MASTER'S THESIS

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Encounters with texts outside of school in English in 8th-10th grade: Influences and potential for working with texts in ELT.

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Abstract

The purpose of this thesis was to examine the adolescents' encounters with texts outside of school in grades 8-10, using the collected data to suggest guidelines that aim to develop multiple literacies by including such texts in English language teaching (ELT). The theoretical framework was therefore based around the development of multiple literacies with a focus on media- and information literacy, and the benefits and challenges that these encounters with texts can provide in terms of second language learning in school and language acquisition outside of school.

A mixed method was used consisting of both quantitative- and qualitative approaches, these included an online survey and interviews. The survey provided an overview of texts frequently used by adolescents and which ones were regularly used in English. Interviews provided further insight into adolescents' experiences with these texts and opinions on current- and potentially future inclusion of similar texts in school.

The results from the data collection had a significant relevance to the new curriculum and supported the need to develop aspects of digital literacy that goes beyond the functional ones in school. Media- and information literacy needs to be developed if we want adolescents to navigate the digital world and contemporary media in a proficient and responsible manner. We propose theoretical benefits for adolescents' language competence, motivation and critical thinking skills tied to the national curriculum for English. We also make suggestions for practical guidelines to keep in mind for classroom inclusion of multimodal social media texts. Bringing adolescents' lifeworld into the classroom roots activities in familiar contexts, while also giving them tools to become democratically active, informed citizens and learners.

1.0 Introduction

1.1 Background

As we have gained more experience working in schools, both with adolescents (aged 13-16) and other teachers, we have perceived a decline in the interest towards reading, both from the attitudes displayed by adolescents and from the experience of teachers. With this thesis, we want to look at what adolescents spend their time on out of school, how much of it can be viewed as reading, and how teachers can utilize this information for teaching the English subject in school. We want to see how giving adolescents encounters with texts outside of school in grade 8-10 greater attention and a place in the classroom could benefit both teachers and learners. We do not judge the quality of the engagements adolescents have with texts out of school, but aim to take an objective look at the relationship adolescents have with self-chosen texts and see what merits they could have as learning material for English language teaching (ELT).

We wanted to explore the possibility of connections between adolescents' declining reading motivation, attitudes towards reading, the work that is expected of them in school and its relevance to adolescent's out-of-school encounters with texts. Our motivation is to find out if reflecting encounters with texts out-of-school for in-class learning might help to make adolescents more motivated for schoolwork and reading, and promote multiple literacies in the process alongside English language learning.

1.2 Research problem

Adolescents encounter a large variety of texts through their access to digital media, we wanted to draw on their engagement with English in their daily lives outside of school. The linguistic benefits obtainable through engagement with digital media is brought forward by Brevik (2016). The study focused on the effects of gaming on the reading skills of boys (aged 16-19) in English. The respondents in this study had a large exposure to the English language through various media which included gaming, TV series, films and music. Most of the media mentioned are exposing the respondents passively to language, on the other hand gaming, and especially online gaming requires active use of English either through understanding the instructions given to them or communicating with other players. It is necessary for them to understand the language and terminology within the game to perform at a satisfying level, but also to increase their proficiency. Online games require the player to understand the oral

communication given to them from their teammates and react appropriately to that information (Brevik, 2016, p. 59).

Rather than focusing on one type of digital media, we explored a variety of texts that adolescents encounter frequently, and the qualities that characterizes them as means to engage adolescents in school. Highlighting the benefits that adolescents can obtain through encounters with texts outside of school in English, and how that can benefit in-school learning. Therefore, we want to look at which media that are frequently used, and to what extent these media provide frequent English input. The increasing usage of digital devices and media makes it essential to provide students with tools to engage with these media beyond the functional aspects of digital literacy.

1.3 Research questions

1.3.1 Primary research question

How can teaching in grades 8-10 reflect adolescents' out-of-school encounters with texts to promote multiple literacies in ELT?

Through our data collection we want to make an overview of the different contexts in which the adolescents' encounter texts in English outside of school and draw on those characteristics to create guidelines directed at teachers. These guidelines are meant to promote multimodal texts in a way that is appropriate for adolescents' level and are aimed towards language learning and development of multiple literacies.

1.3.2 Sub-questions

1. What characterizes adolescents' out-of-school English reading? What texts do they choose, which texts do they frequently encounter, do they have common qualities?

2. Can we draw on the qualities of adolescents' out-of-school encounters with texts as a method to assess their competency in media- and information literacy?

1.4 Justification for study

As mentioned in the background for our research, we perceive dwindling motivation towards the reading of printed texts, but through adolescents' access to digital devices there is an increase in watching/reading different forms of audiovisual content. This perception is supported by PISA 2018 and the results in connection with Norwegian students. The report presents a decreasing motivation towards reading printed texts outside of school in comparison with the PISA reports from 2015 and 2009, on the other hand there is an increase

in the time that students spend on digital devices and digital media (Jensen et al., 2019, p. 17). The interest in reading printed texts (especially novels, both fiction and non-fiction) has declined, despite this there has not been a significant change in their reading competency in comparison to the PISA report from 2015 (Jensen et al., 2019, p. 5). This point is also brought forward in *Generation M2* conducted by the Kaiser family foundation (Rideout et al., 2010), where we see an increase in the availability of media equipment and internet access in young people's (8–18 years old) households. This availability also comes with a decrease in the reading of printed texts by young people, with the ones having less access to media equipment generally spending more time reading, which shows us the importance of parents' influence in what media young people choose to spend their time on in their daily lives (Rideout et al., 2010, p. 31).

 If we want to work with multiple literacies through digital media, there is a need for development within schools on how we approach popular media. Moving beyond the functional aspect of digital literacy, and rather giving adolescents the tools to view these media and the information within them critically. It is therefore vital that we develop adolescents' competency within both media- and information literacy. *Medietilsynet* (2021, p. 10) (organization within the Norwegian ministry of education) defines critical media literacy as follows, "knowledge and skills we need to navigate through the present dynamic media landscape and make informed choices about the media content they consume, make and share". Media literacy is inherently critical, with the ability to make informed choices being a vital part of it, therefore we will refer to it as *media literacy* and not critical media literacy. Information literacy is a natural extension of media literacy and enhances the primary objective brought forward, and as cited in Bland (2022), "Information literacy is the ability to recognize the need for information, the ability to track down the information, evaluate its reliability, and effectively make use of the information.". These are aspects of digital literacy that need further development in school if we want adolescents to proficiently navigate contemporary media culture.

Medietilsynet conducted a study in 2021 with a focus on people's (aged 16 and above) competency within media literacy. This was a quantitative study separated into four different aspects which are, "disinformation and fake news, cyberbullying and consequences for democracy and participation, online commercial pressure on the internet and privacy and the competence to regulate one's behavior online" (Medietilsynet, 2021, p. 3-4). The study

provides us with insight into the percentage of people that experience these challenges online, and how they choose to deal with them. Especially the age group 16-24 tells us a lot about the competency within media literacy that is achieved by the time they finish middle- and upper secondary school. With a higher digital media usage among the respondents aged 16-24, they also have a higher chance of experiencing the four aspects brought forward in the study, however they also have a larger set of tools to handle them, since they are more familiar with them than the older respondents. The younger respondents are more familiar with these aspects, but they are also tricked more. "One in ten aged between 16-24 answer that they have been tricked into buying something online in the last year" (Medietilsynet, 2021, p. 8). This is a significantly higher number than the average for the general population which sits at four percent.

As brought forward by Gran (2018), there is an overwhelming focus on the functional aspects of using digital devices and general rules that adolescents need to follow to be safe online. On the other hand, there is a lack of development towards adolescents' autonomy and criticality online (Gran, 2018, p. 214). This point is also brought forward in PISA 2018 with less than half of Norwegian students learning how to find information and verify its reliability (Jensen et al., 2019, p. 17). The new curriculum has placed a bigger focus on critical thinking both in an ethical context but also in connection with texts. Text is used as a term consisting of all types of media that are put together to convey a message or statement (Utdanningsdirektoratet, 2020). This definition of the term *text* also includes diverse forms of multimodal texts and literary formats. We define multimodal text as follows: "Multimodal texts, or multimodal ensembles, communicate content that is cultural, conceptual and/or informational through a combination of semiotic modes." (Bland, 2022). Formats are separate from multimodal texts and are defined as: "The format, or medium, refers to how the narrative is delivered, not the story content, which is the genre: dystopia, nonfiction, fable, fairy tale, fantasy and so forth." (Bland, 2022). Approaching the qualities of multimodal texts in school gives adolescents opportunities to reflect critically on familiar types of texts and formats present within media that they engage with regularly outside of school.

Both outside of school and in school there is an influx of digital devices. Not only as an extension to the school's textbooks, but also to some degree as a substitute. Many schools in Norway cannot afford to update their textbooks, so they instead turn to digital textbooks. A debate presented by *Lytring* (2022) discussed the new set of challenges and benefits related to

the implementation of digital devices in school, and the difficulties teachers might face if they are not prepared. They need to be equipped with the tools to draw on the learning benefits that these devices provide in connection with preparing students for the digital world (Lytring, 2022). With the inclusion of digital devices instead of physical textbooks, there is now more room and need to go beyond the functional aspects of digital literacy. If adolescents are going to gain autonomy as users of digital devices and media, they need to be able to find information and verify the reliability of this information, something that was not required of them when every answer to in-school tasks could be found within their textbooks. It is here that we can use adolescents' usage of the digital world outside of school to develop their competency in media- and information literacy. In the same way that adolescents want to improve their English vocabulary to perform in video games, drawing on adolescents' interests can be used to achieve educational benefits in school (Brevik, 2016, p. 60).

Brevik (2016, p. 60) brings forward another vital point namely that "A very important finding in this study is that these adolescents did not see the educational profits of their out-of-school English usage". It is therefore in the hands of the teacher to explore adolescents' interests and find the potential for in-school learning. You do not need to bring video games or social media apps directly into the classroom, but it can be a meaningful point of active and positive engagement for adolescents. It can be used as a tool to provide motivation towards both English learning and multiple literacies. Providing teachers with insight into their students' interests but also makes the students into more active learners, giving them the opportunity to use their out-of-school interests as tools for learning outside the in-school context (Brevik, 2016, p. 60-61). Brox and Jakobsen (2015) puts forward a similar argument to that of Brevik (2016) but with a stronger focus on bridging the gap between digital texts that adolescents interact with outside-of-school and traditional text formats that are taught in school. Adolescents' encounters with texts outside of school can be used as tools to both teach traditional genres but also combat their disinterest with texts within the formats that are traditionally taught in school (Brox & Jakobsen, 2015).

2.0 Theoretical framework

2.1 Pedagogical components of working with multimodal texts

Cazden et al. (1996) defines four pedagogical components involved in work with multimodal texts that relate to each other in different ways, during different parts of the learning process. These components will be used to explain how our suggestions for practicing media- and

information literacy fits into the context of a Norwegian classroom, and to see what processes are involved in practicing multiple literacies.

1. **Situated practice:** This component includes the different experiences, skills, and contexts familiar to the learners. This is not limited to how readers engage with texts, what texts they choose and skills or knowledge they already have. Situated practice also includes the communities they immerse themselves in, where they learn skills, obtain knowledge or are influenced by their fellows. Social media, video games and other digital platforms allow access into a great variety of such communities, which adolescents are likely to immerse themselves in depending on their interests. We will be spending a significant amount of time finding out exactly what this component is for Norwegian school adolescents when investigating their out-of-school encounters with texts. In our discussion, we will see in what way teachers could reflect or include the situated practice of adolescent learners for the benefit of multiple literacies in ELT.

2. **Overt Instruction:** This component involves consciously and systematically analyzing, reflecting and developing an understanding of texts through scaffolding activities, rather than memorization, repetition and drilling. Instructing adolescents in metalanguage for working with multimodal texts, their design components, and language that allows for describing content, form and function of multimodal texts is part of this component. We will be exploring how to promote critical thinking skills, how to acquire the language competence necessary for reflective tasks, analysis of multimodal texts and their potential effects on readers. While teachers will have to decide for themselves what methods they use, we will discuss certain ideas or principles for overt instruction in multiple literacies.

3. **Critical framing:** "The goal of Critical Framing is to help learners frame their growing mastery in practice (from Situated Practice) and conscious control and understanding (from Overt Instruction) in relation to the historical, social, cultural, political, ideological and value-centered relations of particular systems of knowledge and social practice." (Cazden et al., 1996, p. 86). Working with multimodal texts brought from different platforms allows us to discuss and reflect on a subject from multiple perspectives, expanding how we look at certain topics. For promoting media- and information literacy in ELT, we will discuss how critical framing relates to working with social issues, environmentalism and democratic values. Examples include how claims made in texts familiar to adolescents situated practice hold up to

scrutiny when looked at in different contexts, from different viewpoints and when placed in a different discourse.

4. **Transformed practice:** Reflecting on what makes design elements of texts work, and transferring those elements into one's own work, repurposing them a new discourse. Learners should be required to show that they have truly learned something from overt instruction and critical framing through their own text creation. While reiterating previously memorized information is prevalent as a form of assessment, this is not the essence of transformed practice of critical thinking skills. It is the processing of acquired information, reflection and testing of positions through viewing them from different perspectives which is vital to critical thinking and multiple literacies. Applying critical framing approaches learned from overt instruction to texts from situated practice, and the documentation of this process to a wide array of topics connects these components together. In relation to promotion of media- and information literacy, learners should over time attain the ability to do this to a greater degree autonomously.

These components, which can be directly related to the way we look at multimodal texts and their use in school, will be of use to us for providing structure and a theoretical framework when we later construct and explore practical application of out-of-school encounters with texts into school. Note that these components are not necessarily stages to progress through in a set order in which you finish one before you start with the next. They are mainly all part of a larger learning process in which they are involved simultaneously or alternated between depending on the activity and needs of the learner.

2.2 Multiple literacies, working with contemporary media culture

There is a constant influx of new technologies and digital media available to almost everyone. This also requires that education provides children and adolescents with adequate tools to navigate through both the benefits and challenges that come with these technologies. Literacies related to new technologies and digital media are a must if adolescents want to participate in contemporary life and democratic processes (Kellner, 2004, p. 16). Additionally, we need to be aware of the effects that the internet has on adolescents' socialization through media, both adolescents and teachers need to be aware of the effects from media culture. As presented by Kellner (2004, p. 18), "This situation calls for critical approaches that make us aware of how media construct meaning, influence and educate

audiences, and impose their messages and values". We want adolescents to be able to discern the messages presented through media culture, and form their own opinions through verification rather than only being swept along. This entails being able to critically view the meaning relayed through media, but also draw on the positives to understand new perspectives on a variety of topics. Media culture is a way for adolescents to learn and express themselves, while also giving them a new angle for socialization and participation in educational processes with the knowledge about media that they possess from experiences outside of school (Kellner, 2004, p. 19).

Including multiple literacies into students' education also requires the inclusion of the student's life world and preparing students for interactions within a variety of media environments (Kellner, 2004, p. 27). If we want education to reflect contemporary society then the student's lifeworld is essential and provides teachers with the opportunity to actively include their students' knowledge of media culture and technologies. This benefits both fellow students and teachers who do not possess skills and knowledge related to a variety of media, and provides a basis for further development of competency within literacies such as media- and information literacy grounded in new technologies and digital media (Kellner, 2004, p. 28).

Kellner expresses the need for the inclusion of multiple literacies in education as follows:

> Moreover, as the entire world becomes part of a global and networked society, gaining multiple literacies necessary to use a range of technologies becomes important everywhere as media and cyberculture become more ubiquitous and the world economy demands ever more sophisticated technical skills. (Kellner, 2004, p. 29).

This point is more relevant now than ever with adolescents' increase in input through digital media and especially social media platforms. With this increased input adolescents' digital competency has had a massive surge, and in some areas leave teachers and parents in the dust. Through the integration of multiple literacies and students' lifeworld into the classroom we can work critically on both future- and contemporary media culture. Contemporary media culture is inherently a multicultural endeavor, and is a large part of adolescents' social lives, which is why it is crucial that adolescents can use these technologies appropriately and ethically (Carr, 2018, p. 85). The digital media that adolescents interact with is highly relevant for the English curriculum's definition of texts, making it a natural inclusion into contemporary education.

2.3 Media- and information literacy as a means for democratic participation

As the internet and multimodal media literacy becomes a greater part of our lives, the teaching and practicing of media literacy also increases in importance. "...critical media literacy aims to expand our understanding of literacy to include reading and writing of all types of texts, as well as to deepen analysis to more critical levels that examine the relationships between media and audiences, information and power." (Kellner & Share, 2019, p. 8). As the new curriculum expects adolescents to be able to engage in political discourse and fulfill their civic duty of democratic participation (Utdanningsdirektoratet, 2020), media literacy is central due to how much of political discourse is carried through the internet and multimodal media. We will use media literacy to connect adolescents' encounters with texts to teaching not only English as a language, but to provide content-based instruction and discussions related to social issues and attempt to help develop critical thinking. This includes but is not limited to issues surrounding gender, sexuality, immigration, religion, social class and economic differences. We will also be looking at how the digital media they interact with carries a specific narrative around these issues, and how teachers can use examples of digital media to instruct adolescents in the identification of misinformation or potentially harmful rhetoric. This way of working with media literacy will include all the four pedagogical components of working with multimodal texts in the learning process. We will do this by using what the adolescents are experienced with, taking a closer look at the texts features, how we can view them critically and transfer those designs and meanings to other contexts such as text creation.

According to the new curriculum, adolescents are to be taught how to use digital tools for finding information. At the same time, they must be able to discern which of the sources they find are credible and which are not. making information literacy a practical and effective tool for sifting out misinformation (Jones-Jang, Mortensen & Liu, 2021, p. 382). In contemporary times, we see examples of both misinformation and disinformation being present on social platforms. The distinction between misinformation and disinformation is significant enough to warrant explanation, especially to adolescents who are at high risk of exposure through popular social media apps. Misinformation is information that is not entirely true, misleading in some way, or facts with a wrong or misguided interpretation. Disinformation on the other hand, is overt propaganda or lies spread with the intent of supplying false information to recipients. As misinformation might be a misunderstanding or even rooted in reality but warped in some way, it is not always directly malicious in the same way as disinformation.

Misinformation might contribute to the spread of conspiracy theories or prejudice based on small amounts of correct but misinterpreted information, while disinformation can be more directly used to sow dissent, prejudice, hatred or enforce ignorance around social issues to a stronger degree. Adolescents of today might know how to use digital tools on the functional level due to their high inclusion of the tools in their daily lives, this does not mean that they have the necessary skills to use these tools responsibly (Cazden et al., 1996, p.85). In terms of our pedagogical components, their immersion in a digital society is an example of the adolescents' situated practice, meaning they are familiar with the digital tools they are meant to be using. As English is largely the lingua franca of the internet, and a significant portion of specific information is only available in English, the practicing of information literacy in ELT is an important skill when it comes to finding information from different or international perspectives and sources. This requires overt instruction in what constitutes a credible or untrustworthy source, practice in critical framing of sources and the use of these abilities of identification independently.

2.4 Adolescents cognitive shift and the effects on their attention

The cognitive shift from deep- to hyper attention is presented by Hayles, and she defines the terms as follows:

> Deep attention, the cognitive style traditionally associated with the humanities, is characterized by concentrating on a single object for long periods (say, a novel by Dickens), ignoring outside stimuli while so engaged, preferring a single information stream, and having a high tolerance for long focus times. Hyper attention is characterized by switching focus rapidly among different tasks, preferring multiple information streams, seeking a high level of stimulation, and having a low tolerance for boredom. (Hayles, 2007, p. 187)

Hayles presents the continuous introductions of new media into the lives of adolescents as one of the reasons for this shift. Hayles (2007, p. 191) argues that rather than the time spent on media, the variety and the content present within these media have a bigger impact on the cognitive shift. The digital space is constantly shifting, introducing new apps, providing an unimaginable amount of content and through those exposing adolescents to a large variety of content. Social media platforms in particular provide what is almost a never-ending amount and variety of content giving them easy access to a high amount of stimuli. A lot more focus and effort are required to gain stimuli from printed texts which is therefore pushed to the side.

There is a comparison to be drawn between the generational shift described by Hayles (2007) and Carr's (2018, p. 6) descriptions of the influences that new technologies have on our attention. The descriptions provided by Carr (2018, p. 5) are more personal, but put into words the limited focus many people experience when trying to read a book like they used to before they started to regularly use digital devices. Through our usage of new technologies, we have become more used to a way of reading that facilitates more towards hyper attention than books do. Even people that previously had no issues with reading a book without losing their focus might find difficulties keeping that ability (Carr, 2018, p. 5). This is also supported by a survey cited in Baron (2016, p. 10): "A recent survey, this time by Nielsen Book, reported that a whooping 41% of the teenagers they surveyed don't read for fun". This gives us an understanding of the difficulties that adolescents might face when presented with a book which requires a lot of focus into a single task. Such an activity also deviates from how most adolescents read outside of school, which include a wider variety of multimodal texts.

2.5 Learner motivation through affinity spaces

The texts that adolescents interact with outside of school are to a large degree multimodal with TV-shows, social media apps and video games as some of the most popular media. Many of the most popular media regularly used by adolescents have English as their main language, giving the adolescents an unprecedented amount of English input through both reading and listening. Gaming in particular has become a social hub for many adolescents where you interact with a variety of people from all over the world. This type of social hub is described by Gee (2018) as *affinity spaces*. An affinity space is a social group dedicated to certain topics, and which aims to solve problems related to that topic (Gee, 2018, p. 9). There are affinity spaces for all sorts of topics, but through the internet it is now much simpler to find and create groups of people that share the same interests as you.

Rose (2010) presents a similar argument to that of Gee (2018) in terms of drawing on the characteristics of video games as a tool for learning. It is presented as both an opportunity for learning but also as a way to keep adolescents' attention. Students are able to access a limitless stream of information and entertainment through the introduction of digital devices at home and at school, it is therefore just as important to teach adolescents how to direct their focus rather than to try and capture it. As said by Rose (2010, p. 7), "We need, in other words, metacognitive and reflective designs: online instruction that does not seek to control cognitive processes, but by representing those processes in comprehensible terms, allows learners to begin to assert some control over them". Through our survey we can get an overview of

media and formats that are popular among adolescents, and use that to make suggestions that draw on key characteristics related to adolescent's encounters with texts outside of school.

In recent years video games have taken an increasingly bigger part in many adolescents' daily lives, and to some extent taken the time that was previously used for traditional play. It is imperative that we are aware of this aspect of adolescents' lives and the consequences and benefits towards their cognitive and social-emotional development. For young people online- or cooperative games can provide opportunities to strengthen their existing social relationships and form new ones. Rather than being an isolating activity video games is a social hub frequented by the majority of young people. But it can also have quite the opposite effect on young people that already feel lonely or have low social competence (Valkenburg & Piotrowski, 2017, p. 213-215). Even though there exist positives in adolescents' encounters with texts outside of school, we also need to be aware of the negative aspects if we want to use characteristics and qualities included within such texts.

2.6 Adolescents development of reading- and linguistic competency through encounters with texts outside of school

Adolescents' almost limitless access to different texts through their usage of digital devices, creates opportunities to participate in extensive reading. Many adolescents receive extensive English input through texts that are intrinsically motivating and develop their comprehension in regard to text and meaning, rather than form (Renandya & Jacobs, 2016, p. 99). Renandya and Jacobs (2016, p. 98) define extensive reading as a concept consisting of three core elements, "amount of reading, focus on meaning and general understanding and faster reading rate". With the amount of reading being a core element of extensive reading, it is required that adolescents spend a large amount of time to show significant results in terms of reading ability. Extensive listening is defined by Renandya and Jacobs (2016, p. 100) almost identically to extensive reading, and is a tool for adolescents to acquire meaning over form in their language learning through the usage of audio centered material, such as videos or audio recordings. With the new curriculums focus on encounters with text, it also involves audiovisual texts such as videos, movies, etc. (Utdanningsdirektoratet, 2020). There is also purely audio content such as music, podcasts, audio books and so forth, which is easily accessible. It is therefore relevant that we include the listening aspect of the English input that adolescents receive outside of schools.

The core benefits of extensive reading and listening is also put forward by Krashen (2004) when introducing the term free voluntary reading (FVR), which focuses on adolescents being presented with the opportunity to read for pleasure in school instead of traditional reading, meaning quizzes or questions, book reports or vocabulary assignments (Krashen, 2004, p. x). Using FVR as a development of adolescents´reading comprehension and basic literacy is shown to have a drastic effect on second language learners (L2). Elley (1991, cited in Krashen, 2004, p. 4-5) presents the effect of FVR on L2 learners of English in Singapore, " In three studies involving a total of approximately 3,000 adolescents, ages six through nine, and lasting from one to three years, adolescents who followed the "Reading and English Acquisition Program," a combination of shared book experience, language experience, and free reading ("book flooding"), outperformed traditionally taught adolescents on tests of reading comprehension, vocabulary, oral language, grammar, listening comprehension, and writing.". Using adolescents' encounters with texts as a means to read for pleasure in school can provide familiar multimodal texts to strengthen their second language acquisition, to motivate in-school reading and as means to build on their competency as language learners within the out-of-school context.

2.7 Interlanguage+1, comprehensible language input through encounters with texts

The comprehensible input hypothesis presented by Krashen (1982) has some of the same benefits as FVR in regard to acquiring language through focus on meaning rather than form. It is a focus on language input that the learner receives through comprehensible communication, which is not necessarily deliberately aimed towards language acquisition, but contains language that is a stage above the learner's current level of competency. The context surrounding this input will help the learner to understand the meaning and integrate it into their competency (Krashen, 1982, p. 21).

Through the usage of the streaming services, video sharing sites and online gaming second language learners receive an unprecedented amount of English input with varying levels of competency. These platforms provide a large variety of contexts for acquiring language and provide adolescents with the opportunity to both develop their language competency through focus on meaning, but also use the language and practice their fluency with the goal of understanding the TV series or video they are watching/playing, or as a means to improve their communication or teamwork in connection with online games. These points of language

input are strongly connected to adolescents' affinity spaces cited in Gee (2018) and the arguments by Valkenburg and Piotrowski (2017) in connection with online games.

Adolescents have access to a variety of media that also include varying difficulties giving them ample opportunity to choose content where they understand the context and may acquire language through meaning. For example, if an adolescent is introduced to a video on a topic that they find interesting, then further research into that topic will introduce them to new language within a familiar context, making it both motivating to understand the input and comprehensible. If adolescents are going to gain language input through meaning, then a low affective filter is an essential part for the comprehensible input to actually be received (Krashen, 1982, p. 33). For adolescents to have a low affective filter they need to receive input in a way that is appealing to them, so that they are open to the input given to them. By bringing in topics connected to media in adolescents' daily lives into the classroom, we can help them process their out-of-school language input and encourage further acquisition (Krashen, 1982, p. 59).

Language acquisition is a vital part of ELT, but we need to go beyond that in school. By using appealing topics related to adolescents' out-of-school encounters with texts we can promote language acquisition and provide adolescents with a platform to both gain linguistic competence and participate in language production. Through practical use of their second language there is an opportunity to gain practical experience with the language within a safe environment and develop their conversational competence. Social media and video games provide adolescents with opportunities for conversations outside the classroom in English, and through working on language in school they can participate in such conversations outside of school to actively improve their language competency (Krashen, 1982, p. 77). The English curriculum also promotes language production as a means to both acquire language and digital skills. Through communication and text creation students can work on exploration of language and through their own text creation develop reading strategies for critical reflection on a variety of text types and cultural perspectives (Utdanningsdirektoratet, 2020).

2.8 In-depth learning as a means for learner autonomy

With the introduction of the new curriculum new terms are being introduced into teachers practice with one of the most significant being in-depth learning. In the new curriculum in-depth learning is defined by Utdanningsdirektoratet (2018) as follows:

To gradually develop knowledge and lasting understanding of terms, methods and contexts in subjects and between different topics. This entails that we reflect on our own learning and use what we have learned in different ways in both familiar and unfamiliar situations, alone or with others (Utdanningsdirektoratet, 2018).

Students need in-depth learning not only as a tool to gain knowledge but also to critically reflect on both new- and old knowledge. Utdanningsdirektoratet (2018) also emphasizes the importance of using in-depth learning as a means to develop students' autonomy to make informed decisions and ethical considerations. Having superficial knowledge about a variety of topics and depth within none is simply not good enough if we want them to be active and responsible citizens, prepared to participate and develop our democratic society. There is a need for adolescents to be able to adapt to the introductions of new technologies, topics or problems. The presence of the continuously changing digital landscape in adolescents' daily lives requires both adaptability but also awareness of their own knowledge and learning.

In-depth learning is a term that has been given increased importance in the new curriculum, with previous curriculums placing more focus on breadth than depth. Egan (2010) presents the difference between learning in breadth and -in depth as such, "With regard to the knowledge we learn in breadth, we rely always on the expertise of others; when learning in depth, we develop our own expertise.". Learning in depth provides adolescents with an understanding of the topic rather than the memorization of facts later lost. This also gives them the opportunity to develop an understanding of their own knowledge and the ability to create an understanding of other topics that they have learned in breadth. If we want adolescents to adapt to changes in society after school it is advantageous that they possess the ability to both gain and retain knowledge, learning in depth is a key step to understand this process (Egan, 2010, p. 8). This is especially relevant for ELT in terms of students gaining language awareness, which is defined as follows, "explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use" (Garrett & James, 2000, p. 330). Knowledge of the processes related to language learning gives them the opportunity to actively gain language input from the digital media that they interact with outside of school.

2.9 Reading with texts, reading texts critically and assessing critical thinking skills

As we discuss how the out-of-school text encounters of adolescents can be utilized for in-class learning in ELT, we will also be discussing the practicalities of including them in the

classroom, while there may be several feasible ways of doing so, we have decided to give attention to the concept of reading with and against texts as described by Janks (2019). Not only does working with text these ways have potential for practicing critical thinking skills and the English language, it is also a fairly easy concept to construct learning activities around. Janks (2019) specifies that reading with the text requires the reader to "...understand the positions on offer, follow and engage with writers' arguments, and be willing to consider their standpoint and ideas." Janks (2019) also emphasizes that practicing this with texts whose ideas we primarily agree with is easier than texts we disagree with, but understanding others' ideas and how/why they argue requires entertaining a position you might not hold yourself. Reading with and against the text are both necessary ways of working with a text for the purpose of media- and information literacy. When readers are going to read against a multimodal text, readers have to "...take up a different point of view, different discourses, and different interests and focus on different visual representations and different evidence." (Janks, 2019, p. 563). Even though activities such as picking apart arguments and taking an opposite perspective of the author might seem the most crucial part of critical literacy practice, reading with a text to understand its arguments is equally as meaningful. Exclusively reading a text critically does not allow us to fully understand it, and will limit the reader's ability to critique it in a fair manner.

Assessing critical thinking skills requires a different approach than having learners memorize facts or repeating what they are told in class. For assessing critical thinking skills, Goodsett (2020) offers several pointers that could prove useful when developing assessment questions, assignments or criteria for adolescents working with social media texts. Critical thinking skills may prove challenging to assess, due to being hard to quantify in a precise way, and reflective exercises are often subjective in nature (Goodsett, 2020, p. 4). It is fairly common to include the use of sources in standard assessment practice, but practicing media- and information literacy assessment might require additional specific criteria from which work will be measured. Goodsett describes how multiple-choice questions and open-ended reflection responses can be used, with their own strengths and weaknesses. Giving work that requires learners to assess the quality and credibility of sources and explain their reasoning using key terms we have discussed earlier is a relatively simple approach that can be done in multiple ways. Regardless of the chosen approach to assess critical thinking skills, such as information or media literacy, there are a few key points which need to be included. Goodsett mentions four points in particular when it comes to assessment through answering questions,

essential to not only assess, but also make learners practice their critical thinking skills at the same time:

1. Learners need to explain and give reasons for why they have answered the questions or solved the task in the way they chose to do it. This should be done in a certain degree of detail, giving a good overview of the thought process behind the answer. The self-reflective process should to some degree encourage the learner to discover what influences their decisions and way of thinking. Additionally, it may allow teachers insight into the learner's self-reflective capabilities, and give a basis for areas in which the learner needs further instruction.

2. Questions should make learners analyze and evaluate the content of the question and text, not simply reiterate something from earlier work they have done or texts they have read. Making sure not to manipulate learners accidentally or consciously into a desired answer becomes central to this criterion, as it requires the forming of independent thoughts on a text. A framework for engaging with a text critically can and possibly should be used, however the conclusion learners arrive at needs to be formed from independent thoughts and opinions based on the text in question.

3. Tasks or assignments need to be framed for allowing, or even encouraging and requiring the learner to engage it from multiple perspectives. Reading with a text and then reading a text critically using sample questions could be one way of doing this, an approach that also works with multimodal texts. Since social media texts regularly feature people in different situations, one could also attempt to have learners imagine themselves in the situation of the ones being filmed. Videos of protests, footage from conflict situations or public speaking are examples of social media texts which could be used.

4. Questions should allow for the learner to consider different possible options, where no alternatives are necessarily outright wrong, but have different degrees of correctness. In the case of multiple-choice questions, this would mean ranking the different choices by preferability rather than selecting one correct answer. Reflective questions require the focus of the assessment to be how learners arrived at their conclusion, not necessarily the conclusion itself. A concrete example could be weighing the pros and cons of solutions to societal problems presented in a text, and rank in order of desirability. Factors that could be taken into consideration could include how realistic they are to achieve, their cost or even ethical problems or moral dilemmas.

Keeping these four points in mind should provide a solid basis for not only creating an assessment situation where learners demonstrate their critical thinking skills and language competence, but promotes the practice of multiple literacies in the process.

3.0 Research methodology

3.1 Research design

For the research conducted both quantitative methods and qualitative approaches were considered, and what could be gained and what would be the challenges of either one. Quantitative data can, depending on how it is measured or interpreted, be misleading or give little insight into individual respondents' interpretations of the questions answered. It was therefore important that our survey was easily understandable and as concrete as possible in what information we were asking for.

A qualitative approach to data collection is centered around a deeper understanding of what one is studying, such as individual opinions, behaviors or views on certain topics. In the context of our research, we utilized interviews to provide supplementary information and clarification for questions we had regarding the answers given to our quantitative method (survey). We created an interview guide containing the main questions we would like answered, but we also set little to no restrictions on how those questions could be answered by the person we were interviewing. Interviews were used to get more insight into the adolescents' perception on the usage of texts in school, and if there were similarities with the texts that they encountered outside of school. We could have based our research exclusively on qualitative data through interviewing individual adolescents about their out-of-school encounters with texts, but came to the conclusion that we probably would not retrieve sufficient amounts of data. The goal of this study involves not only investigating adolescents' out-of-school encounters with texts, but to see if and how those habits can be included productively in ELT. We chose to construct example frameworks for approaching adolescents' encounters with texts in class based on theory and collected data. For this purpose, we needed to obtain enough data to confidently say that our findings and recommendations for teaching approaches could potentially work for ELT, in the Norwegian school context.

 For our research we used a mixed method, including both qualitative and quantitative methods for data collection and analysis. "Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative

research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004, p. 17). Qualitative- and quantitative methods both have their own strengths and weaknesses, but through the usage of mixed methods we were able to get a more complete overview of the phenomena that was researched, providing us with the strength of both qualitative and quantitative methods and removing some of the weaknesses. On the other hand, a mixed method approach proved quite time consuming, due to the need of an understanding of at least two different research methods (Johnson & Onwuegbuzie, 2004, p. 19-21). We saw this as manageable in terms of time, and necessary to provide the required overview to properly answer our research questions.

3.2 Area of study

We studied the out-of-school encounters with texts of Norwegian adolescents in grades 8-10 and how understanding and utilizing the results can enhance in-school development of multiple literacies. We aimed to collect as much data as we could from the population made available to us, trying to collect enough data to make general assumptions about the selected age group's encounters with texts. The purpose of this study is to make suggestions for how teachers can better reflect the adolescents' encounters with texts in school for motivational purposes, while also promoting the information- and media literacy needed for using digital tools responsibly. Multiple literacies are central to our study, and with a focus on media- and information literacy. Our reason for choosing these two to focus on is a greater need for critical thinking and ability to pick out and verify information from reliable sources within the digital space, which is saturated with misinformation and unreliable sources from digital media.

3.3 Non-probability sampling

Sampling is the way that we decide on a few respondents that will be included in the research project rather than using the whole research population (Høgheim, 2020, p. 121). We can generally divide this process into two categories of sampling, probability- and non-probability sampling (Høgheim, 2020, p. 122). Through the usage of a probability sample everyone in the research population has a chance to be picked and therefore strengthens the researcher's ability to make generalizations about the population. This sampling technique in turn requires the researcher to have an overview of the entire research population which can be in many cases impractical or impossible. On the other hand, non-probability sampling does not give everyone in the research population an equal chance of participating. A non-probability

sampling technique was used for this study, since we did not know which classes we would get access to and we had to base our data collection on who was available. Because of this we used *convenience sampling*, where our sample was based on which classes in the grades 8-10 that we had access to (Høgheim, 2020, p. 122-123). We decided to ask as many adolescents as possible to participate, giving us a large overhead of respondents asked to participate in case only a few decided to answer our survey. This way, we would not be reliant on too few people and classes with their own schedules to collect enough data. Additionally, this would help ensure that we do not make general judgements based on respondents' results from a single group or school.

3.4 Sample (8th-10th grade)

We asked adolescents from 8 different classes from all the grades included in the 8-10 range to participate in our project. These classes were varied in size, had different ratios of gender distribution, and were all located within two different suburban schools, both of which are in Bodø. four of these classes were from the 8th grade, two from the 9th, and two from 10th grade. In total, this means approximately 120 adolescents who were asked to participate. As some adolescents were missing or away due to the Covid pandemic we did not get to include everyone in all the classes, hence the approximate number. Out of the adolescents asked to participate, 70 answered our questionnaire, the majority of which did it under their teachers supervision during their English class. We interviewed eight adolescents about their own encounters with texts, their perceptions around the encounters with texts of their peers and their teachers' understanding of their out-of-school readings of different texts. We decided to also include questions on the subject of how they would feel about their encounters with texts getting a higher level of inclusion in-school activities, specifically for English.

3.5 Mixed method data collection

The main source of data about the respondents' encounters with texts was collected through an online survey, supplemented by qualitative data in the form of interviews, for the purpose of supporting and providing perspective on the survey result. We created the survey and collected it through *Nettskjema*. This platform was selected since we have access to it through Nord University, which makes this tool both convenient and safe in connection with keeping our respondents anonymous. The link to the survey was given to the teachers of the respondents, who later distributed the link on their schoolwork platform, such as Microsoft Teams or Showbie. We worked with the teachers of these classes to make sure as many as

possible would have the opportunity to participate if they wanted, and were given a 3-week window to retrieve consent from their parents or guardians. This was a time frame we as researchers and the teachers we cooperated with found to be a reasonable amount of time for the adolescents to be able to complete their participation. Some teachers decided to cooperate with us more closely, assisting the respondents in their completion of the survey and guiding them through the process in case they needed help.

The qualitative data collection was recorded with *Nettskjema* which was the safest method of storing the recordings, and with us being the only ones with access. The interviews were conducted during school hours and the respondents were taken to a separate room from their class. We decided to be flexible with the number of adolescents we interviewed at once, as they had different preferences when it came to interviews as a small group or individuals. The process of bringing respondents out of class for interviews was made with the permission of their teachers, and although respondents were selected at random, we felt it necessary to ask if teachers saw any problems with our selection. Our selection of respondents for interviews was however never given comment or objection.

3.5.1 Online survey

The survey was designed to give us an overview of the texts that adolescents choose to read outside of school (text being an umbrella term for multimodal and traditional texts). Therefore, the questions include which social media platforms the adolescents use, if they use a game console, do they read printed or digital texts, do they use any streaming services, do they read any news and how much of this is in English. As mentioned earlier we wanted to know the extent of the variety of media that adolescents use regularly rather than time spent. Similarly, to the survey conducted by the Kaiser Family Foundation (2010, p. 9), we want to use the survey to create an overview of their access to media, where we place a bigger focus on the digital aspect rather than the physical. The physical aspect of their media access which pertains to which devices are used for the different media that they have access to at home. Even though we wanted to see what access to digital devices they had at home, it was more relevant for us to see the variety of media that they use on these devices and which media are frequently used in English. Their experiences with these media and devices are assigned to the interviews which serves as an expansion of the overview given to us by the survey. We wanted to keep the survey short and concrete to get as many respondents as possible and valid answers from said respondents.

Høgheim (2020) describes the weaknesses of this method as a lack of flexibility and opportunity to ask questions to expand upon interesting data that is received. On the other hand, it is an effective way to gather a large amount of data, which is vital for our research which requires an overview of the status quo in terms of adolescents' encounters with texts both digitally and printed. This overview lets us know which media are the most popular among the respondents and lets us find which types of content that is appealing and the common characteristics of these media.

3.5.2 Interview

Through the usage of interviews, we wanted to expand upon the data gathered through the survey, both to cover the weaknesses of using surveys as a data collection method but also to strengthen our data and research by drawing on the strengths of a qualitative method. Using two methods for data collection is quite time consuming but through being two researchers it was easier to manage, and improved upon our project.

Our interview guide was semi-structured, giving us the opportunity to expand on the adolescents' experiences that we found relevant. It was important for us that the interview acted as an extension of the survey, therefore the interview guide required a certain amount of flexibility that the semi-structured interview provides in comparison with a structured interview. Through the usage of interviews with different respondents we ought to be aware of our own perspective and try not to influence the participant being interviewed. This is more difficult to avoid with a semi-structured interview since some questions and statements are presented to the participant in the moment rather than being planned. The survey is in this case an essential tool to divide the experience of the respondents from our perspective as researchers when analyzing the data collected from the interviews (Høgheim, 2020, p. 168).

The interview was an opportunity for adolescents to express their experiences with the variety of media presented through the survey. Through the usage of an interview as a secondary data collection method we wished to gain larger insight into time used on media as a social device or as entertainment for themselves. We come with the perspective of researchers, but we also have personal experiences with a large variety of media which strengthened our ability to do a semi-structured interview.

3.6 Ethical considerations

There are two major ethical positions we had for this study. The first was our test respondents being school adolescents. Because of this, we had to make sure that parents of the adolescents

we included as respondents were properly informed of what we were studying, and retrieved their written consent. The consent form we handed out contained information about the purpose of our study, who was responsible for the project, and what it meant to participate in the data collection process. The respondents were informed of their right to ask for any personal information we had collected, and the right to withdraw their consent at any time during the period we processed and analyzed their data. It was also necessary that we assured the respondents that there was not to be any negative consequences for deciding not to participate in the survey or the interview. This was an important aspect to mention since some of the classes were asked to participate through our access to them as substitute teachers, therefore we needed to assure the adolescents and their teachers that participation was voluntary, which in turn gave us the most honest responses. They were also informed that they could decide to participate in only the survey, interview or neither of them, and their opportunity to withdraw from participation without any questions asked. We did not intend for inclusion of any personal information in our survey, nor would any such data delivered from the respondents through our survey be used. The survey was answered anonymously, and personal information which could be used for identification was deemed irrelevant to our project, such as gender, age and so forth. Some of the teachers who decided to cooperate more closely with us on this project, for example by allowing respondents to answer our questionnaire during class, were also informed under no uncertain terms that we could only include the data of adolescents who had consent from their parents.

Although the data we collected is not directly of a personal nature, the way we collected and stored our data had to be considered. We sent out, retrieved and stored data digitally. Because of the potential risks involved in collecting data digitally, we sent an application for approval of our project to the *Norwegian Center for Research Data* (NSD). The data we eventually collected was securely stored by Nord University and deleted as required.

4.0 Analysis and presentation of findings

4.1 Presentation of findings from the survey

4.1.1 Students access to the digital world

The results from the survey are all listed in *appendix A*.

The questions included in this section indicate the respondents' access to a variety of digital devices and media.

Every participant in our survey had access to at least one digital device with 69 (98.6%) of respondents having access to a smartphone, 60 (85.7%) having access to a computer, 50 (71.4%) having access to a game console and 49 (70%) having access to a tablet. Even though respondents do not necessarily personally own more than one digital device, a majority at least has access to two digital devices at home.

69 out of 70 of the respondents used social media, and a majority of the respondents were users of several of the social media apps included in the survey. Seven different social media apps were included in the survey, but the respondents were given the opportunity to fill in others if they used any other apps than the ones mentioned. Out of the seven apps included in this section three of them were used by at least 90% of the respondents, this included Snapchat (67, 95.7%), YouTube (65, 92.9%) and TikTok (63, 90%). There is a big gap between the three most used and the four other apps included which are Instagram (76.8%), Facebook (46.4%), Twitch (34.8%) and Jodel (1.4%). Seven of the respondents also marked "other" including the apps, Twitter (three respondents), Reddit (one participant), Vsco (one participant), Pinterest (one participant) and Discord (one participant).

When it comes to printed- and digital text there is a small difference, among the respondents 35 (50%) answered that they read printed texts outside of school (books, magazines, comics, etc.), on the other hand only 27 (38.6%) of respondents answered that they read digital texts (eBooks, comics online, articles, etc.) outside of school. For printed texts, the respondents were asked to answer "yes" or "no" to whether they read printed texts. Those that answered "yes" were given the opportunity to select which texts they read and fill in themselves. The options regarding printed texts were books (24, 34.3%), comics (13, 18.6%), magazines (11, 15.7%), or others. For the respondents answering "yes" if they read digital texts, they were asked to fill in themselves what types/formats of digital texts they regularly read. Four respondents mentioned news articles, three respondents answered eBooks as their format of choice, two respondents answered the text sharing app Wattpad, and one participant answered fanfiction. Three respondents chose to be evasive with their answers not specifying their format of choice.

Even though several respondents included news articles in the questions regarding digital texts, we also asked them exclusively about news and whether they read any, either digitally or printed. 50 respondents (71.4%) answered "yes" to reading news, which is a substantial difference to the 27 (38.6%) respondents answering "yes" regarding reading digital texts. The

respondents that answered "yes" were asked where they usually read their news. The greatest source for respondents ended up being social media with 43 (61.4%) using social media platforms for news. 41 (58.6%) respondents answered "news sites", three (4.3%) respondents answered online forums and one (1.4%) answered "other websites", however only social media apps were included in that particular response.

4.1.2 Languages used in different media

In this section of our survey, we asked the respondents what languages they use to read and watch content on a variety of media platforms. We have focused on Norwegian and English, but we also gave the respondents the option to fill in other languages if they used others. In this section when we refer to reading it is in connection with printed- and digital texts, while watching references the respondents' usage of video sharing sites or streaming services. Even though our main focus in this survey is the frequency of English on these media, we still decided to include Norwegian to better differentiate between the languages that they choose when reading and watching content. This helps us understand what media that they choose to engage with in English in comparison to media in other languages.

Of the respondents that answered "yes" on reading printed- or digital texts outside of school 32 (45.7%) regularly read in English (weekly, several times a week and everyday), with one respondent answering "rarely or never". When it comes to respondents' habits regarding reading in Norwegian, 29 (41.4%) regularly read in Norwegian, with three respondents reading in Norwegian monthly and one respondent answering "rarely or never".

We also asked respondents whether or not they used streaming services (Netflix, Viaplay, Disney plus, etc.). 65 out of 70 (92.9%) of the respondents reported that they used streaming services. This question was followed up by asking the respondents what language they watched different content in, including streaming services and social media apps. An overwhelming majority were regular watchers of content in English with 62 (88.6%) watching content in English "everyday" or "often". Six (8.6%) respondents answered "sometimes" and none answered "rarely" or "never". The amount of content watched in Norwegian is in contrast quite low, with only 21 (30%) of the respondents being regular watchers of content in Norwegian, 16 (22.9%) answering "sometimes", 19 (27.1%) answering "rarely" and six (8.6%) answering "never".

The respondents were given an opportunity to fill in the "other languages" that were used in the content that they watched if that were the case. 25 of the 70 respondents answered with a

variety of languages to which they were exposed. There was a total of nine different languages brought forward by respondents that were not included in the survey with Spanish (six respondents) being the most frequent one, followed by German (three respondents), Japanese (three respondents), Korean (two respondents), Swedish (two respondents), Portuguese (one respondent), Russian (one respondent) and Hungarian (one respondent).

4.1.3 Frequency of different media

In this section of the survey the respondents were asked to report the frequency of which they use different media that had previously been included.

Since a lot of the media mentioned in the survey was used by a majority of our respondents, there was a need to differentiate them based on actual usage. For example: 65 (92.9%) of the respondents answered that they used YouTube, but only 41 (58.6%) were regular users of this app, with 21 (30%) using it "weekly" or "monthly" and eight (11.4%) respondents answering "rarely or never". At the opposite end we have Snapchat which had 67 (95.7%) of respondents using the app and all of those being regular users, with one respondent that had previously not stated that they used the app answering "weekly" usage.

 Besides social media apps, streaming services had 64 respondents using them with 39 (55.7%) being regular users, 25 (35.7%) using them either "weekly" (18, 25.7%) or "monthly" (7, 10%) and six (8.6%) respondents using them "rarely or never". It should be mentioned that this media's large number of users within our survey is probably influenced by the fact that it consists of a variety of services, but at the same time it is not uncommon to be subscribed to more than one streaming service within one household. Video games had 54 of the respondents being users of this media and 40 (57.1%) of those being regular users, 14 (20%) playing video games either "weekly" (10, 14.3%) or "monthly" (4, 5.7%) and 16 (22.9%) playing "rarely or never". We also asked the respondents if they watched TV for which we specified traditional TV channels (TV2, NRK, etc.). Out of the 70 respondents, 62 (88.5%) responded that they watched TV, with 35 (50%) watching regularly, 14 (20%) watching TV on a weekly basis, 13 (18.5%) watching monthly and 8 (11.4%) responding with "rarely or never".

When it comes to the respondents' frequency regarding digital- or printed texts it is quite varied with 20 (28.6%) respondents being regular readers of these types of texts, 18 (25.7%) respondents reading "weekly", eight (11.4%) respondents reading "monthly" and 24 (34.3%) respondents answering "rarely or never". This question only included reading of digital- and

printed texts outside of school, but the number of respondents being regular readers or reading "weekly" even without in-school reading still make up a majority of respondents. How much of this reading is done through social media apps is unknown, but we know from our previous questions on these texts that a majority of respondents at least interact with such texts outside of school.

4.1.4 Frequency of English

The last question of our survey gave the respondents the opportunity to mark all the media that had been included in the questionnaire, based on whether or not they watched/read this media frequently in English. There is a clear divide here between what is a popular media among respondents and a media that is frequently used in English. TikTok and YouTube, which had a large number of respondents using them, also had those respondents frequently watching content in English on those apps. TikTok was used by 63 respondents and 61 (96.8%) of those using it frequently in English, YouTube had a similar response with 65 respondents using the app, and 63 (96.9%) of those frequently watching content in English. On the other hand, we have Snapchat, which has the largest number of respondents using it, but is one of the media with the least amount of frequency in connection with English content. 67 respondents were regular users of Snapchat but only 29 (41.4%) frequently watched content in English.

Besides social media apps, both streaming services and video games have a high frequency of English. Both these two media's (streaming services and video games) had a majority of the respondents being regular users and a high percentage of those frequently watching and playing content on these media in English. Streaming services with 64 of respondents using them had 58 (90.6%) of those frequently watching content on these services in English. Video games also had a large majority of its users frequently playing content in English with 49 (90.7%) out of 54 respondents playing games frequently in English. These are some of the biggest media in terms of users receiving frequent English input. The streaming services were separated from TV, but TV still had 35 (50%) of the respondents frequently watching in English. This is a higher frequency than Snapchat which had almost every respondent being a regular user.

When it comes to printed- and digital texts there were 24 (34.3%) respondents answering that they frequently read in English. Which is a fairly high number of respondents considering the amount previously answering yes to whether or not they read printed- or digital texts. On the

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other hand, 50 (71.4%) of the respondents read news with a majority receiving this news through social media (43, 61.4%) or various news sites (41, 58.6%) and three (4.3%) respondents finding news through different internet forums. Many of the respondents stating that they read digital texts mentioned news articles in their answer, so there is an overlap between the respondents that read news and the respondents reading digital texts.

4.2 Analysis of interviews

In total we conducted seven interviews for this research. In the presentation of the results from the interviews respondents will be referred to as R1, R2, R3 and so forth. The respondents consisted of two students in eighth grade (one boy and one girl), two students in ninth grade (both girls) and four students in tenth grade (two boys and two girls). Two of the respondents in tenth grade were interviewed together. The responses from the group interview have been marked as GR (1) or (2) to differentiate between the two respondents, but on parts with only one response there is not a differentiation between the two. These interviews were all conducted in Norwegian because that made respondents more comfortable, responses having been translated for the analysis and discussion sections of the thesis. Since we decided to do semi-structured interviews there are questions that are included in every interview, but also different questions that are unique to each interview based on the response from the respondents.

It should be mentioned that a lot of the answers given from respondents in lower grades did not go beyond single word answers, this was the case on both planned questions and efforts to make the respondents expand upon their answers. The opposite was true for the answers we received from respondents in the upper grade, with the respondents regularly answering beyond the initial questions. This was especially true for the group interview where the respondents regularly asked each other questions expanding upon the initial question asked by the interviewer.

4.2.1 Adolescents usage of the most popular media from the survey

The transcriptions from our interviews are included in *appendix B*.

At the start of the interview the respondents were asked about which digital media from the survey that they most frequently used (given examples were, YouTube, TikTok, Instagram, Snapchat, Streaming, Video Games and Digital texts), and why they were prefered ahead of other media.

> **R2**: I use most of them, but mostly TikTok, Snapchat and Instagram.
>
> **GR**: I am a lot on TikTok nowadays, when it comes to streaming then it is Netflix.
>
> **GR**: Snapchat, Instagram, that is probably the ones we use the most, and Vsco as well.

They were asked to further expand upon their usage of these media, and why they were drawn to these media in particular in comparison to the other examples mentioned. Especially TikTok seems to draw in users with its vast amount of content that is both easily accessible and tailored towards each individual user.

> **R2:** I like that there is a lot of different stuff, learn a lot and see what other people do.
>
> **R3:** TikTok is very okay since it is only short videos, I can not sit still and watch a whole YouTube video and Snapchat is very okay to keep in touch with friends.
>
> **R5:** I do not know, but on TikTok you get videos related to what you like, so that is interesting and when you swipe once it is easy to do it again. So it is very addicting.
>
> **R6:** I have tried to explain to my parents that Snapchat is different from normal messages, I send messages to friends and to get to know people, even to colleagues at work. With Facebook I usually just scroll, looking at photos shared from different family members. With TikTok there is so much to learn, there is a lot of smart things there, but also dumb things and bad things.

The variety of content available through social media draws in adolescents through their own interests but also exposes them to new ones. Whenever they see something they do not like on TikTok they can just keep scrolling until something of interest shows up, and since the platform adapts to their interests this will happen more frequently making it harder to stop scrolling.

> **R2**: I follow people, so if they publish something I see that, but if I do not scroll through the people that I follow then I just scroll until I see something that I like.
>
> **R4**: I like that on TikTok that I can just scroll and it never stops, and then I see things that I like, things that I think are interesting.

The respondents were also asked specifically about their relationship with music or podcasts and which language they preferred when listening to music/podcast. We wanted to include

this question in our interview since that was not covered in the survey, and we expect that to be two of the major ways that adolescents receive English input purely through audio.

> **R4**: Yes, very much, I think I had about 5000 hours on spotify last year.

> **R5:** I listen to a lot of music.

> **R6**: I listen to music daily, I feel that I need to listen to music to relax. I do not know what I would do without music.

> **GR (1)**: Yes, but I do not listen to music all the time. But you do? (asking respondent seven (2))

> **GR (2)**: Yes, whenever I have the opportunity.

The respondents were then asked which language they mainly listened to.

> **R4:** Only English.

> **R5:** It is English, a lot of American.

> **R6:** Mostly English or Norwegian, it is fifty-fifty.

> **GR (2)**: English, Norwegian, Spanish sometimes. When it comes to podcasts it depends, I listen to a podcast in Spanish that I was recommended by my teacher.

4.2.2 Adolescents relationship with printed- and digital texts

The respondents were asked about their relationship with printed- and digital texts in connection with their habits with social media. respondents express their preference of passive input rather than the exerting the focus needed to read printed texts.

> **R4**: I like TikTok because when I watch it is to watch the people I follow, they are interesting. I do not think comics and stuff are that interesting, I would rather watch a Marvel film, I would rather pay attention to that than to read comics. And on TikTok more happens rather than just one thing.

> **R6**: I have dyslexia so I do not like to read all that much, but watching a video with sound is easier to understand, I learn a little more through videos or listening to audiobooks.

R7: They used to read a lot more comics and stuff before our generation, but then the smartphone came and the Ipad and things like it, so we used a lot of our time on these. We are not necessarily lazy, but it is a lot easier to receive input from videos.

They were also asked exclusively about their thoughts regarding books. Their attitude towards books was positive in terms of the possible benefits, but there were difficulties with choosing it over watching a video.

R4: If I want to read it is to relax but if I use TikTok it is because I am bored.

R5: When it comes to books and stuff, I do not really have the time, it is too slow, you just sit there and read, and that is not something that i do not like at all. If I have to read, I will read, but it is not something that I feel I need to do, but I wish that I read more.

R7: It is very good and healthy and you get a bigger vocabulary, you feel smarter, sometimes it is cool to read books. But most of the time I choose my phone.

4.2.3 Respondents relationship with news

In our survey we asked the respondents about their relationship with news and where they found information about recent events, since 50 (71.4%) of the respondents answered that they read news digitally or printed. Further questioning within the survey showed that 43 (61.4%) received news through social media and 41 (58.6%) through news sites. Therefore, we wanted to ask the respondents of the interviews how they received news through social media, and if social media was their main source of information regarding recent events.

They were first asked where they received news from. The respondents did mention some news sites, however the information those sites provided were for several respondents given to them through social media.

R4: I get my news through VG, mom and TV. I am not that interested in what happens in the world, but for example I get to know what happens in Ukraine more through TikTok than news on TV. But I see myself as very critical to the information that I see through TikTok.

R5: Lately I have gotten a lot about Ukraine and stuff, but a lot of it is also fake, where they livestream and add a flight alarm, so that it sounds like it is going off in their street.

R6: I get a lot of different news stories about Ukraine that news sites do not necessarily write about, and then I like to search it up, because you do not know if it is true or not.

GR (1): I get it on Snapchat through stories from VG.

GR (2): I get a lot of input from TikTok about Ukraine.

As a follow up question, they were asked whether they receive more news through social media then traditional news sites. The respondents did receive some news through intentionally visiting news sites or following them on social media, even so they were also unintentionally exposed to them somewhat frequently through social media, and especially TikTok.

R5: That is not unlikely at all, I follow Dagbladet (Norwegian newspaper) on Snapchat for example, and there is a lot of news on TikTok. It can be a screen recording of a news broadcast, so there is a lot of good info there, but you need to be critical.

GR (1): I see very little news, but I watch Dagsrevyen (Norwegian news show) once in a while.

GR (2): Most of it is probably there (social media), but there is a lot of news for teenagers on Snapchat with a short summary and where you can swipe up to read the whole story.

4.2.4 Teachers interest in adolescents' usage of digital media

With a better understanding of the respondents' habits regarding the media included in our survey, we wanted to hear about the interest from teachers in their lives regarding their usage of digital media. This is valid both in terms of the respondents experiencing general curiosity from teachers in connection with digital media, but also if they use that information in school.

R5: Yes, I would say that, but not as much as I would like, but they do, yes.

R6: Yes, for example if the boys have seen something on TikTok then we start to talk about it and then the teacher comes in and then we can start talking about it.

R4: We have talked a lot about source criticism, but my parents talk a lot about that they do not like what I do and that I need to be careful. Even though I get a lot of information through social media they do not think there is anything positive.

Respondent four was asked if they felt misunderstood in connection with their usage of social media.

R4: Yes, for example in school the only thing we got to hear was that we should never take information from TikTok. I feel like they do not want me to use it at all because it is all negative.

The respondent was further pressed on the topic in connection with how they felt adults viewed their usage of social media.

R4: Instead of teaching us how we can use it for something positive we are getting told to never use it because it is only negative.

R4: For example, I can send something that I think is fun to my mom but she will not look at it because she thinks it is wrong or she will not bother, that disappoints me.

4.2.5 Current in-school usage of popular media

For this section of the interview, we wanted to get a general overview of the current inclusion of digital media for in-school learning. This also served as an introduction to the idea of a bigger inclusion of the digital media that the adolescents engaged with on a regular basis.

R3: Sometimes, but only when we do not have more important things to do in school. But it also depends on the teacher, some of them are really okay and want to talk about those things while others are more focused on what we do in class.

R5: Not in our arena.

R6: Not that much, we use the computers, we are after all on the internet and we have some assignments where we film ourselves.

Respondent six was further asked about the reason for this, whether it was lack of interest or a lack of knowledge about the platform (TikTok).

R5: I think it is a lack of knowledge about the platform. But I think that if they had some sort of introduction or training then it could be used.

Even though popular media is not included much in school, respondents are very positive when topics related to social media are brought up in class or in conversations between student and teacher.

> **R4**: It would have been nice to be listened to and not only warned.

> **R7**: In social studies our teacher is a little on TikTok and through that we have something in common.

4.2.6 Attitude towards further inclusion of popular media

To close the interview, the respondents were asked to express their attitude towards teachers including the qualities of digital media more in school. For example, giving them the opportunity to create a video about a topic instead of writing and handing in a text or teachers making information on different topics available through videos.

> **R4**: I think the class would be very open towards it, but I do not think everyone would have done what was asked of them. A lot know that if we could do something else we would, but maybe more would do it if they were presented with that opportunity.

> **R6**: It would have been cool, but it is not the same. There is an editing app there (on TikTok) so if you want to make a news report you can add things in the background and make a short video about different subjects, But if the teacher is going to explain I do not think TikTok is the right way to do it.

The respondents were mostly positive towards further inclusion of social media for in-school learning, both through using the formats included within the platform but also as a source of a variety of topics that could be brought up for discussion in class. This included both recent news that the respondents were exposed to, especially on TikTok, but also topics regarding the platforms themselves and the need to be critical of the content that they see.

> **R6**: I get a lot of different news that the news sites do not necessarily write about, and then I like to search about it, since you can not know if it is true or not.

> **R7**: If the teacher pays attention to what is happening on TikTok they can to a larger degree use those topics in class. It would be nice with more of that.

4.3 Summary

The interviews give a lot of nuances to the results from our survey, giving much needed insights into popular media, bringing up both positive and negative perspectives on their

usage of these media and the content within them. With positive perspectives often relating to being able to easily obtain information and learning new practical skills, for example cooking or working with plants. When talking about the negative sides of social media both the algorithm and news regarding the war in Ukraine were brought up.

5.0 Discussion

From our survey, it is clear that a few social media platforms are the most popular, these being Snapchat, TikTok, Instagram and YouTube. Video games also prove to be popular amongst our respondents, although to a lesser extent than social media. Within these platforms, there was a varying degree of how much English language content was being consumed. When determining overall usefulness in ELT, and for the purposes of promoting media- and information literacy, we will discuss the results that are particularly notable and what their relevance could be for ELT. The frequency of use, how much of it is in English, ability to connect with the core curriculum and practical application in class will be determining factors on how we approach these results. We will also be using our interviews to reflect on how these approaches would, in theory, appeal to adolescents in terms of text engagement and feeling of learner autonomy. We have not constructed a full lesson plan, however we will be providing examples of in-class activities or concepts teachers could do with out-of-school encounters with texts, to connect our data and theory to pedagogical practice. The concepts or activities we present will primarily be constructed as possible introductions to media- and information literacy in ELT using adolescents' out-of-school encounters with texts as respondents describe them. We have not provided example texts such as videos from social media, although we will be mentioning different topics and how we imagine working with them through multimodal social media texts could be done in school.

5.1 Findings from our data collection and relevancy towards in-school inclusion of adolescents encounters with texts

When comparing the results of our survey to what we have experienced from classroom teaching in Norwegian schools, we can see that there is a large potential for including adolescents' out-of-school encounters with text more. Our survey showed that adolescents' access to digital devices have significantly increased in comparison to the study *Generation M2* from 2010, with every respondent having access to at least one digital device and the majority two. Especially adolescents' access to cell phones and computers have seen a massive increase in later years, 66% of the respondents from *Generation M2* reported owning

a cell phone and 29% owning a laptop (Rideout et al., 2010, p. 9). In comparison our survey only had adolescent respondents, despite this the increase is still significant with 98.6% reporting owning a smartphone and 85.7% owning or having access to a computer.

This access to digital devices is also present when we look at the frequency that adolescents use audiovisual media, with several of the media (TikTok, YouTube, streaming, TV, video games, etc.) included in the survey having a majority of the respondents as regular users (using them every day or several times a week). These media can therefore be said to take a large place in adolescents' daily lives outside of school, and interviews also confirmed this, with respondents citing that a lot of time is spent on media, and especially social media. Digital media makes up a lot of adolescents' encounters with texts outside of school, with the majority of texts being multimodal. A large part of the multimodal texts adolescents are exposed to in terms of extensive reading and listening in English are through social media, continuously providing them language input with a focus on meaning (Renandya & Jacobs, 2016, p. 99). It is within these platforms that adolescents learn about new- and familiar topics, and share their own content, therefore it is vital that adolescents verify the reliability of the content that they spend so much time on and reflect on what they share on the internet.

In our experience, and through the results from the interviews, there is little discourse around the use of these apps in English class, or indeed any subject. The reasons for this could be many, but from our experience it mostly has to do with the teachers of these classes being unfamiliar with the mediums and platforms that are popular among adolescents. This is of course not to say these teachers are unwilling to consider these texts for class, and could simply be a matter of generational differences or differences in interests. This is also supported by our interviews, in which a respondent stated that there is a lack of knowledge about the social media platforms popular among adolescents, rather than disinterest from their teachers. Alternatively, it might also be due to what defines a text within the national curriculum for English has only recently been made to include multimodal texts such as videos, audio based content or interactive texts such as video games.

When we asked our respondents how they felt their online habits were included in the classroom by their teachers, a few notable key points were brought up. Teachers are mostly willing to discuss digital habits and experiences of their students, but adolescents are often met with warnings and cautionary tales rather than genuine interest. Of course, adolescents need to be careful on social media, but there is also a wish from the respondents for teachers

to spend more time discussing both concrete tips for uncovering fake or misleading content, and relevant topics related to social media or popular topics within social media in school, rather than focusing only on the negative aspects. Since a majority of the respondents included in our data collection obtain information regarding recent events through social media, it naturally becomes an important reference point for adolescents to participate in discussions among peers and in class. For example, the war in Ukraine is reported daily in the news but several respondents in our interviews say that they receive news about Ukraine through TikTok rather than traditional news sites.

Respondents did use a lot of time on social media, in comparison the time spent on both printed texts and traditional news was quite low. The respondents from our interviews expressed a lack of motivation towards reading books as a regular activity, but at the same time spoke positively about books and the perceived benefits connected with reading, with the respondents from the group interview mentioning "a bigger vocabulary" as a key benefit. The statement by respondent five "I wish that I read more" shows us that their perspective on books and reading is not necessarily negative. On the other hand, it is much easier for adolescents to open TikTok and be given videos that align with their interests than it is to find books that do the same. The respondents' relationship with digital media aligns with Hayles´s (2007, p. 187) definition of hyper attention which thrives on a high amount of stimuli. A book requires focus and time to acquire satisfaction from the content, while video sharing sites are much more immediate and are experts at catching and keeping your attention. Just the existence of the smartphone in close proximity poses a threat to adolescents' ability to keep their focus. It is difficult to focus on a book when your smartphone is regularly vibrating from messages from your friends, or TikTok telling you about a new video from one of the many content creators that you follow. It is therefore beneficial for adolescents to become aware of their cognitive processes and gain tools to assert a certain degree of control, this becomes increasingly important with the constant distraction that smartphones pose (Rose, 2010, p. 7).

5.2 Relevant learning goals, theoretical benefits and challenges

For justifying the inclusion of adolescents' out-of-school encounters with texts, we had to be able to tie the types of texts or platforms popular with the respondents of our survey to specific learning goals within the English curriculum for grades 8-10. Additionally, we would need to tie their relevance to the practice of media- and information literacy, which are central goals of this thesis. These are the forms of literacy which we have deemed particularly

important for teachers to stimulate within Norwegian school adolescents in the digital age. This importance becomes apparent once we consider the content that is made available to or even pushed towards adolescents through apps like TikTok or YouTube.

For tying learning goals to our respondents' encounters with texts we take into account that they are mostly digital, based around multimodality of video/audio formats and falls within the category of social media. We started by looking at which learning goals from the curriculum in English such texts could be used to work towards (Utdanningsdirektoratet, 2020). These are the ones who stood out to us as generally relevant in some way to the results of our survey, with a short explanation of our reasoning:

> -"Use different digital resources and other aids in language learning, text creation and interaction" and "listen to and understand words and expressions in variants of English" (Utdanningsdirektoratet, 2020).

As most of the out-of-school text interaction was reported from our respondents to be through digital texts and platforms, we felt it natural that inclusion of these encounters with texts into in-class learning would involve the use of digital resources. Adolescents are largely used to working with the internet and using search engines to find written information. In spite of that, the results from our interviews and our own experience indicate that the use of multimodal texts in school is rather rare. There are specific aspects of social media texts that can be helpful in a variety of ways to work towards this goal.

As digital texts offer a broad variety of text creators to choose from, there is virtually no limit to how many different words, expressions and variants of English one can bring examples of into ELT. With multimodal texts found online, one can let learners listen to and experience language use from speakers of English from a range of different countries and cultural backgrounds. Social media content can be from anywhere in the world on virtually any topic, making it likely to find a suitable text. Music in particular has virtually no limit in terms of variation, both in terms of English language use, variants, styles and complexity available. Social media texts often include audio and music, and work together with the visual to provide certain effects for the reader. Learning how visuals and audio works together and working with multimodal texts can prove both motivating and beneficial for digital literacy in adolescents.

-"read, discuss and present content from various types of texts, including self-chosen texts" (Utdanningsdirektoratet, 2020).

As self-chosen texts are in essence what this thesis is based on, this learning goal is arguably one of the most central of the relevant learning goals. However, we do not necessarily mean that the exact same texts adolescents read need to be used for in-class learning. Teachers can ask students to select a text from platforms like TikTok or YouTube within certain parameters, approve them and base a project or lesson plan around such texts. Reading, discussing and presenting multimodal texts can be done for a multitude of purposes in ELT, and can be utilized by English teachers in several ways. As we have decided to base our approach on the promotion of media- and information literacy, our practical suggestions for the inclusion of our respondents' encounters with texts will be focused with this goal in mind.

-"write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to purpose, recipient and reflection" (Utdanningsdirektoratet, 2020).

The creation of informal, multimodal texts can be a fun and engaging way of practicing content-based ELT. Podcasts and short informational videos are examples of such texts, and could be utilized as model texts in ELT for a variety of purposes. Formal texts are also possible to create depending on the presentation, target audience and goal of the text. This would of course require introduction to the conventions and workings of whichever type of text one wants to work with, as with any other more traditional texts such as essays or reports.

-"explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests" (Utdanningsdirektoratet, 2020).

Within the texts and platforms adolescents encounter in their daily lives there are a number of different forms of expression being used. The combination of video and audio allows people to film themselves doing a variety of creative activities and express themselves through multimodal texts on social media to reach a large audience. As our survey shows almost all adolescents consume content from social media, this could be relevant in replicating these forms of texts for the purposes of ELT. Examples could include the creation or recreation of short sketches performed in English, combining music with language learning or other forms of drama activities which can be filmed and edited. The promotion of activities that draw on

familiar contexts lets adolescents work in-depth through reflecting on their own knowledge and using it in an unfamiliar situation (Utdanningsdirektoratet, 2018).

These are some of the ways in which we see relevance between the out-of-school encounters with texts reported in our survey in general, in regard to social media and digital texts. However, since the platforms and apps adolescents use are not completely identical in usage or content, we are also going to look at what qualities the individual platforms offer in terms of learning potential and need for inclusion.

We will evaluate potential usefulness of the most popular platforms amongst adolescents, starting with TikTok. TikTok is one of the most popular apps amongst adolescents which also has a significant amount of English content, according to our survey. When it comes to TikTok, you do not necessarily choose which creators show up in your video feed, but rather an algorithm choosing videos to watch based on your preferences on the app. This can easily become very addicting since the video feed never stops, making it difficult to realize the time spent on scrolling. The respondents in our interviews also brought forward this point stating that "when you first swipe once it is easy to do it again" (R5). This could be a reason for the reported amount of time spent on this app, and could be a point of self-reflection to include in class. Additionally, because of the algorithm deciding which type of content to push users towards, it might also influence users to dig deeper into misleading content or disinformation from potentially malicious actors if not viewed critically. Because of this inherent danger of affecting its young users, it could be worth taking a look at videos retrieved from the platform and look at it critically in class. Contemporary examples of videos of this nature include among others pro-Russian propaganda videos about the invasion of Ukraine, where such videos were used to paint the Russian invasion forces in a positive light.

As we revealed through our interviews, adolescents are exposed to content and news regarding this crisis already, including fake or otherwise misleading videos. Other examples include videos that propagate or make light of racism, misogyny, homophobia or other problematic attitudes, often under the guise of irony. Such videos can be associated with a phenomenon recently recognized as the alt-right pipeline, a process in which xenophobia, sexism, conspiracy theories and other forms of intolerance are normalized and internalized through exposure to online content. The online spaces where this happens are commonly referred to as echo chambers, where dissenting viewpoints are unwelcome or outright banned. Video sharing sites like YouTube and TikTok shape their video recommendations based on

what you have previously watched, which means you could start by watching a single video propagating alt-right values, making such content part of your personalized experience. As a result, these sites will continue to recommend corresponding videos and content creators (Munn, 2019). These values and attitudes are ideologically incompatible with the core values of the Norwegian curriculum, which is based on educating children on the importance of democratic processes, tolerance, and understanding different cultures. Regarding media literacy, Kellner & Share (2019) argues "The focus of critical media literacy on issues of social and environmental justice directly links education with caring about others". Environmental issues and sustainability, which are also a part of the national curriculum of interdisciplinary subjects (Utdanningsdirektoratet, 2020) are crucial parts of media literacy due to the effects of vast amounts of misinformation and disinformation present on the subject (Kellner & Share 2019, p.89-90).

There are many challenges connected with the use of TikTok, but there are still benefits in connection with adolescents receiving language input. Norwegian as a language has fewer speakers than English, consequently making the array of English content available to adolescents many times larger than Norwegian content. Since TikTok gives each user a video feed based on their interests, it appeals to users' intrinsic motivation to learn new terms related to that topic. In the same way that gamers learn terminology to perform better, they need/want to learn the terminology included within their field of interest to engage with that topic and their peers. Since the language input is within a familiar topic or context it becomes easier for adolescents to comprehend new terms. Adolescents can and are acquiring language informally through their daily interaction with English through digital media. Therefore, an effort needs to be made for adolescents to be aware of the processes related to second language acquisition, and develop tools to use their out-of-school encounters with texts as an active learning process, giving them autonomy within language learning (Krashen, 1982, p. 59).

With TikTok being a constant stream of videos adolescents can scroll past the content that is uninteresting or incomprehensible. Our survey also showed us that a large majority of the respondents consistently watched content on TikTok in English. For that reason, the platform is a provider for a consistent stream of audiovisual content in English with a meaning that is comprehensible for adolescent users. The results from the interviews supported this notion, with respondents stating that they would do further research on videos from TikTok that engaged with their interests. TikTok can therefore be said to be an introduction to a variety of

affinity spaces for adolescents (Gee, 2018). It is through such spaces that adolescents engage with reading for pleasure. Rather than books, they are turning to audiovisual content outside of school, doing research on topics within their interest. This also shows us that there is an understanding on the importance of information literacy as a means to both gain further knowledge on a topic but also verify the information given to them.

YouTube is not much different to TikTok content wise, although there is a greater range and variety of videos, and of greater length to be found than on TikTok. The main difference from a user perspective is how content is delivered. On YouTube, you can see thumbnails, titles and creators of videos you are about to watch, while on TikTok videos are instantly delivered and played as soon as you scroll to it. As YouTube functions much like a search engine for videos, there could be ways to work with YouTube to promote information literacy. One of the English curriculum's learning goals states that the pupil should be able to "read factual texts and assess the reliability of the sources" (Utdanningsdirektoratet, 2020). The curriculum also states that students should be able to "use sources in a critical and accountable manner" (Utdanningsdirektoratet, 2020). In our experience, adolescents do look to YouTube for information about subjects they are working on in school and will often refer to YouTube videos as sources. The quality and reliability of these YouTube videos as sources are however in our experience often dubious, and are rarely referred to directly, nor is the person or channel who uploaded the video investigated much before being used as a source. In some instances, students have even used sources that propagate misinformation, and even disinformation. This points to a critical lack of information literacy and media literacy, which needs to be reinforced by teachers. Knowing what to search for when looking up videos, how to separate which ones are of some form of quality from the rest, and knowing how to use the information from those videos all involve information literacy. In comparison to finding text sources such as articles online, the process of searching for and evaluating multimodal sources is not much different. It includes looking for informative videos on a wide range of topics, how these videos convey information, who is giving out this information and where did the uploader of the video retrieve their information.

Looking at the interdisciplinary subjects of LK20, we can also see connections between working with media- and information literacy in ELT and the learning goals of those subject groups. The interdisciplinary subjects are less precise in terms of learning goal than subject-specific curricula, and some learning goals will be more directly related to these than others.

The learning goals of democracy and citizenship have several learning goals directly related to the English curriculum; however, the interdisciplinary topic of sustainable development has no such direct connections officially listed (Utdanningsdirektoratet, 2020). Despite this, we argue that since sustainable development is largely a global issue, English will in many cases be the language in which we will have to engage with on this subject. A large majority of information available on this topic, at least from the international discourse, is likely to be in English. This means that the harmful misinformation and disinformation on the subject will also likely come from English sources, connecting critical literacy, and therefore media- and information literacy to this particular issue.

Snapchat and Instagram are both popular with adolescents according to our survey results. Our respondents reported a relatively low amount of content in English consumed from these apps, but they might still hold potential for teachers wishing to include them into ELT. We should not dismiss these platforms as not worth talking about in ELT, as they could possibly be utilized to increase overall encounters and time spent with English text. Snapchat and Instagram both have functions for following content publicized by specific users and content creators, meaning that if teachers could find useful or even entertaining creators for adolescents to follow on social media, there could be potential benefits to adolescents' English input. Exposure to content for which they have interests in English, specifically recommended to them by their English teacher could help with motivation and engagement in class for reasons associated with teacher involvement in their reading. It could also help teachers not only take an active interest in their learner groups' social media habits, but potentially also help develop an interest in other subjects or topics as well.

There are, in addition to the connections to learning goals within the English curriculum, other factors which suggest benefits of teachers giving greater attention to the adolescents' encounters with texts. When investigating the effect teacher involvement in personal readings had on children, it was found in the end results of a study that "...the positive association of teachers' interpersonal involvement with their students' intrinsic reading motivation stands out." (De Naeghel et al., 2014, p. 1562). This does not only suggest that teachers should allow adolescents to work with their out-of-school chosen texts, but implies teachers need to explore and show interest in intricacies, conventions and discourse around such texts. If the inclusion or reflection of adolescents' out-of-school encounters with texts for in-class learning is of interest to teachers, the response from one's students and the benefits of doing so may be

affected by the teacher's own understanding and first-hand experience with the platforms they are using. Making use of the opportunities that lie within the use of social media and multimodal texts "...require educators to embrace different ways of teaching, making learning more student-centered, project based, collaborative, multimodal, and critical." (Kellner & Share 2019, p. 49). A deeper understanding might be required to fully grasp and connect the texts to whichever learning goals one intends to work towards.

There are a few points our interview respondents mentioned which indicate that including the out-of-school encounters with texts of adolescents for in-class learning should help motivate learners to engage with texts in a productive way. As mentioned in some of our interviews, adolescents are generally positive to the idea of social media being given more attention. Respondents also said that they would much prefer working with multimodal texts similar to the ones they consume out of school, making the variety of working with such texts a welcome addition to the classroom. Including such text might also be a good way to approach differentiated learning, as Norwegian teachers are expected to employ a variety of learning methods and material. Multimodal texts have this variety naturally, as they have the potential to engage readers in multiple ways, for example by listening to audio and reading written text or viewing a video or image simultaneously. As our respondents also mentioned, employing multimodal texts could suit their ways of engaging with texts better, for example listening to an audio file of a text they are meant to read, or short instructional videos about topics for which they are to be tested on. Whether the text is created by a user on platforms such as TikTok, YouTube, Snapchat, Instagram or created by teachers themselves is not necessarily an essential factor, but their inclusion is certainly worth consideration. It should be noted that while our respondents generally viewed this idea favorably, respondents also expressed some frustration that the general stance of their teachers or parents regarding their social media habits was one of suspicion, not curiosity, wanting understanding or cooperative exploration. Adolescents wish to hear more than how they need to be careful on social media and not trust anything on the social media they frequent from teachers, an important point when deciding how to work with media- and information literacy. Being concrete in how to approach multimodal texts from social media, and at the same time going into details on what to look for and how to exercise the desired caution is something we perceive from our respondents to be generally missing when discussing social media and internet use in class.

Ethically, there are some challenges directly involving some of the social media platforms mentioned. For example, there have been numerous criticisms of social media and the effect it has on adolescents and teens mental health, and how it is used to influence young people. During one of our interviews, two respondents mentioned and discussed social pressure associated with social media, particularly Snapchat. They felt pressure to keep up a daily communication streak, not ignoring or getting ignored by anyone, or anxieties due to seeing where friends are on a map tracking their location. Making sure to not contribute to such pressure should be kept in mind if working and interacting directly with social media platforms for in-class learning.

Even though more study is needed on the subject to be able to judge whether or not the effects are mostly positive or negative, we should not take for granted that the inclusion of these platforms for schoolwork is entirely positive. The in-class approach and how students might feel about being required to interact with social media needs to be taken into careful consideration. Additionally, social media platforms, and perhaps particularly TikTok, have controversial practices when it comes to the collection and redistribution of client data. We should be wary of requiring adolescents to download and use such an app for schoolwork because of the issues with social media pressure and privacy. At the very least, it might be prudent to inform and consult with parents before beginning on projects involving the direct use of such apps. Teachers should also make their own informed decisions on if and how they want to involve themselves in social media use the way adolescents do. It is in many ways justifiable to not want to download apps or make accounts on social media apps, as many of these have issues regarding privacy and are designed to be addicting (Carrasco, 2019).

5.3 Practical inclusion of adolescents' encounters with texts in ELT

Having established theoretical ways in which the out-of-school encounters with texts are connected to the curriculum for English and interdisciplinary subjects, we need to look at how they could be used for in-class learning in practical terms. We will be looking at ways in which the results of our study can be used in practice for ELT in order to not only practice use of the English language, but to promote media- and information literacy. We will also connect our suggestions to the pedagogical components as described by Cazden et al. (1996). As we present these in-class approaches to the out-of-school text encounters of adolescents, keep in mind they do not take into account every variable present in a classroom. Our discussion will however include how including out-of-school text encounters may be affected by certain

factors teachers have to consider when planning their lessons. This includes but is not limited to the content or topic of the lesson, availability of resources such as digital tools and differences in adolescents' ability or competence. We will also be discussing the potential and groundwork for teachers' ability to utilize out-of-school encounters with texts as a means to provide a motivating, engaging, concrete, varied and individualized learning process with additional room for cooperation between learners. This thesis being centered around grades 8-10, it is also natural that assessment of this work using a marking system is another factor to consider. As such, we also consider how teachers in theory can make an assessment of adolescents' work with not only their English language competence, but also their ability to utilize media- and information literacy. It is likely that the assessment of these literacies is not suitable to be the singular goal of a project, assignment or test, but may instead be included as separate factors when grading a body of schoolwork as a whole. Our suggestions for inclusion of out-of-school text encounters for in-class learning are meant to be generally useful and approachable, however it will be up to individual teachers to judge if they are a good fit for their class. We also need to discuss the potential challenges of approaching out-of-school encounters with texts in-class, which will be based on our own experience with teaching grades 8-10.

To include the texts and platforms reported in our survey as dominant for out of school readings, material or resource access for teachers and their students' needs to first be taken into consideration. Teachers have limited time and resources available to them, and in the case of including digital platforms into the classroom, it should first be clear whether or not accessibility will be a challenge. As our survey shows, access to digital devices is not an issue for adolescents, as the overwhelming majority already own a phone, PC or tablet. It is however important to make sure in exceptions, however rare, that adolescents without this access can also participate. In this sense, access to resources seems a minor problem to overcome. Access to most of these platforms are, according to our survey, for the most part a non-issue. Smartphones are common for adolescents to own, and according to our survey all of our respondents had access to at least one digital device. However, the understanding and access to video games as a text to be worked with for English class might prove more challenging. Additionally, from the results of our survey we found that the use of social media is significantly more prevalent among adolescents. As such, we have chosen to focus on the use of social media habits and texts from social media for ELT rather than video games. Video games have potential for use in ELT, nevertheless we also need to consider not only

prevalence of use, but the practical challenges of utilizing video games as a basis for ELT. Social media is easily accessible through a variety of devices and apps that can be used to not only read multimodal texts, but also create them, video games on the other hand are not as accessible and easy to engage with. This accessibility of creating new texts with what they learn from critical framing and overt instruction from their situated practice is essential for engaging them in transformed practice.

Because TikTok and YouTube have similarities in the content they offer, we estimate that the content from other users present within the two different platforms will be for the most part interchangeable. Both platforms are diverse and accessible, and include content related to virtually any interest. Both platforms are social media based on video creation, sharing and consumption, and collect data which affects a content-curation algorithm which suggests new content for its users. The difference between TikTok and YouTube content is, for the most part, how the content on the two platforms is delivered to its users, and for what purpose the two platforms are used among adolescents. Available video length is also a significant difference, as TikTok videos are at the moment of writing restricted to 3-minute videos, while YouTube has no such restriction of what can be uploaded. The most significant difference might be how TikTok is capable of being a tool for not only recording, but also editing videos. There are several ways in which TikTok lets its users edit videos and sound. Videos do not need to be done in a single take, but can be put together using several different clips. The platform also includes a music library and selections of audio from different users that can be added onto the video as well. Combined with the capabilities of using filters, fast forward, slow motion and a range of different editing effects such as text annotations, it is a decently powerful tool for creating short multimodal texts. The videos created do not need to be published, and can be restricted to a select group or downloaded and delivered through other means. This easy access to a video creation tool is a significant opportunity for text creation among adolescents, considering the restricted access to such resources otherwise. It is an opportunity to make adolescents go from passive recipients of text and content, into creators of their own and engage in text reproduction.

We suggest that for inclusion of the elements of media- and information literacy, this process of text production should involve the texts already familiar to adolescents in their situated practice being brought into a critical framing process. However, to be able to critically analyze multimodal texts, learners need explicit instruction in what elements they should look

for. The medium itself needs to be taught and involved in the learning process (Kellner & Share, 2019, p. 52), not just how to film and edit videos. Including relevant terms in classroom discourse and building meta-language when discussing digital texts could be a good starting point for doing so, as it is not certain that learners have learned these things from their situated practice alone. In our own experience, it is easy for teachers to assume adolescents all know how to use the digital tools at their disposal, which is not always the case. This is particularly true if one is to take into account what would be considered responsible and informed use of those tools, despite adolescents knowing how to operate them on a strictly technical level. To start working with media- and information literacy, it might be prudent to work explicitly with the use of sources, in particular the ones relevant to adolescents' out-of-school encounters with texts.

For critical framing of multimodal texts, teachers should consider introducing reading with a text and reading a text critically to adolescent learners. Practicing media- and information literacy in ELT while reading with a text and reading a text critically allows us to not only understand and critique a text, but will also give adolescents and future citizens a good toolset for deciding upon which ethical positions in society to take (Janks, 2019). In the end it will be up to teachers to determine which way of working with texts will suit their goals and the needs of their learners best, even so we will give non-detailed examples of how we imagine an approach for both reading with texts and critical engagement. These examples will primarily be based on what our data tells us about adolescents' out-of-school encounters with texts, relevant learning goals and how it ties into media- and information literacy. What do we look for when determining whether something is trustworthy or not? Janks (2019) offers a few guiding questions that could be used to help engage adolescents in reading texts critically, which we have adapted to fit social media type multimodal texts:

Who provided the video? What do we know about the uploader?

What elements of the multimodal text make an impression on you and why?

Does the audio added to the visuals affect your perception of the content, and if so how?

If you as a reader were to agree with the text, who would benefit and how?

What would be the consequences for different people in a multicultural democratic society if the text is to be accepted?

What values does the text support, does it include some viewpoints and exclude others?

Does the text support equality and tolerance, or does it lean towards supremacy and exclusion of specific groups (Sexualities, gender, religion, nationalities etc.)?

What kind of person would support the content of the text? How would other people react to you supporting its message?

These can of course be expanded into sub-questions to be more specific, better suited to the subject matter of the assignment, or tied specifically to the type of text or platform the learner group is working with. Using TikTok or YouTube as an example, determining the accuracy or validity of source material, and subsequently the values they may promote can be judged in a few ways. Like one of our respondents mentioned during interviews, a good place to start is looking at who uploaded the video and the information present on their profile. How many viewers they have and how old the account is were brought up as concrete examples of such information. It is also possible to check, if the channel or account is large enough, if any other users have responded to the video in some form. On smaller profiles however, it might be best to see if the information can be verified in other ways. Looking at information directly related to the texts such as where did they get their information, or whether it is verified or criticized by someone else could be a viable next step. A simple search using Google search and an evaluation of the results is a realistic approach to do this, as simply checking with other sources of information is a good start for developing their competency within information literacy, and building a repertoire of reliable sources for fact checking and future research. Teacher instruction in this process is likely to involve secondary source checking, and making sure learners did not simply pick the first answer that came up, but actually read what the source said in full. This could also be a point to emphasize as important for later assessment when giving marks.

The approach of reading with the text to understand the message, while also maintaining a critical mindset is also something that needs to be practiced, and requires more than just reading. A general understanding of its context, who the intended reader is, and for what purpose it is created are points that need to be reflected on (Janks, 2019, p. 562). Reading with the text allows us to reflect over the purpose of the text, and why it is constructed in the way it is. Not doing so will not allow us to fully understand a text, and therefore leave us unable to criticize the text or its arguments properly (Janks, 2019). Going back to the example of misinformation and disinformation regarding environmental and climate change, understanding the purpose of the text can help view it critically. Learners can find out who or

what the text presents in a good- or bad light, which demographic might take the text seriously, or who might benefit from the spreading of the misinformation or disinformation it contains. In the case of text propagating climate change denial, the answer is most likely large corporations or governments unwilling to do anything to combat pollution and climate change due to economic motivations. As democratic governments depend on the voters to vote in politicians who would be willing to take a stand against this global crisis, these malicious actors would benefit from citizens ignoring issues or being convinced it is a non-issue. This campaign of preventing sustainability and progress for economic benefits for very few individuals, at the cost of the environment and working conditions for the less fortunate is a prime example of why media- and information literacy is so crucial for adolescents. This way of reading texts, with a certain level of vigilance against misinformation and disinformation derived from prejudice, social injustice or inequality is transferable to work with other topics as well. Practicing critically reading texts you agree with and reading with texts you disagree with can also be used as a way of emphasizing that ideas which might change or reinforce our worldview can be worth both consideration and scrutiny. Having a completely correct or false answer for what is right or wrong is not the point, it is to make sure the choices we make are ethical, well-informed and from more than our own perspective.

In the beginning, it might be good to introduce working this way on a subject with a few examples of texts that can be relatively easily scrutinized, either alone or side by side with another text of a conflicting viewpoint. As learners become more accustomed to working with text in the ways we have described, the subject matter could become increasingly more ambiguous or difficult to say is right or wrong, either factually or ethically. Finding appropriate texts from platforms prevalent in adolescents' out-of-school encounters with texts might prove challenging, especially those unfamiliar with platforms such as TikTok or Instagram. This could be solved by searching for example texts in relatively easy to use platforms such as YouTube, or the learners themselves could be given the assignment of finding one example text they agree with, and one they disagree with. Alternatively, if taking an ethical or personal stance on videos is something learners are uncomfortable with, framing the assignment differently might be a less intimidating approach. Making the assignment to search for one video the learners think might be misinformation or disinformation, and one video they find credible and containing accurate information. This makes the adolescents' lifeworld an active part of the educational process and provides concrete examples rooted in familiar texts (Kellner, 2004, p. 19).

Another option could be finding videos they think teachers will find credible or misleading. This more careful way of framing the assignment might prove easier for adolescents to work with, as adolescents react differently to being confronted with taking personal stances on social issues. Some adolescents might not like it and thus get discouraged from engaging with the material and subject. Others may even come from backgrounds that conflict with values meant to be promoted in Norwegian schools, potentially creating social conflict if forced to express these views. It should be noted that when working with texts critically, the risk of causing offense is present in some ways. Teachers should take into account potential conflict between what is being taught in school, cultural or way-of-life differences, or generally controversial worldviews. Critically framing texts might require both teachers and learners to step out of their comfort zone; teachers when working with types of texts or in ways they are unfamiliar with, and adolescents having their worldviews challenged, taking ethical stances on social issues or being expected to think for themselves to a greater degree (Jeyaraj & Harland, 2014, p. 353). This angle can be made to suit work with virtually any topic within the umbrella term of social issues which is key for working with media literacy, allowing teachers to gather example texts from adolescents' self-chosen sources. Combined with a short description of their chosen text and why they chose them, this will put learners in a position where they have to evaluate text credibility to some degree autonomously and give reasoning for their choices. Regardless of what approach to text selection is chosen as appropriate, working with social issues in a critical way should happen in a safe classroom environment. Which includes physical, social and cultural elements (Dubois & Losoff, 2015, p. 20). To create a safe classroom therefore entails giving students positive perceptions in relation to their classroom, as a space for learning, support and shared norms and values. This is needed if we want adolescents to feel safe to share their passions and interests in class, promoting participation and mutual respect (Barksdale et al., 2021, p. 88).

As we are suggesting these activities to be done in ELT, there is something to be said for what type of language might be needed to be able to articulate one's own thoughts. If the learner group is used to assignments containing exclusively correct or incorrect answers, practicing language use when discussing degrees of ambiguity or nuance may be needed. For example, the difference between starting a sentence with "The author of this text appears trustworthy because of..." instead of "This author is trustworthy because..." can be significant depending on the text in question.

5.4 Assessment of media- and information literacy in ELT

Assessment of schoolwork related to adolescents' out-of-school encounters with texts will largely depend on what goals one aims to work towards. Language competence is important and the main goal of ELT, we however will be giving attention to the general points for assessing media- and information literacy as described by Goodsett (2020). We envision the assessment we describe will be of previous work done with multimodal text related to learners' out-of-school encounters with texts, such as from social media. The assessment of language competence in more traditional texts usually includes factors such as fluency and grammar structure, however multimodal texts might require giving more emphasis to other factors. There are multiple ways to utilize language in multimodal texts, such as audio commentary, video annotations or text documentation, and should be included as points of assessment. When assessing language, combined with media- and information literacy, we connect the practice of reading both critically and with texts as described in Janks (2019) and earlier discussed in the practical approaches to out-of-school encounters with texts. Reading with texts and critical reading is a good example of how one should engage with texts to help learners be able to demonstrate their ability to reflect on texts from multiple perspectives. Taking the sample questions previously discussed for critically reading the text, it's possible to start with an assessment of how these questions have been answered by the learner. There is a good chance that adolescent learners might not have much experience in answering tasks where there is no single correct answer. It is therefore essential to spend enough time introducing adolescent learners to adjust to a way of working with a lesser degree of teacher framework, and ease them into a critical thinking mindset (Abednia & Izadinia, 2013, p. 348). This could be done using assignments and schoolwork where they have to practice critical thinking skills and accept certain degrees of ambiguity before assessing them, making it more fair on learners who are used to more rigid frameworks. In our case, media- and information literacy will be used to this end when critically framing texts from social media like TikTok, Instagram or YouTube.

Standardized multiple-choice questions are not in our experience a common assessment tool in Norwegian schools, open-ended questions where learners are allowed to for example discuss pros and cons of specific topics are more prevalent. When it comes to using open-ended reflective tasks as a basis for assessment, Goodsett (2020) points out that what should be assessed is the way learners "process the experience", the road to the conclusion of an experience, not necessarily the experience itself. To what degree do learners question their

own experience with a text, and which questions do they pose about their experience with a text associated with their out-of-school encounters with texts? Learners will need the incentive and opportunity to make general observations about the text in question. Additionally, they should be required to reflect on it from different perspectives, articulate an original thought about the subject matter and explain how they came to their conclusion.

6.1 Limitations of our research

In this thesis we have not aimed to deduce whether or not adolescents read enough, or judge the quality of their self-chosen texts. What constitutes enough reading is rather vague, and perceptions of what is enough is usually relative to how many books or texts used to be read previously. The aim was strictly to take an objective look through data collection at what texts that adolescents and teens encounter in their free time. Challenges and benefits connected to these texts are brought forward, however we have not judged if these texts' affect language proficiency either positively or negatively when exclusively viewed outside of school. The focus has rather been to see which of these texts, platforms or ways of communication could be suited for English language learning, additionally to promoting multiple literacy, specifically media- and information literacy, through classroom and school activities. Even though the development of multiple literacies is a decisive factor in preparing adolescents for contemporary and future media and technologies, it does not necessarily entail in-depth learning between in-school subjects. The parts of in-depth learning relevant for the research conducted, are limited to the development of adolescents' learner autonomy and awareness about their own knowledge and language learning in connection with English.

There are certain factors that teachers need to take into account when developing a lesson plan suitable for their learner group and their needs, both as individuals and as a collective. For teachers, some of these are bound to be more important than others. For example, we have not discussed how to make suitable adjustments in suggested activities for learners with special educational needs. Although we have discussed a few principles for assessing work with critical thinking skills, we have not included what defines low or high competence for the purposes of marking work in the 1-6 scale in our discussion. Additionally, one should take into consideration the possibility that apps such as TikTok might not hold as much relevance in the future as it currently does, as apps can be part of a trend or fad among adolescents or children, and gradually or suddenly diminish in popularity and use.

For our data collection the consent of the respondents' parents was required for their participation. This proved to be our biggest hindrance in terms of time management but was an ethical consideration essential when working with adolescents. Some of the data we collected through interviews went unused, due to questions largely being answered with "yes" or "no". In retrospect, had we reframed some of the questions we asked, this could have been to a larger degree avoided. We also collected data which suggest adolescents actively seek out other languages in their out-of-school digital activities, but have not accounted for this in our discussion. Since we used non-probability sampling and collected data from only two schools within the same city, there is a lack of internal validity in comparison to a probability sampling (Høgheim, 2020, p. 83). Therefore, the *Generation M2* study and the reports from *PISA* (2018) and *Medietilsynet* were used as a means to both justify and provide external validity for our research.

6.2 Future research

For future research, we imagine there are quite a few aspects of the possible connections between adolescent encounters with texts and teaching practice worth investigating. Our research primarily concerns tangible benefits of giving greater room for utilizing social media and digital habits for teachers and adolescent learners in ELT. We have discussed the potential of motivation, English language learning and promotion of multiple literacies, however we have little information regarding what changes or adjustments would need to be done outside the classroom. For example, to what degree are teachers trained for working with this type of source material in class? Would adjusting the way we work in school with social media texts to promote critical thinking skills have implications for how teams of teachers need to cooperate or organize teaching? Are end of year assessments, such as exams, possible to unify with a new way of structuring in-class learning, new activities and multimodal texts? How well would Norwegian schools and education, the way they are organized today support learning methods based on autonomy, reflection, critical thinking and texts from contemporary digital platforms? Additionally, there is the question of how to balance our suggested learning methods and digital texts with the use of traditional texts such as books or other forms of printed text. We feel the optimal solution would be for the contemporary and traditional to complement each other for an even richer learning experience in ELT, and teachers not having to choose from a false dichotomy of the old and the new.

6.3 Conclusion

Our aim with this thesis was to find out the most prevalent ways adolescents engage with texts outside of school, in what ways they could be included in the ELT classroom, and the potential benefits of doing so for the development of adolescents' competency in multiple literacies. We have focused on how the characteristics these text encounters have can be used to promote media/information literacy in ELT, along with reasons English teachers in Norway might want to do so. Our collected data from surveys and interviews suggest that browsing different platforms of social media is the most prevalent form of engagement with texts for Norwegian adolescents. Through social media they communicate with their friends, keep up with their interests and receive news and information from different sources. Adolescents also use different social media platforms for different purposes, although the content on these platforms are relatively simple in format. The social media apps Snapchat, TikTok and YouTube are all based around multimodal texts, but they are to some degree used individually for communication, entertainment and a source of information.

Our respondents said during interviews that they were generally positive to their social media habits being included in class, and would be a refreshing change to only working with written text. Respondents also emphasized that they would like more concrete instruction on what critical thinking in regard to the internet and social media entails, rather than only warnings to always remain skeptical and careful. The approach of warnings without elaboration can easily be seen as resentment towards something adolescents enjoy, which is not helpful for teachers or learners. This implies a need for teachers to acquire a greater understanding for what adolescents do on social media, how their chosen platforms work, and how to determine the accuracy of information sources within such platforms. This is an interesting parallel to our approach of reading with and against texts, as it would appear teachers need to do more reading with social media texts adolescents are consuming, rather than immediately criticizing them. Working with texts familiar to adolescents for in-class learning might require a shift in how individual teachers, or possibly teams of teachers choose to work with such texts. This could involve giving learners more opportunities for autonomous, project-based work, cultivating acceptance for ambiguity, multiple degrees of correctness and encouraging reflection through the learning process. In addition to motivation, there is the potential for building stronger relations with an adolescent learner group through allowing them to work with something directly related to their interests. Working with multimodal texts allows for

including the interests of learners to a great degree, with music, film or even social media trends being only a few of the possible materials available.

As social media have little to no restrictions on what information, misinformation or disinformation users can distribute, it is exceedingly important that teachers help develop media- and information literacy in adolescents. As adolescents' encounters with text largely consist of social media platforms, there should be enough opportunities to work with these platforms in class. This will provide a learning context which includes critical framing of texts familiar to Norwegian adolescents, and allows for the teaching to be concrete and grounded in adolescents' situated practice during their overt instruction. For promoting media- and information literacy, reflections on how learners arrived at their answer is a particularly vital process for which teacher guidance and instruction is necessary.

There is also a greater potential for teachers to use such texts in teaching or providing information for their learner group. The use of multimodal texts is, according to our respondents, almost always a positive experience when teachers allow it or use themselves in teaching. As adolescents largely have access to at least one digital device, involving their social media habits, tools and platforms should not be a problem as long as they are allowed to use their own devices. Adolescents appear to mostly be passive recipients of texts in their situated practice, in spite of this there are opportunities for teachers to engage adolescents in critical framing and transformed practice of text. Through reading with and against multimodal texts similar to the ones adolescents encounter in their out-of-school readings, teachers can give learners concrete ways of practicing media literacy, information literacy and promote critical thinking skills along with language learning. Assessments of learners' progress in media- and information literacy is also possible, and can be done in different ways depending on how autonomous the assessment should be. Carefully constructed questions or open-ended reflective questions in which learners describe their thought processes are two examples we have discussed for assessment. Regardless of assessment method, assessment of critical thinking skills requires allowing learners to think for themselves and express these thoughts autonomously.

As multiple literacies are to a larger degree required in today's digital society, media- and information literacy should be given attention alongside practice with more traditional formats such as books or other written texts. Doing so has potential benefits in regard to learner motivation, language learning and their ability to face a digital future where they are

expected to be independently thinking participants in an inclusive democracy. The ultimate goal when utilizing the situated practice of adolescents to promote critical thinking in the form of media- and information literacy is for adolescents to be able to use these strategies autonomously. Through working with texts relevant to their out-of-school text encounters, these ways of looking at sources and digital texts through critical framing should become part of their situated practice. Media- and information literacy needs to be continually worked with if learners are to develop and use them independently, especially for their out-of-school activities where they are not required to by a teacher. Time spent practicing multiple literacies in ELT can, according to our findings, be theoretically justified and productive in a variety of ways. By including texts reflecting adolescents out-of-school text encounters, teachers have the opportunity help their learners work towards several learning goals, promote critical thinking skills and prepare them for contemporary media culture.

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Reading habits in English in 5th-10th grade: Influences and potential for reading in ELT.
Mark all the devices that you have access to at home *

Svar	Antall	Prosent
Smartphone	69	98,6 %
Computer	60	85,7 %
Tablet	49	70 %
Game console (Ps4, Xbox, Switch, etc.)	50	71,4 %
None of the above	0	0 %

Do you use social media? *

Svar	Antall	Prosent
Yes	69	98,6 %
No	1	1,4 %

Which social media(s) do you use? *

Svar	Antall	Prosent
TikTok	63	90 %
Snapchat	67	95,7 %
Facebook	32	45,7 %
Instagram	53	75,7 %
Jodel	1	1,4 %
Youtube	65	92,9 %
Twitch	25	35,7 %
Other	7	10 %

What other social media(s) do you use? *

- Twitter
- twitter
- reddit
- twitter
- vsco
- Discord
- Pinterest

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Do you read printed text outside of school (books, magazines, comics, etc.)? *

Svar	Antall	Prosent
Yes	35	**50 %**
No	35	**50 %**

What kind of printed texts do you read? *

Svar	Antall	Prosent
Books	24	**34,3 %**
Magazines	11	**15,7 %**
Comics	13	**18,6 %**
Graphic novels	5	**7,1 %**
Other	2	**2,9 %**

What "other" printed texts do you read? *

- -økhjvøliygp87fl,gjfki455srclgvhbkvctdrse434dr6tvuyibujnokikpjbuhyvvpitcorxez8ww7a427se5xr864dct7voy8bpuniopmopinuåbypvv8tf7cdr968se45733aw423WS7E
- sports

Do you read digital text outside of school (Ebooks, comics online, etc.)? *

Svar	Antall	Prosent
Yes	27	**38,6 %**
No	43	**61,4 %**

What kind of digital texts do you read? *

- news
- news online, VG, an
- Ebooks
- Fanfiction
- Web pages. Books. Magazines.
- Wattpad books
- online books
- Wattpad stories
- masse forskjellig :)
- nyheter og google
- ting på safari
- noe greier
- Interesting articles.
- vg, an
- wattpad
- Comics, newspaper
- newspaper
- manga
- manga
- Reddit and twitter
- comics online sometimes
- Somtimes i download an E-book, if they dont have it in stores.
- depends, around everything
- Facebook inlegg,avis,tiktok,
- nyheter og artikler.
- an
- nyheter

What languages are used in the content that you read?

Svar fordelt på antall

	Rarely or never	Monthly	Weekly	Several times a week	Every day
English	1	0	4	3	25
Norwegian	1	3	4	4	21
Other language	8	6	5	2	4

Do you use streaming services (Netflix, Disneyplus, etc.)? *

Svar	Antall	Prosent
Yes	65	92,9 %
No	5	7,1 %

What languages are used in the content that you watch?
Svar fordelt på antall

	Never	Rarely	Sometimes	Often	Every day
English	0	0	6	18	44
Norwegian	6	19	16	13	8
Other language	12	19	12	4	3

Do you watch content in any other languages than English or Norwegian? You do not need to answer if that is not the case.

- tysk
- spanish
- Spanish and italian
- Yes, i watch some movies in Spanish.
- no
- no
- Sometimes i watch japanese or korean tv shows, i use the original language with English subtitles
- Korean
- Spanish
- grey's and marvel
- Spanish
- sometimes
- yes on tiktok
- I watch in russian once in a while, because my mom is russian.
- I watch movies in Hungarian movies sometimes.
- No
- french
- no
- no
- Maybe German
- no
- Japanese (Anime)
- Yes, german
- æ jihpbugvoyfci8rxterzw46xe7cryvtubypiuniompo,miun9hyb08tgv79rf6dde5qa3wse45xdcrf6vttg9buyhnijomkp,¨låø.'l,kmmåojnihbug9v9yfccdxsza5Q¤"
- there are some series that are originaly in another language, like spanish an portugise. i dont like to watches when its dubbed so i just put in subtitles.
- Sometimes it is sweedish
- Japanese
- german
- nei
- nei med mindre det bare finnes på akkurat det språkey
- nei med mindre det bare det e det språket, og at det er norsk eller engelsk teksting under
- no
- No i don't
- noen ganger svensk
- no
- noen ganger svensk og spansk

Do you read any news (digitally or printed)? *

Svar	Antall	Prosent
Yes	50	71,4 %
No	22	31,4 %

Where do you find these news? *

Svar	Antall	Prosent
Social media	43	61,4 %
News sites	41	58,6 %
Forums	3	4,3 %
Other websites	1	1,4 %

Which other websites do you get news from? *

- tiktok, youtube

How often do you use different medias?
Youtube *

Svar	Antall	Prosent
Rarely or never	8	11,4 %
Monthly	11	15,7 %
Weekly	10	14,3 %
Several times a week	16	22,9 %
Everyday	25	35,7 %

TikTok *

Svar	Antall	Prosent
Rarely or never	7	10 %
Monthly	0	0 %
Weekly	4	5,7 %
Several times a week	4	5,7 %
Everyday	55	78,6 %

Facebook *

Svar	Antall	Prosent
Rarely or never	36	**51,4 %**
Monthly	10	**14,3 %**
Weekly	14	**20 %**
Several times a week	6	**8,6 %**
Everyday	4	**5,7 %**

Snapchat *

Svar	Antall	Prosent
Rarely or never	2	**2,9 %**
Monthly	0	**0 %**
Weekly	1	**1,4 %**
Several times a week	4	**5,7 %**
Everyday	63	**90 %**

Jodel *

Svar	Antall	Prosent
Rarely or never	69	**98,6 %**
Monthly	0	**0 %**
Weekly	1	**1,4 %**
Several times a week	0	**0 %**
Everyday	0	**0 %**

Instagram *

Svar	Antall	Prosent
Rarely or never	16	**22,9 %**
Monthly	8	**11,4 %**
Weekly	9	**12,9 %**
Several times a week	17	**24,3 %**
Everyday	20	**28,6 %**

Streaming service (Netflix, Viaplay, Disneyplus, etc.) *

Svar	Antall	Prosent
Rarely or never	6	8,6 %
Monthly	7	10 %
Weekly	18	25,7 %
Several times a week	17	24,3 %
Everyday	22	31,4 %

How often do you play video games? *

Svar	Antall	Prosent
Rarely or never	16	22,9 %
Monthly	4	5,7 %
Weekly	10	14,3 %
Several times a week	15	21,4 %
Everyday	25	35,7 %

How often do you watch TV (TV2, NRK, etc.)? *

Svar	Antall	Prosent
Rarely or never	8	11,4 %
Monthly	13	18,6 %
Weekly	14	20 %
Several times a week	23	32,9 %
Everyday	12	17,1 %

How often do you read digital or printed texts (Books, comics, magazines, news articles etc.)? *

Svar	Antall	Prosent
Rarely or never	24	34,3 %
Monthly	8	11,4 %
Weekly	18	25,7 %
Several times a week	13	18,6 %
Everyday	7	10 %

For the media listed above, which ones do you frequently watch in English? *

Svar	Antall	Prosent
Youtube	63	**90 %**
TikTok	61	**87,1 %**
Facebook	3	**4,3 %**
Snapchat	29	**41,4 %**
Jodel	0	**0 %**
Instagram	34	**48,6 %**
Streaming service (Netflix, Disneyplus, etc.)	58	**82,9 %**
Video Games	49	**70 %**
TV	35	**50 %**
Printed or digital texts	24	**34,3 %**
Other	6	**8,6 %**

Appendix B Interview Transcripts

Respondent 1:

S: Velkommen til intervju, du gir tillatelse til at dette blir tatt opp?

R1: Ja

S: Nydelig. Hvilken type media fra spørreundersøkelsen

vår er det du bruker mest av? Vi snakker om Youtube. Tiktok, instagram, snapchat, streaming, videospill, digitale tekster, hva som helst.

R1: Det jeg bruker mest er Snapchat.

S: Det gir mening, det var det flest i spørreundersøkelsen også som gjorde. Det var også nesten 100% av de vi spurte som brukte TikTok også. Bruker du det og?

R1: Ja

S: Instagram?

R1: Ja

S: Streaming?

R1: Nei

S: Ok. Hva er det med disse mediatypene som gjør at du får lyst til å bruke dem? Tenkt noe over det?

R1: Å holde kontakt med folk uten å trenge å snakke med dem.

S: Ja skjønner, mye artigere å sende bilder?

R1: Mhm

S: Hva med TikTok da?

R1: Vet ikke, det er liksom det å se videoer.

S: Ja, så skjønner jeg at de fleste bruker Youtube Snapchat og TikTok. Hva er det som drar deg til disse framfor andre former for tekster? For eksempel bøker eller tegneserier

R1: Jeg leser bøker og tegneserier også, men det er ikke så veldig ofte.

S: Det er enklere å sette seg ned med TikTok?

R1: Ja også leser jeg litt på telefon også.

S: ja? Hva leser du da?

R1: Digitale bøker.

S: Ja okay. Du sa du bruker snapchat oftest. Bruker du det kun til å melde med venner og kjente, eller har du andre greier du følger?

R1: Ja

S: Du har det ja? hvilken type innhold er det?

R1: Mest matlaging

S: Matlaging ja. Så personlige interesser, ikke nødvendigvis nyheter eller sånne ting?

R1: ja

S: Okei. Hører du på musikk eller podcast?

R1: Ja

S: Hvilket språk vanligvis?

R1: Engelsk.

S: Hva da?

R1: Mye rart

S: Ja okei. Men du bruker TikTok?

R1: Ja

S: Bare sitter du deg ned og scroller eller oppsøker du spesifikke brukere?

R1: Jeg bare sitter meg ned og scroller

S: Ja ok, greit nok. Søker du opp brukere med engelsk innhold på youtube og TikTok noen gang?

R1: Ja

S: Vil du si det er en forskjellig inneholdet på Norsk og engelsk?

R1: Nei

S: Ok greit. Får du ofte nyheter gjennom TikTok og sosiale medier?

R1: Nei.

S: Leser du nyheter på siden av?

R1: Jeg pleier å se på TV.

S: Føler du noen gang at du lærer noe nytt gjennom TikTok, informasjon eller lignende?

R1: Ja, for eksempel hvordan man tar vare på planter

S: Åja, med videoeksempler?

R1: Ja

S: Interessant. Hva tenker du om TikTok-videoer eller instagram eller lignende hadde blitt brukt av Engelsklærer i undervisning, som eksempelvideoer eller andre måter? Hadde det vært rart?

R1: Ja

S: på hvilken måte?

R1: Fordi TikTok er liksom en fritidsgreie, ikke en skoleting.

S: Ja, nå er det jo mange måter man kunne brukt det på, for eksempel når det kommer til kritisk tenking, med eksempler på spredning av feilinformasjon. Kunne det vært interessant?

R1: Ja

S: Man kan jo ikke tvinge dere til å lage TikTok-videoer, men kunne det vært interessant å lage videoer i samme format? For eksempel korte info-videoer som du snakket om, bare på engelsk?

R1: Ja.

S: Noe av media vi listet, forventer ikke at du husker alt, men for eksempel det vi har snakket om, blir det noen gang brukt i engelsk undervisning eller generelt i skolen?

R1: Nei

S: ok. Er lærere noen gang interessert i deres bruk av digitale verktøy utenfor skolen?

R1: Ja noen ganger

S Hva spør de om da?

R1: Det pleier å være om vi har det bra.

S: Jeg skjønner, ikke så mye om innholdet da?

R1: Nei.

S: Tror du det er mange av lærerne som vet mye om disse tingene, hvordan de fungerer og lignende?

R1: Nei

S: Avslutningsvis, har du noen ting du tenker på gjennom intervjuet som du vil nevne? For eksempel hva du eller hva du tror klassekameratene dine hadde tenkt om å få inkludert for eksempel TikTok i undervisning? Hadde det vært kult?

R1: Ja jeg tror de er veldig lei av å bare sitte å skrive.

S: Okei, noen siste spørsmål eller kommentarer?

R1: Nei

S: Ok, da er vi ferdi.

Respondent 2:

S: Hvilken type media fra vår spørreundersøkelse er det du bruker mest? Vi snakker om Youtube. Tiktok, instagram, snapchat, streaming, videospill, digitale tekster, hva som helst.

R2: Jeg bruker det meste av dem, men mest TikTok, Snapchat og Instagram.

S: Ja det var det spørreundersøkelsen sa om de fleste. Er det lang avstand til de neste brukte fra de tre? For eksempel videospill?

R2: Ja egentlig

S: ja ok. Hva er det du liker med disse mediatypene?

R2: At du kan finne mye forskjellig, lære masse, og finne ut av hva andre folk gjør.

S: Hva er det som gjør at mediene du nevnte som du bruker mest av, at du dras mer mot dem?

R2: Du kan for eksempel legge ut hva du liker og bruker å gjøre, se på hva andre gjør og det er underholdene å scrolle igjennom.

S: Youtube TikTok og snapchat var mest populært i undersøkelsen vår, hva gjør disse så populære?

R2: Det at man kan se påting og legge ut ting

S: Bruker du snapchat?

R2: Ja

S: Hva bruker du det til?

R2: Avtale med venner når vi skal dra ut, snakke med folk.

S: Følger du brukere og storyen deres?

R2: Ja

S: Hvilket innhold er det snakk om?

R2: Bloggere, spill.

S: Egne interesser med andre ord

R2: Ja

S: Hører du på musikk eller podcasts?

R2: Ja

S: Hvilket språk oftests?

R2: Engelsk.

S: Bruker du TikTok?

R2: Ja

S: Når du bruker det, begynner du bare å scrolle eller oppsøker du spesifikt innhold?

R2: Jeg følger folk, så om jeg ser der jeg følger folk ser jeg hva de legger ut, men dersom jeg bare blar gjennom de jeg ikke følger scroller jeg bare til jeg finner noe ssom jeg liker.

S: Leter du opp forskjellige brukere som bruker Engelsk på Instagram YouTube eller TikTok?

R2: Jeg leter de ikke opp men jeg finner dem der hvor jeg ikke følger folk. Så ser jeg igjennom.

S: Er det noe forskjell på innholdet du ser på Youtube og TikTok?

R2: Nei, egentlig ikke. Det er bare lengre videoer på Youtube.

S: Får du nyheter gjennom sosiale medier?

R2: Ja, det bare spørs hva du liker å se på.

S: Søker du det opp frivillig?

R2: Nei da går jeg heller inn på VG eller noe sånt.

S: Noen grunn til det?

R2: Ja kanskje fordi jeg ikke ser så mye nyheter

S: Finns det nyhetskanaler på TikTok?

R2: Ja det skal vel finnes

S: Vil du si du får mer nyheter gjennom sosiale medier enn tradisjonelle nyhetskilder?

R2: Ja, veldig mye egentlig

S: Du nevnte at man kan lære ting gjennom TikTok, hva kan man lære?

R2: Du kan hvis du for eksempel spiller veldig mye kan du lære hva du kan gjøre bedre i spill.

S: Ok, lærer du noen ferdigheter eller er det korte infovideoer?

R2: Av og til korte infovideoer og hvordan man gjør ting

S: Ok, så i ditt tilfelle kanskje mest spill?

R2: Ja

S: Er det andre medier du bruker for å finne informasjon bortsett fra det du har nevnt?

R2: Nei egeintlig ikke

S: Bruker du Google eller wikipedia?

R2: Ja hvis jeg skal finne ut av noe bruker jeg Google

S: Ok. Hva tenker du for eksempel om at lærere inkluderer sosiale medier mer i skolearbeid?

R2: Det er ganske fint, er egentlig litt kjedelig å bare lære fra tavle og slikt og ikke fra for eksempel pc

S: Hadde det vært mer motiverende å hente inn videoer eller lage videoer selv?

R2: Ja

S: Det hadde ikke vært litt kleint da?

R2: Jo egentlig, men det er bedre enn å sitte med bok foran seg.

S: Ja ok. På hvordan måte kunne det vært kleint?

R2: Når du ser at du blir filmet kan det føles litt dumt.

S: Så det å filme andre er kanskje litt ubehagelig?

R2: Ja

S: Ok. Enn om å lage informasjonsvideoer på engelsk for eksempel?

R2: Det hadde vært helt greit.

S: Ok. Vil du si at TikTok er lett å lære seg for lærere?

R2: Jeg tror man lærer ganske fort siden det ikke er så mye å gjøre. man bare blar gjennom videoer og søker opp det man har lyst å finne.

S: Er noen av disse mediene brukt i klasserommet?

R2: Ja egentlig veldig mye

S: Hvile da?

R2: Som blir brukt?

S: Ja.

R2: Vi ser på nyheter av og til.

S: Hva med Youtube?

R2: På barneskolen ble det brukt mye men ikke på ungdomskolen.

S: ok, hva brukte dere youtube til på barneskolen?

R2: Informasjonsvideoer og sånt

S: Ok, men TikTok, snapchat og Instagram blir ikke brukt i klasserommet?

R2: Nei

S: Virker lærere interessert i hva dere bruker digitale hjelpemidler til utenfor skolen?

R2: Vi har hatt litt om sosiale media.

S: Tar de noe interesse i hva dere ser på der?

R2: Tror ikke det

S: Hadde det vært fint om lærere spurte litt mer om hva dere gjør?

R2: Jeg syns det er helt greit, men hvis det er noen som har lyst til å snakke med lærere så kan di bare snakke med lærere om det.

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S: Ja, en ting er jo at elever vil prate med lærere, men noe annet hvis lærere tar initiativ til å spørre litt.

R2: Ja, men vi har hatt spørsmål om sosiale medier fra lærere og undersøkelser.

S: Er det motiverende om lærere spør om hva du leser, for eksempel en bok du leser, hva den handler om, hva skjer og så videre, eller er det best å få være i fred?

R2: Det kommer an på hvordan

S: Bare for å prate om boka, ikke for at du må svare

R2: Ja det er greit.

Respondent 3:

S: Hvilken type media fra vår spørreundersøkelse er det du bruker mest? Vi snakker om Youtube. Tiktok, instagram, snapchat, streaming, videospill, digitale tekster, hva som helst.

R3: Jeg bruker vel mest Tiktok, leser av og til bøker, mye snapchat, bruker egentlig ikke veldig mange andre ting

S: Hva er det med disse medietypene som gjør at du bruker dem?

R3: TikTok er veldig greit fordi det er små videoklipp, jeg klarer ikke sitte i ro å se en hel youtube-video, og snapchat er veldig greit for å holde kontakt med venner.

S: Bruker du snapchat eksklusivt til å melde med venner eller følger du storyer og lignende?

R3: Nei bruker det bare til å holde kontakt med venner.

S: Ok. Hører du på musikk eller podcasts?

R3: Musikk

S: På hvilket språk?

R3: Engelsk

S: Når du bruker TikTok, sitter du deg ned og Begynner å scrolle eller har du spesifikke brukere du ser etter?

R3: Jeg bare scroller

S: Ok, ser du etter noe innhold spesifikt på engelsk?

R3: nei

S: Har du noen engelske ting du ser etter på disse mediene?

R3: Nei

S: Bruker du Youtube til noe som helst?

R3: Jeg bruker for tiden å se på tragedier og slikt som har skjedd i huler

S: Spelunking accidents liksom?

R3: Ja

S: Noe forskjell i innhold du ser på Youtube og TikTok?

R3: Ikke så mye, siden det kom opp om sånne huler på TikTok, så begynte jeg å søke etter flere videoer om det på Youtube

S: Så TikTok introduserte deg til noe, så brukte du Youtube til å finne mer om den spesifikke tingen?

R3: Ja

S: Får du nyheter gjennom TikTok eller andre sosiale medier?

R3: Av og til

S: mer enn tradisjonelle nyhetssider?

R3: Jeg bruker ikke de i det hele tatt

S: Leter du opp nyheter med vile på Tiktok?

R3: Nei, jeg er ikke interessert i sånt

S: Føler du noen gang at du lærer noe nytt på TikTok?

R3: Av og til

S: Hva da for noe?

R3: Det kommer helt an på, veldig forskjellige ting.

S: Har du noen eksempler?

R3: Jeg kommer ikke på noe.

S: For eksempel "visste du" videoer?

R3: Ja av og til.

S: Hva tenker du om at sånne typer tekster kunne blitt brukt i skolen mer?

R3: Det blir jo det samme som at de gir oss videoer som vi skal se på

S: Enn om du får i oppgave å filme en kort video med musikk og effekter til en skoleoppgave?

R3: Jeg tror vi har laget Tiktok-video før på skolen.

S: å? spennende. hvordan gikk det?

R3: Vi skulle lage en dans til en sang og levere inn.

S: Leverte ikke inn på TikTok da, men på teams eller noe sånt?

R3: Ja, på teams.

S: Når var dette, var det kleint eller gøy?

R3: Tror det var i 8. Det var mye gøyere enn vanlig skoletime

S: Du ville kanskje ønsket at slike ting ble gjort mer?

R3: Ja

S: Det vil kanskje kreve litt fra lærer å sette seg inn i hvordan dette fungerer, interesserer lærerne seg for hva dere gjør utenfor skoletiden?

R3: Noen ganger, bare ikke når vi har viktigere ting å gjøre på skolen.

S: Skjønner

R3: Men det kommer også an på læreren, noen er veldig greie og vil snakke om sånt mens noen er mer fokusert på akkurat det vi gjør i faget.

S: Er disse samme lærerne villig til å snakke om dette etterpå eller oppsøker elevene i friminuttene?

R3: De snakker kanskje mer om det i klassen også babler vi alle om det.

S: Så en kollektiv samtale heller enn en til en?

R3: Ja de kan av og til fortelle hva de har gjort før de spør om vi har gjort noe gøy.

S: og det liker dere eller er det irriterende?

R3: Nei det er mye bedre enn vanlig time, det må de gjerne fortsette med.

Respondent 4:

S: Hvilken type media fra vår spørreundersøkelse er det du bruker mest?

R4:Antakelig TikTok eller snapchat

S: Spiller du noen spill eller leser andre typer ting?

R4: jeg har en app hvor jeg leser ulike tekster jeg liker å lese, og spill…jeg spiller noe med en venninne hvor vi skal finne to og to talle og tiervenner og sånt.

S: Ok. Hva er det du liker med disse mediatypene?

R4: Jeg liker at på TikTok så kan jeg bla og så blir det aldri tomt, og så ser jeg bare ting som jeg liker, jeg syns det er interessant.

S: Er det bare ting som du liker? min opplevelse var at det var mye søppel jeg måtte bla meg gjennom for å finne ting jeg liker.

R4: Ja i starten drev jeg og blokkerte ting jeg ikke likte sånn at jeg ikke skulle få sånne ting opp. jeg er ikke så glad i at sånne ting bruker opp tiden min. Og på snapchat liker jeg at jeg kan holde kontakt med venner og følge med på hva de gjør.

S: Har du andre ting du gjør på snapchat eller er det kun kommunikasjon, f.eks. user stories?

R4: Nei, har ikke så mye sånt, bortsett fra kanskje søskenbarnet mitt som legger ut sånt, det er jeg litt interessert i.

S: Hva er det som gjør at du blir dratt mer mot TikTok enn andre typer media vi snakker om?

R4: Jeg liker Tiktok fordi når jeg ser på det så er det for at jeg vil følge med på de folkene jeg følger. De er interessante. Tegneserier og slikt syns jeg ikke er så interessant, for det første for at jeg har heller Marvel-filmer jeg vil følge med på heller enn å lese tegneserier. Og på Tiktok skjer det mer, heller enn at det bare er en ting.

S: Leser du noen bøker?

R4: Akkurat nå leser jeg en bok jeg syns er veldig interessant.

S: Så du kan gjøre det også? Men velger du oftest telefonen fremfor boken?

R4: Det spørs egentlig, jeg var også på biblioteket på fredag.

S: Så det handler mest om at boka må være interessant?

R4: ja og at hvis jeg vil lese så er det for å ha det rolig og slappe av men hvis jeg er på Tiktok så er det fordi jeg kjeder meg eller noe sånt.

S: Du liker ikke å få bøker du MÅ lese med andre ord.

R4: nei, med mindre de er interessante.

S: Hører du på musikk eller podcast?

R4: Ja veldig mye, hadde vel ca. 5000 timer på spotify i fjor.

S: Hvilket språk er dette på?

R4: Bare engelsk.

S: Når du bruker Tiktok, begynner du bare å scrolle eller ser du etter spesifikt innhold?

R4: Nei jeg begynner bare å scrolle for å kaste bort tid.

S: Skjønner. Leter du opp innhold spesifikt på engelsk på instagram, Tiktok eller snapchat?

R4: Alle jeg følger på instagram og Tiktok er på engelsk, jeg syns det høres bedre ut og har et bedre ordforråd for å si forskjellige ting.

S: Vil du si det er en forskjell på innholdstypen mellom youtube og Tiktok?

R4: Er ikke så mye på Youtube med mindre det er i skolesammenheng, så det er ganske forskjellig ja.

S: Får du nyheter gjennom Tiktok eller andre sosiale medier?

R4: Nei jeg får nyheter gjennom VG, mamma og TV.

S: Vil du si at du får mer eller mindre nyheter gjennom sosiale medier enn tradisjonelle nyhetskilder?

R4: Jeg er stort sett ikke så interessert i hva som skjer i verden, så jeg får for eksempel vite mest om hva som skjer i Ukraina gjennom Tiktok enn nyheter på TV. Men jeg mener selv at jeg er veldig kildekritisk til det jeg får gjennom Tiktok.

S: Føler du at du lærer nye ting gjennom Tiktok?

R4: Ja det gjør jeg. Jeg følger noen som snakker om "psychology tricks"

S: Hva er det for noe?

R4: For eksempel hva du kan gjøre om du har vondt i hodet eller sånt.

S: Så du får noe brukbar informasjon der fra. Er det noen andre medier du bruker for å finne informasjon? Du nevnte youtube tidligere.

R4: Reddit har nyheter, men er ikke så mye der. Jeg liker mer videoer hvor man slipper å gjøre så mye, er kanskje litt lat der.

S: Men det kanskje er mer spennende?

R4: Ja det fester seg litt bedre, husker det bedre. For eksempel hadde vi om klimaendringer i naturfag, og da dro jeg på Tiktok for å finne informasjon til en prøve, og husket det i videoene bedre enn det jeg hadde lest.

S: Hva tenker du om at det hadde blitt mer inkludert,i skolen, type informasjonsvideoer og lignende media som Tiktok?

R4: Det hadde vært mye mer interessant, fordi da må du jo lete opp informasjon som du skal bruke til noe. Det er vanskelig å lese opp et manus når man lager Tiktok-videoer så man må liksom huske det.

S: Men man kan vel lage et manus om man trenger?

R4: Joda, men videoene er bare på 3 minutt, og du kan få med mye fakta på den tiden også kan man legge videoer på samme tema inn i en mappe.

S: Hva tror du klassekameratene dine hadde tenkt om å bruke slike arbeidsmetoder mer?

R4: Jeg tror de hadde vært veldig åpen for det, men jeg tror ikke alle hadde gjort det de skulle.

S: Men sånn er det jo som regel.

R4: Jo,mange vet jo at hvis man kunne gjort noe istedenfor noe annet så hadde man gjort det. Så kanskje flere hadde gjort det hvis muligheten hadde vært der.

S: Så dersom man hadde fått valget mellom å skrive en tekst og å lage en film hadde noen valgt forskjellig?

R4: Ja det kan jo være dem som ikke liker å være på film for eksempel.

S: Blir noen av mediatypene vi snakker om brukt i skolen allerede?

R4: Ja vi skulle gjøre et intervju, og da intervjuet jeg noen fra belgia på snapchat.

S: Hvordan fungerte det?

R4: Fungerte veldig godt fordi man kan se når de er der og når de er ledig og når de skriver, og lagre det etterpå. Også går det raskere enn å sende meldinger.

S: Så det at du hadde snapchat tilgjengelig åpnet for muligheter du ikke hadde ellers?

R4: ja

S: Og lærer var med på dette?

R4: ja, vi får av og til lov å bruke mobil hvis det er til skolearbeid eller kontakt til foreldre.

S: Er lærerne noen gang interessert i deres digitale hverdag på fritiden?

R4: Vi har snakket mye om kildekritikk, men foreldrene snakker mye om at de ikke liker det jeg gjør og at jeg må være forsiktig. Selv om jeg får mye informasjon derfra så tror de at det ikke er noe positivt.

S: Så du føler deg kanskje litt misforstått?

R4: Ja for eksempel på skolen var det eneste vi fikk høre at vi aldri må ta informasjon fra Tiktok. Jeg føler at de helst vil jeg skal slutte å bruke det i det hele tatt fordi det bare er negativt.

S: Så de er mer interessert i å advare dere mot bruken heller enn å finne ut hva dere driver med?

R4: Ja istedenfor å lære oss hvordan vi kan bruke det til noe positivt blir vi fortalt at vi ikke burde bruke det i det hele tatt fordi det bare er negativt.

S: Så de spør aldri bare og lytter til hva dere gjør?

R4: Ja for eksempel kan jeg sende noe jeg syns er gøy til mamma også sier hun at hun ikke vil se på det fordi det er feil eller hun ikke gidder også blir jeg skuffet.

S: Hvordan tror du at du selv eller klassekameratene hadde følt det om dere bare kunne ha en avslappet samtale om hva dere ser og gjør på nett?

R4: Det hadde vært veldig hyggelig å bare bli hørt på istedenfor å bare bli advart. men det er forskjellig hvordan vi bruker det, som venninnen min som sendte meg dårlige videoer klokka 4 på natta.

S: Forstyrrer det dere i hverdagen?

R4: Ja det er for eksempel veldig fristende å gå inn på Tiktok imens man gjør lekser. Hvis noen jeg følger legger ut en video så tenker jeg at det må jeg faktisk se.

S: Enn på natten? Det er det jeg opplever som den største utfordringen.

R4: Jeg legger meg klokka 10 hver dag og er alltid ferdig da, leser heller bok fordi det er vanskeligere å sove om man har vært inne på Tiktok.

S: Tenker du noe mer om dette temaet?

R4: Ja, jeg sjekker gjerne om det er en helt ny person som sier noe på Tiktok, inn på profilen og om noen andre har sagt det samme. Men om det er en liten konto er det vanskelig å si om

det er sant eller ikke, fordi hvis de har flere følgere så er det gjerne andre som har sagt om det som sies er sant eller ikke. De jeg ser på er som regel større kontoer som folk vil si om de sier feil.

S: Har du noen gang fått videoer med feilinformasjon?

R4: Ja jeg har fått det, men pleier å sjekke det jeg får før jeg sender det videre for det er flaut å sende feilinformasjon videre.

S: Så du mener det er fordeler med å gi slike tekster større plass i skolen?

R4: Ja for eksempel hvis man er sliten etter skoledagen og skal lese noe er det lettere hvis man har bilde og lyd i tillegg.

S: Så hvis læreren legger ut info dere må lære for eksempel til prøve i videoformat hadde vært bra?

R4: ja det hadde vært lettere.

S: Har du da ellers noen siste tanker?

R4: Ja dette høres interessant ut, spesielt siden bøkene vi har er gamle og vi har nesten ikke bøker kan det være til hjelp.

Respondent 5:

S: Hva slags typer media bruker du mest?

R5: Bruker jo telefonen mest, bruker mye tiktok og mye snapchat egentlig, før så tok du kontakt med vennene dine over melding, men nå bruker man bare snapchat. Hvorfor det vet jeg ikke, men det er nå bare sånn det har blitt.

S: Hva er det med disse mediene som du bruker mest som trekker deg mot de?

R5: Vet ikke, men på tiktok så får du videoa relatert til hva du liker, så det er jo noe som er interessant og når du først swiper en gang så er det fort at du gjør det igjen. Så det blir jo avhengighets greier.

S: Er det fordi du bare får ting du er interessert i eller er det fordi det er lett?

R5: Fordi det er lett egentlig, jeg får opp alt mulig, men mye ut av det er ikke ting som jeg nødvendigvis kan relatere til, men ting jeg liker.

S: I undersøkelsen så var det mest bruk av snapchat, youtube og tiktok, kjenner du deg igjen i det?

R5: Ja

S: Hva er det som drar deg mot disse i stedet for andre medier?

R5: Jeg spiller jo litt egentlig på xbox og sånt, men ikke så mye som jeg vet vennene mine gjør, men bøker og sånn der, jeg har ikke råd til å lese bøker, jeg synes det går for sakte, du

sitter bare der og leser, og er egentlig ikke noe jeg har likt i det hele tatt egentlig, hvis jeg må lese så leser jeg, men er ikke noe som jeg føler jeg trenger, men jeg skulle ønske jeg leste mer.

S: Er det et spørsmål om hva slags bøker som er interessant?

R5: Ja egentlig, jeg fikk en bok som heter "jegerånden" som handler om militær og ledelse og slikt, så jeg tenkte å lese den, det er jo ikke en skjønnlitterær bok. Men mer en faktabok som jeg synes er interessant.

S: Bruka du snapchat eksklusivt til å sende meldinger til venner?

R5: Det er jo egentlig bare for å dele hva du gjør og så har vi gruppechat med kompiser hvor vi avtaler møter og båtturer og diverse, det er greit for da har du alt på en plass.

S: Du har ikke noen bruker du følger?

R5: Jo, jeg følger faktisk noen stories, men det er mye trening så.

S: Så du har noen interessa som du følger på snapchat altså.

S: Hører du på musikk eller podcast?

R5: Jeg hører utrolig mye på musikk.

S: Hvilket språk er det på?

R5: Det er jo Engelsk, amerikansk, mye.

S: Hvordan er det du bruker tiktok, er det sånn at du bare setter deg ned å scroller eller ser etter spesifikke folk som laster opp?

R5: Jeg følger ganske mange egentlig, men det er jo noen som er mer interessante enn andre og noen du veit ikke helt at du kan stol på noen, men mange av dem har god info hvor de viser til kilder.

S: Hvordan gjør de det?

R5: For eksempel, så sier de at "denne studien viser ditt eller datt" og så legger de ved linken som går til den studien.

S: Hvordan ser du at det eventuelt ikke er til å stole på?

R5: Mye av det gir bare ikke mening rett og slett, ofte så gir det mening de som har noe ekte. Og så kan brukern bare være lite troverdig rett og slett.

S: Hvordan ser du det?

R5: Vet ikke egentlig.

S: Hva slags vurderinger gjør du? Hva ville du lagt merke til ved en slik bruker?

R5: Lydkvalitet, hva har de på seg, hva snakker de om, hvordan snakker de om det

S: Hvor seriøs de er?

R5: Ja, hvor seriøst tar de hele opplegget?

S: Men du kan jo med rette omskapen virk veldig seriøs

R5: Ja, det har jeg lagt merke til tidligere, det her gjeld trening at folk lasta opp videoa av at de trena og så bruka de fake vekta. Spesielt yngre kan bli veldig lett lurt av det her.

S: Det kan gå på selvbildet?

R5: Ja, det er veldig fort å bli påvirka av tiktok, for eksempel jeg trener mye se, og ser mye på trening og synes det er kult å se på, men hvis du ikke er obs så kan det gå utover selvtilliten din.

S: Det er du nok ikke alene om å tro.

S: Leter du opp brukera eller de som lager ting på engelsk på Youtube, instagram og Tiktok?

R5: Ja, Mye av det går på engelsk.

S: Er det noen forskjell i det innholdet du får på Engelsk fra det du får på norsk?

R5: Det blir mye sånn at det blir mer kunnskap i amerika fordi det er så mye folk.

S: Mer tilgjengelig?

R5: Ja

S: litt mer utvalg?

R5: Ja

S: Får du ofte nyheter gjennom tiktok eller sosiale medier?

R5: Ja, nå i det siste har det vært mye Ukraina greier, men mye av det er også fake. Som at livestreama har lagt på en flyalarm slik at det høres ut som at går en alarm i gata deres.

S: Ser du mer nyheter gjennom sosiale medier enn gjennom tradisjonelle nyhetskanaler?

R5: Det er ikke usannsynlig i det hele tatt egentlig, på snapchat så følger jeg dagbladet for eksempel og så dukker det stadig opp nyheter på tiktok for eksempel. Det kan vær en screen record av en nyhetssending, så det mye god info å få tak i der, men man skal vær kritisk til det man ser.

R5: Hvor ofte sitter du igjen med følelsen at du har lært noe gjennom Tiktok?

R5: Hvis jeg sier hver dag så tror jeg ikke jeg tar for hardt i.

S: Hva slags type ting lærer du, er det informasjons bits eller hvordan du gjør ting?

R5: Det er egentlig litt variert hva man lærer.

S: Er det noen andre medier som du bruker til å finne informasjon?

R5: Bruker jo bare vanlige nyheter, avisa nordland for eksempel og så bruker jeg dagbladet, VG, aftenposten og hele regla.

S: Søk du noen gang etter informasjon på Youtube og sånn?

R5: Ikke sånn nyhetsinformasjon.

S: Ka mer?

R5: Hvis det er noe jeg plages med eller trenger å finne ut av så bruker jeg ofte Youtube.

S: Jeg liker å bruke YouTube hvis jeg trenger praktiske eksempler.

R5: Samme.

S: Treningsøvelser?

R5: Ser mye ut av det, ser mye av det på Tiktok, så lærer mye om hvordan en treningsøvelse skal gjennomføres.

S: Hvordan føler du det hadde vært om disse tekstene eller plattformene ble inkludert mer i skolen?

R5: Tror det kunne vært bra, at Tiktok ble inkludert så kunne det ha hjulpet med vår kreativitet med litt av hvert, tror jeg. Lage videoer.

S: Du kan jo lage en sånn info video.

R5: Ja, så lager du det som innlevering hvor du viser hvordan ting har foregått, nå kan du lage videoer på tre minutter på tiktok. Laget en info video om tema for eksempel, det er læring i å lage en sånn video.

S: Hva om læreren hadde lagt ut informasjon som en multimodal tekst som øving til prøve?

R5: Det hadde også vært kult, for at, det fins mye kule tiktoker hvor de får inn masse god info på kort tid, slik at det blir lærerikt. Får du en kul video så er det lett å huske.

S: Blir dette gjort noe nu av læreran dokkers?

R5: Ikke i våres arena?

S: Er det på grunn av manglende interesse eller manglende kunnskap om plattformen?

R5: Jeg tror det er manglende kunnskap om plattformen, tror jeg. Men jeg tror at hvis de hadde fått en innføring/opplæring så kunne det fint ha blitt brukt.

S: Er det noen av de mediene utenom tiktok som blir inkludert i timene?

R5: Vi ser på TV2 skole på nyheter i norsk timen, det er vel egentlig det.

S: Får dere bruke YouTube videoer som kilder i presentasjoner?

R5: Ja det gjør vi, det er ikke dumt.

S: Er det suksess med det eller?

R5: Jeg lærer mye av å se og høre på ting som blir sagt, så jeg ser gjerne på en oppsummeringsvideo på Youtube, jeg lærer mye ut av det.

S: Jeg har inntrykk av tidligere intervju, når det kommer til hvorvidt disse tingene er inkludert i timen så er det ofte som at dere må være kildekritisk og forsiktig og så stopper det der, for eksempel at du må passe på hva du ser på tiktok og så ferdig snakka.

S: Det er jo riktig det, men målet vårt er vel å ta det litt lenger, kanskje se på hva det er som, hvordan er det slike mis-informasjonsvideoer, mye nå fra ukraina som blir lagt ut av russiske aktører, hva er det som gjør at disse videoene kan være overbevisende?

R5: Det blir ofte som at det er seriøst gjort, at opplegget er seriøst, hvis noen ser det så liker de det og så trykker de liker og så får den masse likes og så blir den spredt rundt. La oss si at du får 900k likes så virker det mer ekte enn hvis du får 300.

S: Hvordan tror du at dere som klasse, du kan jo ikke snakka for alle, men du kan gjør en antagelse på hvilke reaksjoner det hadde vært om læreren visste mer interesse for de mediene dere brukte?

R5: Tror vi hadde vært bra, Jeg liker ihvertfall å vite at læreren bryr seg og følger med.

S: At det ikke nødvendigvis blir sånn "dere må være forsiktig med de moderne greiene der" uten at de nødvendigvis forstår seg på det.

R5: Men om de hadde hatt generell kunnskap om de plattformene som vi ungdomma bruka, så hadde det vært bra for både oss og dem.

S: Hvis læreren interesse for hva dere gjør, digitalt utenfor skolen?

R5: Ja, det vil jeg si, ikke så mye som jeg skulle ønske, men de gjør det ja.

S: Spør de om hva dere har sett?

R5: De spør gjerne om hva vi tenker om for eksempel om det som skjer i Ukraina, hva vi tenker om det og vil ha våre meninger. Men jeg synes de er veldig flinke og det virker som at de bryr seg om hvordan vi har det ellers.

S: Gjør det noe med motivasjonen til folk? Til å finne ut av slike ting får ha noe å snakke om?

R5: Det tror jeg.

Respondent 6:

S: Hva slags typer media er det du bruker mest?

R6: Til vanlig så bruker jeg mye facebook, instagram, tiktok og snapchat, når det kommer til spill så er det steam og online spill.

S: Hva er det med disse forskjellige tingene som du lika?

R6: Har prøvd å forklar til foreldran mine at snapchat er annerledes enn vanlige meldinga, send meldinga til venna og bli kjent med nye folk, til og med jobb også. Med facebook så blar jeg i gjennom, ser litt på familiebilda av forskjellige folk i familien. Med Tiktok så kan man lær mye, der er det mye smarte ting, men også dumme ting og dårlige ting.

S: Hva slags dårlige ting har du opplevd eller vet at er der?

R6: Det er jo for eksempel den twitch streamern som skjøt seg selv, dette ble lagt ut på Tikok, det her ble heldigvis tatt ned.

S: Hva er det du liker med Tikok?

R6: Se hva andre holder på med, lær litt forskjellig, hvis litt hva du selv holder på med.

S: Legg du ut sjøl?

R6: Ja, når jeg er på jobb å litt sånn, for å vise litt.

S: Mesteparten av de vi spurte sa at de brukte, snapchat, youtube og tiktok? Hva drar deg til disse i stedet for bøker for eksempel?

R6: Jeg har dysleksi så jeg liker ikke å lese så veldig mye, men å se på video med lyd er litt enklere å skjønne seg på, selv jeg lærer litt mer av å se på video eller å høre på lydbøker.

S: Når det kommer til snapchat, bruka du det kun til å send meldinga til venna og kjente?

R6: Ser på stories og legg litt ut, litt det samme som TikTok legg litt ut av det jeg gjør. Har mange venna som har bil og sånn som plei å kjør så fort, så hvis jeg ser de har kontroll så legger jeg ut beskjed sånn at de ikke kjør så fort der og da.

S: Hva er de forskjellige bruksområdan til Tiktok versus snapchat? Når går du inn på stories på snapchat i stedenfor å bla på tiktok eller motsatt?

R6: Jeg går ikke inn på alle sine stories, men jeg går på de jeg kjenner.

S: Hør du på musikk eller podcast?

R6: Jeg hører på musikk daglig, jeg føler at jeg trenger å høre på musikk for det roer meg ned, bruka å bli litt sint i mellom, vet ikke helt hva jeg skulle gjort hvis det ikke var for musikk.

S: Hvilket språk hør du musikk på?

R6: Mest Engelsk og Norsk, det er 50/50.

S: Når du sett dæ ned på Tiktok og begynner å scrolle eller er det spesifikt innhold du ser etter?

R6: Nei, ser litt forskjellig og hvis det er noe som er spennandes så går jeg på google å finne ut litt mer om det, fordi det er ikke alt som er sant, så ser man dokumentera for ting som har skjedd fordi man kan ikke stol på alt som er på tiktok heller.

S: Ser du etter innhold på engelsk på youtube, instagram og tiktok?

R6: Instagram er mer for å se på bilder, Tiktok er mer at du får opp tilfeldige video og hvis det er noe jeg lurer på så søker jeg på det, og snapchat bruker jeg til å kommunisere med venner og familie.

S: Hva med Youtube?

R6: Ser ikke på Youtube

S: Får du ofte nyheter gjennom tiktok eller sosiale medier?

R6: Du vet jo om krigen i Ukraina?

S: Jepp

R6: Får mye forskjellige nyheter om det som ikke nyhetene nødvendigvis skriver om, og da liker jeg å søke opp det for man vet jo ikke om det er sant eller ikke.

S: Hva med en video kunne få deg til å mistenke at noe var galt eller feil? Er det noe med opplasteren eller kvaliteten på videoen? Hva slags varsellampa går av?
Hva kan få deg til å tenke at "dette kan jeg ikke stole på"?

R6: Det er jo fort man kan se at det ikke er deres video, du kan se nede i hjørnet om det står noe annet som viser at de har tatt dette fra noen andre, og så sier de at det er deres video.

S: Så at de lyver?

R6: Ja

S: Får du flere nyheter gjennom sosiale medier enn papir avisa eller nett avisa?

R6: Vil si det

S: Føla du at du lær noe gjennom tiktok noen ganga?

R6:Noen ganga så lærer jeg, jeg liker å lage mat, så jeg følger mange norske mat folk som viser mange matretter som kan være gode eller kule.

S: Er det noen andre medier som du bruker til å finne informasjon?

R6: Facebook.

S: Hva slags informasjon leter du etter der?

R6: Matlaging og litt forskjellig.

S: Hvordan hadde du følt det at multimodale tekster som tiktok og sosiale medier ble inkludert mer i skolen på noe vis? Det kan være for eksempel videoa fra tiktok i samfunnsfag, det kan vær at i Engelsk at dere lager korte informasjonsvideoa hvor dere snakker på Engelsk?

R6: Det hadde vært kult sånn sett, men det blir ikke helt det samme, hvis vi skulle hatt en fagsamtale, det er jo en redigeringsapp der så du kan lage videoer der, så hvis du vil lage en nyhetssending så kan du få ting i bakgrunnen, og så kan du lage en kort forklart video om det temaet du har da. Men hvis lærere skal forklar oss, så tror jeg ikke tiktok ikke er helt riktig.

S: Hvilke utfordringer kan du ser for deg?

R6: Tror ikke du får helt den samme informasjonen som du skulle ha fått.

S: Det blir kanskje ikke dypt nok, og du har ikke samme muligheten til å stille spørsmål.

S: Er det å foretrekke å få en video med lyd og bilde framfor en tekst?

R6: For oss som har dysleksi som ikke kan lese skikkelig, så kan det vær tenkt at de lager en lydmelding eller en video hvor de legger inn hva de skal si.

S: Er noen av disse mediene inkludert i skolehverdagen deres? I klassen, i undervisningssammenheng?

R6: Ikke så mye, vi bruka jo datamaskinan, vi er jo tross alt på internett, og så bruka vi å ha fagsamtala hvor vi filmer oss selv.

S: Bruker læreren å være interessert i hva dere gjør utafør skola?

R6: Føler jeg blir spurt nesten hver dag om hva jeg har gjort i helga og hva jeg gjør om dagene.

S: Bruka de å spør hva dere har sett på nettet?

R6: Ja

S: Hva dere bruker nettet til og hva dere opplever der?

R6: Vi har hatt litt, for eksempel hvis vi guttene har sett noe på tiktok så kan vi begynne å snakke om det og så kommer læreren inn og så begynn vi å snakke om det.

S: Hva gjør det med deres forhold til læreren?

R6: Får jo et bedre forhold, vi får jo snakka mer i lag.

S: Enn hvis læreren sier, "Dette er interessant tematikk, vi kunne snakka om dette i engelsk timen", har det skjedd?

R6: Ja, faktisk, det var om ukraina krigen.

S: Hva gjør det med motivasjonen til å delta i samtalen/timen?

R6: Vi hadde jo sett masse sånne videoa på tiktok så begynte å snakk om det i et friminutt og så ble det tatt opp i en samfunnsfag time og så ble det til at vi snakket om det gjennom hele timen og fant ut av litt ting og slikt.

S: Hva det her en positiv opplevelse?

R6: Det var en veldig positiv opplevelse.

Group interview:

S: Hvilket typer media fra spørreundersøkelsen, er det dere bruker mest?

GR: Jeg er veldig mye på tiktok for tiden, når det kommer til streaming så er det netflix.

GR: Snapchat, instagram, det er nok de fleste vi bruker, og vsco da.

S: Hva er det med disse mediene som dere nevner som drar dere til dem, hva liker dere med dem?

GR: Det er et tidsfordriv, det er jo på en måte underholdende, ungdommen bruker mye tid på sosiale media. For eksempel som snapchat, det går litt i bølger, men det er for å holde kontakten med venner, artig at du har både tekst og meldinga.

S: Spørreundersøkelsen vår sier at TikTok, Snapchat og YouTube er de mest populære, er dere enige med det?

GR: Ikke YouTube, jeg ser aldri på YouTube lenger. Guttan bruker veldig mye å se på folk som spiller og youtubere, nå er det mer sånn at tiktok har tatt veldig over.

GR: TikTok har mye mer variasjon, den tilpasser seg etter hva du liker å se på, det er veldig forskjellige "for you page".

S: Hva er det som drar dere mot disse versus bøker/tegneserier?

GR: Før vår generasjon så leste de mye mer på tegneserier og slike ting, så kom telefonen og ipad og slike ting, så vi brukte mesteparten av tiden på disse. Ikke lat, men det er mye lettere å få input med videoer.

S: Du har en telefon med tiktok her og en bok der, hva er det som gjør at dere velger den ene eller den andre?

GR: Det er jo veldig bra og sunt og du får større ordforråd, du føler deg smartere, til tider er det kult å lese bøker.

S: Du får ånden over deg?

GR: Ja, du får ånden over deg, men jeg velger jo som regel telefonen.

GR: Hadde ikke du en periode hvor du leste en del bøker?

GR: Jo, men det var nærmest tvunget, med mindre du er veldig glad i å lese bøker fordi du har fått en god innflytelse så tror jeg nok at de som leser har blitt bedt om å lese, for det kan være at foreldre i blant spør om du kan sette deg ned å lese en bok.

S: Hjelper dette på motivasjonen til å lese en bok?

GR: Med mindre det er en god bok, vi har forskjellig smak på hva vi liker. Så dette er en påvirkning over om du har lyst til å lese.

GR: Når man går inn på en bokhandel så går det veldig etter sjanger, det er veldig mye action eller romantikk når det kommer til ungdomsbøker.

GR: Du kan ikke les om psykologi liksom.

GR: Det er litt fordomsfullt der i forholdt til hva som er forventet å lese om du er gutt eller jente.

S: Er det samme fenomen på sosiale medier?

GR: Det vil jeg si, det handler også om interesser, men for eksempel når man lager en bruker på tiktok så må man si hvilket kjønn man er, det er det samme på instagram.

Det handler også om interesser for det tilpasser seg hva du liker, nå får jeg bare opp matvideoer.

GR: Det er det som er litt skummelt for på sosiale medier så finner de ut hva du liker og interesser ut i fra det du ser på.

GR: Jeg hadde en kompis da og da satt vi å så på tiktok og han fikk bare opp fotball og trening, mens jeg fikk dansing og sminking og slikt.

GR: Det er det jeg også tenker for på sosiale medier så blir det tilpasset hva du ser på, som igjen gjør at du får mer lyst til å se på det.

GR: Det er jo avhengighetsskapende.

S: Men litt sånn på Youtube også? Men der er du en mer aktiv bruker, mens på tiktok så får du bare levert innhold.

GR: På YouTube så må du bestemme selv om du vil se på og så kommer det opp sånn "populært nå" eller at det er forslag til ting å se på basert på hva du nylig har sett på.

GR: I tillegg til folk du følger.

GR: Da kommer det gjerne opp andre personer som likner eller har lignende interesser.

S: Bruker dere snapchat eksklusivt til å ha kontakt med venner eller følger dere "stories"?

GR: Jeg følger lite stories, fulgte harm & hegseth før og så ser jeg noen ganger på "rød løper", vgtv og slike ting.

GR: NRK nyheter har ofte kommet opp.

GR: Jeg bruker jo snapchat til å ha kontakt med venner, men jeg er ikke noen storforbruker, men det går i perioder når man har venner å snappe med eller en flørt eller noe sånt.

GR: Det er jo streaks og ghosting, men kartet kan være veldig overveldende, det er litt press.

S: Hør dere på noe musikk eller podcast?

GR: Ja, jeg hører ikke på musikk hele tiden. Men det gjør du?

GR: Ja er ganske, når jeg har muligheten.

S: Hvilket språk er det ofte?

GR: Både og, Engelsk, norsk, Spansk noen ganga.

S: Podcast, er det på engelsk eller norsk?

GR: Kommer an på, jeg hører på en på spansk som jeg har fått anbefalt av læreren min.

S: Når dere bruker Tiktok setter dere bare dere ned og begynner bare å scrolle eller ser dere etter spesifikt innhold?

GR: Jeg scroller.

GR: Det er veldig sant.

GR: Noen ganger så går jeg på "for you" og ser og hvis det ikke er noe interessant så går jeg på de jeg følger.

GR: Man kan søke opp i krisetilfeller, men jeg gjør aldri det.

GR: Man kan tagge folk eller lese i kommentarene.

GR: Jeg leser sjeldent kommentarene, men det er ganske gøy når man først gjør det.

S: Leter dere noen gang opp Engelsk innhold på instagram, youtube eller tiktok?

GR: Ja, hvis jeg skal finne matoppskrifter og så finner jeg de ikke på norsk så søker jeg det opp på engelsk.

S: Hva er forskjellen i innholdet som gjør at du velger å søke på engelsk?

GR: Mer variasjon, på tiktok så har du for eksempel et samfunn som er på norsk, men hvis du søker på engelsk så finner du mer variasjon i innholdet.

GR: Jeg har veldig lite engelsk på tiktok og sånn, men jeg følger spanske venner så jeg får noen ganger innhold på spansk.

GR: Jeg prøver å finne norske nettsider for å handle på nett for å slippe tollen, så hvis jeg finner på engelsk så prøver jeg å finne den norske siden.

S: Hva er forskjellen i innholdet på tiktok, instagram og Youtube? Hva gir de forskjellige mediene dere?

GR: Instagram er egentlig veldig dødt, ser litt sånne posts og ser venner hvor du liker og kommenterer på innleggene til. Instagram er veldig for å føle på bekreftelse og popularitet.

GR: Jeg tror ungdommer er mye mer på tiktok enn instagram.

GR: Veldig mange legger heller ut på vsco enn instagram fordi det er mye lavere terskel (ingen likes eller kommentarer). Er ikke noe man trenger at hele verden ser.

S: Hva hadde dere tatt opp på YouTube i stedet for å få det gjennom tiktok?

GR: Jeg får opp ting fra Vogue på tiktok og så går jeg på Youtube for å se hele klippet.

GR: Jeg søkte opp videoer om mangfoldet i Canada for en skoleoppgave, men jeg bruker mesteparten av Youtube til skole. Ikke nødvendigvis for underholdning hjemme.

S: Får dere ofte nyheter gjennom tiktok og sosiale medier?

GR: Får det på snapchat fra stories fra vg eller.

S: Leter dere det opp med vilje?

GR: Nei, for det ligger dere på dagens nytt.

GR: Får en del input fra tiktok og sånn om Ukraina.

GR: Når det var veldig mye om black lives matter så kom det mye på tiktok.

GR: Jeg hører på radio hver morgen og der er det veldig mye nyheter.

S: Får dere mer nyheter gjennom sosiale medier enn tradisjonelle nyhetskilder som papiravis, apper, nettavis, osv.?

GR: Jeg er veldig lite på nyheter, men ser av og til dagsrevyen.

GR: Mesteparten er nok der, mange lager nyhetsinnhold for ungdom på snapchat med korte utdrag hvor man kan swipe opp får å lese hele saken.

S: Føler dere at dere lærer noe gjennom tiktok?

GR: I blant, hvis det er matvideoer.

GR: Du lærer jo danser.

S: Hvordan ville dere følt det om disse typer tekster ble inkludert mer i skolen deres?

GR: Vi har veldig mye nettvett.

GR: I samfunnsfag så er læreren litt på tiktok og som gjør at vi har noe til felles.

S: Jeg har en følelse av det er lite forståelse fra voksne rundt sosiale medier.

GR: Lærere er mer respektfull og lar oss holde på, men at man også skal være forsiktig og advare oss om sider vi ikke burde bruke.

S: Dere blir heller møtt med forståelse og nysgjerrighet?

GR: Ja, at de ikke plutselig ikke sier i fra til foreldre og at hun er på det og at du må snakke med hun.

S: Men det kan være situasjoner hvor man må det?

GR: Ja, hvis det er noe alvorlig.

GR: Det er godt å kunne snakke om læreren om det man ser på sosiale medier uten at ting går videre.

S: Gjør det noe med interessen deres for hva læreren deres sier hvis læreren inkluderer dere?

GR: Hvis læreren følger med på hva som skjer på tiktok så kan de i større grad dra inn forskjellige temaer derfra i timen. Det kunne gjerne vært mer av det.

S: Men hva om tiktok formatet med tanke på korte informasjonsvideoer ble tatt mer inn i skolen?

GR: Det er jo en veldig fin måte. Vi er veldig glad i lavterskels ting.

GR: Nå har vi blogg, mye blogg. Og det å lage videoer hadde vært bedre enn å presentere foran alle.

S: Er noen av de mediene vi inkluderte i spørreundersøkelsen inkludert i klasserommet?

GR: Kan godt lage noen tiktoks på tull i pausen, uten å legge dem ut. Det er jo minner.

S: Utrykk læreren noen interesse for hva dere gjør på fritiden i sammenheng med digitale medier?

GR: Det kan være at noen lærere spør om hva vi ser på.

S: Hva gjør det med lysten på å delta i samtaler og å dele?

GR: Det er noen lærere vi stoler mer på.

GR: Er det gjerne de som tar mer interesse?

GR: Ja, det er gjerne de samme som spør og som vi deler med.

GR: Det kommer an på læreren og om de forstår hva vi holder på med, selv om de er flinke lærere ellers.

S: Noe dere lurer på med tanke på master?

GR: Det er veldig interessant og i tiden, men sosiale medier og digitale medier er alltid i endring så det er vanskelig.

GR: Apper utvikler seg gjerne etter behov og hva vi har lyst på.