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English as a lingua franca (ELF) and ELF Awareness:

A case study of practices in a Norwegian classroom

Engelsk som lingua franca (ELF) og ELF-bevissthet:

Et kasustudie om praksis i ett klasserom i Norge

Qualitative study

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Abstract

Key words:

English as a Lingua Franca, English as a Foreign Language, Native-speakerism, ELF-awareness, Expanding Circle

English is, and has been, growing, both globally and in Norway, and the *use* of English has changed dramatically as a result. This has affected Expanding Circle users of English, as English as a Lingua Franca communication has become the most common use of English. As a country in the Expanding Circle, Norway and Norwegian ELT must adapt to societal changes, and the newest English curriculum in Norway, ENG01-04, is a step towards a paradigm shift in Norwegian ELT. Previous research has for many years reported changes in the status of English in Norway and in Norwegian ELT, and a paradigm shift from English as a Foreign Language to English as a Lingua Franca seems to be in transition, without exemplary knowledge of how this transition impacts ELT teachers and learners. This study uses data from an interview, observations and artefacts from a contemporary real life teaching context in order to present the experienced lifeworld of a Norwegian ELT teacher during the ELT paradigm shift in Norway. The major findings from this study suggests that teacher thinking has developed from the historical paradigm of EFL in Norway towards the developing ELF paradigm. Contrary to this, teacher thinking seemingly fails to affect teacher practice, and teacher practice seems to remain within the EFL paradigm. Findings suggest that teachers lack knowledge or ability to implement a more ELF Aware practice, even though the English curriculum seems to endorse a more ELF influenced practice. This thesis suggests development of more metalinguistic knowledge for both teachers and learners, more investment into ELF communication skills and clearer pedagogical guidelines as to how teachers can implement a more ELF Aware practice in Norwegian ELT.

Engelsk vokser og har vokst, både globalt og i Norge, og bruken av engelsk har endret seg dramatisk som et resultat. Dette har påvirket Expanding Circle brukeres engelsk, ettersom *engelsk som et verdensspråk* har blitt den mest vanlige måten å bruke engelsk på. Som et land i Expanding Circle må Norge og norsk engelskundervisning tilpasse seg forandringer i samfunnet, og den nyeste læreplanen, ENG01-04, er et steg nærmere et paradigmeskfite i

norsk engelskundervisning. Tidligere forskning har i mange år rapportert forandringer i statusen til engelsk i Norge og i norsk engelskundervisning, og et paradigmeskifte fra *engelsk som et fremmedspråk* til *engelsk som et verdensspråk* virker å være i gang, uten at det finnes forskning på hvordan dette påvirker lærere og elever i engelskundervisning. Denne studien bruker data fra ett intervju og observasjoner og artefakter fra en kontemporær undervisningssetting for å greie ut om den erfarte livsverdenen til en norsk engelsklærer underveis i paradigmeskiftet i engelskundervisining i Norge. Hovedfunnene fra denne studien antyder at lærertenkning har utviklet seg fra det historiske paradigmet *engelsk som et fremmedspråk* frem mot paradigmet *engelsk som et verdensspråk*. Likevel antyder funnene at lærertenkning ikke påvirker praksisen til lærere og at lærerpraksis dermed forblir innad paradigmet *engelsk som et fremmedspråk*. Funnene antyder at lærere mangler kunnskap eller muligheten til å implementere en mer verdensspråkvennlig praksis, selv om læreplanen i Engelsk virker å legge til rette for en mer verdensspråkvennlig praksis. Denne studien foreslår utvikling av mer metalingvistisk kunnskap både for lærere og elever, mer innvestering i engelsk som et verdenssprål-ferdigheter og tydeligere pedagogiske retningslinjer for hvordan lærere kan implementere en mer verdensspråkvennlig praksis i norsk engelskundervisning.

Preface

This thesis marks the end of several efforts. For one, it marks the end of five year of education. For me personally, it marks the end of five years of living in Oslo, so far away from my family that has remained supportive of my decision to leave home and encouraging of my return. Although it has been difficult at times, especially during the pandemic, I have no regrets. Here in Oslo, I found maturity, and I found love. Now, we can return home to work in and develop the schools that made want to become a teacher, and I feel grateful for the opportunity to do so.

To my supervisor, Lynell Chvala.

Thank you for your patience, your kindness and assurance

Thank you for your knowledge and spirit

And thank you for your supportive precise red pen

Contents

1 | Introduction

The status of English has, and is, changing (Simensen, 2014, pp. 1-2). English is used mostly by, or in a situation with, a non-native speaker and English has become the most used lingua franca globally (Jenkins, 2015, p. 50). In Norway, English is used as a *lingua franca*, a language used by speakers that does not share an L1 (Brevik & Rindal, 2020, pp. 926-929; Jenkins, 2015). English, along with mathematics and Norwegian, has remained a key part of both Norwegian education and teacher education (Simensen, 2007, p. 74). The steady growth of English in Norway continues to impact how it is viewed in society and taught in school, even though English is not a language commonly used between native Norwegians (Simensen, 2007, p. 73).

The longstanding aim of English language teaching in Norway has been to develop learners' ability to communicate intelligibly (Rindal, 2020, p. 24; Simensen, 2007, pp. 76-77). Although this goal has largely remained the same, changes to the perceptions and status of English have changed the meaning of what intelligible communication is, and what it means to be able to communicate intelligibly. More specifically, the change in the status of English has expanded the numbers of contexts that learners are expected to be able to communicate intelligibly in and to include multilingual contexts, which in turn challenges skills and therefore what knowledge learners need in order to communicate effectively (Rindal, 2020, p. 24; Simensen, 2007, pp. 76-77).

This thesis will explore concepts like foreign language, second language and lingua franca in considering the status of English in English language teaching (ELT) in Norway. Briefly, *foreign language* refers to languages that are neither native nor indigenous to Norway, such as Norwegian and the numerous Sami languages, and languages that are recognised as minority languages, such as Kven, Romani and Romanes (Simensen, 2007, p. 11; Språklova, 2021). *Second language* typically refers to the second language an individual learns, but also to the recognition of a language's status as second among the most common languages used in a country (Flognfeldt & Lund, 2016, p. 33; Simensen, 2007, p. 11). After exploring the status of English in Norway and in Norwegian ELT, the thesis will investigate how teachers navigate foreign language traditions for English in school and an awareness of the use of English as a lingua franca in the classroom.

The research question for this thesis is therefore: *How do teachers navigate foreign language traditions and lingua franca awareness in ELT in the Norwegian classroom?*

The aim of the study is to *explore teacher thinking and practices in the transition from foreign language traditions to English as a global lingua franca in teaching and learning in school.*

First, the thesis will explore changes in conceptions of English and how this impacts the teaching and learning of English in school. This section, the Literature Review, will also explore the status of English in Norwegian society and in Norwegian education and consider globally oriented approaches to English, such as *World Englishes (WE), English as a Lingua Franca (ELF)* and *English as an International Language (EIL)*, as well as *ELF awareness,* multilingualism and native-speakerism. Thereafter, the method for researching how teachers navigate foreign language traditions and lingua franca awareness will be described before the results are presented and discussed. Finally, the introduction of this thesis to professional understanding and practice will be discussed.

There will be a brief prelude to the Literature Review by presenting the status of English and ELT in Norway, as well as an explanation of Norway's historical place in the Expanding Circle of Kachru's model, *the Three Circles of English.*

1.1 | Changing status of English in the Expanding Circle and in Norwegian ELT

Kachru's model, *the Three Circles of English*, has been highly influential in conceptualising the spread of English and its impact on ELT globally (Deterding et al., 2013b, p. 6; Rose et al., 2021, p. 1). The model depicts three concentric circles of certain contexts of ELT: the "norm-providing" *Inner Circle*, the "norm-developing" *Outer Circle* and the "norm-dependent" *Expanding Circle* where Norway historically have been placed (Rindal, 2014, p. 8; 2015, p. 242; Simensen, 2007, p. 74; Simensen, 2014, pp. 1-2). In general, countries in the Inner Circle claims ownership of English, with connotations that English is a *native language* to countries in the Inner Circle, whilst the Outer Circle holds previously colonised countries where English became established as a second language, and the Expanding Circle holds countries with no colonial history that primarily learns English as a foreign language (Rose et al., 2021, p. 1; Simensen, 2014, p. 4). The term native language was previously associated with the Inner Circle, *second language* was associated with the Outer Circle and *foreign language* with the Expanding Circle. They still appear as linguistic terms, but they are no longer exclusive to the circles from where they originated. (Rindal, 2014, p. 7). The model connotes the idea that the model's native speakers were a source of "correctness", which upholds a native-speakerist perspective of language that is not in accordance with the reality of English use (Graddol, 1997, p. 10; Holliday, 2006; Simensen, 2014, pp. 5-6). According to Holliday (2006), native-speakerism promotes the idea that "native speaker's norms and pragmatics" of English are the most desirable to target in language acquisition and that English "belongs" to native speakers, referring to those in the Inner Circle (Holliday, 2006).

According to Simensen (2007, 2014) and Rindal (2014,2015), English in Norway has traditionally been that of a foreign language, thus its placement in the Expanding Circle of Kachru's model and its value as a language of communication in education and business (Rindal, 2014, p. 8; 2015, p. 242; Simensen, 2007, p. 74; Simensen, 2014, pp. 1-2). Because of the spread of English as a global lingua franca, English now holds a considerable place in Norwegian society and education. It is therefore imprecise to treat English as a foreign language in Norway, and Kachru's model is no longer applicable to the current Norwegian linguistic situation (Simensen, 2007, p. 26). English has moved away from foreign language status, but has yet to reach the status of a second language (Simensen, 2014, pp. 1-2).

Labelling English as a foreign language in Norway adds little to the understanding of its *use*, given that it is to a large degree spoken by a vast majority of the population with a high degree of competency (Rindal, 2014, p. 8; 2020, pp. 24, 28, 31) On the other hand, while English is not necessarily "foreign", it is inaccurate to claim that English is a *native* language in Norway, and even though it is largely spoken by the Norwegian population, it is rarely the *chosen* language between two Norwegian speakers outside of education and business (Rindal, 2020, p. 31). Graddol (1997) distinguishes fluent EFL speakers from ESL speakers by whether or not they use English within their community, and by extension, make it part of their identity (Graddol, 1997). English's significance in Norwegian society – in media, as well as in business and education –is substantial, and it distinguishes itself significantly from other foreign languages and English is often an expected *additional* language in many contexts (Rindal, 2015, p. 24; 2020).

The use of English in Norway is quite varied, from business and education to media and extramural activities. This is beneficial from an educational perspective, but it creates certain didactical challenges. As stated in Rindal (2020) and Simensen (2007), the longstanding aim of ELT in Norway has been *to be able to communicate* (Rindal, 2020, p. 24; Simensen, 2007, pp. 76-77). Several questions arise from this statement; among them with whom should pupils be able to communicate, in what contexts, and what should that communication look and/or sound like? When society's use of English is as varied as mentioned, how is this reflected in educational policies and practice?

Comparing English to other foreign languages in school highlights its unique status. English is taught from the first year of schooling, whilst the teaching of languages such as French, Spanish and German starts in the beginning of lower secondary school with a common curriculum, FSP01-03, that is separate from that of English (Ministry of Education and Research, 2019; Norwegian Directorate for Education and Research, 2019; Rindal, 2015, p. 242; Utdanningsdirektoratet, 2022). This separation suggests that English is separate from other foreign languages and holds in that way a unique position within Norwegian education.

According to Bøhn & Hansen (2020), past curricula up until English Subject Curriculum in 2013 (ENG1-03) adhere to native speaker norms (Bøhn & Hansen, 2020, p. 1). Although ENG1-03 were the first to fully omit British and American standards specifically (Norwegian

Directorate for Education and Research, 2013), its emphasis on geographical UK and US culture and living separates it from Curriculum in English (ENG1-04) which offers no such specificity towards any particular norms (Norwegian Directorate for Education and Research, 2013, 2019). The ideal of foreign language teaching (FLT) has traditionally been to achieve near native-like communication in order to be able to communicate specifically with L1 speakers of that language (Bøhn & Hansen, 2020). Historically, this was the case for ELT in Norway as well and Received Pronunciation (RP) and General American (GA) were the ideal target accents, making the ELT orientation in Norway that of English as a Foreign Language (EFL). Bøhn & Hansen stress that conforming to native speaker norms is difficult to pair with LK20 because LK20 makes no references to any language norm for teaching and learning (Bøhn & Hansen, 2020, p. 2; Simensen, 2014, p. 10). ENG1-04 does not include any such references to specific native dialects and is instead occupied with competence in key patterns of pronunciation and contextual, situational and language awareness (Bøhn & Hansen, 2020, p. 2; Norwegian Directorate for Education and Research, 2019). It is because of this shift away from native speaker norms that treating English in the traditional sense of FLT potentially becomes misaligned with the aims of the current curriculum. This is a sign of a paradigm shift and transition away from EFL traditions, which will be discussed further in the Literature Review.

Finally, the mandate of the Norwegian school is the education and all-round development (bildung) of all pupils, a two part aim that is seen as inherently linked and interdependent (Ministry of Education and Research, 2017). *Bildung*, all-round development, or the preferred Norwegian term *danning,* is a process that is characterised by identity building and socialisation, a process that is generally supervised through classroom environment, but in large part governed by teachers in a form of upbringing and academic classroom instruction (Torjussen & Hilt, 2021). The everyday life of, and relationship between, pupils and teachers in schools cannot be detached from the overall mission of danning (Michelet, 2019, pp. 20-28; Torjussen & Hilt, 2021). Danning is therefore bound to, in some way, influence teacher thinking and practice.

As stated in the Core Curriculum, teaching and training in school shall give pupils a good foundation for understanding themselves (Principles for education and all-round development in Ministry of Education and Research, 2017). This is specified and reiterated in Curriculum

in English, where English is seen as an important subject for all-round education (danning) and development of identity (Norwegian Directorate for Education and Research, 2019). According to Hudson (2002), all-round education (danning/bildung) consist of three main elements: *self-determination, co-determination and solidarity*. Firstly, self-determination is that every member of society should be able to make independent and responsible decisions about their individual relationships and interpretations (Hudson, 2002, p. 44). Secondly, co-determination refers to the rights and responsibilities of each member of society to contribute back to society (Hudson, 2002, p. 44). Thirdly, solidarity refers to the acknowledgement that the previous self-and- co determination is only justified if they are associated with the intent to help others and the recognition of equal rights (Hudson, 2002, p. 44). To name a few, the English subject contributes to this by giving learners the foundation to communicate with others regardless of their cultural or linguistic background, and help learners in their intercultural understanding of different ways of living, as well as preparing learners to use English-language competence both in education and in society in general (Hudson, 2002, pp. 43-53; Norwegian Directorate for Education and Research, 2019).

Next, the Literature Review will further explore changes in conceptions of English and how this impacts the teaching and learning of English in school, as well as further exploration of the status of English in Norwegian society and education, in addition to a consideration of *globally oriented approaches to English*, *multilingualism* and *native-speakerism*.

2 | Literature review

2.1 | EFL traditions

2.1.1 English as a foreign language

English as a foreign language (EFL) previously referred to the English used by speakers within the *Expanding Circle* of Kachru's Circle, likening it to an English that is dependent on norms established by "native" speakers (Rose et al., 2021, p. 1; Simensen, 2014, p. 4). As "native" speakers became outnumbered by multilingual speakers from the Outer and Expanding Circles, the definition of EFL derived from Kachru's model became somewhat outdated (Canagarajah, 2006b, pp. 198-199). More recently, Seidlhofer & Widdowson (2018) understand EFL to refer first and foremost to the *context* where someone ought to teach and/or learn English. It refers to a situation of acquiring a language that is foreign to that particular linguistic context/classroom (Seidlhofer & Widdowson, 2018). Despite this, it is not uncommon to associate EFL teaching and learning with native-speakerism (Holliday, 2006). Seidlhofer and Widdowson (2018) make the claim that teaching EFL is based on native speaker norms, and that essentially, the English taught in native-speaker countries is the same English that EFL teachers try to emulate and teach in non-native countries (Seidlhofer & Widdowson, 2018, p. 23). They further claim that there is a major discrepancy between the English that is taught in EFL classrooms and the English that pupils learn outside the classrooms– the point being that learners in EFL classrooms very rarely are capable of exact reproduction of native-speaker norms, even when the goal is to learn English like that of *English as a native language (ENL)*. The result then is that the English that is learnt is a form of English not legitimated by requirements and norms set by the teacher, but rather an English evaluated and legitimated only by the learner-users themselves (Kohn, 2022, p. 121; Seidlhofer & Widdowson, 2018, p. 28).

The discussion surrounding teaching English as a foreign language approaches a divide within language acquisition theory. The prospect that the language that is *learnt* is different from the language that is *taught* can be associated with a *social constructivist* understanding of language learning - essentially dismissing the notion that language can be copied and that language must be re-constructed in the mind of the learner (Imsen, 2020, pp. 66-68; Kohn, 2018). This divide between copying/conforming to native norms and constructing individual "versions" of English based on personal linguistic repertoires is at the heart of the discord

between *native* approaches to English and more *global/multilingual* approaches – two perspectives that will be explored as opposite influences on EFL teaching. Kohn (2018) calls an orientation towards native standards a "strict" view of Standard English (SE), and that in such an orientation, departures from SE norms are seen as failures when attempting to learn a language. A more "open" view of SE deems SE as a template for non-native learners (NNLs) to sculpt out their own English (Kohn, 2018, p. 39).

Kohn (2018) takes a social constructivist understanding and claims that the teaching of English as a foreign language (TEFL) classrooms needs to welcome non-native speaker creativity and their ability to develop their own legitimate English in accordance with their own speaker satisfaction, instead of those of a set standardised dialect (Kohn, 2018, pp. 33-34). Kohn (2022) claims that when learners are acquiring English, they can only create their own version of it in their minds and with their behaviour, which Kohn (2022) coins as "MY English" (Kohn, 2022, p. 121). According to Kohn (2022), the quality of "MY English" is not determined by to what degree it conforms to target language ideals, but rather through criteria set by the learner (Kohn, 2022, pp. 121-122). In "MY English", learners' ability to express individual opinions, skill in communicating intelligibly and capability to negotiate meaning are markers of competence (Kohn, 2022, p. 122). However, as Chvala (2020) and Sifakis (2017) report, attitudes and an absence of metalanguage to explore the development of English among certain ELT stakeholders, such as curriculum designers and policy makers, may prevent the development of something like Kohn (2022)'s "MY English" (Chvala, 2020, p. 8; Kohn, 2022; Sifakis, 2017, p. 289).

In most cases, English communication is done without native speakers present, a statement that Jenkins (2012, 2006), Seidlhofer and Widdowson (2018) and Canagarajah (2006) support, with further claims that such communication also can be very successful (Bøhn & Hansen, 2020, pp. 1-2; Canagarajah, 2006a, p. 234; Jenkins, 2006, 2012; Seidlhofer & Widdowson, 2018). Essentially, EFL teaching inherently gravitates toward a native variety, which is not in itself an issue in EFL teaching. EFL is in principle just the context of learning and teaching, and practicality calls for *some* standard to serve as the preface. The issue with traditional/historical EFL teaching, in a social constructivist understanding, occur whenever EFL teaching seeks to have learners copy the native variety rather than having the variation serve as foundation for pupils to generate their "own" language rooted in their individual

linguistic repertoire (Kohn, 2022, pp. 121-123; Sifakis, 2017). Moreover, since EFL classrooms inherently are multilingual - as the *context* is to acquire a *foreign* language - it is seen as somewhat incongruent to discount this aspect of language acquisition. The EFL classroom is not integrally dependent on native norms and standards, yet historically and in some classrooms, it is associated with *native speakerism*. In order to investigate and illustrate the diverse and adaptable potential of EFL teaching, the thesis will now further explore native approaches to English, English as a lingua franca, as well as other global approaches to English and multilingualism.

2.1.2 Native speakerism

Native approaches to English are approaches that in general try to emulate native varieties of spoken English, often General American or Received Pronunciation. Historically, according to Holliday (2006), this approach has to a greater or lesser degree been rooted in a *native-speakerist* belief that the "native speaker's norms and pragmatics" of English are the targets for English communication (Holliday, 2006, p. 1). This "native principle" promotes the idea that it is desirable and even possible to achieve native-like pronunciation in a foreign language, despite evidence for this being part biologically conditioned and therefore somewhat unnatural and unattainable (Levis, 2005, p. 2). Such a perspective inherently adheres to the idea that a language "belongs" to native speakers (Haberland, 2011).

Granting ownership of a language makes sense when a language can be found in particular areas and used by specific groups of people with a given culture affixed to it (Haberland, 2011). Certainly, this *can* be done with English, yet with a very large number of groups of people and cultures spanning the entire globe. It is therefore misleading to attribute English to native speakers, given that "native-speakers" are far from homogenous, even within nations (Haberland, 2011). More often than not, "native standards" fail to serve as suitable variants for non-native speakers even when used in communication with those that the standards are based on (Deterding, 2005). In addition, most communication in English on a global scale does not involve native speakers that the standards are based on and is instead used predominantly among speakers that use English as English as a second or additional language (Haberland, 2011; Rose et al., 2021, pp. 1-2). Continuing to adhere to native speaker ideals runs the risk of "othering" pupils that do not adhere to native ideals, as well as shelving numerous cultures to the benefit of a culture that is virtually theoretic (Haberland, 2011;

Holliday, 2006). It also undermines the language development of varieties used within countries previously found in the Expanding Circles of Kachru's model, and de-valuing its massive importance and influence on how English is used on a global scale.

Adhering to Inner Circle native standards does not necessarily suggest *language speaker supremacy*. Abiding to a standard variety and existing norms can be viewed simply as more practical than adhering to a diversity of norms, and it also ensures communicative functions of English on a global scale. Yet, this argument is often related to support for standards such as RP and GA, which in themselves are effectively theoretical, not representative, as well as rigid (Haberland, 2011). Native-speakerist principles, such as adhering to native speaker norms, are is still recognizable in ELT, and it is common for learners to move away from their accents (Levis, 2005). Teachers have traditionally decided instinctively which features are learnable in their classrooms, and although they often do agree that non-native features are as good as native features, they continue to refer to deviation from RP and GA as incorrect in practice (Jenkins, 2005; Levis, 2005). Moving away from native-speakerism thus requires new thinking that promotes new relationships with language (Holliday, 2006), supported by knowledge of foreign accents and the acknowledgement of the fact that foreign accents are a natural result of second/additional language teaching (Derwing & Munro, 2005).

2.2 | English as a Lingua Franca (ELF)

ELF is specifically concerned with treating English not as a linguistic variety with static rules to submit to in order to have "spoken correctly English", but as a flexible, momentary pragmatic *adaption* of English language knowledge and competency used in a specific temporary context (Jenkins, 2015). Using English as a Lingua Franca is not synonymous with speaking incorrect English nor a demonstration of linguistic insufficiency. Instead, it can be a *deviation* from native speaker standards when a devotion to formalistic rules would disrupt communicative intelligibility (Deterding et al., 2013a; Jenkins, 2015). ELF communication benefits greatly from knowledge of varieties of English, and a sole knowledge of a single variety is potentially a detriment rather than a benefit because it may hinder the possibility of speech accommodation (Jenkins, 2015). Moreover, due to English being used by non-native speakers, a wide knowledge of languages in general is seen as beneficial in terms of potential intelligibility. Thus are multilingual users of English at a great advantage in ELF contexts

(Jenkins, 2015, p. 37). ELF orientations for understanding language use developed in three stages since its introduction in the early 2000s (Jenkins, 2015; Sifakis, 2017). The development was rooted in a questioning stance towards native English norms and its influence on EFL and was supported in part theoretically by Kachru (1982/1992). These three phases will be outlined below.

2.2.1 ELF 1 (phase 1)

According to Jenkins (2015), ELF-1, the first stage, argued that successful English communication was independent from native norms and that some parts of the English language were more important than others when the goals is to achieve mutual intelligibility (Jenkins, 2015). General ELF research at the time tried to establish a codified "ELF variant" with its own rules based on varieties of World Englishes, mainly because it was difficult to imagine teaching English without a fixed code. This was referred to as the Lingua Franca Core (LFC), and although Jenkins (2015) claims that the intention of the LFC was never to create a codified variety, the case was often that ELF and the LFC was received as a new code (Jenkins, 2015, pp. 52-54; Sifakis, 2017, p. 292).

According to Sifakis (2018), the admitted inability to make ELF codifiable is one of the reasons why ELF is ultimately deemed "unteachable", and for that reason it is unable to serve as the sole "variant" in EFL (Sifakis, 2018). Some concerns from both teachers and learners exist in ELF orientations as "teaching incorrect English", where teachers find more value in exposure to native norms and pronunciation patterns (Kohn, 2018, p. 33; Kuo, 2006).

2.2.2 ELF 2 (phase 2)

Development of an ELF variety moved on from thinking of ELF as a variant on its own, to describing it as something "beyond" the limits of a confined variety characterised by fluidity and variability in communication. This is what Jenkins (2015) describes as ELF-2, the second stage of ELF's development, and this stage differentiates itself from World Englishes as the ELF-2's understanding of ELF is that it cannot be described as a model confined to a geographical place or a linguistic identity, but rather as a concept that describes how English is used among speakers who do not share an L1 (Jenkins, 2015). This understanding of ELF required accommodation skills in order to be adaptable in lingua franca situations to ensure intelligibility (Jenkins, 2015). Accommodation skills is used when trying to negotiate

meaning, often through *speech accommodation* where speakers modify their differences through rephrasing, "repairing" uncommunicative parts of sentences, clarification and gestures in order to achieve mutual intelligibility(Canagarajah, 2006a, p. 238; 2014).

2.2.3 ELF 3 and multilingualism (phase 3)

The third stage is ELF-3, where ELF is again reconceptualized within the context of *multilingualism and translanguaging* and embraces English as simply in the mix of several languages that *can be* spoken by interlocutors (Jenkins, 2015, pp. 71-77; Sifakis, 2017, p. 292). ELF, in the third stage, is therefore understood as *English as a multilingual franca*, with the definition from Jenkins (2015) being: *Multilingual communication in which English is available as a contact language, but not necessarily chosen* (Jenkins, 2015, p. 73). Multilingualism generally refers to the ability to use more than one language, and research within multilingualism largely refers to a common proficiency across languages, a shared linguistic repertoire instead of individual proficiency in each respective language (Cummins, 2017; García & Flores, 2014, p. 2; Sifakis, 2018). Jim Cummins' theory of *Common Underlying Proficiency (CUP)* portrays multilingual proficiency as an iceberg. The theory is based on mutual transfer of linguistic competency between languages, which opposes the idea of knowledge of language as separate and individual knowledge and rather views languages as a common communicative competency (Cummins, 2017; Krulatz et al., 2018b, pp. 78-79). An example is that being a good reader in one language is very transferrable to other languages (Cummins, 2000; Krulatz et al., 2018a, p. 38).

Two opposing views of multilingualism exist: the *resources* view, which, like Cummins' CUP, views multilingualism as an asset to the learner, and the *deficit* view, which views multilingualism as a complication (Krulatz et al., 2018b, pp. 81-82). Teachers that value multilingualism are likely to seek out the benefits of multilingualism in their learners and help them monitor their languages to produce appropriate words and phrases. They are therefore also more likely to try to incorporate multilingual content and features extensively in content and in class, while teachers with a deficit view of multilingualism will avoid and overlook the opportunities for it (Krulatz et al., 2018b, pp. 81-82). *Translanguaging* refers to the ability or context of mixing several languages in a single sentence or conversation as if in an integrated system, and translanguaging is likely to be more common in classrooms where the teacher holds a resources view of multilingualism (Canagarajah, 2014, p. 2; Cenoz, 2017,

p. 4; Krulatz et al., 2018b, p. 82). Conversely, teachers that hold a deficit view will tend to view other languages than the target language as a distraction. In EFL teaching, teachers with a deficit view will give way to learners shared native language faster when learners are not processing the meaning quick enough (Krulatz et al., 2018b, p. 82). In ELF teaching, teachers are more likely to hold a resources view of multilingualism and use it to promote and better ELF communication (Canagarajah, 2014, p. 2; Cenoz, 2017, p. 4; Krulatz et al., 2018b, p. 82).

Multilingualism has inevitably always been present in language teaching, whether explicitly or not. In a foreign language classroom, it is especially unfeasible to completely disconnect it from any acquisition of an additional language, yet historically, linguistic repertoires have been neglected, discounted, ignored or backgrounded as an afterthought to other linguistic features of language teaching and learning that often has embraced the opposing monolingualism (Cenoz & Gorter, 2013, pp. 1-3; Cummins, 2017; May, 2014a; 2014b, p. 1). Coming into focus due to the age of digitalisation and globalisation, multilingualism is now foregrounded as the norm in linguistics, and is progressively challenging the borders between languages set by native speakerism, monolingualism and "English-only" practises (Cenoz & Gorter, 2013, pp. 6-7; May, 2014b, p. 1; Rose et al., 2021, pp. 2-3; Seidlhofer, 2017, p. 2) Multilingualism is also seen as a key part of ELF, with Jenkins (2015) referring to the newest understanding of ELF as a *multilingual franca* (Jenkins, 2015). Recent research on applied linguistics have made calls for recognition of multilingualism in curriculums (Rose et al., 2021), calls which have been answered in the newest English curriculum in Norway (Norwegian Directorate for Education and Research, 2019) – a development that potentially sets the stage for multilingualism to serve as the norm. A consequence for ELT is that multilingualism should be more prominent, and that conforming to native speaker norms becomes outdated (Bøhn & Hansen, 2020).

2.2.4 Globally oriented approaches to ELT

Global Englishes – *globally oriented approaches to English* - is a hypernym for World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL)(Rose et al., 2021, p. 1). Research on multilingualism and translanguaging underly these larger approaches for teaching English as a *global* language, such as Canagarajah (2014) definition of *translanguaging* and Jenkins (2015) repositioning of ELF within a multilingual

context (Canagarajah, 2014; Jenkins, 2015). In general, global approaches treat English as a language that is informed and enriched by its many varieties , rather than constrained by them (Rose et al., 2021, pp. 1-3). Subsequently, WE is characterised by recognizing, acknowledging and codifying nationally indigenized varieties of English. These varieties predominantly, yet not exclusively, arose in post-colonial communities, such as Nigerian Standard English, Hong Kong English and South African English (Canagarajah, 2006b, p. 2; Galloway & Rose, 2014, p. 1; Sifakis, 2017, p. 2). WE is distinguishable from ELF due to WE being a series of linguistic *varieties* that can be taught, whereas ELF research is intent on ELF being indefinite and "in flux" instead of being a teachable code (Jenkins, 2009; 2015, p. 7).

Besides WE, *ELF* and *EIL* are very similar terms that concern the use of English between speakers that do not share a native language (Jenkins, 2015). The terms are often used synonymously, such as in Jenkins (2009) where Jenkins claims that most researches prefer ELF to EIL because of potential confusion around the world "international" (Jenkins, 2009, p. 7). For the purpose of this thesis, EIL is understood as synonymous with ELF, yet ELF will be used as the preferred term, due to its connection to *ELF-awareness* pedagogy, and the distinction between them will not be of significance in this thesis.

Ultimately, researchers within the fields of ELF, EIL and WE are all concerned with the distinct differences in their work, but their common overarching idea remain in opposition to the idea of non-native speakers' adherence to native-speaker norms and pragmatics, and are rather embracing diversity and multilingualism in speakers' linguistic repertoire (Jenkins, 2015, p. 7; Rose et al., 2021, p. 3).

2.2.5 ELF awareness and ELF Aware pedagogy

Efforts have been made to diversify ELT by "opening" its historically strict views of SE, native speaker norms and native-speakerism and by facilitating the inclusion of ELF within ELT (Friedrich & Matsuda, 2010; Kohn, 2018; Korida, 2018; Rose et al., 2021; Sifakis, 2017, p. 292; 2018, pp. 3,8). According to Sifakis (2017), this can be done by integrating ELF-research into ELT through the "ELF-awareness" of learners and teachers in the classroom. The goal is to include knowledge, attitudes and competencies that reflect an understanding of the relevance and the value of ELF in English language teaching and

learning and, in doing so, raise the awareness, legitimacy and use of ELF in the classroom (Sifakis, 2017).

Grounding ELF-awareness in the definition of ELF, Jenkins & Leung (2017) describe ELF as a specific *use* of English, particularly when English is used and appropriated between speakers that do not share an L1 (Jenkins & Leung, 2017, pp. 1-3). The understanding of L1 here is very wide; two "native" speakers of English of both whom have English as their L1, might too have to resort to using ELF due to linguistic differences across varieties of English. Therefore, although the majority of those who use ELF are multilingual speakers and not native speakers of English, using ELF is not restricted to non-native speakers and native speakers also use ELF in communication with non-native speakers (Jenkins, 2012; 2015, pp. 73-79). In order to use ELF effectively, it is necessary to be able to adapt the use of English to various contexts in order to accommodate for intelligibility among the interlocutors in the conversation (Jenkins, 2012, p. 490; Kohn, 2018, pp. 34-35).

Kohn (2018) describes comprehension skills, production skills, and multilingual creativity as key aspects of effective ELF use for ELT practices (Kohn, 2018, pp. 40-43). Another relevant aspect of ELF use is that; because it often is used in multilingual contexts, it is important to acknowledge that English might always be *present*, but not necessarily *used* as the primary contact language. Instead, it might be used as a means of speech accommodation, it might be used as the contact language itself, or not at all. Therefore, in multilingual contexts, English is simply one of many languages present, and when it is used, either explicitly or implicitly, it is used as a lingua franca (Jenkins, 2015, pp. 73-79). As Friedrich & Matsuda (2010) state, ELF refers to how English is *used,* while EFL refers to the context where someone ought to teach and/or learn English. (Friedrich & Matsuda, 2010, p. 29; Kohn, 2018, p. 46; Sifakis, 2017). Inherently, an EFL classroom is, or at least becomes, multilingual, because the intent is to learn English as a *foreign* language and the learners in the room are thought to have a different L1 than English. However, although the context is that the learners is there to learn how to speak English, EFL inherently does not define the context one is to use English in. The goal of EFL has been that learners were to be able to communicate with native speakers, which represents very few situations in English communication today. However, communicating with only native speakers is not an *inherent* quality of EFL (Rindal, 2014, p. 8; 2015, p. 242; Simensen, 2014, pp. 1-2).

The purpose of ELF-awareness in the Expanding Circle EFL classroom is to add training in communication with non-native speakers of English, *in addition* to the previous thought that English is supposed to be used when speaking to native speakers (Friedrich & Matsuda, 2010, p. 29; Kohn, 2018). This involves, as mentioned previously, "opening" the view of SE, and allowing for a wider array of English pronunciation patterns, instead of attaining failure to conform to native norms as unsuccessful learning (Kohn, 2018, p. 41). Further amendments to the EFL practice is to include more focus on intelligibility, situational awareness and more comprehension and production skills in order to communicate with any interlocutor intelligibly (Canagarajah, 2006a; Kohn, 2018). An adjustment of attitudes towards what is perceived as breakdowns in communications is also needed, as well as further awareness of ways to negotiate meaning with interlocutors in communication and how to build on one's own full linguistic repertoire in order to do so (Chvala, 2020; Jenkins, 2015; Kohn, 2018).

The ELF awareness continuum

The focus of ELF is not on English as a language, but rather how English plays a part in the use of linguistic, pragmatic and cultural flexibility in situations where multilingual speakers blend their linguistic repertoire to create meaning in the absence of a common native language (Sifakis, 2017, p. 290). ELF-awareness intends to investigate the relationship between teachers and learners and their engagement with ELF inside the ELT classroom with an inherent belief that those learners are capable speakers of English irrespective of native norms. ELF-aware teachers engage with ELF research and continuously develop their understanding of how ELF research can be implemented in the ELT classroom (Sifakis, 2017, p. 290). ELF-aware learners are aware of English that is different from or not exclusive to native-speaker norms. Learners can only become ELF-aware by engaging with English in situations separated from native speakers. This process is dependent on knowledge of the how language works, especially the importance of *negotiating meaning,* often through speech accommodation such as *rephrasing, "repairing" and clarification* (Canagarajah, 2006a, p. 238; 2014). It also requires knowledge of the ability to simultaneously use multiple linguistic resources in multilingual contexts- what Canagarajah (2014) and Cenoz (2017) calls *translanguaging* (Canagarajah, 2014, p. 2; Cenoz, 2017; Sifakis, 2017, p. 191).

ELF-aware teachers should be aware of their instructional practice and whether it is positively oriented towards the inclusion of ELF or not. This includes attitudes towards

normativity, what counts as an error in communication and awareness of the attitudes behind the instructional material that teachers choose to include in the ELT classroom, as well as full awareness of whether the goal of instruction is one supportive of ELF engagement (Sifakis, 2017, p. 191). ELF aware instruction is dependent upon teachers' and learners' views that counteract the idea that English is *foreign* to them, and that value the status and role of English in learners' lifeworld (Kvale & Brinkmann, 2019, pp. 45-46, 76). Such a view of English differentiates English from other foreign languages, where other languages to a greater extent is foreign in the context of acquisition while English remains an additional language in comparison (Sifakis, 2017, p. 192).

In order to conceptualise ELF-awareness, Sifakis (2017) presents the *ELF-Awareness continuum* (Figure 1 in Sifakis, 2017, p. 300). The continuum evaluates the relationship between what a teacher does and what a teacher knows by looking at how ELF-aware a teacher is, part A, and how ELF-aware that teacher's practice is, part B.

Figure 1: *The ELF Awareness continuum. Adapted from Figure 1 in Sifakis (2017)* (Figure 1 in Sifakis, 2017, p. 300)

The continuum is useful in determining *degrees* of ELF-awareness and integration in ELT, acknowledging a spectrum in degrees between teachers being in no way ELF-aware, to being significantly ELF-Aware. However, it is not guaranteed that significant ELF-Awareness or ELF-resistance in teacher thinking presents itself in practice. The continuum operates with the idea that there is no inherent reciprocal relation between a teachers' knowledge of ELF and whether the decisions they make during instruction are ELF-Aware. This means that the practice of very ELF-Aware teachers may show no signs of ELF-Awareness integration, but it also means that teachers who knows nothing about ELF might be integrating ELF in their practice inadvertently (Sifakis, 2017, pp. 300-301).

The aim of the study is to explore teacher thinking and practices in the transition from foreign language traditions to English as a global lingua franca in teaching and learning in school.

The thesis will explore how teachers navigate foreign language traditions and lingua franca awareness in ELT in the Norwegian classroom by using ELF Awareness theory and collected data from a single teacher to create a practical version of Sifakis (2017)'s continuum that represents a single teacher's lifeworld (Kvale & Brinkmann, 2019, pp. 45-46, 76) in relation to the paradigms of ELF and EFL.

3 | Methodology

The aim of the thesis is to explore teacher thinking and practice in school in the transition between curricula and paradigms for English in Norwegian ELT. The research question under investigation is: *How do teachers navigate foreign language traditions and lingua franca awareness in the Norwegian ELT classroom?* In order to address this question, a qualitative approach was adopted to capture the subjectivity, spontaneity and variation behind teacher thinking and practice in school and in the classroom (Christoffersen & Johannessen, 2012, pp. 17-18). Teacher subjectivity is captured by utilizing open-ended questions that allow teachers to express their lived lifeworld in a way that can more accurately reflects their personal experience. A qualitative approach allows for spontaneous situations and conversations where teachers are at ease to respond in detail and express their thoughts, practice and feelings intuitively (Christoffersen & Johannessen, 2012, p. 17; Dalland, 2017, pp. 52-54)*.* This creates purposeful and organic variation in data, which is the strength of a qualitative approach (Christoffersen & Johannessen, 2012, pp. 17-18).

A qualitative approach creates room for flexibility in how practice and beliefs are expressed and allows for a detailed consideration of the specific circumstances encapsulating thinking and practice that are not satisfactorily described by quantitative approaches (Dalland, 2017, pp. 52-54). The qualitative approach does not aim to generalize teachers, but to present detailed context and conditions that can mirror and juxtapose the complex reality of teacher thinking and practice in school, and potentially present a degree of transferability to similar contexts and settings (Avineri, 2017, pp. 51-54). This section will describe how a qualitative *case study*, with an individual teacher within a classroom as the case was used to explore the research question of how teachers navigate foreign language traditions and lingua franca awareness. Inherently, case studies, as most qualitative approaches, are prone to observer bias and they can be subjective in the interpretation of evidence (Christoffersen & Johannessen, 2012, pp. 17-18, 109-114). By using neutral language and noting down incidents without immediately connecting it to theory in the field notes and by as using a general observation guide without theoretical bias towards either ELF or EFL, the researcher attempted to counteract bias in field notes and an attempt at observing the classroom without preconceived theoretical biases by using and observation guide without theoretical language. Data collection methods such as observation, interview and collection of artefacts, as well as data analysis will be described below.

3.1 | Case study

Case study as a research method is generally concerned with decisions and why they were taken, how they were implemented and what they resulted in (Yin, 2018, pp. 14-16). They can centre around a contemporary phenomenon, event, individual or groups in a contemporary space, where the context matters as much as the object under investigation in the "case" itself. The boundaries between the case and the context are often not evident (Cohen et al., 2018, p. 375; Yin, 2018, pp. 14-16). In short, case studies define a temporal "case" and investigate it thoroughly with as much interest in the case as the defined context (Cohen et al., 2018; Yin, 2018, pp. 1-24).

Case studies are a good methodological fit when the research question asks *how* and *why*, since such questions are exploratory and seek to discover and understand practice in its own context (Yin, 2018, pp. 3-13). Thus, case study is a suitable method to research *how* teachers navigate within the context of the ELT classroom. Moreover, case studies aim to explore contemporary real-life events not impacted by the presence of researchers and to incorporate unique details that other methods may leave out. By allowing for the study of a single teacher of that teacher's classroom and within the individual school, case study allows the researcher to step into the teacher's experienced lifeworld or experienced every-day work-life (Kvale & Brinkmann, 2019, pp. 45-46, 76). Consequently, if the researcher can avoid interruption and manipulation of the case and the context, the researcher may capture the relationship between the teacher and that teacher's context.

Case study is a good methodological fit for exploring *how teachers navigate foreign language traditions and lingua franca awareness in Norwegian ELT classrooms,* as the method allows for a multi-method approach to data collection and opens for multiple sources of data to be *triangulated* and understood collectively instead of separately and benefiting from multiple perspectives (Carter et al., 2014; Heale & Forbes, 2013). By *triangulating* data from observations, interviews and artefacts from the teacher's context, case study can provide an extensive and more detailed depiction of the teacher's lifeworld and context. This way, the researcher can better understand the teacher within the context by examining whether data from observations, interviews and artefacts align , or if the data are to some degree mutually contradictory (Heale & Forbes, 2013). Exploring and understanding how a teacher navigates orientations to English by looking only into separate incidents or by only analysing self-

reported thoughts detached from the context is in opposition to the flexible and multi-faceted teaching and learning context inside a classroom.

Case studies allow for the circumscription the of multiple factors that influence teachers' navigation of ELF awareness and EFL traditions by considering, not only the self-reported life world experiences of a teacher, but also the observed practice in the context of the classroom and school setting. Such an approach acknowledges and considers the dialogical and discursive relationship between the classroom, school culture and teacher (Avineri, 2017, pp. 51-54; Michelet, 2019). Case study is therefore well-suited to investigate the complexity of teachers' navigation of ELF Awareness and EFL traditions in thinking and classroom practice and how they may be influenced by other factors in the school context.

Although case study does not seek to be replicable nor to be generalizable, case studies can provide detailed insights relevant to other similar situations and cases and can be used to interpret and decipher comparable cases through key details that may escape the use of other, for example, quantitative methods (Cohen et al., 2018; Yin, 2018, pp. 1-3). A critique of case study as a method is that it is not replicable nor generalisable unless the reader of the study finds value in its application elsewhere (Cohen et al., 2018). The goal of case study is not to provide universal numerical data, but rather to provide "exemplary knowledge" that can contribute to our understanding and interpretation of other comparable situations (Cohen et al., 2018, p. 379). Case study as a method provides the opportunity to present real life examples of how practise and theory interact and acknowledges the many variables in a single case by using multiple methods of data collection (Cohen et al., 2018, pp. 1-2). A distinguishing feature of case study is that it seeks to understand the interconnectedness of a situation in context, aiming to recognize the potential effect of multiple variables working in tandem (Cohen et al., 2018, pp. 1-2).

In this instance, case study is appropriate because it enables the researcher to look at one particular teacher's navigation of the paradigm shift from EFL traditions to ELF in a real school context. Case study allows not only for the observation and interview of a teacher, but also considers environmental and accommodational features in context. For instance, digital and physical artifacts are sources of evidence that are plentiful in a classroom and school context, especially in a digital age where both pupil and teacher work are retrievable and

stored perpetually. Case study ultimately allows for the *triangulation* of multiple perspectives and data, i.e. reported teacher thinking through interviews, observed teacher practice through observation, and analysis of classroom environment and physical and digital artifacts, in order to uniquely understand how these interact with teacher thinking and practice in that particular case and context (Carter et al., 2014; Heale & Forbes, 2013; Yin, 2018, pp. 113-126). Case study facilitates an understanding of classrooms as cultures of either ELF or EFL or as an interaction of the two (Avineri, 2017, pp. 121-122).

The paradigm shift from EFL traditions to ELF is particularly relevant in Norway due to its previous status as an Expanding Circle context (Rindal, 2014, p. 8; 2015, p. 242; Simensen, 2007, p. 74; Simensen, 2014, pp. 1-2). A shift away from EFL to ELF is an indication of how English is developing on a global/macro scale, and this specific case may present how this shift is taking place on a micro level by exploring the case of this teacher's everyday lifeworld.

Inherently, case studies are prone to observer bias, and they can be quite subjective in the interpretation of evidence and sampling selection (Cohen et al., 2018). Therefore, case study inherently does not seek to deliver universal or generalisable findings, even though reliability and validity in the research design is of major importance. Other methods, often quantitative, target universality and generalisability through *statistical* connections, which is not the case with *case study* as a method. Case studies seeks to find *logical* connections between a case and the wider context and theory, connections not found through universality, but rather through exemplary knowledge with comparability and transferability to other cases (Cohen et al., 2018, pp. 378-382, 390). The strength of case studies is that they allow for the significance of the interplay of contextual features in situations to be admissible in the understanding of the case, which in turn makes it easier to transfer findings to separate and comparable cases. Therefore, a case study will allow for teacher beliefs and practice to be interpreted and analysed considering the context in which they practice their profession, which in turn will demonstrate how teachers navigate ELF Awareness and EFL traditions in the Norwegian ELT classroom.

3.2 | The case: teacher, classroom and school

The case study has a *single-case* design, and it investigates *multiple units of analysis* over a period of ca two months (Yin, 2018, pp. 47-54). These units of analysis will be described in Data Collection below. Figure 2 depicts the general design of the case itself.
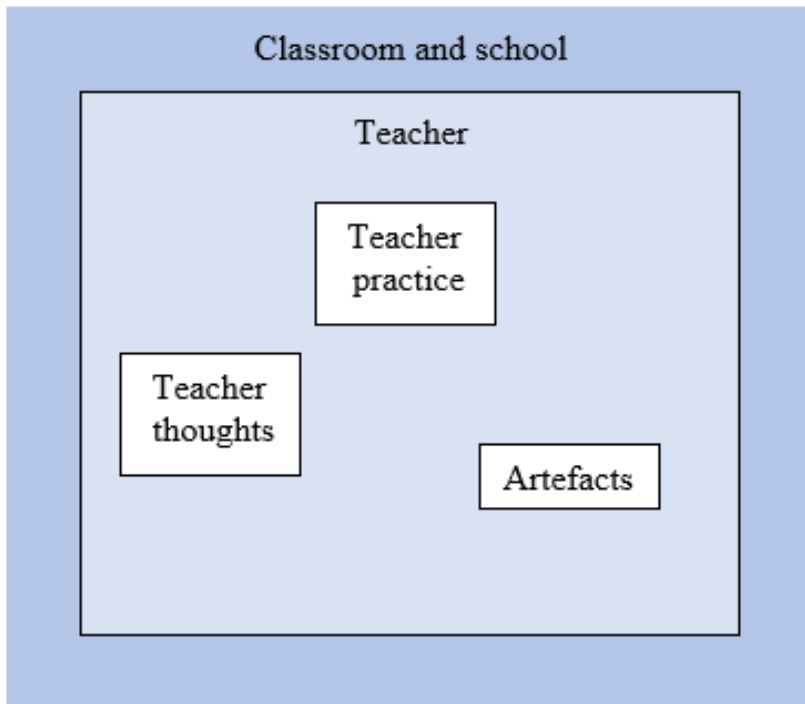

Figure 2: Adapted from Yin (2018) (Yin, 2018, p. 48)

The case is meant to represent a common case, where the case serves an exploratory and explanatory purpose of representing a common Expanding Circle context for ELT but focuses on highlighting less apparent aspects that may influence teacher thinking and practice regarding lingua franca awareness and foreign language traditions and ultimately ELT practice in a Norwegian context. Therefore, the school in question is one that can provide a common and specific ELT context.

The case in this thesis is a single teacher in a single school in Oslo in grade 8. The teacher is the object of investigation, but the classroom and the school context are also influential in describing the teacher's practice in *context*. The school consists of learners from both within and outside the district and, based on teacher reports (interview min 30-35), learners from various socio-economic backgrounds**.** The school is not inclined to being either

predominantly low or high socioeconomical status. The case was from January 23rd to March 16th based on the teachers' and school's preference. The physical classroom that the teaching occurs in is of interest, as well as any material, digital or physical artefacts, related to, or as a product of, the teaching done by the teacher in question.

3.2.1 Purposeful selection

The teacher and the school at the heart of the *case* were purposively selected with the selection criteria that the teacher was a Norwegian non-native English-speaking English language- teacher in lower secondary school, and the school generally representative of a school context in Norway. It was essential that the school followed the regular Norwegian national English Subject Curriculum (ENG01-04), e.g. LK20, and that the ELT context was one not heavily influenced by individual subject curriculums (IOP, individuell opplæringsplan cf. § 4-4 in Opplæringslova, 1998). These criteria were seen as relevant to locate a *common case* with a higher likelihood of transferability to other comparable cases in Norway. The school was centrally located in Oslo, and both the school and the teacher were chosen through convenience sampling (Fangen, 2010, p. 52; Yin, 2018, pp. 56-57). The exacting nature of case studies demands time from a teacher in a school. This consequently narrowed the number of potential teachers to 8th and 9th grade teachers, due to the high number of working hours allocated to exams in the 10th grade spring semester. Convenience sampling was done through email to known schools and teachers that might fit the above criteria and who were willing to participate.

3.2.2 Informed consent

The participating teacher signed a consent form (Appendix 1), and the principal was informed through the teacher. The pupils were informed of the researcher's presence by the teacher before every session and made aware of the researcher's purpose to primarily observe the teacher during the visits. The teacher and the pupils have been anonymised at every stage of the data collection, with personal information absent from field notes. The teacher is referred to only as "the teacher" and the pupils as "Pupil X, Y or Z".

3.3 | Data collection

3.3.1 Teacher interview

The interview provided the researcher with the personal thoughts, experiences and opinions of the teacher that could only be retrieved through an extended dialogue with the teacher. Researcher notes from the interview were used to generate data from the interview itself. Interviews in a case study to investigate teacher thinking is of major importance because they can reveal the teacher's perspectives in the case. The interview in this case study is a *semi-structured life-world interview* that aimed to capture the teacher's *lifeworld* or experienced every-day work-life (Christoffersen & Johannessen, 2012, p. 110; Kvale & Brinkmann, 2019, pp. 44-50; Yin, 2018, p. 118). Interviews were the only source of self-reported information and were therefore of major value when exploring *teacher thinking* (Kvale & Brinkmann, 2019, pp. 20-21). The data collected from the interview in this thesis is especially significant because it serves as data coming from the teacher and is fundamental when describing and presenting the *thinking* behind the teacher's navigation of EFL traditions and ELF awareness. Field notes were taken from the interview to generate data similar to the data taken collected from observations. The aim of this was to capture the most important points from teacher thinking and expand upon them. The data from the interview consisted of notes taken during the interview by the researcher and an expansion and elaboration of the notes written shortly after the interview by the researcher in order to include a further explanation and elaboration on the notes taken during the interview. Time stamps were included every fifth to tenth minute or when asking a new question from the interview guide to keep track of approximately when data was said. Any personal data was removed in the transfer from hand-written form to computer written form on a computer for analysis. Data from the interview has been translated from the original Norwegian for Findings.

The semi-structured interview of the teacher was conducted the 16th of March and was conducted using an interview guide (see Appendix 2) The guide consisted of 18 questions relating to which languages were present in the teacher's lessons, in what way the languages were used, and the teacher's thoughts on variations of English and pronunciation, and the aims of ELT in Norway. Because multilingualism is of a major concern of the latest phase of ELF theory and in determining ELF-awareness (Jenkins, 2015, pp. 73-79; Sifakis, 2017, pp. 290-291), the attitudes towards the use of different languages were of interest. The general attitude towards the use of oral English is also a potential marker of how the teacher relates to

EFL traditions because a traditional EFL classroom would view multilingualism as a deficit and as a distraction(Krulatz et al., 2018b, pp. 81-82).

In general, questions were designed to uncover the teacher's thoughts and views that reflect the teacher's degree of ELF awareness (Sifakis, 2017, p. 300) and attitudes to EFL traditions (Haberland, 2011). Languages present in the teacher's lessons, the way those languages were used in relation to the aims of ELT in Norway are essential indications that can directly and indirectly provide insights into the teacher's thoughts and views regarding ELF awareness and ELF traditions, especially when *triangulated* with data collected from observations and artefacts in the classroom.

3.3.2 Teacher observation

In case studies, observation provides insights into real-life, first-hand data on the case and its context. Observation is therefore a key data collection method when the case is a contemporary real-life classroom context within a school (Yin, 2018, pp. 121-123). Classroom observation explores *teacher practice*. It is an efficacious counterpart to interviews because together they highlight coherence and tensions in teacher thinking and practice through a distinct dialectical relationship illustrative of the holistic nature of case studies (Cohen et al., 2018, p. 376). This relationship can reveal parities or disparities between what a teacher *thinks* and what a teacher *does.* Observation in this case was observation of the teacher in question lecturing in a classroom setting in a school hour.

Structured observation (see Appendix 3) was guided by the questions from the interview guide with the aim of discovering thoughts and views regarding ELF awareness and EFL traditions reflected in teacher's practice. Observed languages in addition to English present in the teacher's lessons were of interest, as well has *how* those languages were used and treated connected to learning English. The teacher's practice around pronunciation patterns and general attitude towards pronunciation were also of interest, because these are notable markers that can provide insights into underlying thoughts and views not accessed in the interview or potential data that contradicts what the teacher said during the interview. Notable incidents were related to the language used by the teacher and the pupils and potential incidents where different languages could potentially come into play. Guiding questions for observation was "what language does the teacher speak", "what language the learners speak" and notes on when and why a language or an English dialect was chosen or not chosen and

encouraged or not encouraged. Any reference to specific communicative situations were also of interest and noted, as well as potential critique of oral language by the teacher or by pupils. This focus was held in order to seek out patterns associated with terms such as multilingualism, English as a multilingual franca and translanguaging as important markers for ELF awareness and attitudes towards English and language exclusivity which are related to EFL traditions. Kohn (2018) describes comprehension skills, production skills, and multilingual creativity as key aspects of effective ELF use, and the way these aspects were treated in the sessions were of interest as well (Kohn, 2018, pp. 40-43).

The structured observation in this case was conducted over five English of an hour each over 10 weeks. The focus was direct non-participant observation, where the researcher was positioned in the corner at the front of the classroom in order to observe the teacher at any time when the teacher moved around in the classroom. However, sometimes a relocation was necessary to be able to listen more clearly to what the teacher said and the responses that the teacher received (Yin, 2018, pp. 121-123). The teacher and the pupils were informed of the observation in advance. Every classroom lesson observed was within the same *theme* in terms of teaching content, but with varying tasks each lesson. The first two lessons were a week apart, the first the 23rd of January and the second the 31st of January. The third and the fourth were a day apart, the 6th and 7th of March, and the fifth on March 16th. Observation data from lessons were collected as field notes. Any personal information from learners and teachers in the classroom was not of importance and was never written down. The field notes were elaborated and expanded shortly after each session by the researcher by writing out fuller sentences from key words. The teacher was the main focus of the observation. Everything the teacher did was noted as "the teacher" and everything related to pupils were noted as "pupils" or "pupils, X, Y or Z". The language of the notes was both in Norwegian and English. Time stamps were included every fifth minute to keep track of approximately when incidents happened during the lesson. These will be used in presenting the findings. Field notes did not include names, and pronouns were randomised with "him", "her", and the Norwegian forms "han", "hun" and "hen", in order to secure anonymity.

3.3.3 Physical and digital artefacts

In case studies, artefacts consist of physical or digital evidence taken directly from the context that offer distinct insight into more intricate details of the case. They can also serve to

strengthen or weaken evidence or conclusions drawn from other sources of data. Artefacts can be both physical and digital and provide additional information that is not evident in other data. Artefacts can be anything found in the classroom or school setting that elaborates, supports, discredits or in any way affects other sources of evidence (Yin, 2018, p. 125). Physical artefacts can include posters in classrooms or school corridors, as well as handouts, weekly schedules, books or digital displays of information. Artefacts can reveal attitudes or conceptions of English and salient features of the language connected to ELF Awareness and EFL traditions in the school setting. Physical artefacts are collected through general fieldwork, in the observation phase or as spontaneous or planned occasions when in the school setting (Yin, 2018, pp. 122-125). Digital artefacts are harder to find unprompted but are a likely in most schools, though they would have to be accessed through a teacher. The most common classroom digital artefacts in this case are digital 'handouts', PowerPoint-presentations and digital information.

The artefacts utilized in this thesis were obtained through observation. Artefacts that came from *inside the classroom* resulted from directed observation. Posters on walls inside of the classroom were the primary interest, as well as physical handouts from the teacher. Any other artefact with writing in any language would also be of interest. Artefacts from *outside the classroom* came from incidental meandering and spontaneous observation around the school. These artefacts were posters, but also art installations and pupils' assignments in any language that could provide any insights into the linguistic landscape of the school.

Digital artefacts were provided by the teacher in question through e-mail after being observed in use during the observation sessions. In addition to the directed observations of classroom teaching, some directed observation of the entire school was done on average twice a week from January to the end of March. This specific observation did not include any teacher or pupil, but was directed towards the physical setting, such as the classrooms itself and the general school setting. The purpose of this specific observation was to gather artefacts and to observe the physical setting over time and track the changes made to the classroom during that time period. The data material taken during these observation sessions were in form of field notes with descriptions of the artefacts that were observed and of the changes that were made to the classroom and the general school setting during the data collection period.

3.4 | Analysis

This section describes how the data collected from interviews, observation and artefacts were analysed. The section is divided into construct, internal and external validity, before the presentation of the process of analysis. Reliability is presented at the end but is also evident in the discussion of analysis.

3.4.1 Validity

This section will present the validity of the research undertaken through examining the research construct and internal and external validity of the research. Construct validity will explain the operational features of the research undertaken, while internal validity will present how *pattern matching* and *logic models* have been utilized in order to *analyse* the data. External validity will present how the study's findings can be transferable to other similar situations and contexts (Yin, 2018, p. 42).

Construct validity

The aim of this study is to explore teacher's navigation of foreign language traditions and lingua franca awareness, in *teacher's thoughts and practice*, both indirectly and directly. Everything that a teacher directly or indirectly says or does that influence, or is influenced by, EFL traditions and ELF Awareness in the given context is relevant to the research construct. What a teacher says and does in class and what a teacher says in an interview setting will both contribute to the researcher's understanding of how that teacher navigates the context. For example, a teacher that neglects multilingual speakers in practice and deliberately teaches with the intent of excluding every language except for the target language and language of instruction would be a marker of EFL traditions. A teacher that embraces multilingualism and allows for a variety of pronunciation patterns is potentially more influenced by ELF Awareness. Also, the physical environment may potentially indirectly reflect the teacher's thoughts and practice and will count toward the understanding of that teacher's navigation of EFL traditions and ELF and the context that the teacher operates in. Physical and digital artefacts have also been collected as part of the research object and as an indirect measure of the teacher's influence on the physical and digital environment. Consequently, multiple sources of evidence have been utilized in order to faithfully represent teacher navigation through several aspects. A *triangulation* of the multiple data sources was used to better

capture the interaction between the data sources and how that affects the overall representation of the case.

Internal validity

In order to address internal validity, data analysis targeted *pattern matching*, *logic models, explanation building*, and addressing rival explanation within the case itself.

Pattern matching involved comparing empirical patterns with alternative predictions, including preconceived predictions and other possible rival patterns (Yin, 2018, pp. 175-178). In this thesis, it was relevant to describe patterns and relationships between how a teacher thinks, how their practice works, and how the teacher and the classroom context mutually affect and regulate one another. A teacher that views multilingualism as an asset in ELT and accommodates for multilinguals to benefit from their knowledge of language in ELF use shows a pattern of being ELF Aware across both teaching and practice. On the other hand, a teacher that operates with an "English only" policy and views languages besides English as a distraction, shows a pattern of being influenced by EFL tradition. However, a teacher might have conflicting patterns, as shown in the *ELF Awareness continuum* in Sifakis (2017) (Sifakis, 2017, p. 300). A teacher may *allow* for the spontaneous use of multiple languages in class and yet never meaningfully encourage pupils to fully benefit from their languages, or a teacher could generally be opposed to the idea of multilingualism in ELT, yet still encourage and show interest in multilingualism when used purposefully by a pupil in class.

Process of analysis

The process of analysing data collected from interviews, observation and artefacts started with coding and creating categories for the data (Liamputtong, 2009). The categorisation started with "roughly grained" categories that coded data either into "ELF aware" or "influenced by EFL traditions". Further categorisation of the data generated four more "finely grained" categories from the two "roughly grained" categories. Final categories were: *Very ELF Aware and Somewhat ELF Aware,* and *Very EFL traditions [influenced]* and *Somewhat EFL traditions [influenced],* reflecting Sifakis' (2017) continuum.

The first stage of analysis involved analysing the data to determine whether the data was leaning towards being ELF Aware or influenced by EFL traditions. This was done by

segmenting the data sets into separate parts that would represent a marker of either *ELF aware thinking or practice* or *EFL traditions-influenced thinking or practice.*

The second stage of the analysis involved determining *to what degree* a marker was ELF Aware or influenced by EFL traditions. This was done by examining how much a particular data set resonated with the whole of ELF theory or the whole of EFL traditions. If a data set only corresponded with parts of ELF theory, it would be categorised as *somewhat* ELF aware, but if it to a very large degree represented a width of the values of ELF theory, it would be categorised as *very* ELF Aware. The same was done with the data set that somewhat or to a large degree corresponded with EFL traditions.

Very ELF aware and *very EFL traditions* are interpretative categories that reflected the extremes and characterised as being substantially or completely in accordance with ELF theory and ELF awareness or native-speakerism and ELF traditions. This data was clearly recognizable as either one or the other interpretative category, as the two categories represent two theoretically opposing paradigms of ELT that holds fundamental and incompatible perspectives and values.

Tension between ELF Awareness and EFL traditions is indicative of *degrees* of ELF Awareness. ELT is moving away from EFL traditions *towards* ELF Awareness, and a blend of thinking and practice from both paradigms is a result of this. When coded in finer detail, these tensions were revealed and the interpretative categories *somewhat ELF Aware* and *somewhat EFL traditions* became necessary in order to divide conflicting ideas.

Somewhat ELF Aware and *somewhat EFL traditions* are the interpretative categories that are more nuanced and conflicting. These categories express the fluctuating nature of ELF awareness and demonstrates that ELF Awareness is a question of *degree* and not a fixed absolute. Whilst *very ELF Aware* and *very EFL traditions* to a greater extent was categorised by being extreme absolutes, *somewhat ELF Aware* and *somewhat EFL traditions* are more finely grained and nuanced. *Very ELF Aware* and *Very EFL traditions* were more easily distinguished by theory, whilst *somewhat ELF Aware* and *somewhat EFL traditions* were distinguished mostly by interpretation and subjectivity and tension. As a result, *tensions* emerged as a significant and additional category in the data analysis. Tensions cover data that

is contradictory, both within data gathered from interviews, observations and artefacts and across sources of data.

Figure 3 presents examples of coded data into the different categories and collected through *directed observations*, *the interview* with the teacher and indicated by *artefacts*. Patterns within the data reflect the degree of ELF Awareness and to what degree they were influenced by EFL traditions. The aim of analysis was to interpret key patterns in the data to determine the extent of ELF awareness and/or EFL traditions in this case. *Thinking* consisted of data collected through the interview with the teacher, whilst *practice* consisted of data collected from the observation of five class sessions. *Artefacts* were the physical and digital artefacts used or present in the classroom and in the school setting during the period of data collection. Figure 3 presents examples from these data sets as coded into different categories on the continuum.

	Very ELF aware	Somewhat ELF Aware	Somewhat EFL traditions	Very EFL traditions
Thinking	"[an example of] good communication [skills] is the ability to be flexible and adapt to every situation while accommodating the interlocutor"			"Knowing four languages can be a disadvantage and pupils may struggle with acquiring English because of the mixing of languages in pupils' minds"
Practice		Pupils are allowed to answer in or code-switch with Norwegian when addressed in English		No sign of any languages other than the target language and the language of instruction [Norwegian]
Artefacts	The entrance to the school features a pupil made art installation that include 48 languages.		There are *no* signs of any multilingual materials inside the classroom	

Figure 3

In Figure 3, "good communication skills as the ability to be flexible and adapt to every situation while accommodating the interlocutor" is coded as very ELF Aware thinking. Flexibility and speech accommodation in multilingual situations is fundamental to ELF communication, which explains why such thinking is categorised as *very ELF aware.* Conversely, "knowing four languages can be a disadvantage and pupils may struggle with acquiring English because of the mixing of languages in the pupils' minds" is coded as very influenced by EFL traditions. Such thinking is associated with an "English only" mindset and promotes a monolingual ELT classroom more than it promotes a multilingual classroom. This exemplifies the possibility of *tensions* in teacher thinking, where some held beliefs are very ELF Aware, and some are very influenced by EFL traditions.

The freedom to code-switch between Norwegian and English is coded as somewhat ELF Aware in *practice*, because it to some degree promotes pupils' freedom to use their multilingual repertoire. However, since English is the target language and Norwegian is the language of instruction, code-switching between the two is to some degree an expected occurrence. A coded example of very EFL traditions that influence practice are field notes that report no signs of *any* other languages than Norwegian and English in the ELT classroom. This is coded as very EFL influenced, because it would indicate that broader multilingual repertoires are not meaningfully encouraged. Even though the teacher's practice in the first example seemingly *allowed* for multiple languages, the second example shows that an ELF Aware attitude is not necessarily fully adopted.

A pupil made art installation consisting of 48 languages was coded as very ELF Aware in *artefacts* because it promoted, valued and included multilingualism in the school setting. On the other hand, the researcher found no signs of any multilingual materials *inside* the classroom. This could be viewed as an indication of EFL traditions influence because, traditionally, languages other than the target language or the language of instruction would be viewed as a distraction, and therefore omitted from the linguistic landscape.

The patterns coded in the analytical process presented in Figure 3 are summarised, investigated and presented in Figure 4 in *Findings*. Figure 4 applies Sifakis' (2017) *ELF-Awareness-continuum* to present to what degree the teacher's thoughts and practice under investigation in this case are ELF Aware or influenced by EFL traditions (Sifakis, 2017, p.

300). Tensions between opposing thoughts and practices in Findings will also be addressed and illustrated using examples. All Findings were translated from the original Norwegian to English for the reporting and of discussion findings.

External validity

External validity often refers to whether a study is generalisable. However, case studies are not generalisable but are instead evaluated by their *transferability* to other similar cases (Avineri, 2017, pp. 51-54). To allow for transferability of this case study, characteristics of the case have been described in detail. As this study describes a *common case,* both for Expanding Circle context of ELT and Norwegian contexts of ELT in basic education*,* its transferability and comparability are linked to other similar cases (Yin, 2018, pp. 45-46). External validity is therefore linked with the description of the case in question and on what basis the case was selected.

3.4.2 Reliability

Reliability is linked to the *consistency* and *credibility* of the undertaken research, data and analysis. This is often treated with the question of whether other researchers could reproduce the study and achieve the same findings, or if an independent observer empirically or logically could contest the discoveries (Fangen, 2010, p. 250) (Kvale & Brinkmann, 2019, pp. 275-276). In opposition to the essential importance of reliability is the importance of the researcher's creativity and spontaneity, often in the form of follow-up questions during interviews and spontaneous attention to contemporary incidents during observations. Whilst reliability is of major concern, some room must also exist for variation of researcher style, attention and form (Kvale & Brinkmann, 2019, pp. 275-276). Subjectivity is unavoidable in qualitative studies, especially in case studies with interviews and observations. Whilst objectivity is inconceivable, subjectivity can be made a strength of case study as long as the researcher's interpretations and biases are made clear, and if potential rival explanations are addressed and presented (Avineri, 2017, pp. 66, 128; Kvale & Brinkmann, 2019, pp. 239-240).

4 | Findings

To present how *teachers navigate foreign language traditions and lingua franca awareness in ELT in the Norwegian classroom,* data from *interviews*, *observations* and *artefacts* have been coded into patterns of interpretative categories. Data from interviews represents teacher *thinking* and will be referenced by approximate time into the interview, while data from observation represents teacher *practice* and will be referenced by day and approximate time during the lesson. Data from artefacts represents the *context* in which the teacher operate in and reflects both teacher thinking and practice. As explained in *methods,* data was first coded into whether it was ELF Aware or influenced by EFL traditions. Moving from a roughly detailed categorisation, data that was first categorised as either ELF Aware or EFL traditions to finer detail allowed for *degree* of either ELF Awareness or EFL traditions, creating *four* possible interpretative categories: *Very ELF Aware* and *somewhat ELF Aware*, and *somewhat EFL traditions* and *very EFL traditions*.

Figure 4 in *4.2* displays the overall findings from the analysis of the data. The figure presents the degree to which the teacher's thinking and practice in the case is ELF Aware, and to what degree artefacts are ELF Aware.

The data from the interview generally indicates that the teacher's thinking in this case is leaning towards ELF-Awareness, whilst data from observation suggest that the teacher's practice is more influenced by ELF traditions. This suggest that there are tensions between what the teacher thinks and what the teacher does, which will also be addressed in the interpretative category "tensions". Data from artefacts suggest the influence of by EFL traditions, but this is a less conclusive finding than thinking and practice because of limited data collected from artefacts.

Findings will be presented in the categories *very ELF Aware* and *somewhat ELF Aware*, and *somewhat EFL traditions* and *very EFL traditions,* and sorted according to interview, observation or artefact data.

4.1 | Patterned findings

The findings presented in this section are not a description of all the data collected but rather a presentation of the general and most relevant findings for each category. The interview and observation of the teacher provided significantly more data than what artefacts provided. There were very few relevant artefacts to be collected, as reflected in the presentation of artefacts across the analytical categories. Data from the interview provided the most variation in data, which is why teacher thinking is most extensively described.

4.1.1 Very ELF Aware

This section presents finding that are completely or substantially in accordance with ELF theory, such as to a large degree viewing multilingualism as an asset, encouraging a multitude of adaption skills in communication and promoting learners' individual interpretations of English.

Thinking

During the interview, the teacher claimed that it was important that teachers facilitated opportunities for learners to use and compare languages they already know and, instead of suppressing them, express curiosity when learners used languages other than the target language and language of instruction (min 20-22 min). This claim is very ELF Aware because it encourages the use of multiple languages in ELT, and it holds the belief that there is value in knowing multiple languages when acquiring English. It also opposes the English-only idea of EFL traditions. Actively integrating learners' multilingual needs shows support of and encourages the use of multiple languages. This is *very* ELF Aware because it shows awareness of language *and* an intent of how to practically implement multilingual knowledge in practice, which is an important part of lingua franca communication. Doing so also acknowledges and validates the multilingual part of learners' identity, which in turn promotes the idea of English as personal and individual instead of foreign. Through curiosity and encouragement of learners' languages, multilingualism is seen as an asset in English language learning and use, as well as a recognised part of learners' linguistic identity.

The teacher also claimed that learners should show flexibility in their language and be mindful of their interlocutor, with the example that if learners were to forget a word, the learners should still be able to communicate without using that specific word and still be able to convey the same meaning using different words (min 24-28). This attitude shows an attempt to highlight the importance of the ability to adapt to the needs of the interlocutor in the context instead of simply reciting and recycling previously learned sentences. It acknowledges that every situation is temporary and in need of knowledge of language instead of examples of language. This is very ELF Aware because flexibility and adaption is at the heart of ELF communication. Even though the intent is not primarily driven by a goal of encouraging the adaption to a multilingual speaker specifically, the underlying attitude would still benefit ELF communication and promote mutual intelligibility between two speakers regardless of the opposite interlocutor's capabilities.

Practice

The overall analysis of the observation of the teacher found the teacher's practice to generally be *somewhat EFL traditions* and this section is a contributing part of that. No data from the observation of the teacher were analysed to be *very ELF Aware*, a finding that stands out when determining the teacher's overall ELF awareness because it limits how ELF Aware the teacher's practice ultimately can be. Some observational data were analysed to be on the side of ELF Aware, but no data found the teacher to implement a *very* ELF Aware practice even though the opportunity to do so were observed. The learners were not presented with materials that could help them benefit from their multilingual repertoire, and the teacher overlooked situations were ELF theory would otherwise be apparent. A very ELF aware finding would for instance include the teacher helping the learners compare grammatical similarities between their linguistic repertoires when explaining grammatical features of a text, or the teacher could provide the learners with translated key words from their linguistic repertoire instead of from the language of instruction only. However, such data were not observed during the five sessions of observation, even though opportunities for it were observed.

Artefacts

Only one of the artefacts collected were analysed to be very ELF Aware, and it was found outside of the classroom where the teacher was observed. This artefact was an art installation

in the entrance to the school which included 48 different languages, specifically greetings in 48 different pupil languages plastered on 48 clipboards. The artefact is quite large and hard to overlook when entering the school for the first time, and pupils at the school is sure to view the artefact daily.

This finding is very ELF Aware because it acknowledges and encourages the existence of multiple languages and multilingual identity in the school setting. Being the first thing learners see as they enter the school, the installation supports and represents the fact that many of the learners are multilingual. Such an art installation promotes a positive view of the learners' multilingual identities and serves as a reminder of the existence of languages other than the language of instruction.

On the other hand, the art installation was the *only* artefact in the school setting that was analysed to be ELF Aware of any kind, and it gives the first impression of the school being very ELF Aware. However, the rest of the setting did not feature any other languages than the language of instruction. Therefore, the art installation can be interpreted as a red herring and a masquerade of diversity that with time becomes part of the school with no real reflection around the content of the installation. Though, as a separate artefact, the artefact is coded as very ELF Aware and, is in this case, seen as a genuine attempt at promoting linguistic diversity.

4.1.2 Somewhat ELF Aware

This section presents findings that to some extent is in accordance with ELF theory, such as showing signs suggesting an asset view of multilingualism and facilitating for multilingual use in ELT.

Thinking

The analysis of the interview data indicated that the teacher was *somewhat ELF Aware*, and most of the data from the interview were analysed and coded to be in the range of somewhat ELF Aware. Because the category of somewhat ELF Aware is also close to the category of somewhat EFL traditions, some of the data in this section could in other circumstances be analysed differently.

In the interview, the teacher claimed that learners should not have to "choose" an accent (min 4-6), that it was ok to be proud of having an accent and that it was natural and expected that a mother tongue affected the way learners spoke. Yet, the teacher held on to the belief that learners should still pronounce words correctly and intelligibly (min 4-5). On the one hand, the teacher allows for and encourages accents central to the idea of ELF communication and diversity of oral English as a key part of ELF theory and practice. This part of the statement is undoubtedly ELF Aware. On the other hand, maintaining a preconceived standard and expecting words to be pronounced "correctly" is reminiscent of EFL traditions because it enforces a standard that is not explicit or apparent to new learners of English, and opposes both the idea of learners developing their "own" English and the opportunity for diversity of oral English inside the ELT classroom. Ultimately, this thinking is somewhat ELF aware because it leads with the dismissal of a required accent and acceptance of oral variety, even though it continues to adhere to some sort of standard.

Also in interview, the teacher was of the opinion that learners should be able to speak English with anyone (min 8-10) without the learners causing breakdowns in communication, with the example that if learners were to forget a word, the learners should still be able to communicate without using that specific word and still be able to convey the same meaning using different words (min 24-28). This is somewhat ELF Aware because it emphasises the importance of being able to communicate in every situation with diverse speakers, which in an ELF Aware perspective would see learners being prepared to speak with any interlocutor

regardless of their *linguistic background.* Had the teacher specified the linguistic aspect, this data would be coded as very ELF Aware instead of somewhat ELF Aware.

Lastly, during the interview, the teacher said that it was important for ethnic Norwegian learners to understand that having an accent is not the same as being a poor English speaker, and that an accent was only an indication that someone knows other languages as well (min 28-35). There are many potential underlying attitudes to this statement. One interpretation is that the teacher thinks that it is expected to have an accent and that this should be viewed as natural in an ELT setting. It is also an indication that the teacher does not equate accented speech with poor English, which presumably would be the case with more EFL traditions influenced teachers. However, during the analysis, questions arose as to why this quote was aimed exclusively at ethnic Norwegian learners and not all learners. This part of the quote was a deciding factor when determining the data to be somewhat ELF aware instead of very ELF Aware.

Practice

The somewhat ELF Aware data in this section is what kept the overall analysis of the teacher within somewhat EFL traditions instead of somewhat EFL traditions.

Several examples of the observation data, primarily on the 23rd and the 31st of January, revealed learners were allowed to speak Norwegian at will, and were never forced to speak English except when expected to do so in relation to a task. Learners were also allowed to translanguage and code-switch. If learners were struggling to answer in English, or if they did not dare to speak English, learners were free to answer and ask questions in Norwegian instead. This is somewhat ELF Aware because it acknowledges the learners' linguistic repertoire, and it does not force learners to speak English only, which is often the case in traditional EFL settings. This finding would be more ELF Aware if learners were using other languages than the expected language of instruction, because it would suggest a more asset view of multilingualism and an attempt at to implement it in practice**.** Also, because no other languages were heard during the observation session, questions arose as to whether other language *were* allowed.

The researcher recorded no instances of the teacher correcting learners on their pronunciation or accents, even on occasions where learners' oral English were heavily accented. This is a somewhat ELF Aware finding because it suggests that the teacher allows for oral variation to exist within the classroom and that no expected standard drives pronunciation teaching. However, because there were very few instances of error of pronunciation in any of the oral English produced by learners, it is difficult to determine if this was an aim in the sessions or if the teacher never had the opportunity to correct any of the oral English during the five sessions of observation. To add to this, the teacher had a very British accent, whilst none of the learners did. Presumably, if the teacher previously had tried to enforce a standard, one could assume such a standard would be similar to the teacher's accent, which was not the case.

Artefacts

None of the collected artefacts were analysed to be somewhat ELF Aware. This is because artefacts were collected, since artefacts were the data source that provided the least amount of data on ELF Awareness. This finding is more general and will be explored further below.

4.1.3 Very EFL traditions

This section presents finding that are completely or substantially in accordance with EFL theory, such as to a large degree viewing multilingualism as a deficit, promoting a native English approach to language acquisition and an insistence on English use.

Thinking

The analysis of the overall data from the interview indicated that the teacher was *somewhat ELF Aware* but there was also data coded to be very EFL Traditions, which is indicative of tensions within the overall data in this case. Two general ideas can be analysed from the four findings presented here. The first is that the teacher views languages as separate from one another instead as of in an integrated system.

The teacher made several claims that holds up the interpretation that the teacher thinks of different languages as separate from each other. The teacher said that they did not exaggerate the fact that learners knew languages other (min 16-20) than the target language and language of instruction, and that this knowledge was not treated as something extraordinary. The

teacher believed that there was an advantage to only knowing Norwegian, because the teacher's experience was that the ones that knew other languages struggled with acquiring English if they had multiple other languages in their heads interfering at the same time (min 16-20). Further, the teacher stressed that it was important to compare languages and look at similarities, but that it was challenging to do so when the teacher lacked knowledge of the other languages that the learners knew. This is very EFL traditions because it promotes the idea of multilingualism as a deficit rather than an asset. In an ELF Aware perspective, knowing multiple languages would be seen as a benefit that could expand learners' understanding of new languages, but as seen is this data set, multilingualism is thought of as a distraction and as unfavourable, which is a very EFL traditions sentiment.

This view is expanded upon in a related comment and that gives more context to the view presented above. Using Somali as an example, the teacher claimed that learners that had a mother tongue vastly different to English would struggle with learning English, and that in comparison, ethnic monolingual Norwegian learners would have a better starting point to learn English because they only knew one language. In addition, the teacher admitted that it was more difficult to help learners who knew languages that the teacher did not know. Based on this data, an interpretation can be made that the teacher believes that knowing a language similar to the target language is an advantage, and that knowing very dissimilar languages is a disadvantage. With this interpretation in mind, this data is coded as very EFL traditions. However, this interpretation also opens for the interpretation that the teacher does not view *multilingualism* as a disadvantage, but rather that a multilingual repertoire consisting of vastly different languages to the target language is a disadvantage, and that a multilingual repertoire consisting of very similar languages to English could be an advantage.

The second idea in EFL traditions in the data indicates that the teacher experiences English as "foreign", and that this feeling is common the classroom setting. The teacher claims that the learners enjoy speaking English, but not in classroom settings (min 10-13). Further, the teacher feels that speaking English is forced in classroom settings when the act of speaking English is solely for the sake of creating output and not in relation to a communicative task, using the example of disallowing the learners a toilet break until they manage to ask in English instead of Norwegian as awkward. This is EFL because it suggests that English should not be used for common interaction in the classroom and only for specific situation.

Lastly, the teacher believed teachers did not need to maximise English input for the learners in the classroom because they received a lot of input outside of the classroom. Forcing English speech in every opportunity was therefore experienced as "forced". The feeling of English use as "forced" (min 24-28, 39-42) indicates that both the teacher and the learners view English as foreign to the setting and not an apparent part of their everyday life. This is a very EFL traditions finding.

However, an alternative interpretation challenges the interpretation of English as foreign in the teacher's context. The teacher's experience is that required and consistent use of English in every opportunity is forced and that the learners do not enjoy speaking English in the classroom. This might not necessarily mean that *English* is foreign, but that the specific use of English within the classroom is foreign and dissimilar to how both the learners and the teacher use English outside of the classroom, which in turn makes the use of English inside the classroom feel unfamiliar because it follows different patterns and requires different skills and vocabulary to what the learners already knows from outside the classroom. This would mean that the specific use of classroom English is "foreign", but not necessarily the language itself.

Not requiring English only in the classroom is in some ways the opposite of common EFL "English only" traditions, but it does not make English any less "foreign" to the classroom by restricting its use. An interpretation of this phenomena is that the learners' unwillingness to use English is because their individual English does not correspond to what the classroom setting requires or aims for, which renders it foreign and unfamiliar.

Practice

Observation January 23rd and on numerous occasions after revealed the teacher used British phrases of politeness extensively. Presumably, this was in accordance with the teacher's already established British accent. This reflects very EFL traditions, because it follows the pragmatics of a native variant instead of local pragmatics. However, there were no findings in the observation sessions that indicated that the teacher enforced these pragmatic expectations onto the learners, and because the teacher was in focus, learners' use of pragmatics was not in focus. Therefore, it is uncertain whether British pragmatic practice affected the classroom culture extensively, but they were present in teacher practice.

There were no signs of any other languages except for Norwegian and English across the observation data. Observation data on March 6th included an offhand comment where the teacher claimed that many learners knew multiple languages, but none of these languages were apparent or visible during any of the observation sessions. Furthermore, neither the teacher nor any of the learners made any attempt to encourage or include the use of languages other than Norwegian and English. This reflects EFL traditions because it suggests a practice that overlooks multilingualism and remain more in line with EFL norms of excluding learners' full linguistic repertoire.

Observation data from 7th of March, included several teacher comments regarding oral English. Everything said during that session, with two or three English exceptions, were said in Norwegian. The teacher explained that it was difficult to speak English when learners continued to answer in Norwegian and that it felt forced and awkward to do so in that setting. The teacher continued with saying that teachers lost "cred" with the learner group if teachers rigidly stuck to English just for the sake of speaking English, and that this was the reason for the lack of English use during the session. Further, the teacher claimed that this was a common feeling among the group of English teachers. This finding reflects very EFL traditions because it indicates that English is foreign to both the teachers and the learners, because the teacher feels that it is "forced" to use English where Norwegian is more "natural", while learners find English "forced" in the classroom, possibly because classroom English is misaligned with their personal English.

Artefacts

Only one physical artefact among the limited data reflected very EFL traditions.

During the observation the 31st of January, the teacher made extensive use of excerpts from various television series and media that depicted detectives. Every example used was from Western media with American accents, reflecting heavily EFL traditions. At no point during observation were any other artefacts used that could help learners benefit from their linguistic repertoire. Such artefacts could have been posters of common words in multiple languages, common grammatical differences or other artefacts that could bridge linguistic repertoires

with the target language. The lack of such artefacts in the three months case study is a possible indicator of EFL traditions.

4.1.4 Somewhat EFL traditions

This section presents finding that to some extent is in accordance with EFL traditions, such as showing signs suggesting a deficit view of multilingualism and viewing languages as belonging to specific countries.

Thinking

This section presents data that, on the Sifakis continuum, is very close to being somewhat ELF Aware. However, the data in this section is both close to being somewhat ELF Aware but also close to being very EFL traditions. Therefore, it is coded as somewhat EFL traditions. This is because some of the data is clearly to some degree reflecting EFL traditions, whilst other data reflects EFL traditions while also showing an inclination towards ELF values.

Very early during the interview, the teacher addressed the fact that the language of instruction, Norwegian, was used predominantly in some of the observation sessions prior to the interview (min 1-4). The teacher felt that it was "weird" (min 1-4) to speak English when learners spoke Norwegian, and that this was a shared feeling among the English teachers at the school. The teacher elaborated by saying that everything relational and practical, for instance information unrelated to the English lesson or personal conversations for developing relationships with the learners, was done in Norwegian. Saying "yes, you may go to the bathroom" when learners asked in Norwegian, was an example of English use that felt "forced", and the teacher felt that it was unnecessary to enforce such a practice because it would not strengthen the learners' English skills. This is coded as somewhat EFL traditions, but it is bordering very EFL traditions because it suggests that English is only meant to be used for specific purposes and not as a part of common interaction which would be natural if English were seen as part of learners' identity. At first glance, this data may seem to be ELF Aware because it opposed the EFL tradition of "English only". However, the teacher continued shortly after by saying that forcing learners to speak English would be "unsafe" or "uncomfortable" for the learners, which would indicate that English was foreign to the classroom (min 1-4).On the other hand, an interpretation of "unsafe" in speaking English is that, because speaking English is affecting learners' English grade, learners might be

intimidated by being forced into a situation of evaluation, making evaluation the intimidating factor and not English itself.

One other data from the interview reflecting somewhat EFL traditions were close to being somewhat ELF Aware because, initially, it seems to reflect some ELF Awareness. Towards the end of the interview, the teacher claimed that classroom content was used to actively be critical of colonialism and reasons why English is spoken globally (min 22-24). The teacher continued by saying that they used listening tests to understand different variants of English and why those variants were present in the countries where they were found. This data reflected somewhat ELF Aware because the sentiment of opposing native-speakerism and colonialism is a part of ELF theory and practice. However, the data also indicates that the teachers view languages as something still belonging to specific countries and not as a lingua franca, which is why the data is coded as somewhat EFL traditions.

Practice

Little observation data were coded to be somewhat EFL traditions. In every observation session, with one distinct situation (March 6th 13.30-13-35), both the teacher and learners used both Norwegian and English, often through code-switching and translanguaging Code-switching and translanguaging is associated with ELF Awareness because they are skills that benefit from and promotes creative use of linguistic repertoires. However, because English is the target language and Norwegian is the language of instruction, this finding is expected. This finding would be considered on the side of ELF Aware had the learners and the teacher included other languages than Norwegian, but because such an opportunity is overlooked, the finding is interpreted as somewhat EFL Traditions. It remains somewhat EFL traditions instead of very EFL traditions because it very clearly opposes the idea of "English only" classrooms, which often is associated with EFL traditions.

Artefacts

No artefacts were somewhat EFL traditions.

4.1.5 Tensions

There are numerous examples of tension within the data across and within teacher thinking and practice. this section will explore two key tensions.

First, while the teacher claimed that it was important that teachers facilitated opportunities for learners to use and compare languages they already know and express curiosity when learners used languages other than the target language and language of instruction (min 20-22), no observation data revealed the teacher nor any of the learners using other languages than Norwegian and English nor any teacher facilitation to include such opportunities. In addition to this, some data suggested that the teacher overlooked such possibilities when they presented themselves (March 7th 08.55-09.00, 09.15). These findings suggest a mismatch between what the teacher claims is important and what the teacher do in practice and is an example of very ELF Aware thinking held back by very EFL traditions practice.

Second, the teacher claimed that multilingual learners would struggle to acquire English, and that mono/bilingual learners had a benefit (min 16-20). This thought was also held up by the teacher's descriptions of difficulties with helping learners who spoke languages vastly different to English, such as Somali (min 16-20). A central tension within teacher thinking is that the teacher acknowledges the importance of using multilingualism as an asset (min 20-22) yet views multilingualism as a deficit in other circumstances (min 16-20), while admitting to difficulties with helping multilingual learners to learn English in practice because of a lack of language knowledge (min 16-20).

These tensions reflect some ELF Awareness and highlight aspects of ELT that are important in an ELF Aware practice, yet the teacher's actual practice is in opposition to this ELF Aware thinking and hesitant to actualise ELF Aware practice due to the conceived lack of knowledge of learners' languages.

4.2 Summary of findings

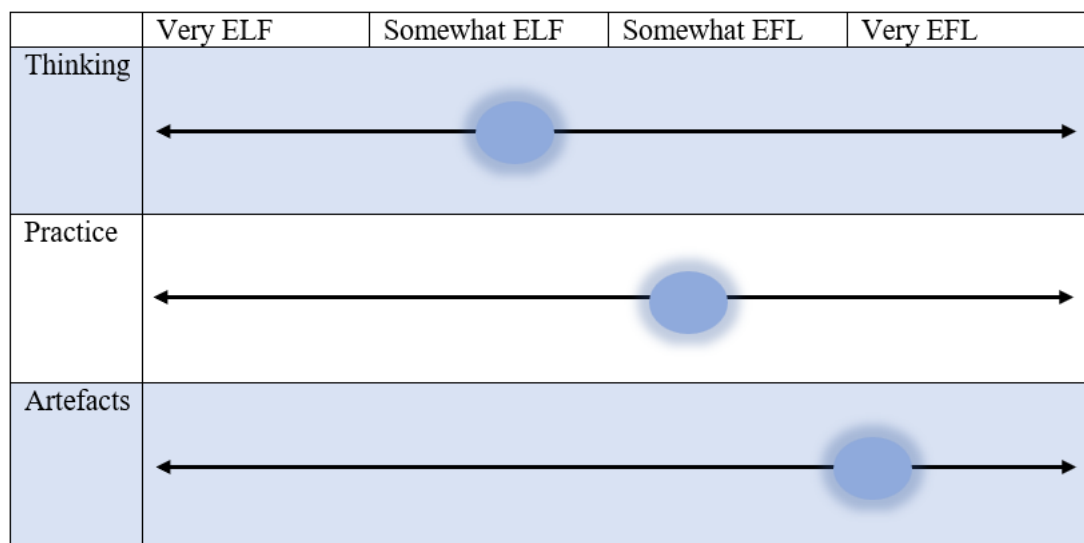|	Very ELF	Somewhat ELF	Somewhat EFL	Very EFL
Thinking				
Practice				
Artefacts				

Figure 4. *Adapted from Figure 1 in Sifakis (2017)* (Figure 1 in Sifakis, 2017, p. 300)

Overall, the teacher thinking in this case is considered be somewhat ELF Aware even though data suggests that teacher practice and the context are somewhat or very influenced by EFL traditions. Teacher thinking is most ELF Aware, while the teacher's practice was not significantly ELF Aware, nor heavily influenced by EFL traditions. Artefacts were very influenced by EFL traditions, but mostly because of a bare physical landscape and missed opportunities to use artefacts, and because the few collected artefacts were very influenced by EFL traditions. Findings from artefacts are therefore less conclusive.

Teacher thinking suggest that learners should be able to speak English however they like as long as it is intelligible and does not cause breakdowns in communication. This sentiment weighs heavy. While English constructed as foreign in the classroom setting, it does not seem to be foreign to the learners themselves. While classroom English is seen as foreign, no data indicate that nativeness is seen as superior to accented English. Such data would suggest teacher thinking as somewhat more influenced by EFL traditions.

The next section will discuss the findings in light of key considerations for English language teaching in Norway and as a country in the Expanding Circle and the development of the field of practice considering the global use of English.

5 | Discussion

This section will explore the findings and possible challenges in Norwegian English language teaching classrooms. Four main points will be discussed, and three recommendations will be presented in evolving navigation of foreign language traditions and ELF Awareness in Norwegian ELT classrooms.

By using Sifakis model, the ELF Awareness continuum (Sifakis, 2017), data from teacher observations and an interview with that teacher were analysed and indicated that the teacher from a common school in Oslo had somewhat ELF Aware thinking and a practice somewhat influenced by EFL traditions. Artefacts from that teacher's context indicated that the overall context were very influenced by EFL traditions. Four points of discussion emerged from this data set and will be discussed in light of ELF and ELF Awareness theory, EFL theory and native speakerism, as well as the Norwegian educational context. All four points of discussion contribute to the understanding of an evolving paradigm shift from EFL traditions towards a more ELF Aware ELT classroom.

The first point discusses multilingual identity in teacher thinking not recognized in teacher practice. The second point discusses teachers' and learners' need for more language awareness. The third point discusses an intent of flexibility, adaption and interactional strategies in teacher thinking that is not implemented through teacher practice, while the fourth and final point discusses the relationship between the English within ELT classrooms compares to learners' individual use of English outside of the classroom.

5.1 | Paradigm shift

Paradigms are patterns of thought that serves as a framework encompassing complementary and compatible ideas and theories that reinforces the same patterns of thoughts (Thurén, 2021, pp. 149, 151). Findings depict two opposing theoretical paradigms of the English language, English as a foreign language and English as a lingua franca.

The first paradigm, EFL traditions, views English as belonging to native speakers and that language norms used by native speakers are superior to non-native speakers norms (Haberland, 2011; Holliday, 2006). EFL traditions often view other languages than English as distractions and deficit to the learning process because languages are seen as separate entities in the mind of the learner with no intertwining of common knowledge (Cummins, 2000; Krulatz et al., 2018a, p. 38; 2018b, pp. 81-82). Examples of the EFL traditions paradigm in the findings is that the teacher in this case believed Norwegian/English bilingualism to be an advantage, claiming that multilingual learners that knew four languages were at a disadvantage to Norwegian/English bilingual learners (min 16-20). Furthermore, observation of the teacher's practice never recorded any incidents involving any other language but English and Norwegian, which holds up the indication that the teacher views other languages to be a distraction.

The second paradigm, English as a lingua franca, views English as belonging to those who use it (Brevik & Rindal, 2020, pp. 926-929; Jenkins, 2015, p. 50). Modern interpretations of ELF believes that ELF communication benefits from the collective linguistic repertoire of the user(s) and that multilingual repertoires enhances the potential of speech accommodation and intelligibility between speakers (Cummins, 2000; Jenkins, 2015, pp. 73-79; Krulatz et al., 2018a, p. 38; 2018b, pp. 81-82). ELF is significantly present in data presented in Findings, but mostly through teacher thinking. For example, the teacher emphasized the importance of learners not equating accented English to poor English and rather insinuated that an accent was an indication of a multilingual speaker of English (min 28-35). Another indication of the ELF paradigm is that the teacher claimed that teachers should provide opportunities for learners to use and compare languages they already know instead of suppressing languages other than English (min 16-20), despite the absence of this reflected in classroom practice.

As presented in *Figure 4*, findings suggest teacher thinking to be somewhat ELF Aware, while teacher practice is somewhat EFL traditions, which indicate that the ELF paradigm has reached teacher thinking while EFL remains the paradigm in teacher practice. Findings also suggest that the school in this case is somewhat multilingual, while the classroom context is not, as indicated by artefacts—although the sum of artefacts suggests that the *overall* teacher context persists to be within the EFL paradigm.

The tensions evident in Findings indicate an evolving paradigm shift. A paradigm shift is the transition from one paradigm to another, essentially a transition from one set of multiple presumed "truths" to other contending "truths" (Thurén, 2021, pp. 149-155). In this case, EFL and ELF represent two different paradigms. In traditional EFL classrooms, teachers would not consider including learners' multilingual repertoires, and the use of non-native patterns of pronunciation and non-native accented English would be an indication of poor proficiency (Bøhn & Hansen, 2020; Derwing & Munro, 2005; Holliday, 2006). However, the teacher in this case thinks otherwise by claiming that teachers should strive to include opportunities for learners to benefit from their linguistic repertoires (min 16-20), that learners should not have to "choose" an accent other than their own (min 4-6) and that accented English is nothing but evidence of the presence of multilingualism (min 28-35). This sentiment is indicative of an ELF paradigm, which is also reflected in the current English curriculum in (ENG01-04), where it is claimed that "learners shall experience that the ability to speak several languages is an asset at school and in society in general", as well as that learners should have knowledge of and an exploratory approach to language and communication patterns (Jenkins, 2015; Norwegian Directorate for Education and Research, 2019).

It is unclear whether the teacher is influenced by the curriculum or if the ELF sentiment is a result of personal development. Either way, evidence of the ELF paradigm in teacher thinking suggest that the teacher is somewhat ELF Aware. However, the case shows that the teacher has not adopted this thinking in practice, as the teacher's practice is more reminiscent of the EFL paradigm. This indicates that, while teacher practice is still influenced by the EFL traditions paradigm, teacher thinking is moving towards ELF Awareness and a paradigm shift from the EFL paradigm towards the ELF paradigm.

The paradigm shift in ELT in Norway is not surprising and it is not new. According to Simensen (2007) and (2014), English in Norwegian ELT has been changing since the early 2000s (Simensen, 2007, pp. 73-74; Simensen, 2014, pp. 1-2). Although this shift has been evident in society and in curricular changes, and like in this case, the paradigm shift is still ongoing. Findings do not suggest a *completed* paradigm shift. Even though the ELF paradigm seems part of teacher thinking, teacher practice still shows more evidence of the EFL paradigm.

Despite that curricular changes may have sped up the thinking in transitioning between the paradigms, this seems less the case for practice in school. An argument can be made that, because there are discrepancies between what the teacher thinks and what the teacher does, the teachers might know what they should do but lack knowledge of how to implement this in practice. The next four points discuss various challenges revealed by Findings, all related to the paradigm shift from EFL to ELF and discrepancies between teacher thinking and practice.

5.1.1 Multilingual identity

Findings suggest support for multilingual identity in the use of English in *teacher thinking*, with little evidence for this in *teacher practice*. The teacher argued the importance of facilitating opportunities where learners could use languages other than English and Norwegian in ELT, instead of suppressing such an approach (min 20-22). This suggests that multilingualism is viewed as a resource (Krulatz et al., 2018b, pp. 81-82)**.** Teacher thinking also clearly opposed the idea of viewing multilingualism as a deficit, and the teacher said that accented English is expected and accepted (min 28-35) (Krulatz et al., 2018b, pp. 81-82). This is indicative of the ELF paradigm because modern ELF is based within a multilingual perspective (Jenkins, 2015, pp. 71-77), and ELF Aware teachers are more likely to hold a resources view of multilingualism (Canagarajah, 2014, p. 2; Cenoz, 2017, p. 4; Krulatz et al., 2018b, p. 82; Sifakis, 2017). Curriculum in English (ENG01-04) also reflect a resources view of multilingualism, where learners should experience that the ability to speak several languages is an asset (Krulatz et al., 2018b; Norwegian Directorate for Education and Research, 2019). Also, supporting and facilitating the use of multiple languages encourages learners to develop their multilingual repertoire, which in turn strengthen the probability of learners developing their *own* English based on their *own* personal linguistic repertoire

(Kohn, 2018, 2022). However, *teacher practice* shows little evidence for this. Even though the teacher shows intent of implementing ELF Awareness through teacher thinking, EFL seems to be the prevailing paradigm in practice because there are no observational data that suggest the use of any other languages than English and Norwegian, and no effort to include or facilitate for other languages in teacher practice (Haberland, 2011; Levis, 2005).

Furthermore, while once again arguing the importance of encouraging multilingualism, the teacher admitted to challenges with implementing multilingualism in practice when the teacher lacked knowledge of the languages learners used (min 16-20), as well as claiming that it was harder for multilingual learners to acquire English (min 16-20). This is evidence of the teacher viewing multilingualism as a resource in *thinking*, but finding it to be a deficit in *practice* (Krulatz et al., 2018b, p. 82). This inconsistency is further indication of a shift in paradigms (Thurén, 2021, pp. 149-155).

In moving forward, teachers seem to need more metalinguistic knowledge to better understand how multilingual learners acquire English in practice, as well as pedagogy, didactics and guidelines that allows and help teachers to further develop their thinking and ultimately implement their ELF Aware thinking in practice. The next discussion point discusses the need for more language awareness for teachers, but also discuss the potential need of more language awareness for learners.

5.1.2 Need for language awareness

Findings revealed a need for more language awareness, as revealed above. This section discusses the need for both teachers and learners in ELT to acquire more language awareness, in the form of more knowledge *about* and *across* languages, as well as how English specifically interrelate to learners' linguistic repertoire.

Firstly, findings suggested teachers need more language awareness so that they can better help multilingual learners, since the teacher admitted to challenges with helping multilingual learners because of a lack of knowledge of languages in their linguistic repertoire (min 16-20). This would not entail teachers acquiring a multitude of new languages, but rather develop teachers' metalinguistic knowledge to improve their understanding of English in confluence with other languages that may accompany learners in the ELT classroom

(Canagarajah, 2014, p. 2; Jenkins, 2015, pp. 71-77; Sifakis, 2017, pp. 301-302), as well as a broader understanding of how language works in general.

Secondly, learners need more language awareness to better understand themselves and their multilingual repertoire when using ELF communication (min 8-10, 24-28). Further development of learners' metalinguistic knowledge would potentially see a higher degree of competency in ELF communication (Deterding et al., 2013a; Jenkins, 2015, pp. 64, 69, 76-77), which reflects the teacher's aim of learners being capable of communicating with anyone regardless of their linguistic background (min 8-10). This aim is also part of curricular values where learners are expected to "acquire the foundation to communicate with others regardless of linguistic backgrounds" (Norwegian Directorate for Education and Research, 2019). Development of language awareness is integral for multilingual learners to create their own individual English (Kohn, 2022; Sifakis, 2017). This will also help to better fulfil the Core Curriculum all-round education (bildung/danning) aim of learners using English to understand themselves and ultimately support the development of all-round education (Principles for education and all-round development in Ministry of Education and Research, 2017; Norwegian Directorate for Education and Research, 2019).

However, once again, while teacher thinking claimed that it was important to work with English in congruence with other languages, no data reflected this in teacher practice even though such opportunities were accessible during observation (March 7th 08.55-09.00, 09.15). At no point during observation of five lessons were the use of any other languages than English and Norwegian observed, which makes it difficult to conclude that the teacher's apparent ELF Aware thinking is engrossed in teacher practice. Therefore, more metalinguistic knowledge seems to be needed for teachers to implement their ELF Aware thinking, as well as to realise curricular aims that support their thinking. Attention to metalinguistic knowledge may also benefit learners, especially multilingual learners, in their development and understanding of their own linguistic repertoire, as well as their *own* English. The next point further discusses teacher intent of an ELF Aware practice, without evidence for the fulfilment of that intent in actual teacher practice.

5.1.3 Flexibility, adaption and interactional strategies

Teacher thinking demonstrated an intent of developing flexibility, adaption skills and interactional strategies, an intent not actualised in practice. A teacher aim expressed in the interview was that learners should show enough flexibility in their language to remain intelligible whenever they were to meet obstacles during conversations, such as situations where learners may forget a word but still able to continue the conversation without over-reliance on a specific word or phrase (min 24-28). Such skills are essential in ELF communication (Jenkins, 2015, pp. 54-56, 64), as well as very important in the development of ELF Awareness (Sifakis, 2017, pp. 294, 301-302). Although there are no findings that suggest that the teacher intent of developing flexibility, adaption skills and interactional strategies is driven by a preference for lingua franca communication specifically, the intent still benefits the development of ELF competence (Sifakis, 2017, pp. 294, 301-302).

To further the paradigm shift into the ELF paradigm, there needs to be investment into ELF skills. This is dependent on backing by ELT stakeholders, which, according to Chvala (2020) and Sifakis (2017), is not always the case (Chvala, 2020, p. 8; Kohn, 2022; Sifakis, 2017, p. 289). However, Curriculum in English states that learners should develop understanding of different "communication patterns" and "prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication" (Norwegian Directorate for Education and Research, 2019), as well as knowledge of and an exploratory approach to language and communication patters. These values suggest that some stakeholders are backing the ELF paradigm, but as seen in findings in this case, the paradigm of ELF is yet to reach teacher *practice* even though curricular changes suggest an intent of ELF practice. Also, no artefacts suggest the use of materials that benefits an ELF Aware practice, suggesting that, in this case, stakeholders have not provided ELF Aware materials.

A few findings from practice suggest the teacher promote adaption and interactional strategies in ELT, but they are based on a Norwegian ELT classroom and fail to reflect ELF communication. The teacher in this case consistently allows for translanguaging and code switching, which is evident through every observation lesson. However, observation suggested that code switching was exclusively between Norwegian and English, and not with other languages because no other languages were heard during observation over five lessons.

Practice in code switching and translanguaging can benefit ELF communication (Canagarajah, 2014, p. 2; Cenoz, 2017, p. 4; Jenkins, 2015; Krulatz et al., 2018b, p. 82), but code switching between target language and language of instruction in a Norwegian ELT classroom is not reflective of ELF communication, as ELF communication is English use between two speakers who do not share an L1 (Brevik & Rindal, 2020, pp. 926-929; Jenkins, 2015). In a Norwegian ELT classroom, most learners, if not all, share a common L1, which means that code switching and adaption in this finding is not ELF communication.

While the values in the curriculum are ELF Aware, little is mentioned of *how* teachers and learners can implement a practice that reflect the values (Norwegian Directorate for Education and Research, 2019). Also, while Findings suggest teacher thinking to be ELF Aware, no findings suggests that the teacher in this case implements ELF Aware thinking in practice. In moving forward, there seems to be a need for clearer pedagogical guidelines as to how teachers benefit and incorporate curricular aims to develop a more ELF Aware practice that corresponds to both teacher thinking and curricula. The next point discusses the relationship between teacher expectations, classroom English and learners' own use of English.

5.1.4 Classroom English and learner English

Questions arose to the implication of not insisting on using English as the primary language in the ELT classroom and the feeling of "foreignness", "weirdness" and "forcedness" presented in Findings. The teacher claimed that learners did not enjoy speaking English in classroom settings, even though they did so outside of lessons (min 10-13). Teacher practice suggested that English use was far from a demand in teaching, and findings from teacher thinking concluded that the teacher did not want to force English use because it felt "forced" and "awkward". According to the teacher, English was only a demand in relation to tasks and that Norwegian was preferred in relational and practical conversations and situations, even during English lessons. This is indicative of the EFL paradigm because it indicates that English is "unfamiliar" or "foreign" and not adapted to the learners' own use of English (Kohn, 2022; Seidlhofer & Widdowson, 2018, p. 23). An interpretation can also be made that such specified use of English to some degree hinders the development of learners personal "own" English. Avoiding English in practical and relational situations and conversations goes against the curricular value of using English in learners' all-round development, as well as

the aim of preparing learners for an education and societal and working life that requires English-language (Norwegian Directorate for Education and Research, 2019). Reserving English for "tasks only" might go against the EFL paradigm of "English only", but it also assigns English to limited situations and separates classroom English from the learners' individual use of English outside of the classroom.

Further, because learners did not speak *any* English during a lesson (March 7th 09.25), the teacher admitted to a feeling that speaking English is "forced" when doing so only for the sake of maximizing output. An example of this was forcing learners to speak English when asking to go to the toilet, a situation where Norwegian use is otherwise more genuine for learners. The teacher claimed it unnecessary to maximize output and input in class because learners received enough input outside of school (min 24-28) and that insisting to do so made English feel "forced" both by other teachers in the school as well as the learners in the teacher's classroom (min 24-28, 39-42). This suggests that, even though the teacher tries to avoid the EFL paradigms "English only" norm (Haberland, 2011; Levis, 2005), teacher observation suggest that the teacher fails to adapt to learners personal use of English, since there is limited English use observed in practice. The expected use of English therefore remain "foreign" to the learners because the classroom experience of English use seemingly differ from learners' personal use of English (Kohn, 2022; Seidlhofer & Widdowson, 2018). This finding does suggest that the teacher *tries* to avoid the EFL paradigm by refusing to demand English, which can be interpreted as ELF Aware thinking. However, teacher observation once again suggest that the teacher practice fail to implement ELF Awareness in practice, resulting in a remaining feeling of English as "foreign" which should not be the case if learners find English to be their "own", such as in Kohn (2022) "MY English" (Kohn, 2022).

An artefact from findings suggested that the school was multilingual, with an art installation depicting 48 unique languages spoken by pupils. Although an interpretation can be made that the school simply wants to *appear* multilingual, analysis concluded that the art installation was an indication of actual multilingualism in within learners' linguistic repertoire. However, while artefacts suggested that the school and its pupils were multilingual and actively encouraging of multilingualism, little suggested this in teacher practice and artefacts from within the classroom context. No teacher practice suggested any encouragement of

multilingualism and no artefacts, such as learning materials or posters, suggested any assistance or development of learners' multilingual repertoire. As previously established, teacher thinking was supportive of multilingualism. This suggest that the ELF paradigm has reached teacher thinking and the overall school context, but teacher practice and the classroom contexts seems to neglect the needs of the multilingual learners, implying that teacher practice and the physical ELT classroom remains within the EFL paradigm.

In order to move forward with more relevant ELT practice for learners, there seems to be a need for practice that is better suited for learners to develop their *own* English based on their *own* interpretations of English and their *own* relationship with languages outside of the ELT classroom (Kohn, 2018, 2022). If ELT is to develop into the ELF paradigm, there needs to be more research, guidelines and policy that propose ways of adapting teacher practice to sufficiently reflect both, in this case, ELF Aware teacher thinking, ELF Aware curricula and the needs of learners developing their *own* English (Kohn, 2018, 2022).

6 | Conclusion

According to Simensen (2014), the status of English, has, and is, changing (Simensen, 2014, pp. 1-2). Researching the use of English within the lifeworld of a single teacher suggests this to be true. Through a case study of a single teacher inside a Norwegian ELT classroom in 8th grade, this thesis has explored *teacher thinking and practices in the transition from foreign language traditions to English as a global lingua franca in teaching and learning in school.* Teacher thinking and practices were investigated using interview, observation and artefacts, and in doing so, a paradigm shift from English as a foreign language to English as a lingua franca became apparent. The research question driving the investigation of this phenomenon was: *How do teachers navigate foreign language traditions and lingua franca awareness in ELT in the Norwegian classroom?*

This case contributes to the professional understanding of teachers in the field of practice in Norway by investigating and indicating the status of English in Norwegian ELT, as well as researching the transition of EFL in Norway into contemporary ELF communication-based ELT.

Grounded in theory from the field of English as a lingua franca, and theory regarding English as a foreign language, a continuum was made to determine degree of ELF Awareness and EFL influence on teachers. This continuum was based on Sifakis (2017) ELF Awareness continuum (Figure 1 in Sifakis, 2017, p. 300). By establishing a case based on a teacher in an ELT classroom in an Oslo school, real life contemporary data from the lifeworld of a Norwegian ELT teacher was accessible for analysis. Through analysing data from an interview with the teacher and observations of that teacher practice, as well as analysis of artefacts from that teacher's teaching context, data was analysed to which degree it was ELF Aware or influenced by EFL traditions.

The analysis of the data suggested that *teacher thinking* was recognisably *somewhat* ELF Aware, though not thoroughly and completely ELF Aware across thinking. Teacher *practice* was analysed to be *somewhat* influenced by EFL traditions, yet not completely aligned with EFL traditions. Analysis of artefacts from within the teacher's context suggested the teacher's context to be very influenced by EFL traditions.

Findings suggest that teacher thinking shows some ELF Awareness, but there are no indications that this ELF Aware thinking is implemented in practice. By discussing findings, two well-known *paradigms* became apparent, the historical EFL traditions paradigm and the developing ELF paradigm. Along with data from artefacts, the overall analysis of the teacher case suggests that the ELT classroom and practice remains within the EFL paradigm. Teacher thinking suggests that the ELF paradigm *is* developing in ELT, but there are no indications that ELF Aware thinking has begun impacting ELT *practice*.

To answer the research question, the Norwegian ELT teacher in this case seems to be *navigating foreign language traditions and lingua franca awareness in ELT* by developing ELF Aware *thinking* but seems to struggle with practically applying this thinking to further transition ELT *practice* from the EFL paradigm into the ELF paradigm.

Findings suggest that ELT is changing from the EFL paradigm, but this has been the situation for a long time (Simensen, 2014, pp. 1-2). While Curriculum in English has been implemented in the Norwegian ELT classroom and suggests a change in the overall aims of the English subject in Norway, this case show little impact of the new curricular values in teacher practice (Norwegian Directorate for Education and Research, 2019). Teacher thinking and the curriculum indicate a transition away from the EFL paradigm, yet in this case, teacher practice fails to implement the ELF Awareness apparent in the curriculum and in teacher thinking in this case.

Questions arose as to why teacher practice fail to reflect the same ELF Awareness that is suggested in teacher thinking. The focus of this case study was not to determine *how* teacher implement ELF Awareness in practice, but rather to explore *teacher thinking and practices in the transition from foreign language traditions to English as a global lingua franca in teaching and learning in school.* The case revealed no data that indicated the reason for the discrepancy between teacher thinking and practice, and further research on implementation of ELF Aware thinking in practice is recommended.

It is clear from findings and the points of discussion that the ELF paradigm is most present in teacher thinking, while teacher practice still holds on to the EFL paradigm. In order to complete the transition from the EFL that has been going on for several years (Simensen,

2014, pp. 1-2), ELT and ELT stakeholders needs to develop guidelines, materials and exemplary knowledge that supports ELF thinking and its implementation in teacher practice.

More specifically, in moving forward, teachers seem to need more metalinguistic knowledge both to better understand how multilingual learners acquire English in practice, as well as to a greater extent implement their ELF Aware thinking and realise curricular aims in line with their thinking. Attention to metalinguistic knowledge may also benefit learners in the development of their own linguistic repertoire and their own English. A part of this includes investment into ELF communication skills, and teacher practice should develop to better incorporate a focus on learner's *own* English. There seems to be a need for research that explores ways to implement the ELF values of the new curriculum in practice, as well as policy and guidelines that help teachers realise curricular aims. However, the limitations of this one study are obvious, as data is from one case study of single teacher in Oslo, and therefore not generalisable. Nevertheless, this case can serve as exemplary knowledge hopefully *transferable* to other similar cases and may provide an indication of the status of English in Norwegian ELT and in Expanding Circle ELT.

English, along with mathematics and Norwegian, has remained a key part of both Norwegian education and teacher education. The steady growth of English in Norway continues to impact how it is viewed in society and taught in school. Even though English is not a language commonly used between native Norwegians, it may be part of the societal and working life of Norwegian learners in school. It is therefore important to monitor, develop and ensure that ELT in Norway reflects the needs of society, which this thesis can hopefully contribute to.

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Appendixes

Appendix 1: Information letter to participants

Vil du delta i forskningsprosjektet

Teachers' ELT practise in the Norwegian classroom?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er undersøke hvordan engelsklærere forholder seg til og utøver engelskundervisning i den norske skolen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet er å undersøke hvordan lærere forholder seg til engelsk i undervisningen, og hva som til sist er målet med undervisningen. Prosjektet vil undersøke hvilket forhold lærere har til uttale av engelsk, og hvilke krav som settes til elever på niende trinn i forhold til muntlighet og uttale. Formålet er også å måle hvordan engelskundervisningen har beveget seg etter innføringen av ny læreplan i engelskfaget og om dette har hatt innvirkning på undervisningen.

Problemstillingen tar for seg hvor lærere befinner seg mellom engelsk som et verdensspråk og engelsk som et fremmedspråk. Spørsmålene i intervjuet vil gå nærmere inn på holdninger til engelskfaget og hvilke grep lærere tar i undervisningen og hvordan dette påvirker/påvirkes av holdninger til faget.

Arbeidet inngår i en masteroppgave i grunnskolelærerutdanning for 5-10 ved OsloMet.

Hvem er ansvarlig for forskningsprosjektet?
OsloMet er tilknyttet institusjon for prosjektet.

Student Glenn Enochsen og veileder Lynell Chvala er ansvarlig for prosjektet

Hvorfor får du spørsmål om å delta?
Utvalget er et bekvemmelighetsutvalg hvor vi henvender oss til tidligere bekjente som kan ha tilknytning til **engelsklærere som jobber på åttende/niendetrinn i Norge.**

Du er spurt om å delta fordi du arbeider som engelsklærer på åttende/niendetrinn i Norge.

Hva innebærer det for deg å delta?

For deg vil deltakelse på prosjektet innebære å delta på intervju, samt å bli observert under engelskundervisning. Opplysningene vil registreres som notater i Word på en datamaskin eller i en notatblokk og senere på en datamaskin. Opplysningene vil ikke inneholde personopplysninger, utenom din erfaring med engelskundervisning. Bakgrunnsinformasjon om deg vil minimeres til det som er nødvendig og relevant for prosjektet.

Hvis du velger å delta, vil det innebære ett eller to intervjuer på ca 45 minutter. Det vil også innebære at du blir observert under engelskundervisning.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Student Glenn Enochsen og veileder Lynell Chvala vil ha tilgang til opplysningene vi henter.

Ditt navn vil bli erstattet med en kode som lagres på en egen navneliste adskilt fra øvrige data. Datamaterialet vil, om nødvendig, lagres på en forskningsserver.

Du som deltaker skal ikke kunne være gjenkjennelig ved publikasjon.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes i Mai 2023. Etter prosjektslutt vil datamaterialet med dine personopplysninger anonymiseres ved at ditt navn og alle eventuelle karakteristikk utelates. Personidentifiserende opplysninger (inkludert navneliste) vil slettes fra datamaterialet ved prosjektslutt.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra OsloMet har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

Student Glenn Enochsen
Mobilnummer: 41 31 61 74
Mail: s334579@oslomet.no

Veileder Lynell Chvala
Kontor: +4767237219
Mail: chvaly@oslomet.no

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

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Lynell Chvala   Glenn Enochsen
(Forsker/veileder)   (student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Teachers' ELT practise in the Norwegian classroom*

, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i **intervju**
- ☐ å delta i **observasjon**

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

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(Signert av prosjektdeltaker, dato)

Intervjuguide

1. Hvor mange timer engelsk har du i uka?

2. I hvor mange år har du jobbet med engelskundervisning?

3. Hva er undervisningsspråket i timene? Får elevene supplere med norsk og andre språk? Både i plenum og 1-1

4. Hva forventer du av elevenes muntlige engelsk, i forhold til «uttaleregler», ordvalg, flyt osv.

5. Hva vil du at elever skal forsøke å oppnå med sin muntlige engelsk? Både i og utenfor klasserommet.

6. Hvem skal elevene kunne snakke engelsk med?

7. Jobber dere med ulike språklige situasjoner i undervisningen?
   -Ikke bare formell/uformell, men ulike praktiske og dagligdagse situasjoner som elever vil oppleve.

8. Jobber dere med uttale i undervisningen? Hvis ja, hva legges vekt på?

9. Hvordan forholder du deg til elevenes språkbakgrunn i undervisningen av engelsk, både i plenum og 1-1?
   - Gis det rom i undervisningen til å bygge på det de kan av språk fra før?

10. Jobber du med elevers forståelse av forskjellige typer engelsk?

11. Hva anser du som god kommunikasjon og når har elever gjennomført god kommunikasjon?

12. Hva anser du som dårlig kommunikasjon og når har elever ikke klart å gjennomføre god kommunikasjon?

13. Forholder du deg til én eller flere typer engelsk i undervisningen?

14. Ønsker du å fremme én eller flere standarder av engelsk?

15. Hvordan forholder du deg til din egen uttale av engelsk?

16. Jobber du med/ har du jobbet med din egen forståelse av forskjellige typer engelsk?

17. Hva har du opplevd av endring i undervisning etter at LK20 ble innført?
    - Hva har du endret selv etter at LK20 ble innført?

Observation guide

- **What languages are spoken?**

- **Is there any focus on pronunciation?**

- **Does the teacher correct the pupils when they speak?**

- **How much English is spoken, how much Norwegian?**

- **When is English used**

- **When are other languages used?**

- **Are there any accents/dialects present? Is one accent/dialect/variation enforced/preferred/avoided?**

- **What kind of materials are used in class and in what language is it in?**