and evaluation as the word they had learned/used. The last person who answered yes had written down that they had used the English language a lot more than usual, so they had used a lot of new words but could not recall any specific ones because of how much they had used the English language.

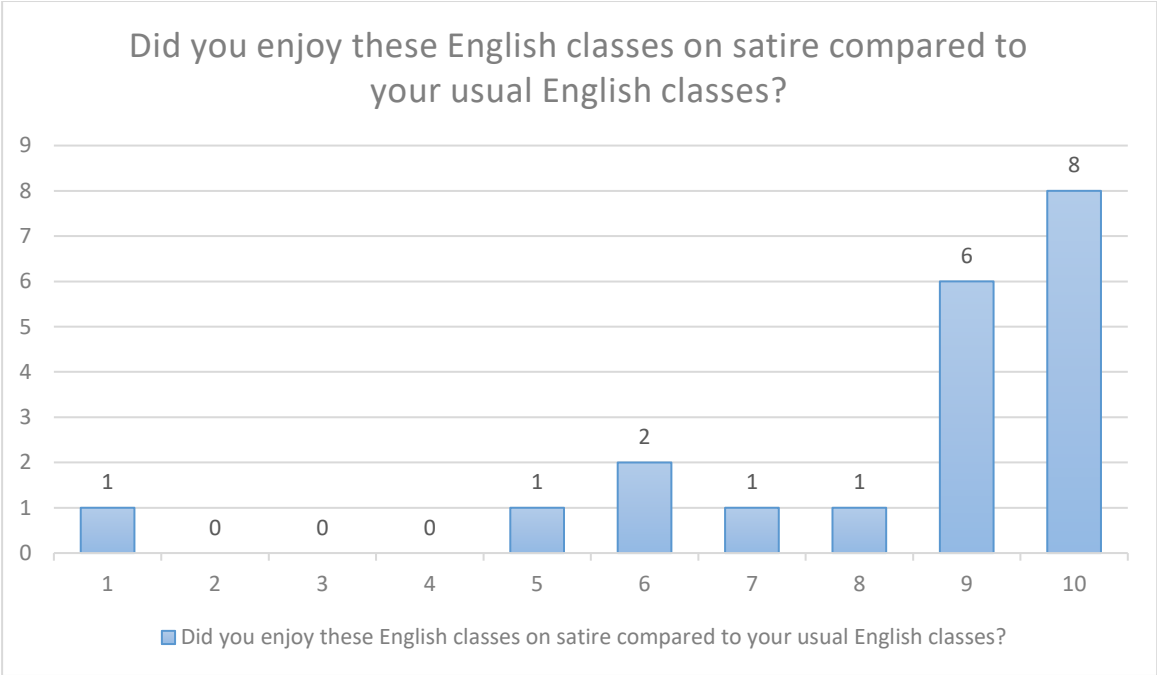
Question 2:



Second question that I asked the student on the second questionnaire asked them if they had used their English-language skills in a new context throughout the lessons I held for them. Here half of the students (10 out of 20, 50%) answered by writing yes on the question, out of these ten students two of them wrote a lengthier answer than just "Yes." One responded that they had used their English-language skills to write a script, while the other student had written that they had used their English-language skills a lot more both in and outside of school than what they were used to. Out of those who did not answer with a "Yes," 5 out of

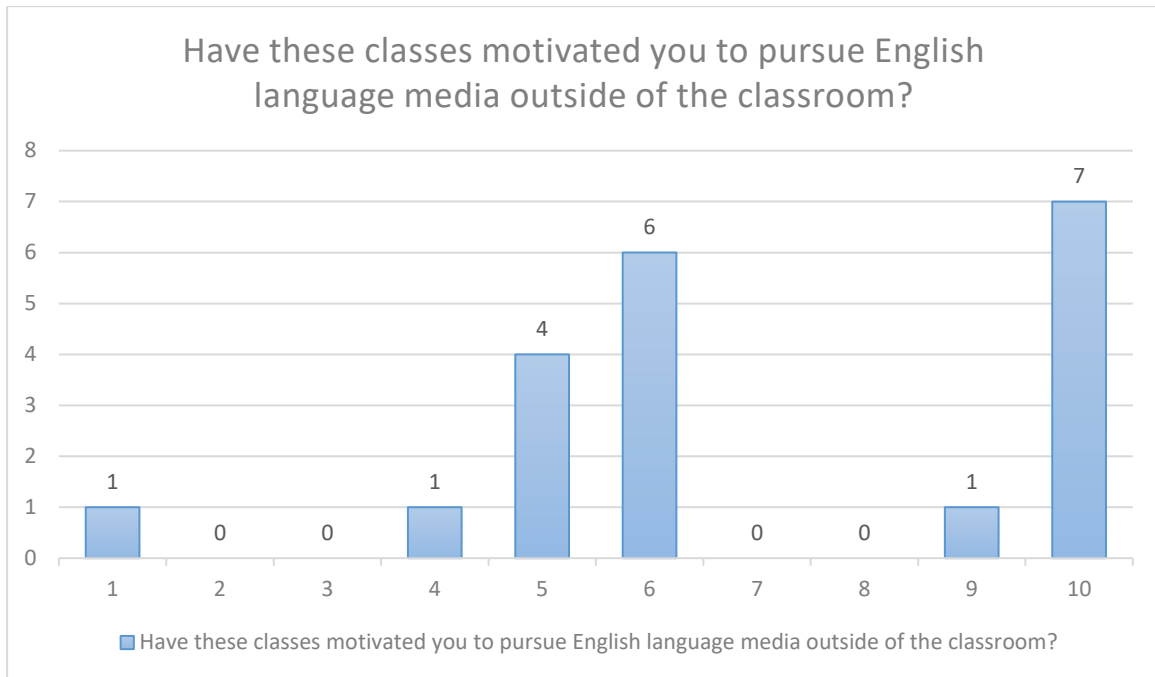
20 students (25%) wrote a “No”, while the other 5 out of 20 students (25%) wrote that they were uncertain.

Question 3:



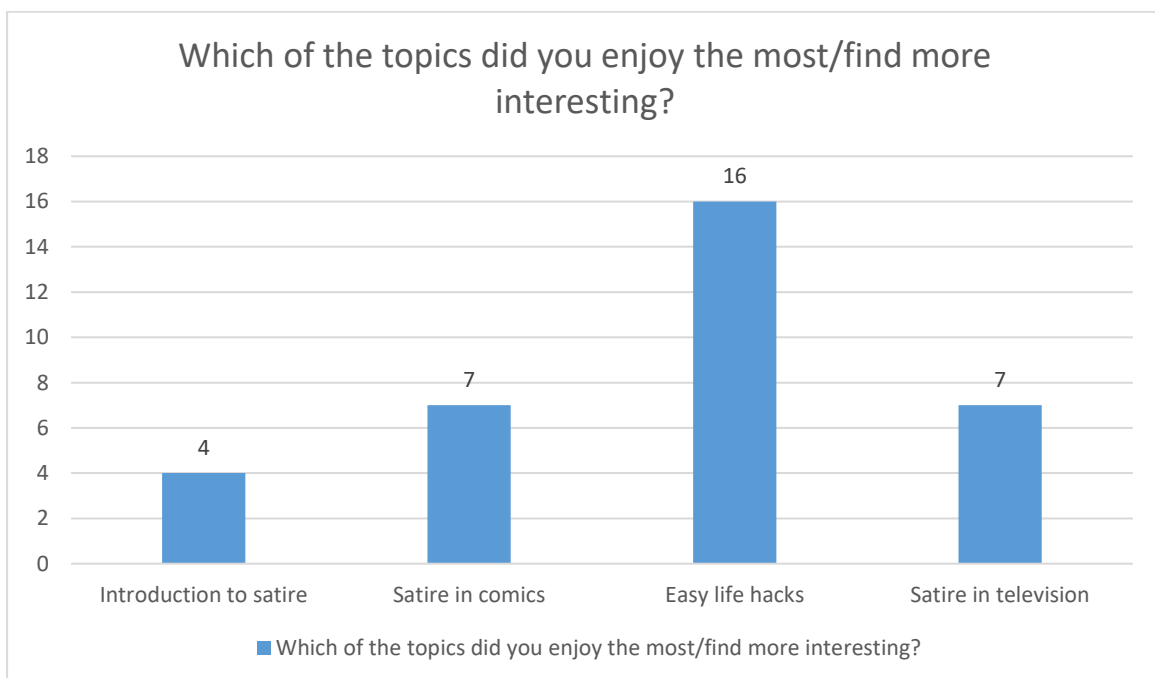
In this question I asked the students if they enjoyed the classes on satire that I held compared to their usual English classes. This was done with a Likert-scale system ranging from 1-10 where the students would cross off for just one of the numbers. A large majority of the students (14 out of 20, 70%) crossed off for the numbers 9-10, out of those who did not cross off for the numbers 9-10, only 1 of the 20 students crossed off for number 1 on this Likert-scale, while the rest were spread evenly between the numbers 5-8.

Question 4:



The fourth question in the second questionnaire also used a Likert-scale system ranging from 1-10; here I asked the students if the classes I held had motivated them to pursue English language media outside of the classroom. Over half of the students (11 out of 20, 55%) crossed off for the numbers 4-6, while 8 out of 20 students (40%) had crossed off for the numbers 9-10, while one student crossed off for the lowest number, 1.

Question 5:



For the last question on the second questionnaire, I asked the students what topics they enjoyed the most out of the lessons I held. It was a multiple-choice question where they could cross off for more than one topic. A large majority of the students (16 out of 20, 80%) crossed off the “Easy life hacks” lesson, while 7 out of 20 (35%) students crossed off for both the topics “Satire in comics” and “Satire in television.” The lowest score came to the topic “Introduction to satire,” where only 4 out of 20 (20%) students answered that they enjoyed this topic. The topic of “Satire and stereotypes” was not present in this questionnaire because it was a lesson that was not held due to time constraints.

6.0 Analysis

Looking at the data in the Results section, I will highlight a couple of major findings and trends in this analysis that coincide with common knowledge, reports about teenagers’ use of media, and articles related to teenagers and school. The findings and trends that are the more significant ones to focus on with this analysis are these questions, compiled from both questionnaires:

- What pieces of media makes you laugh?
- What is the language used in most of the comedy you enjoy?
- Where did you learn about your favorite forms of comedy?
- Have you used your English skills in a new context?
- Did you enjoy these classes on satire compared to your usual English classes?

Data from these questions showed significant trends that were surprising compared to what I was expecting when I made these questionnaires. When I chose these questions for the analysis, it was because that some of the results on these questions supported my current beliefs about trends among teenagers in Norway, while others were surprising. These surprising results have made me change my views about how school and teenagers work together, and what are media are trending among the teenagers.

6.1 Questionnaire 1 analysis

The question “what pieces of media makes you laugh?” was a question where the multiple-choice answers could have been worked out a bit better, for example the answer “Clips” could have been edited into saying “Short clips” and have Facebook, Snapchat, Instagram, etc.

written in parenthesis, which would have prevented a lot of questions from the students regarding what that question asked for. The reason why options such as YouTube and TikTok are written for themselves and not underneath “Clips” is because YouTube and TikTok are considered media outlets that are mostly used for watching humorous videos. When looking at the results from this question, TikTok comes out at the top, with Clips at second place, and movies and YouTube at a shared third place. My data roughly corroborates with the data that Medietilsynet (2020) has from their latest report about media usage among Norwegian kids and teenagers. This corroboration with Medietilsynet’s data shows that social media outlets (in this case TikTok) can be used in class and could potentially be used by teachers if they hope to connect with the personal interest and lives of students and engage the students in the English-language classroom.

With three of the four topmost answers focusing on social media and comedy (Clips, TikTok, and YouTube), it is not surprising that TikTok stands out with the most votes for answer in the first significant finding, with 18 out of 21 students crossing off for it, considering that TikTok is mostly used by people to express themselves through singing, dancing, comedy, and lip-syncing, and by making short videos that they can share. Had I specified in the questionnaire that clips meant media outlets such as Facebook, Snapchat, Instagram, etc. it would probably have gotten more votes from the students if I were not specifically asking for what type of media makes them laugh. YouTube being in the top three is also not surprising, considering that kids and teenagers of all ages use YouTube to watch short clips (1-5 minutes) or longer videos (5+ minutes), as they can search up almost any kind of videos on this media outlet. Comparing this to what Medietilsynet (2020) have found in their latest report about how kids and teenagers in Norway use social media, it was a bit surprising to me to discover just how many teenagers in Norway use social media, percentage-wise, from the specific age group in my thesis (15–16-year-old). These percentages in this age group that Medietilsynet have reported ranges from roughly 70% of teenagers in Norway using TikTok, 84% using Facebook, 89.5% using Instagram, 95.5% using Snapchat, and 97% using YouTube (Medietilsynet, 2020, pp. 11). Although the number of participants in Medietilsynet’s report is significantly higher than what I have in my thesis, it still compares to my results with the use of social media being so high by teenagers from the suggestions I asked them for in my questionnaire. The reason why social media outlets are rated so high have two reasons, one being that it is easy for the students to find what they are looking for, an overall peer pressure to be online, and wanting to belong (fear of missing out), the second reason is because almost

every teenager in Norway has some form of access to social media either through a mobile phone/smartphone, tablet, or laptop/computer.

The second question from the first questionnaire that I noticed that had interesting results was “What is the language used in most of the comedy you enjoy?” Here I assumed beforehand that the students would be closer to being evenly split between the English and Norwegian language choices. This assumption turned out to be wrong, because most of the students chose English as their language that they use to consume humor and comedy, where only five of them said they also watched humor and comedy in Norwegian, which is just one-fourth of the number of students who chose the English language. This means that the students prefer to consume English-language media over media in the Norwegian language in their free time outside of school through the internet, and because we have access to the internet, we have access to the English language more easily than before smartphones became an everyday item. Sunde (2019) have said that the “impact of the English language is massive and starts at a very young age” (in Meland, 2019), and the influence the English language has at such an early age creates a positive effect on how well the students learn the English language both in and outside of school.

The last finding from the first questionnaire that stood out as an interesting result was from the question “Where did you learn about your favorite forms of comedy?” This specific question was one I wanted to ask to see who or where the students got their suggestions from, thus showing who helped form their interest in humor and comedy. Here, the social media answer came out on top, with almost all students crossing that off as their answer, which is not a surprising result considering how much focus social media has in the younger generations lives. This outcome with social media coming out on top shows that younger teachers should not be afraid to lean into what they know about satire, once they know how to frame it in context. The second result—friends—is also unsurprising, because friends share a lot of content with each other on social media, which in turn is how people find new and interesting content to view. While the most surprising result on this question was that teachers received zero votes from the students. The reasons why teachers got zero votes might be because students see their teachers as boring, that the teachers have a humor not relevant to the students, or the age gap between the students and teachers is large enough that there is a prohibitive difference in what they find funny. To make the students find both school and teachers less boring, it is important to maintain some form of relevancy for the students in what they are taught, to make their school days interesting. Involving the students interests in

their education will make it easier for them to feel relevancy to the school and teacher, and make their school day interesting, by letting them use elements of what they are interested in in their education (Strand, 2019).

6.2 Questionnaire 2 analysis

From the second questionnaire, there were two questions with interesting or surprising results. The first one that stood out was the results from the question “Have you used your English-language skills in a new context?” Half of the students participating had answered that they had used their English-language skills in a new context, while the other half was either uncertain or had not used it in a new context at all. Here, the interesting part was that out of those who had answered with a “yes,” there were three students who wrote more to their answer other than just “yes,” where one student wrote: “Yes, by creating a script for a group assignment where we made a life hack video.” The second student wrote: “I have used the English language at school, and I have used my skills in a different way than what I did before.” The third student wrote: “Yes, I have used it 100% in a new context.” It is widely known that students in elementary-, middle-, junior high-, and high school all use the Norwegian language during the English classes, even though the teachers want them to use the English language as much as possible. This is because it can often be easier to discuss problems or questions in a language that they are more proficient in, which is why translanguaging would be considered a positive thing for students in the English-language classroom. I had previously observed a couple of English classes with these students, and I noticed from those observations that the students did not speak a lot Norwegian during English classes, unless it was something they found difficult to discuss in English, which was the only exception. From previous experience in praxis teaching at a junior high school level (grades 8-10) I have not experienced any English classes being held with some level of the Norwegian language being used instead of the English language, only when words or sentences are unknown to the students have Norwegian been used instead of English. There are cases of English classes being held where the teachers use the Norwegian language as much or even more than the English language, but these types of English classes seem to be more frequent at the elementary- and middle school level (grades 1-7) than the junior high school level (grades 8-10). It is known that if a teacher is mixing the languages a lot, it will affect the students negatively by giving them a lesser learning outcome than expected (Birketveit & Rugesæter, 2015). While half of the students who answered this question wrote

“yes,” the other half either wrote “no” or that they were uncertain about having used their English language skills in a new context. This might be because these students have already been using their English language skills frequently (or just enough) in their spare time, either through social media, or through other platforms such as video games, to not feel like they had used it in any new forms during the lesson plan that I held.

The last question that had an interesting result was the first question with a Likert-scale attached to it, where the students could answer from either 1-10 if they enjoyed the English classes on satire that I held, this compared to their usual English classes. This question was asked to see if they enjoyed having something different that was not part of their usual English lesson plan, because I was interested in seeing whether this kind of topic would be interesting or not to keep on teaching when I start my own teaching career. Here the median of the Likert-scale was quite surprising, because I did not expect this many students to like the topics in English-language satire that I taught them about. Most of the students (14 out of 20) answered either 9 or 10 (which are the two highest numbers on the Likert-scale), while one student answered 1, and the rest were evenly split between the numbers 5-8. This means that the median of the question was 9. This result was surprising, as I did not expect all students to enjoy satire at first, but by making it easily available and understandable to as many students as possible, it seems that most of them enjoyed having an English lesson plan about humor and comedy—and focused substantially on satire—compared to their usual English lesson plans. It additionally means that the students found the English lesson plan that I held for them fun and engaging compared to the English classes they had, where their English textbook is being used.

7.0 Discussion

Overall, the data gathered from the questionnaires points to two important phenomena: the students have different reasons and motivations for consuming humor and comedy, but they use a lot of the same types of media to do; and friends and social media—rather than teachers and classes—are the dominant sources of English-language humorous content for students today. The analysis of the results from my data gathering will be presented in separate sub-chapters based upon the research question and sub-questions presented in the introduction. The main research question will be present in mostly the first discussion category, but also be present in the second discussion category:

- *Can English-language satire be used as a supplement to the traditional English textbooks? In what ways can satire motivate students to pursue English-language learning in new and independent ways?*

The discussion will focus on three categories. In the first category I will discuss the possibilities for how English-language satire can be taught at a Norwegian junior high school level, focusing on both the theories behind how it is taught and how it is taught in practice. In the second category I will discuss how English-language satire can engage the students in class and how to make it accessible for all students. In the third category I will discuss how the students experienced the lesson plan about English-language satire, and the acquisition of new vocabulary in the students. These discussions will be based around the theory presented in the theory section, supported by some of the findings that was highlighted in the previous chapter, as well as supplemented by observational notes taken during classes.

7.1 Teaching satire at a Norwegian junior high school level

The first sub-question that will be discussed, the third sub-question: “How do established techniques for teaching satire in other contexts function with 10th-grade students? How must established techniques be adapted?” will be split into three parts: 1) adapting pre-existing theories to a new setting, 2) teaching by using humor and satire, and 3) supplementing the English textbooks. The discussion in this part will mostly be based on observational notes taken during and after classes were held, and questions from both questionnaires.

7.1.1 Adapting pre-existing theories to a new setting

To be able to teach humor and satire in the Norwegian Junior high school 10th grade level, I had to adapt the pre-existing theories that discuss how to teach humor and satire in the English classroom, because most of these theories already exist for a school setting that is at a high school or university/college level, but in a country where English is considered the majority language (Davis, 2019; Fulton, 2019; Hayes, 2016). With Davis (2019), there is a general focus on teaching the students how verbal irony functions by building on what Wayne C. Booth (in Davis & Nace, 2019) says about the topic of irony, where attentiveness is important to understand how irony functions. Depending on the student’s level of understanding when it comes to this topic, simple sarcasm can be used as an introduction to verbal irony, since it both focuses on attentiveness but with verbal irony being subtler than

sarcasm. Using either sarcasm or verbal irony can open for discussions with students through analysis of what was expressed to the students. This use of simple sarcasm and verbal irony can be used as an introduction to satire, to teach the students the basics on how to notice something like irony, because a weaker understanding of irony can confuse students when introduced to satire (Davis, 2019, pp. 50-52). With Fulton (2019) I wanted to focus on using a simpler definition of burlesque, burlesque being best understood as a form of parody that focuses on comedic effects using exaggerations, with one example of this that the younger audience would be familiar with being “Weird Al” Yankovic and the parodies of pop songs that he has made (Fulton, 2019, pp. 62-63), and also by presenting the students to how parody is presented in many forms of modern-day satire such as *South Park*, *The Simpsons*, *Family Guy*, etc. In defining both parody and satire with these examples that are familiar to the students, it is possible to gain their interest when discussing various topics (racism, the environment, politics, etc.) in class, because of a certain level of familiarity to topics already presented in modern-day satirical television shows that are easily accessible to everyone.

One problem that I noticed during the praxis periods throughout my five years in Norwegian teacher education was that most students are not always willing to answer questions unless they raise their hand to answer it; some of my praxis teachers have mentioned that the students do this because of fear of being wrong. This is why I wanted to use humor as a part to break the ice with the students and get more of them to participate in class; Hayes (2016) mentions that using humor correctly in the classroom affects the students in a more psychological way: “The psychological effects in the classroom include decreasing students’ anxiety, increasing their motivation, curiosity, and cognition, and boosting their self-esteem and morale” (Hayes, 2016, pp. 253). Hayes (2016) also discusses the effects humor and satire has when combined with critical pedagogy, where students ask questions to the answers instead of just answering them: “With a critical pedagogy, students experience education as something they do, not as something done to them” (Hayes, 2016, pp. 254). These aspects of Hayes’ way of teaching using humor and satire are something that I have thought about and have been interested in using more of, because of how beneficial it would be for the students overall to have the students become interested in the topics they are working with in school. Even though Hayes is using these aspects of teaching humor and satire at a college level, they are also applicable at a lower educational level such as junior high school. The psychological effect and critical pedagogy that is being used by Hayes is considered important for school in Norway, where the current core curriculum says that school must make sure that students are

asking questions and being curious—faculties that will help with developing the students’ critical thinking (The Norwegian Directorate for Education and Training, 2017, pp. 6). The core curriculum also mentions that “the school’s interdisciplinary topic health and life skills shall give the pupils competence which promotes sound physical and mental health” (The Norwegian Directorate for Education and Training, 2017, pp. 14). Both points from the core curriculum go hand in hand with what Hayes (2016) promotes with their views on how to encourage students to be a part of their own education.

7.1.2 Teaching by using humor and satire

There are no set rules on teaching humor and satire, because there are many ways to teach a topic (Melton, 2018; Stark, 2003), and it is largely up to what would work best for the teacher who is holding the classes. Considering this was a first time for me to teach a class using humor and satire (in this case English-language satire in the English subject), I had to rely a great deal on previous theoretical perspectives on how to present certain aspects of humor and satire to students in an engaging way, as presented in the Theory section. One important thing about teaching using satire, is that the basics need to be taught to the students; here one must also define the words satire, parody, and irony for the students, because these topics are connected to each other (Fife, 2016, pp. 323). Personally, I only defined satire for the students, which made it confusing for them when I also mentioned the words parody and irony without them having any definition on these two words. Other than defining these three words, I had already made a lesson plan on what I wanted to teach the students. It was important for me to gather data from the students to understand what types of media are trending among them, various other things like what language that is used in the comedy they are consuming, and where the students learn about new forms of comedy. Asking these questions helped me understand what works with the current generation of students, and where to look for new content that would engage the students.

The lesson plan held during this thesis was the first time I taught the topic of satire to students, and I had to rely on various suggestions and tips from the many researchers who have taught satire before. Here Melton (2018) suggests that when teaching about humor and satire, satire can be used as a commentary on culture, where Melton talks about Twain’s comments on American culture using satire. I have expanded on his ideas to also involve not only culture, but also topics that are relevant to the students, such as school culture and the

environment. Stark (2003) gives a couple of suggestions on how to teach satire and what to avoid when teaching the topic. Stark starts by giving good advice when teaching satire, which is to stay away from satire that is either too old or too obscure (Stark, 2003, pp. 307), since satire will be less effective if it is too irrelevant to the students to be understood. When I taught the topic of comic strip satire, there were some comic strips that were a bit too difficult for the students to understand, where comics from *The Far Side* and *Ziggy* generated little to no response from the students, seemingly because their style and references were too old or unfamiliar to the students. Another thing that Stark (2003) brings up is that if there is an excess use of satire, it might be detrimental to the value of the learning process: “Relying too much on satire to engage the students with media literacy may deflect their attention from serious substance, trivialize aspects of the critical process, and jeopardize the educational goals of the teacher” (Stark, 2003, pp. 307). Although it also depends on what type of satire is being used, whether the satire used is engaging enough in terms of creating discussion between the students, if not engaging it can go as Stark (2003) assumes it can go from the quotation above, where students have difficulties participating due to not understanding what is being discussed. This is what happened when I held some of the lessons from my lesson plan: students were unable to respond to the humor/satire being shown to them because it was either too old or too obscure to be readily understood by them. My findings therefore support those of Stark (2003), but in a junior high school setting.

7.1.3 Supplementing the English textbooks

Considering that many schools in Norway still use old and outdated textbooks (Enaasen, 2020; Haga, 2018; Teigen, 2019), it is important to note that I am not looking to replace the English textbooks completely with this lesson plan, but rather only temporarily or as a supplement to the English textbooks. As one newspaper article puts it: “Countries are discovered, and municipalities gets merged. Therefore, much of the information in the geography books may be incorrect, which means that extra time must be spent to correct it. In the social studies textbooks, the same applies because society is constantly changing” (Haga, 2018). This is not a problem exclusive to the English subject, which is why it is important for teachers to find new ways to engage the students in their own education besides using textbooks that might be outdated.

A portion of the data, particularly that from the second questionnaire (Appendix 3), suggests that students can enjoy classes focused on satire more than their traditional textbooks. From the results I was slightly surprised to see such a high number of students (70%) crossing off for the numbers 9-10 on the Likert-scale question asking if they enjoyed the English classes I held about humor and satire compared to their regular English classes. I was expecting the results to be split more evenly between the numbers 7-10, considering that some of the classes I held generated only mixed interest in the presented materials; whereas some lessons were well received and had high participation, others lesson had the students more reluctant to participate. The reasons for this, I think, would be that the topics were either too difficult, or what I presented them with was not interesting for the students. This observation is why there are students who have crossed off on numbers ranging from 1-8 (the 30% who did not answer 9-10). The result from this question goes well with what Garner (2006) has said about using humor in class: “Things that one person might find humorous, ironic, or funny may be viewed by others as trite. Everyone has a unique perception as to what is humorous, so prudence should be the guiding principle” (Garner, 2006, pp. 178). This quote from Garner (2006) also makes sense as to why the students showed a disinterest in some of the older comics that I showed them during the “Satire in comics” lesson: the students found some of the older comics trite. Besides this, considering that there was otherwise such a positive outcome for holding this lesson plan, the results show that it can be used either as a supplement to the English textbook, or at the very least replace it for the length of the lesson plan to give the students a break from normal classroom activities, which would give them a new and exciting input on the English language.

7.2 Engaging the students in the English-language classroom

For the second sub-question, the discussion will focus on the sub-question: “What media forms, including comics and television, are the most comprehensible and engaging in the English-language classroom?” Here the discussion will be in two parts: 1) What can be done to make English-language satire accessible for the students? and 2) Satire engages the students by teaching them critical thinking.

7.2.1 Making English-language satire accessible

The hardest part about making this lesson plan with a focus on English-language satire was finding and making satire as accessible as possible for the students. The most time-consuming part was figuring out what would work best in each lesson that was going to be held. Even then, what works well one year may not work well another time, either because of the overall English-language proficiency of the class or shifts in the references and cultural norms of students. Looking at how Davis & Nace (2019, pp. 25-26) present which satirist that is mostly used when teaching English-language satire at a higher educational level, the easiest of their suggestions that can be used and adapted to an introductory class to English-language satire at a junior high school level in the Norwegian school system, turns out to be that by Mark Twain (1835-1910). Most satirists and texts suggested would either be too difficult for the students to understand, because of their English-language proficiency not being high enough, or the language used by the satirists were too difficult. These factors made Twain an easy choice, as exemplified by some of his famous quotes:

If you tell the truth, you don't have to remember anything (Twain, 1894).

If a person offends you, and you are in doubt as to whether it was intentional or not, do not resort to extreme measures; simply watch your chance, and hit him with a brick (Twain, 1882).

There are plenty of other quotes that could have been mentioned, but these are two of the quotes that I presented to the students when I held the introductory lesson on satire, I had to explain some of the quotes because not all of them were obvious with the contradictions. The students were also able to notice what was satirical or ironic with some of the quotes without me asking them to decode them. I also presented parts of the text "Advice to Youth" to the students, the parts that were considered relevant to the students: this text sparked some discussion between the students because it was mentioned in the text that kids should obey their parents. Another type of English-language satire that was possible to make accessible for the students was satire in animated television such as *The Simpsons*, *Family Guy*, or *South Park*, and the edgy comedy series *Saturday Night Live* (SNL). This is because these satire shows are already easily accessible online.

7.2.2 Satire and critical thinking

The reason why critical thinking has become so important in the new Norwegian national core curriculum is that it was not a big part of the previous core curriculum named “Kunnskapsløftet 2006” (LK06) (The Norwegian Directorate for Education and training, 2015). Then, there was less focus on critical thinking because the internet was not as accessible as it is now. The focus on critical thinking in the previous core curriculum was more focused on understanding different cultures and interacting with them (The Norwegian Directorate for Education and training, 2015, pp.5). With the technological advance of better and more widely available smartphones and laptops, it became more important for the government to put a greater focus on critical thinking as a whole, because of how much information is easily available online via these devices (The Norwegian Directorate for Education and Training, 2021). This greater importance on critical thinking in the current core curriculum states that: “Critical thinking and ethical awareness are a requirement for and part of what it means to learn in different contexts and will therefore help the pupils to develop good judgement” (Norwegian Directorate for Education and Training, 2017, pp. 7). From what I observed during the lessons I held, satire can be used to promote critical thinking in students depending on how it is used and taught. For example, when I held one lesson about satire in television (Appendix 1), the students were eager to discuss the various topics that were brought up from the videos that I showed them, and the students in both classes were able to express their opinions about said topics (plagiarism in school and importance of grades) because of how relatable the topics were to them. This observation is relatable to what Morreall (2009) says about using humor in teaching: focusing on the positive effects that using humor has on students, it would be beneficial overall by getting the students interested in the subjects that is being taught (Morreall, 2009, pp. 112-113). This was something I observed during the lessons I held that when something was of interest to the students, they were able to show a higher degree of interest compared to when they did not have any interest or found what I talked to them about dull.

In other cases, such as the lesson where I introduced the students to a group assignment focusing on them creating a satirical video on easy life hacks (Appendix 1), satire would not promote much critical thinking as per the part 1.3 of the core curriculum, but instead focus on part 1.4 in the core curriculum: “In a larger perspective, creative learning processes are also a necessary part of the pupils’ development as human beings and in the development of their identity” (The Norwegian Directorate for Education and Training, 2017, pp. 8). When the

students were presented with the group assignment, they were also presented with the assessment criteria for the assignment. Here the students showed interest in their own learning through giving me, as a student teacher, feedback on the assessment criteria I had made for them, changing certain things that were either deemed too unreasonable or, alternatively, too easy for the students. Having the students engage in their own learning like this coincides with what Hayes (2016) say about student engagement in class: “With a critical pedagogy, students experience education as something they do, not as something done to them” (Hayes, 2016, pp. 254). One lesson I wanted to hold that was on my lesson plan, but could not because of time constraints, was the “Satire and stereotypes” lesson, where topics like racism would be discussed, which in turn would see students discuss various things such as why one stereotype could be considered harmful, while another stereotype might not. I would consider this lesson the one that focuses the most on critical thinking out of all the lessons in the lesson plan, even if I did manage to have the students participate in discussions where they expressed their own thoughts and ideas regarding what was presented to them (the “Satire in television” lesson). Considering that the “Satire and stereotypes” lesson was not one I was able to hold because of the time constraints, this would not discourage me from trying to hold this lesson in the future with other students.

7.3 Student experience

The last sub-question that will be discussed will be the first one: “How can satire be employed in the English-language classroom to improve student vocabulary?” I will also discuss the general experience on how the students reacted to what was taught to them. Therefore, this subchapter will be split into 1) Student experience of English-language satire, and 2) Student vocabulary

7.3.1 Student experience of English-language satire

My overall initial thoughts about how the students participating in this research would react to English-language satire as compared to their normal English lessons would be that they would most likely enjoy it, but at the same time find some parts of English-language satire difficult. From the observations I made while holding the various lessons on English-language satire, I noticed that some parts of the topics I taught were difficult for the students to understand. In these cases, the English-language satire that was presented to them were either obscure or too

old, which meant that the students enjoyed these parts less compared to English-language satire that was newer and more relevant to the students (although this was not the case for certain old satirists such as Twain, which seemed to be popular with the students). Looking at various results from the second questionnaire in the results section, we can see that the consensus about how the students experienced the English-language satire lessons was that most students enjoyed it, while others felt like it was a decent experience (Question 3). Out of all the lessons I held, there was less interest in the introduction lesson on English-language satire. This was something I noticed during class as well: even though most students participated in answering questions, some students were less vocal than others. This observation coincides with what Stark (2003) discusses in their article, where students are unable to participate in discussions because the object of discussion is either boring or difficult to understand. The same observation can also be connected to what was mentioned in the “Satire and critical thinking” section of the discussion regarding Hayes’ (2016) comment about education being done to the students instead of something that the students does.

One of the lessons I held that the students were the most vocal in, although it was also tied with another lesson in enjoyability, was the “satire in television” lesson. Here the students were challenged with follow-up questions related to some of the homework questions: “Were any of the clips relevant to how things are today?” and “What is the clip satirizing?” where some of the follow-up questions the students responded to were: “Would something like this happen in your classroom? Why, why not?” and a more challenging question of “Why can this be considered satire?” The videos that the students watched both for homework and during the lesson to have further discussions was videos from *The Simpsons* and *SNL*: all of the chosen videos was satirizing school, and in this way the students had a reason to participate in the discussions that happened afterwards, because satire focusing on school would be relevant to the students. And as I observed in the lesson I held, the students were more willing to discuss topics relevant to them than if I showed them satire that is old or obscure to them. As Henry (2019) stated about animated television programs like *South Park*, *The Simpsons*, etc.: “Whether animated television programs such as those discussed here succeed as satire is open for debate. What they assuredly do succeed at is providing an engaging way to involve students in serious discussions of a variety of important social, political, and cultural issues” (Davis & Nace, 2019, pp. 236). It is also important to take note that I chose the videos focusing on topics relevant to the students because I wanted to make

the satire as understandable as possible for the students after giving them the basics of how satire functions.

Looking at the lesson that was held which was voted as being the most enjoyable lesson, the satire in social media/easy life hacks lessons, here the students varied in participation because both classes were put together into one. This meant that there would be less time for students to participate in discussions regarding what was satirized, although the students were in agreement on some of the replies, such as “Why are these “easy solutions” considered satire?” The main reason as to why this lesson was a favorite with most of the students participating, was because they were doing a group project in which they were allowed to partake in their own learning, by having the students give feedback on the assessment criteria I had made for them. This way, the students experienced that they had a say in how things would go with the group assignment, and they would also partake in their own learning. Students participating in their own learning is a focus in the core curriculum because the students are supposed to “gradually develop an awareness of their own learning processes” (The Norwegian Directorate for Education and Training, 2017, pp. 13). I observed that the students were working effectively when working on this group assignment, with only a couple of groups needing suggestions for what “easy life hack” that they could satirize. Other than that, when I asked the students how they felt about being asked about the assessment criteria, the students commented that they felt it would be easier to enjoy the group assignment because they were allowed to suggest changes on criteria that was unfair in their eyes. Some of the criteria that were established were: a minimum/maximum time limit on the videos they made, a minimum/maximum word count for the written script with a focus on number of pages instead. This method of letting the students take part in creating the assessment criteria comes from a list of suggestions made by William Kilpatrick (1871-1965), where one of the principles states the following: “The third principle demands participant management. The students participate in formulating the problem and how the project will be evaluated” (Imsen, 2016, pp. 413). This is done because the students need to be taught how to be independent when it comes to their own learning process, something that will be valuable for the students in later years with higher education. Overall, looking at the enjoyment of the classes I held during the lesson plan, the students seemed to enjoy getting a break from normal school activities every now and then.

7.3.2 Student vocabulary

When looking at the results from the second questionnaire, that asked students if they had learned or used any new English words, it is difficult to say whether using English-language satire can be beneficial for students in terms of learning new vocabulary. As defined by Merriam-Webster's dictionary: "vocabulary is primarily associated with the number of words that a person knows; one either has a large or a small vocabulary" (Merriam-Webster, n.d.). One of the things I wanted to research with this thesis was if using English-language satire in the English classroom could strengthen English vocabulary for many students. Considering the time constraints of how long I would be doing the data gathering, it might have been a bit ambitious for me to think that English-language satire could significantly strengthen students' English vocabulary. Over half of the students (11 out of 20) replied with a "No" on whether they had learned/used new words or not, while the other part who had replied with a "Yes" had either written "satire" or "evaluation" as new words that they had learned/used or could not recall the words they had learned/used. That over half of the students replied that they had not used or learned any new words during the duration of my lesson plan coincides with what Sunde (in Meland, 2019) had discovered about the use of the English language among Norwegian students. Where the students that considered themselves as gamers often communicated by using the English language (or English vocabulary mixed with Norwegian) online, even with fellow Norwegians. Another factor is what Sunde (in Meland, 2019) calls an "English Tsunami" where Norwegian students are more competent in the English language than before, due to easy access to the internet and social media (Meland, 2019). Considering that the students in my thesis are around the age group that Medietilsynet (2020) have also been gathering data from when it comes to the use of the internet, social media, and technology, it is not difficult to understand that the students already have a great deal of connection to the English language through various arenas such as TikTok, Facebook, Instagram, etc. This is why so few of the students had learned any new words, at most one or two new words. To be able to make more thorough research around English-language acquisition and learning new vocabulary for students in junior high school, there would need to be a larger focus on ways to highlight learning new vocabulary using tasks focusing on this.

8.0 Conclusion

Satire as a literary genre is meant to ridicule human frailty, often to expose and criticize various flaws in society (politics, human nature, media, etc.). The overall objective of this thesis was to explore whether satire could be taught and used as a supplement in a 10th grade English class in the Norwegian school system. The focus of this thesis was to answer the following research question:

Can English-language satire be used as a supplement to the traditional English textbooks? In what ways can satire motivate students to pursue English-language learning in new and independent ways?

English-language satire has shown, through previous research mentioned in this thesis (Fife, 2016; Glazier, 2014; Stark, 2003), to be a promising and untapped way of teaching the English language to students at a Norwegian junior high school level, because of how beneficial it can be and because of how satire promotes critical thinking and learning in students. As mentioned in this thesis, there has been very little research on this exact topic on how to use English-language satire in the classroom setting at an educational level lower than high school. This is partly what motivated me to try it out and see if it could work, and to examine whether it could ultimately become a useful supplement in the English classroom. Although the previous research on using English-language satire in the classroom shows that satire is a promising and untapped way of teaching the English language, the Norwegian school system is currently textbook-focused, and these textbooks contain little to no satire. To be able to teach the students the English language in a more engaging way, using English-language satire in the classroom the way previous research has done it had to be simplified in order to be relevant to students on a junior high school level. If we consider how heavily engaged the students are with social media, teaching the English language using creative satirical activities outside of the textbook can prove engaging and fruitful for English language acquisition in the students.

My research focused on trying out various forms of English-language satire in the English-language classroom to figure out what would and would not work. The results from the questionnaire indicated that the participating students enjoyed the lessons about English-language satire, where none of the students having any previous known knowledge about what satire was before the lessons. The general takeaway from this research is that it is important to think more broadly about English-language teaching to get the students engaged

and raise their interest in their own learning. The questionnaire also showed that by utilizing translanguaging, the students were more vocal during discussions in class and used the English language more than they normally did without worrying about speaking a couple of words in Norwegian.

Through observations, it was possible to deduce what satirical content that the students were presented to did or did not work, which is important for future research in the same age group. Although the satirical content being used is important, it is also important to take note what kind of media worked best too, in this case which type of media focused on what the students used the most seemed more effective than media the students used less. Considering that the students enjoyed the lesson held on English-language satire, they thoroughly enjoyed the lessons where they tried to create satirical content themselves.

The limits of this research on using English-language satire are the undiscussed topics that are beyond the scope of this thesis, that is because of my thesis being such a specific area of choice, English-language satire in Norwegian junior high school. Although, I do hope that this thesis will inspire future projects in this specific field beyond what I have done myself. As this research indicates, satire is a promising and untapped way of teaching the English language, and it raises several questions that were beyond the scope of my research:

- How can we as teachers use English-language satire in a way that engages the current student experience/speaks to the students?
- How can we stay relevant and up to date as teachers?
- How do we translate older English-language satire to make it more accessible for students?
- How do we teach provocative and offensive material in a way that is consistent with pedagogical aims?
- Considering how some of the best English-language satire is aimed at politics, religion, or racism, how do we teach this without alienating the students?

To take account of how education is always changing, teachers need to stay ahead of the time to make sure the students stay eager and interested in what they are being taught. The teacher must be willing to try out new ways to make students' education engaging, and this is done by looking to other teachers who also have the students' education in their best interest. Working with English-language satire in the English classroom might be an effective and exciting way forward for teachers.

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Appendix 1 – Lesson plan: Satire 10th grade

Circumstances for learning:

The 10th grade consists of two classes of approximately 15 students in each class (total of 30 students, prior knowledge from practicum in the Autumn semester 2020).

Physical classroom with access to projector for showing PowerPoints, videos, images, etc. Speakers too for videos. All students have access to a school laptop/tablet.

Previous knowledge:

The students probably have no prior knowledge on satire in American Literature (Twain, Vonnegut, Pratchett, Austen), they most likely have knowledge about what The Simpsons and other cartoons/comics introduced to them are, but not the satirical meaning behind most of what happens in these shows/cartoons/comics.

Relevant competence aims for this lesson plan (Competence aims after Year 10):

1. Use a variety of strategies for language learning, text creation, and communication.
2. Express himself or herself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, receiver, and situation.
3. Ask questions and follow up input when talking about various topics adapted to different purposes, receivers, and situations.
4. Write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate, and reflect, and are adapted to the purpose, receiver, and situation.
5. Use different digital resources and other aids in language learning, text creation, and interaction.
6. Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to own interest.

1st lesson (60 min, week 42):

Relevant competence aims for this lesson:

The students will express themselves by writing their own thoughts about a given topic and learn about the relevance the topic of this lesson plan have to the English-speaking world (1, 2, 3)

Lesson plan structure:

(Roughly 15 minutes) 5-minute free write prompt: “What do you find funny?”, “What two or three pieces of media – clips, shows, movies, stories, etc. make you laugh? What is funny about them?” Followed by a 10-minute discussion based on the students’ written responses.

(Roughly 15 minutes) PowerPoint presentation as an introduction to the topic of satire: What satire is, where it can be found, dangers of satire, how satire have been misunderstood as either offensive or cruel (this will include images and clips that are satire to show the students what satire is).

(Roughly 20-25 minutes) Read first part of Mark Twain’s “Advice to Youth” for them and give them some questions related to the text that they can discuss (discussion task). (Back to 19th century, 1800s)

Example questions:

“Why do you think I read this to you (the students)?”

“Would you take what this text says seriously?”

“It talks about building character (one’s personality), would it be bad if everyone else were like each other? Why?”

(Roughly 5 minutes) Summary of the lesson and what’s to come.

2nd lesson (60 min, week 42):

Relevant competence aims for the lesson:

The students will explore creativity in the English language by making their own creative writing/informal text (In this case a small comic), which will let the students use a variety of strategies in text creation and communication (1, 4).

Lesson plan structure:

(Roughly 15 minutes) Satire in comics, start off the lesson with an introduction to the topic in the form of a PowerPoint presentation, which will show various types of satire in comics (comic books, webtoons, etc).

(Roughly 30-40 minutes) Task that students can do: Students will work together in pairs or more and try and make their own tiny comic strip of a satirical topic, they will be given some examples of relevant satire that they can work out from (Cyanide and Happiness, Calvin and Hobbes, Asterix, etc.).

(Roughly 5 minutes) Summary of the lesson.

Homework for next lesson:

Watch a couple of clips (South Park: The Scoots clips

<https://www.youtube.com/watch?v=A1S-avdXGIg>

<https://www.youtube.com/watch?v=SZBIYHjR46g> , The Simpsons: Homer Buys a Gun

<https://www.youtube.com/watch?v=nGJxhMMvjYU> , The Simpsons: Down With Homework clip <https://www.youtube.com/watch?v=5MLa7WWwskg>) and write a commentary about the clips, which will be used for discussion in the next class.

Examples on commentary questions they can answer:

“What do you think about these clips? Was it funny, was it bad?”

“What is this clip making fun of?”

“Were any of these clips relevant to how things are today?”

3rd lesson (60 min, week 43):

Relevant competence aims for the lesson:

The students will be using the answers they wrote from their homework to hold a discussion that will be supervised by the teacher asking follow-up questions. So that the students will be able to express themselves about a topic and ask follow-up questions themselves if they got any (2, 3,).

Lesson plan structure:

(Roughly 15-20 minutes) The start of this lesson will be a discussion on what the students have commented about the clips they have watched for their homework.

(Roughly 15 minutes) Satire in television. Introduction to the topic with a PowerPoint presentation. (Highlight the trends and conventions, what do satirical shows have in common, common topics such as parenting, work, life, etc.)

(Roughly 20 minutes) Watch some clips on satire with the students they will afterwards go into groups of 2-3 and talk about the clips they have seen based on questions given to them, then reconvene for a class discussion between the groups based on their replies. SNL sketch: Plagiarism (https://www.youtube.com/watch?v=yDxN4c_CmpI) & SNL sketch: Science Show (https://www.youtube.com/watch?v=yOqm_UzL26w).

Example questions (depending on clip shown):

“The Plagiarism sketch is an old one, is plagiarism still relevant to you students today?”

“Would it be possible for this to happen in an actual classroom? Why or why not?”

(Roughly 5 minutes) Summary of the lesson.

4th lesson (60min, week 43):

Relevant competence aims for the lesson:

The students will be using a variety of strategies for text creation and language learning, they will also be argued about the topics of today's lesson with questions from the teacher. They will also start with their formal text (script) for the project that they will be working with in pairs (or more) (1, 2, 3, 4, 5).

Lesson plan structure:

(Roughly 15 minutes) Satire of social media and digital culture. PowerPoint presentation introduction to what it is and what is going to happen throughout this lesson.

(Roughly 15 minutes) Show Khaby Lame videos to the students and have them discuss the apparent ridiculousness about these "easy solution" videos that is satirized.

Example questions for the discussion:

"What makes these 'easy solutions' so ridiculous?"

"Why do you think that Khaby Lame made his videos as a comment to the 'easy solution' videos?"

(Roughly 20-25 minutes) Task that students can do: Work together in pairs (or more, split the class into already decided groups with the help from the English teacher) and make up their own ridiculous satirizing of "easy solutions" to everyday problems, start of a project that the students will work with in the English class until 5th-6th lesson.

(Roughly 5 minutes) Summary of the lesson.

5th lesson (60 min, week 45):

Relevant competence aims for this lesson:

They are going to learn how to articulate both basic and complex arguments in written and oral form, used to discuss the topics that are relevant to the lesson (1, 2, 3, 6). The discussion in this lesson will build on the discussion that the students had in the 3rd and 4th lesson but

taken a bit further, where the students will be holding a public discourse, seeing the problems from both sides in the discussion.

Lesson plan structure:

(Roughly 15 minutes) Satire – stereotypes. PowerPoint presentation as an introduction to what a stereotype is, discussing with the students if they know of any stereotypes from before, but also teaching them that satire is all about “punching up,” not “down” (something that will also be mentioned in the first lesson during the introduction). In preparation to the next task, show one or two clips about stereotypes (The Simpsons: Apu the American - <https://www.youtube.com/watch?v=38UZWDQBeVQ> & a couple of minutes of Groundskeeper Willie (Scottish stereotypes) <https://www.youtube.com/watch?v=zHR8LUnedqw>), have the students write one or two points down about positive or negative stereotypes.

Example questions for the students to work with:

“Why is this stereotype ok, but not this one?”

“Why are stereotypes bad?”

“What are the dangers or harms of apparently ‘positive’ stereotypes?”

(Roughly 25 minutes) Task that students can do: Either in groups or the whole class together: Make points on both sides of this debate (dangers of stereotypes).

(Roughly 5 minutes) Summary of the lesson.

6th lesson (60 min, week 45):

Relevant competence aims for this lesson:

The students will be presenting their projects to the rest of the class and get feedback on it from the teacher (2, 5).

Lesson plan structure:

(Can take almost whole lesson, difficult to gauge time) Students will present their group project that they started with in week 39, the students will present it by talking about what they have made and then show the video to the rest of the class. The students work will be evaluated based on their written script, presentation, and video.

(What time is left) Ask the class about what they thought about this unusual way of learning English, this will be done in the form of a survey that the students can write their answers on.

Example questions for the survey that the students will get:

“Were you more or less motivated to use your English skills for the activities in this English class?”

“Did you use your English skills in any new ways? If so, how?”

Appendix 2 – Student questionnaire: Humor and comedy

1. What is it that you find funny about this media (Humor and comedy)?

2. What pieces of media makes you laugh?
 - a. Clips: _____
 - b. Shows: _____
 - c. Movies: _____
 - d. Comics: _____
 - e. YouTube videos: _____
 - f. TikTok: _____
 - g. Others (Please specify): _____

3. What is the language used in most of the comedy you enjoy?
 - a. English: _____
 - b. Norwegian: _____
 - c. Others (Please specify): _____

4. Where did you learn about your favorite forms of comedy?
 - a. Friends: _____
 - b. Family members: _____
 - c. Teachers: _____
 - d. Website recommendations: _____
 - e. Social media: _____
 - f. Physical advertisement: _____
 - g. Others (please specify): _____

5. In your opinion, has the comedy you consume changed your views or perspectives on anything, such as a political or social issue? If so, how?

Appendix 3 – End question survey

1. Have you learned or used any new English words? (Write down some of them)

2. Have you used your English language skills in a new context?

3. On a scale of 1-10 (1 being the lowest):

Did you enjoy these English classes on satire compared to your usual English classes?

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

4. On a scale of 1-10 (1 being the lowest):

Have these classes motivated you to pursue English language media outside of the classroom?

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

5. Which of the topics did you enjoy the most/find more interesting?

1. Introduction to satire: _____

2. Satire in comics: _____

3. Easy life hacks: _____

4. Satire in television: _____

Appendix 4 – Letter of information with declaration of consent

Vil du delta i masteroppgaven

“Teaching Satire in the English Language Classroom”?

Dette er et spørsmål til deg om å delta i en masteroppgave hvor formålet er å se om satire kan motivere elevene til å lære Engelsk på en annen måte. I dette skrivet gir vi deg informasjon om målene for masteroppgaven og hva deltakelse vil innebære for deg.

Formål

Formålet med denne masteroppgaven er å se om et tema som satire kan motivere elevene til å lære engelsk på en annen måte enn ved bruk av noe som for eksempel vanlig tekstbokbruk. Dette formålet kommer fra tidligere praksisår på andre skoler, hvor elever jeg har spurt hva de synes om engelsk faget har utdypet at faget har vært kjedelig med for mye bruk av utdaterte tekstbøker. Derfor har jeg tenkt å samle inn data gjennom observasjon i undervisning av dette temaet hvordan elevene reagerer på temaet (om det er interessant, morsomt, kjedelig, vanskelig, osv.), det vil i tillegg også bli gjort observasjoner på hvilke former for satire som fungerer best i klasserommet (former som tegneserier, små filmsnutter, tekster, osv.). Ved start av undervisningsopplegg vil elevene blant annet bli spurt et par innledende spørsmål som: «What do you find funny?» og «What kind of media (clips, videos, shows, etc.) makes you laugh?»

Hvem er ansvarlig for masteroppgaven?

Andrew James McKendry (Veileder) ved Nord Universitet er veileder til Simen Marius Hansen (Student) som er ansvarlig for masteroppgaven nevnt i dette samtykkeskjemaet.

Hvorfor får du spørsmål om å delta?

Som student i praksis på den aktuelle skolen og på grunn av at skolen er en universitetsskole (Løpsmark Skole) har jeg spurt læreren til det aktuelle trinnet om det har vært greit om jeg holder et undervisningsopplegg rundt min masteroppgave, derfor blir dere som elever spurt

om å delta i masteroppgaven. Elevene har allerede fått informasjon muntlig før høstferien angående denne masteroppgaven, og de har fått vite alt som allerede står her i skjemaet.

Hva innebærer det for deg å delta?

Hvis du har lyst til å delta i masteroppgaven, vil datainnsamling skje gjennom observasjon av hva som skjer i engelsk timene i form av hvordan dere som elever deltar i undervisningen/reagerer på innhold i timen (Merk! Reagerer på innhold i timen betyr om innholdet er bra/dårlig, morsomt/kjedelig) og gjennom spørsmål som vil bli spurt i timene, og spørreskjema både ved start og slutt av engelsk opplegget.

Det er frivillig å delta

Det er frivillig å delta i masteroppgaven. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

De eneste som vil ha tilgang til ved behandlingsansvarlig institusjon (Nord Universitet) er studenten og veileder.

Personopplysningene (Samtykkeskjema i papirformat) vil bli oppbevart i en låst skuff og ved endt løp av masteroppgaven bli destruert gjennom enten makulering eller forbrenningsovn.

All data som samles inn gjennom observasjon i denne masteroppgaven vil være anonymisert.

Hva skjer med opplysningene dine når vi avslutter masteroppgaven?

Opplysningene anonymiseres når masteroppgaven avsluttes/oppgaven er godkjent, noe som etter planen vil være rundt avslutning av studieåret, 17.6.2022, all form for personopplysninger (Samtykkeskjema) vil bli destruert (se Ditt Personvern, ovenfor).

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler informasjon om deg bare hvis du sier at det er greit og du skriver under på samtykkeskjemaet.

Hvor kan jeg finne ut mer?

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

- Nord Universitet ved Andrew James McKendry (Veileder), Førsteamanuensis, andrew.mckendry@nord.no +47 75 51 70 73.
- Simen Marius Hansen (Student), simen.m.hansen@student.nord.no +47 41 39 34 82.
- Vårt personvernombud: Toril Irene Kringen, kan kontaktes på personvernombud@nord.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Andrew James McKendry

Simen Marius Hansen

(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om masteroppgaven «*Teaching Satire in the English Classroom*», og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i masteroppgaven (Innsamling av data i form av spørsmål i undervisning/spørreskjema)

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

(Signert av prosjektdeltaker, dato)

(Signert av foresatt, dato)

Appendix 5 – Approval from NSD

NSD sin vurdering

Referansenummer

914405

Prosjekttittel

Teaching Satire in the English Language Classroom

Behandlingsansvarlig institusjon

Nord Universitet / Fakultet for lærerutdanning og kunst- og kulturfag / Grunnskole

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Andrew James McKendry, andrew.mckendry@nord.no, tlf: +4775517073

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Simen Marius Hansen, simen.m.hansen@student.nord.no, tlf: 41393482

Prosjektperiode

18.10.2021 - 17.06.2022

Vurdering (1)

03.11.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 03.11.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte. TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 17.06.2022. LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr.

I bokstav a. PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: • lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen • formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål • dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet • lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20). NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). Ved bruk av databehandler (spørreskjemaleleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med. For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema> Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet!