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English Teachers' Views on Multilingualism in the Classroom

Engelsklæreres Syn på Flerspråklighet i Klasserommet

Academic Master Thesis

30 Credits

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Abstract

This master's thesis is about multilingual students in the English classroom. There is an increasing number of multilingual students in the Norwegian school system, something that provides diverse classrooms with different kinds of needs for facilitation than earlier when most of the students had Norwegian as their primary language (L1). Students with other L1s may have other needs than, for example, those who have Norwegian as their L1 and are learning English as their second language (L2). Therefore, it is important to gain insight into how English teachers understand multilingualism as a concept, their interpretation of multilingualism in the renewed English curriculum (LK20), and how they facilitate for the multilingual students.

This study is aiming to explore how three Norwegian English teachers define multilingualism and how they take multilingual students into account in their English teaching. To answer the research aim, there were formulated three research questions which are the following:

- Who do English teachers define as multilingual?
- To what extent do English teachers facilitate their classroom teaching in regards to students with a primary language that differs from the majority's?
- How do English teachers interpret reference to multilingualism in the LK20 English curriculum?

This master thesis has a qualitative research design, where I conducted semi-structured interviews to gather data. The study will show that the teachers interviewed for this research have a different understanding of who the multilinguals are, compared to how the Norwegian Directorate of Education and Training (2016) define multilingualism. Additionally, some of the teachers express that they facilitate to some degree for their multilingual students, but that they want to learn more about sufficient ways of facilitating for their multilingual learners. The results of this research points in the direction of the need for more knowledge about how Norwegian English teachers use their students' primary language (L1) during English teaching.

Sammendrag

Denne masteroppgavens hovedtema er flerspråklige elever i engelskundervisningen. I det norske klasserommet er det et økende antall flerspråklige elever, hvilket fører til mangfoldige klasserom hvor det er behov for ulike tilretteleggingsmetoder enn tidligere da de fleste elevene hadde norsk som førstespråk (L1). Elevene med andre førstespråk kan ha andre behov for tilrettelegging enn hva for eksempel elever med norsk som førstespråk har. Det er derfor viktig å få innsikt i hvordan engelsklærere forstår flerspråklighet som begrep, deres tolkning av flerspråklighet i den fornyede læreplanen (LK20), og hvordan de tilrettelegger for de flerspråklige elevene i klasserommet.

Denne studien har som mål å utforske hvordan utvalgte engelsklærere i Norge definerer flerspråklighet og hvordan de tar hensyn til de flerspråklige elevene i engelskundervisningen. For å svare på problemstillingen ble det formulert tre forskningsspørsmål:

- Hvem definerer engelsklærere som flerspråklige?
- I hvilken grad legger engelsklærere til rette for elevers førstespråk i undervisningen, der elevens førstespråk ikke er norsk?
- Hvordan forstår engelsklærere referanser til flerspråklighet i den nye læreplanen, LK20?

Denne masteroppgaven har et kvalitativt forskningsdesign, hvor det ble gjennomført semistrukturerte intervjuer for å samle inn relevant data. Studien vil vise at de lærerne som ble intervjuet til denne forskningen har en annen forståelse av hvem som er flerspråklige, sammenliknet med Utdanningsdirektoratets (2016) definisjon av flerspråklighet. I tillegg gir noen av lærerne uttrykk for at de til en viss grad tilrettelegger for sine flerspråklige elever, men at de ønsker å lære mer om ulike tilretteleggingsmetoder. Resultatene av denne forskningen peker i retning av behovet for mer kunnskap om hvordan norske engelsklærere bruker elevenes førstespråk (L1) i engelskundervisningen.

Preface

Writing this master thesis has been an experience unlike anything else. Working with this master thesis has been exciting, sometimes tiring, and enormously rewarding. Now, I am excited to begin my journey as a teacher!

First, I would like to thank my three participants! Without you, this study would not have seen the light of day. Thank you for taking the time to share your thoughts and ideas surrounding the theme of this master thesis.

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Sandra Elen Jacoby

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Abbreviations

Primary language: L1

The new English curriculum: LK20

The National Research Ethics Committee for Social Sciences and Humanities: NESH

The knowledge sector's service provider: Sikt

1.0 Introduction

Over the past decades, diversity has grown exponentially with immigration from across the globe. Cultural and linguistic diversity has resulted in considerably more multilingual classrooms in Norway, which forces the teachers to rethink their educational habits in regards of teaching language. Today's classrooms may consist of several different primary languages (L1), and English may just as easily be a person's third (L3) or additional language instead of a second language (L2). With this in mind, the purpose of the study is to explore how occupationally active English teachers take multilingualism into account in their teaching practices while teaching 8th-10th graders.

This chapter is divided into four sections, where the first section will present the background for choosing the topic of this master thesis (1.1). The next section will introduce multilingualism and its importance (1.2), and this paves the way for the following section where the research questions will be introduced (1.3). The structure and division of the thesis will be presented in the last section (1.4).

1.1 Background

In Norway, important information is both written and given in both Norwegian and English to make sure everyone has access to the same information. Considering the degree which English is integrated into the Norwegian society, tells us how important the English language is for Norway in regards to communication.

In the last 30 years, the curriculum in the Norwegian school system has had some changes to the focus and in 2020 a renewed version of the Knowledge Promotion Reform got published. One of the focus areas of the renewed Knowledge Promotion is multilingualism and globalization. Because of globalization, students in the Norwegian school system have different primary languages (L1). The latest change to the curriculum was introduced in 2020, and the new changes focused on multilingualism and helping students see the value and use their multilingual language knowledge.

During my education at OsloMet, multilingualism has been an accruing theme through the English subject. With the focus being on multilingualism and why this is of essence in the Norwegian school system, my interest of multilingualism blossomed. With the new English curriculum, from now on abbreviated LK20, multilingualism has been highlighted and is now

a topic of focus for all teachers. Students' language knowledge in different languages is now, according to LK20, going to be taken into consideration in all of the school subjects.

Starting with my curiosity about multilingualism I wanted to investigate how practicing teachers relate to multilingualism in the classroom, and the teachers' awareness and thoughts about multilingualism. I believe that the focus of multilingualism is important for my further development as a teacher, and I also believe it is important for me and other teachers to have an understanding of what multilingualism is and how I can use the multilingual students during my own teaching. Apart from this there are also other factors that I find important to learn more about, which for example is how to facilitate for the multilingual students during classroom activities and how to ensure the students learning.

Multilingualism is a subject which naturally is a part of all the different subjects in the Norwegian school system, but through this master thesis I will look at multilingualism with regards to the English subject only.

1.2 Relevance and Contributions

There is a lot of research in the field of multilingualism (Beiler, 2020; Haukås, 2022; Myklevold, 2021). Even though there are a lot of research on this field, there is still a lot that needs to be researched which Calafato (2021) points out. A lot of the research within the field of multilingualism focuses mostly on immigrant students or minority language students (Beiler, 2020; Burner & Carlsen, 2019), while Calafato (2021) urges a shift in the research towards a broader approach. The need to redirect the focus is essential with the change in definition and the understanding of multilingualism (Calafato, 2021). A lot of prior research on multilingualism consists of an exploration of exclusively teachers' beliefs regarding benefits connected to multilingualism, and less research on how they incorporate these into their teaching practices. Additionally, a lot of the research on this is conducted on a small number of teachers which affects the generalizability of the findings (Calafato, 2021, p. 2). A starting point for this master thesis was to find out how teachers do in fact address the changes considering multilingualism and multilingual students in their classrooms. Because this project is connected to a master thesis it was not possible to conduct the kind of study Calafato (2021) urges future research to be, but I believe this research to be a stepping stone for further research and substantiate the need for other types of research in this field.

1.2.1 Multilingualism in the Previous (LK06) and New Curriculum (LK20)

In the Core elements, in LK20, there are two topics that specifically aims towards the importance of multilingualism, which is communication and language learning (Ministry of Education and Research, 2019, pp. 2-3). The Norwegian Directorate for Education and Training (2021, pp. 63-65) have additionally published an online resource where teachers can access useful learning materials and where multilingualism is emphasized, section 6.2.3 multilingualism. This section describes how important it is to take advantage of students' language background and how it can help students further language learning.

Within the Relevance and central values for the English subject, it is written about what the English subject is mainly about (Ministry of Education and Research, 2019, p. 2). One of the first and most focused on parts about the English subject is that it is a “central subject for cultural understanding, communication, education and identity development” (Ministry of Education and Research, 2019, p. 2), where the students are given the possibility to communicate with others both locally and globally, regardless of culture and linguistic background. One of the subjects' central values are “students are going to experience that knowing multiple languages are both a resource in school but also in society” (Ministry of Education and Research, 2019, p. 2). Through these three statements found underneath the heading Relevance and central values LK20 clearly highlights both the importance, and the endless possibilities multilingualism gives to the students and people who have different language knowledge background.

Under Competence aims and assessment in the English subject curriculum after 10th grade, there are different learning aims that touch upon multilingualism. One specifically connected to multilingualism is “explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning” (Ministry of Education and Research, 2019, p. 9). In this competence aim it is clear that the students are going to become familiar with languages in a different manner than before, where they now are going to compare them to each other and become familiar with languages on a deeper level.

Unlike LK20, the previous curriculum (LK06) focused more on students' understanding of English and how it has grown into a world language (Ministry of Education and Research, 2013). In addition to learning English, the English subject was supposed to give the students perspective on lifestyle and culture in countries where English is the primary language. It is

however mentioned within the purpose of the English subject that learning English can contribute to multilingualism and become an important part of our personal development (Ministry of Education and Research, 2013).

1.3 Research Aim and Research Questions

With this master thesis, I will be exploring how English teachers understand multilingualism in context with LK20 and how they take multilingualism into account in their own teaching. The references to multilingualism in the new English curriculum intrigued me to study how English teachers facilitate for multilingualism in their teaching. The aim of the study is to understand how occupationally active Norwegian English teachers understand and define multilingualism and how they facilitate for multilingual students in their teaching practices while teaching 8th-10th graders. I have developed three research questions to answer the research aim. The research questions are as follows:

RQ1: Who do English teachers define as multilingual?

RQ2: To what extent do English teachers facilitate their classroom teaching in regards to students with a primary language that differs from the majority's?

RQ3: How do English teachers interpret reference to multilingualism in the LK20 English curriculum?

These research questions are the basis for inquiry in this research project. To be able to answer the questions I conducted interviews with three English teachers working at 8th-10th grade in the Norwegian school system. By conducting qualitative interviews, the participants' thoughts and reflections on both references to multilingualism and how they take this into account will be presented.

1.4 Structure of the Thesis

This master thesis is divided into six chapters. The first is this introduction, and then in chapter 2 theoretical background including both prior research and relevant theory will be presented. The methodological design will be presented in chapter 3, where the reader will be introduced to the procedures for the data selection, choice of analysis, the research credibility, and ethical considerations. In chapter 4, the empirical data from this study will be presented. The research questions are then discussed in chapter 5, before the thesis ends with a

conclusion of what this master thesis project found out, and how this can help me on my way of becoming a more competent teacher in chapter 6.

2.0 Theoretical Perspectives

This chapter is divided into five sections. The first section will explain the different definitions of multilingualism, before the next section describe some of the benefits of being multilingual, how one can develop multilingualism. Before the multilingual pedagogy included in this master thesis will be expressed. Within the scope of multilingual pedagogy, this thesis will explore some of what researchers have to say about translanguaging, use of target language and students' use of their primary language during English lessons. In the last section teachers' competence for teaching multilingual students will be presented.

2.1 What is Multilingualism?

Norwegian classrooms have become increasingly diverse with time, and while most students have Norwegian as their primary language (L1) a lot of students have another language as their L1 (Flognfeldt & Lund, 2016, p. 18). According to Statistics Norway (2023), approximately 19,9% of the Norwegian population are either immigrants or have parents with immigration background. However, we do not have corresponding data that tells us how many people in Norway have another L1. Although with the number of first and second generation immigrant children in mind, it is safe to assume that many of them will have another L1 when they enter Norwegian primary education.

People who speak multiple languages are often referred to as bilingual, plurilingual or multilingual (Krulatz et al., 2018). In earlier research bilingualism was the common term when describing people with knowledge of two languages (Peal & Lambert, 1962; Saer, 1923; Smith, 1923). In later studies the term bilingualism has been replaced by either plurilingualism or multilingualism because of the shift of focus when understanding people's language knowledge (Gasson, 2021; Haukås, 2022; Myklevold, 2021; Stille & Cummins, 2013). Plurilingualism is defined as a person's competence in more than one language and their ability to switch between multiple languages depending on the situation for ease of communication (García & Otheguy, 2020). Multilingualism is defined as the ability to use more than two languages, either by an individual speaker or by a group of speakers. A multilingual speaker is also able to switch between different languages depending on the recipient (Krulatz et al., 2018, pp. 64-65).

In newly published research, multilingualism is the term most used the most when conducting research on people who speak more than two languages (Beiler, 2020; Haukås, 2022;

Myklevold, 2021). The use of multilingualism over plurilingualism is evident in the new curriculum (LK20), where multilingualism is specifically used when referring to the idea that Norwegian students “shall build the foundation for seeking their own identity and others’ identities in a multilingual and multicultural context” (Ministry of Education and Research, 2019).

The definition or perception of what multilingualism is, and the understanding of multilingualism differs across disciplines and studies (Haukås, 2022, p. 282). According to Cenoz (2013), there are several key concepts which must be included in the definitions of multilingualism, such as the number of languages a user knows, level of proficiency and the use of the language. Other researchers such as Franceschini (2013) include people as multilingual when they know more than one language, while others define multilingualism as “the acquisition and use of two or more languages” (Aronin & Singleton, 2008, p. 2). Building on that definition Krulatz et al. (2018) adds that “individuals can be multilingual in all the same ways that they can be bilingual: simultaneous or successive, subtractive or additive, early or late” (p. 53). Kemp (2009) does not consider people multilingual until they have acquired three or more languages. When referring to simultaneous multilingualism one refers to the acquisition of two primary languages, while successive multilingualism refers to acquisition of a second language after one’s primary language is acquired. Subtractive multilingualism refers to that acquiring a second language is detrimental to your primary language, while additive multilingualism is a situation where learning a second language is an addition to a person’s linguistic competence. A third path to multilingualism is either early multilingualism, where one learns more than one language from childhood, or late multilingualism where one learns a second language later in life (Krulatz et al., 2018, p. 53).

The Norwegian Directorate of Education and Training (2016), UDIR, use the following definition of a multilingual language user as:

A person who has grown up with two or more languages and who identifies with these languages and/or a person who identifies with multiple languages and uses these in their everyday life, even though the language proficiency is not at the same level for all the languages (Norwegian Directorate of Education and Training, 2016, p. 2, my translation).

This is one of the definitions that is the most easily accessible to teachers, and considering that the same institution published LK20, which is the core document for the purpose of this study, I have chosen to use this definition of who the multilingual use is in this thesis.

The new English curriculum, LK20, emphasizes that students “shall experience that the ability to speak several languages is an asset at school and in society” (Ministry of Education and Research, 2019, p. 2). In 1997 it became mandatory for all first graders in Norway to learn English in school (Norwegian Directorate for Education and Training, 1996).

Franceschini (2013, p. 2526), divides multilingualism into two sections: functional multilingualism and receptive multilingualism. She explains functional multilingualism as the persons’ ability to understand, speak, or write in several languages to a greater or lesser degree. Receptive multilingualism, is the ability to understand another language to some extent (p. 2526).

Multilingualism will be understood, in this MA thesis, as the ability to acquire and use two or more languages, regardless of the level of proficiency. This definition is in line with the Norwegian Directorate of Education and Training (2016).

2.2 Benefits of Being Multilingual

The benefits of being multilingual has been a topic within research since the first studies on bilingualism were conducted by Smith (1923) and Saer (1923). Peal and Lambert (1962) wrote that, after the first reported research on bilingualism in the early 1920s, “psychologists and linguists have wondered whether bilingualism affects intellectual functions” (p. 1). They further elaborated about numerous later studies which have tried to determine whether monolingual, or bilingual learners differ in intelligence as measured by standard tests, both nonverbal and verbal (Peal & Lambert, 1962, pp. 12-15). Their research implied that bilingual students out-performed monolingual students in both nonverbal and verbal tests.

Since the Peal and Lambert study (1962), other studies has confirmed that bilingualism is associated with a wide range of benefits for both additional language learning and cognitive development (De Angelis, 2015, p. 436). De Angelis (2015) points out that due to the students’ “greater metalinguistic knowledge and metalinguistic awareness” (p. 436) they have a greater awareness of forms, meanings and rules of different languages, which helps them in their language learning processes. The underlying assumption is that the learner gains his or

her knowledge and awareness in an additional language through the interaction between two or multiple languages a person knows (De Angelis, 2015, p. 436).

2.3 Developing Multilingualism

Cummins (1980) was the first researcher to imply that languages are not stored separately in the brain, but rather that they are connected to each other in multiple ways and that they influence one another. Both Krulatz and Torgersen (2016) and Haukås (2016) continued research how different language knowledge influenced each other, and Krulatz and Torgersen (2016) explained that continued development of peoples' first languages supported their additional language learning. Multilingual students have the advantage of being able to transfer learning strategies from one language to another, and therefore acquire a deeper metacompetence in language learning (Stille & Cummins, 2013; Surkalovic, 2014, p. 4).

When learning a new language, the learners do not start from scratch, but instead draw on general non-language specific competences (Gasson, 2021). This concept of language learning can be explained by Cummins's iceberg model of bilingual proficiency. The model is illustrated in *figure 1*, where the language systems are illustrated as the formations above and below the surface level. The separate formations above the surface level represents the different languages, and the common structure below illustrates the common underlying proficiency (see Figure 1) (Cummins, 1980, p. 87).

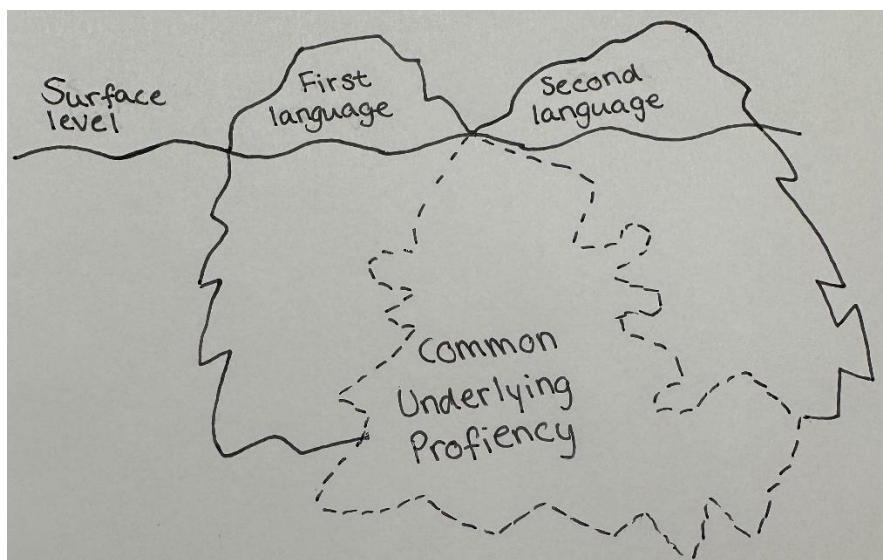


Figure 1: Cummins's iceberg model.

This model can help explain how peoples' language background and linguistic repertoires both interact and influence one another (Cummins, 1980).

2.4 Multilingual Pedagogy

Studies show that Norwegian schools teach language through a monolingual approach (Haukås, 2022; Myklevold, 2021), meaning the use of only one language while teaching and the perception of languages as separate entities. However, the ideal learning strategy for both teachers and learners, according to Cummins et al. (2005), is to teach in a way that fosters transfer of concepts and skills from the students' L1 to English. Cummins et al. (2005, p. 38) add that scripted and transition-oriented teaching pedagogy fails to build on English language learners' pre-existing cultural and linguistic knowledge. Haukås (2016, p. 2) specifies two important aspects when teaching children another language; first, knowledge of different languages is connected. Second, learners can draw upon their experiences from previous language learning when learning an additional language (p. 2). Both the Norwegian, English and second foreign language curriculum shows the importance of exploring the students' own and others' multilingual identity (Haukås, 2022, p. 287). Key principles of a plurilingual-inspired pedagogy, according to Stille and Cummins (2013, p. 631), includes the recognition of students' unique linguistic repertoires, and the transfer of skills between languages.

Teachers' effective classroom instruction will most importantly also draw upon the students' full range of linguistic repertoires and diverse histories as a foundation for further learning.

There are different approaches teachers can use to provide a multilingual pedagogy in their classroom teaching. In Cummins et al. (2005, p. 40) and Cummins et al. (2015) study, teachers allowed their students to explore dual language identity texts so they could be allowed the free space to be creative and tell a story from their own perspective or even their own history. The concept of a dual language identity text is to allow the students to use different languages freely while writing a text or a story of their choice. In another study, Stille and Cummins (2013) discover that some teachers explicitly encouraged their students to use both English and their home language to support their students' vocabulary learning.

Haukås (2016) conducted a study on foreign language teachers of French, German and Spanish where she discovered that the teachers heavily relied on their students' previous language knowledge of Norwegian and English when teaching them a third language. In both Stille and Cummins (2013) and Haukås's (2016) study, teachers supported their students' vocabulary learning by showing them how their knowledge of different languages can be used to their advantage when learning an additional language. By allowing them to use their pre-existing language knowledge teachers help the students become aware of similarities and

differences between the languages, which can help their further vocabulary and language learning.

Over the past 20 years, multiple studies refer to identity as an analytic construction within the fields of applied linguistics and critical pedagogy (Abraham, 2017; Cummins et al., 2005; Cummins et al., 2015; Stille & Cummins, 2013). Through applied linguistics and critical pedagogy one can describe language learning processes and account for language learning and academic outcomes (Cummins et al., 2015, p. 555). Stille and Cummins (2013) specify that a student's language identity is always under construction and that it is shaped by and within the practices and pedagogies of the classroom. By implementing multilingual pedagogy in the classroom, teachers can help their students' further development of their language identities (Abraham, 2017; Cummins et al., 2005; Cummins et al., 2015; Haukås, 2016; Stille & Cummins, 2013).

2.4.1 Translanguaging

Translanguaging is defined differently by researchers (Burner & Carlsen, 2019, p. 36; Krulatz et al., 2018, p. 63; Turner, 2019, pp. 27-28), but the essence of their definitions is that a person can make use of at least two languages within the same learning activity, for example using two different languages during a conversation. Translanguaging is a good strategy to embrace students multilingualism (Turner, 2019). Integrating translanguaging into the classroom can benefit both students' multilingual development and it can help them see the importance of combining all the linguistic competencies they possess (Prilutskaya & Knoph, 2020; Turner, 2019).

According to Haukås (2022, p. 283), having a monolingual approach to language teaching, one will be devaluing the learners' full linguistic repertoire and their capacity for translanguaging. In the process of moving away from a monolingual approach and towards a more heteroglossic view of language learning, teachers can draw on translanguaging theory (Turner, 2019, pp. 27-30). Translanguaging theory embraces students' linguistic resources as valuable and this theory focuses mainly on strengthening multilingualism (Turner, 2019, p. 33).

It is relevant for teachers to implement translanguaging into the classroom, and there are four different strategies they can use to implement this more easily (Krulatz et al., 2018, pp. 143-147). The four strategies are: 1) creating a multilingual learning environment, 2) making teaching and learning culturally relevant, 3) using multilingual texts, and 4) encouraging

collaborative work. According to Krulatz et al. (2018, p. 144), an inclusive learning environment in a classroom with multilingual students means that all students' languages and cultures are being equally respected, valued and visible. This can be acquired in multiple ways for example through hanging signs in different languages on the walls of the classroom, teaching student's words or songs in different languages and correctly pronouncing students birthnames.

There are multiple benefits to translanguaging and one of them which Turner (2019, pp. 262-264) mentions, is that translanguaging allows students, who struggle to interact using the target language, to use multiple languages simultaneously when interacting with others. A study conducted by Prilutskaya and Knoph (2020, pp. 9-11) shows that only 17% of the students who participated and used multiple languages during their writing task found it beneficial to do so. The rest of the group found it to be an obstacle to use multiple languages, because they had to merge the different languages together. However, previous research mentioned in Prilutskaya and Knoph (2020) indicate that students make use of their L1 more frequently during second language (L2) writing, than what they found it their own research. When students use translanguaging during either speech or in their writing process, they take advantage of all their linguistic competence which can help them express themselves more dynamically and correctly (Prilutskaya & Knoph, 2020; Turner, 2019).

Another benefit is that translanguaging can help students to co-construct knowledge, promote metalinguistic awareness and develop language resources, affirm multilingual identities and support critical reflection (Turner, 2019, pp. 27-30). Translanguaging often appears to be synonymous with multilingualism, and Burner and Carlsen (2019, p. 37) imply that the potential benefits of multilingualism can only be realized if multilingualism is recognized as a benefit by the teachers and activated in systematic ways.

2.4.2 Use of Target Language

Most researchers agree that exposure to and use of target language is of the utmost importance when learning a language; however, researchers do not necessarily agree when it comes to using students' L1 in this process (Brevik & Rindal, 2020, p. 926; De Angelis, 2011). Even though Beiler (2020, p. 9) expresses the importance of students' immersion in the target language and that this gives them a better chance of getting a full language and literacy development, she also points out that allowing the students to use other languages might be helpful. Turner (2019, pp. 254-256) explains that a multilingual stance in the classroom can

be correlated with learning a target language, because it requires meaningful, communicative use of the language, and a greater degree of exposure to a language rather than rule-based learning. A multilingual stance can be understood as a continuum that begins with a passive acceptance and develops to an active affirmation.

Littlewood and Yu (2011) highlight that students use of their L1 probably is the biggest danger in a monolingual class, if the use of the students' L1 reduces the use of the target language. However, Brevik and Rindal (2020, p. 927) point out that people do not finish their learning of one language before learning an additional language, and the banning of a person's L1 might lead to unnecessary compartmentalization of language when learning the target language. To ensure the students use of the target language as much as possible during English lessons, Littlewood and Yu (2011) suggest that the teacher uses the target language to answer all questions asked during class, even though the questions were asked in the students' L1.

2.4.3 Use of Primary Language in the Classroom

A lot of students in the Norwegian school system have a different L1 than Norwegian, (see section 2.1). Bearing this in mind, researchers such as Illman and Pietilä (2018), Stille and Cummins (2013), Iversen (2017), Cummins (2007) and Beiler (2020) bring to the surface the importance of allowing the students to communicate in their L1 or the language in which they feel more accomplished during lessons. Although Beiler (2020) specifically writes about newly arrived students' use of their L1, Illman and Pietilä (2018), Stille and Cummins (2013) and Christison et al. (2021) explore the importance of allowing all students, whether they are new arrivals or not, the opportunity to use their home language(s) under specific circumstances during lessons.

In their research, Stille and Cummins (2013) point out that students' home language(s) can play a major part in students' multilingual or plurilingual scaffolding and literacy learning. Letting them apply their home language(s) during lessons, the teacher provides scaffolding for their vocabulary learning. In Stille and Cummins (2013), Abraham (2017) and Burner and Carlsen (2019) research, teachers encouraged students to use both English and their L1 during writing assignments to support their vocabulary learning. By allowing the students the use of other languages during English class, the students can help each other get a broader understanding of learning benefits, such as assessing meaning from more than one source and thereby strengthening the association between the words and their meaning, and be able to

express themselves more accurately (Christison et al., 2021; Iversen, 2017). 90% of the teachers in Burner and Carlsen's (2019, p. 42) research responded that they allow their students to use their L1(s) freely during the school day and also during lessons. Teachers can also help their students become more aware of how they can draw upon their L1 in general, which can help them understand texts in English and also other subjects in school (Krulatz et al., 2018, p. 155).

2.5 Teachers' Competence for Teaching Multilingual Students

Studies conducted by Dahl and Krulatz (2016), Krulatz and Torgersen (2016, p. 59) and De Angelis (2011, p. 226) indicate that English teachers have little education specifically aimed towards teaching multilingual students and that English teachers do not necessarily have a common understanding of what multilingualism entails. In Dahl and Krulatz's (2016) study, only 5% of the 176 participants conveyed that they felt qualified to teach multilingual students, while 33% of the participants conveyed that they did not feel qualified to teach the multilingual students. 20% of the participants, in the same study, reported that they had formal qualifications to teach multilingual students, while almost 80% of the teacher respondents had no education or training in working with multilingual students (Dahl & Krulatz, 2016). In another study done by Krulatz and Torgersen's (2016, p. 59) teachers stated that their teaching degree had not prepared them to work with students of multilingual and multicultural backgrounds. To be qualified to teach multilingual students, Surkalovic (2014, p. 4) claims that teachers must have a language competence that goes beyond competence about the English language to include general competence about language as a system, and about what is common and different for all languages in the world.

Burner and Carlsen (2019) and Krulatz and Torgersen (2016, p. 59) report that teachers in both of these studies stressed the urgency of receiving additional training to be able to address the complex needs of their students. As both of these studies highlights the urgency of receiving additional multilingual training, they are both agreeing that the teacher education is lacking specific multilingual understanding (Burner & Carlsen, 2019; Krulatz & Torgersen, 2016). 66% of the participants in Burner and Carlsen's (2019, p. 41) study reported that they have received formal education in multilingual or second language acquisition, and that this education was pursued after their initial teaching degree. In order for the new curriculum in English to be properly implemented, Myklevold (2021) believes that multilingualism should be emphasized more heavily in teacher education.

3.0 Method

To be able to answer the research questions “Who do English teachers define as multilingual?”, “To what extent do English teachers facilitate their classroom teaching in regards to students with a primary language that differs from the majority’s?” and “How do English teachers interpret reference to multilingualism in the LK20 English curriculum?”, I had to find a research method that would enable me to examine whether teachers do in fact consciously consider multilingualism in their teaching. The first step to consider whether to use a qualitative or quantitative method when conducting the research. Considering the research questions and how they are formulated, the best method for this research project is a qualitative method (Dalland, 2018, pp. 52-53; Tjora, 2017, p. 24). A qualitative method focuses on the participants’ thoughts and experiences (Dalland, 2018, pp. 52-53).

In this chapter, I will explain my methodological choices. I will first begin with the study’s methodological framework. Then I will be explaining why I chose the particular method, how the interviews were conducted and my experience with conducting them. Further on, the transcription and analysis process will be described. The chapter will end with a discussion on the ethics, validity, reliability, and limitations of the study.

3.1 Methodological Framework

With regards to the research questions, a qualitative approach provides a basis for an exploratory, in-depth and intensive analysis of the empirical data (Krumsvik, 2015, p. 25; Thagaard, 2018, p. 12). The qualitative approach of this study divides into two main branches, the first is considering the study’s aim where parts of this study fall under phenomenology; where the teachers’ understanding of themselves and their perceptions of different experiences happen (Befring, 2016, p. 109; Creswell & Poth, 2018, p. 75). Secondly, the interpretation of the subjects’ statements and experiences moves us into the realm of hermeneutics; where the researcher’s interpretation of the data will be analyzed (Høgheim, 2020, p. 169; Stigum & Sæther, 2021, p. 170).

3.2 Choice of Method

This master project investigates how English teachers interpret LK20, considering multilingualism, and how teachers account for multilingualism in their teaching.

The three research questions explore the informants' experiences and thoughts about a specific topic. I have chosen a qualitative method which focuses on the participants' experience and perceptions of different contexts and situations, as well as bringing forth in-depth knowledge of a specific phenomenon (Befring, 2016, p. 38; Brinkmann & Kvale, 2015, p. 51; Dalland, 2018, p. 52; Krumsvik, 2015, p. 18; Postholm, 2010, p. 17; Thagaard, 2018, p. 12). While conducting a qualitative interview there may be certain changes which develops throughout the research process. One of the most common changes while conducting interviews are that research questions can be reformulated and that certain goals become evident during the research process (Befring, 2016, p. 10; Maxwell, 2013, p. 32). The qualitative research interview is based on oral conveying and allows for the interviewer to develop an understanding of certain peoples' thoughts and experiences, and reflect over the situation (Befring, 2016, p. 74; Kvale & Brinkmann, 2017, p. 42; Thagaard, 2018, pp. 11-12). Conducting interviews as a method for this specific study is therefore suitable.

3.2.1 Semi-Structured Interview

The qualitative research interview can range from a very strict structure down to unstructured conversation (Stigum & Sæther, 2021, pp. 79-81; Thagaard, 2018, p. 91). The most common interview within qualitative research is the semi-structured interview (Krumsvik, 2015, p. 124). The structure of a semi-structured interview allows the researcher to ask follow-up questions throughout the interview process (Langdrige, 2006, pp. 56-57; Postholm, 2010, p. 72), and allows for the possibility to express personal experiences, understandings and thoughts (Thagaard, 2018, p. 91). The focus of this study is mainly on teachers' thoughts and understandings about multilingualism and how they understand and enact LK20 into their classrooms and teaching sequences, which is why this method was chosen for this specific research.

3.2.2 Interview Guide

Even though semi-structured interviews are the most open interview method, it is essential that the participants answer similar questions that deals with the same overall themes. It is therefore essential that the researcher develops an interview guide that works as a manuscript and helps structure the interview (Dalland, 2018, pp. 78-79; Kvale & Brinkmann, 2017, p. 162; Qu & Dumay, 2011). The interview guide assists not only with the structure of the interview itself, but also that the informants answer the same thematic questions which

establishes a groundwork for comparison within future analysis (Høgheim, 2020, pp. 131-132; Johannessen et al., 2016, p. 149; Langdrige, 2006, pp. 56-57).

While conducting a semi-structured interview, it is common that the research uses an interview guide containing concrete themes and questions. During a semi-structured interview, the researcher has the opportunity to ask additional questions in regards to the interviewees' answers which gives them the opportunity to elaborate on themes, that might not have been part of the original interview guide (Høgheim, 2020, pp. 131-132; Krumsvik, 2015, p. 125; Stigum & Sæther, 2021, p. 80; Thagaard, 2018, pp. 95-96). For this study, an interview guide was developed with open questions to show various themes in the research questions. While developing the interview guide, there were two themes in particular that were especially important to emphasize with regards to the themes of the research questions: multilingualism and the new curriculum.

The order of the questions in an interview guide and what kinds of questions that are suitable is of relevance when conducting an interview (Cohen et al., 2018, pp. 512-515; Thagaard, 2018, pp. 100-101). While interviewing, it is common to ask additional questions urging the participant to elaborate on a given answer (Thagaard, 2018, pp. 95-96). A casual way for the interviewer to ask these kinds of questions are to ask questions such as "can you elaborate on that?" or "please tell me more about that" (Qu & Dumay, 2011, p. 247). The questions in an interview guide might appear open, but it is relevant to mention that they to some extent steer the conversation towards a specific topic (Langdrige, 2006, p. 56). During this kind of interview, it is essential to ask both leading and orientational questions, to make sure the informants talk about the same themes.

The interview guide was not given to the informants before the interviews. In advance of the interviews the informants knew of the main topics of the study multilingualism. However, they did not know the direction of questioning. The most productive way when leading an interview is to first start with general questions and later specify the questions more to the topics of the research (Thagaard, 2018, pp. 97-98). The validity of the study will be strengthened by not giving the informants the interview guide prior to the interviews (Postholm, 2010, p. 170). If the teachers were given the interview guides in advance, they would have had the opportunity to read up on the themes and it would then be impossible for me, as a researcher, to distinguish between the teachers' own thoughts and reflections and a possibly rehearsed answer.

3.2.3 Pilot Interviews

The research interview is a craft that is best learned by practicing conducting interviews (Brinkmann & Kvale, 2015, pp. 20-21; Stigum & Sæther, 2021, p. 95). The purpose of a pilot interview is to test the interview guide, the researchers' interview skills and the equipment that will be used during the interviews (Høgheim, 2020, pp. 164-165; Krumsvik, 2015, pp. 126-127; Langdridge, 2006, p. 62; Maxwell, 2013, p. 85). By conducting pilot interviews, the researcher can get feedback from the participants on performance and the role as a researcher, and at the same time test the interview guide. The pilot interviews can help indicate the quality of the questions' wording, whether the questions are easily understood and if the questions open for further elaboration.

I carried out the pilot interviews on a few of my fellow English major students. I chose to interview English student from OsloMet because we have a lot of the same knowledge about multilingualism and we all are in the same situation when it comes to writing a master's thesis. The feedback I received from my fellow students helped me become more aware of what an actual interview situation might look like, something which is of importance when it comes to forming a connection with the participants so that they feel safe and want to share their experiences (Thagaard, 2018, p. 99). Conducting pilot interviews strengthened the validity of the study, as the questions in the interview guide were reformulated and became more nuanced (Maxwell, 2013, p. 81).

3.2.4 Selection of Participants

In qualitative research it is important that the participants possess a set of qualifications, which makes them eligible for the purpose of the research (Johannessen et al., 2016, p. 113). The number of participants depends on the study's research questions and the aim of the study (Beitin, 2012, pp. 243-244; Johannessen et al., 2016, pp. 114-115). Johannessen et al. (2016, p. 105) state that there are three principles to consider when conducting a qualitative study: size, strategy, and recruitment.

Size - The most important part when it comes to selecting a specific number of participants is, according to Kvale and Brinkmann (2017, p. 148), that there are enough participants so that the researcher finds out what they need to know. It is important to consider the current project time frame and scope when deciding on a sample size; it is more important to conduct interviews with good quality rather than many interviews with poor quality (Johannessen et

al., 2016, p. 114). In this study, the sample size was limited to three participants, where each of the participants were interviewed for approximately 45 minutes each.

Strategy - The strategy for selecting participants in this study is a convenience sample. A convenience sample selection is strategically based upon a set of criteria, which makes the participants able to answer the research questions (Thagaard, 2018, p. 56). By setting criteria for the informants, the sample falls under the category of purposeful samples (Maxwell, 2013, p. 97; Thagaard, 2018, p. 54). To ensure the participants' ability to answer the questions formulated in the interview guide, I have created an inclusion and exclusion table, as shown below (figure 2). The reason behind these criteria are to ensure the teachers' necessary knowledge about the overall themes of this research project. Setting criteria for participation also strengthens the validity of the study (Field-Springer, 2017, p. 703).

<i>Inclusion criteria</i>	<i>Exclusion criteria</i>
Teacher education	No teacher education
Occupationally active over the last five years	Not occupationally active
Works at 8 th – 10 th grade	Works at 5 th – 7 th grade

Figure 2, description of inclusion- and exclusion criteria for the study

The reason this study specifically requires the English teachers to have worked as teachers for at least five years, is that I want them to have worked with both the old curriculum, LK06, and the new curriculum, LK20. By requiring this, the informants will be able to answer the questions in the interview guide and also contribute new data on the topic.

Recruitment - The recruitment of participants was done through network recruitment and the snowball sampling method. The method is based on the researcher recruiting relevant informants through their personal network, and that these informants further recruit other participants that they know and think would have relevant knowledge on the field (Høgheim, 2020, p. 157; Stigum & Sæther, 2021, p. 42; Thagaard, 2018, p. 56). There are both advantages and limitations when recruiting informants through this method (Cohen & Arieli, 2011, pp. 428-429). The advantages is the accessibility to a larger network of possible qualified participants. A limitation of the snowball sampling method is that it can lead to a degree of selection bias, where the participants end up being parts of the same network, and so might share similar experiences and mindsets (Cohen & Arieli, 2011, pp. 428-429). It is also challenging if the English teachers know each other professionally, which can lead to them talking about their experiences and perceptions on the focus of the study (Cohen &

Arieli, 2011, pp. 428-429; Thagaard, 2018, p. 56). Collegial cooperation does not compromise their individual perceptions and teaching styles and therefore it is not a challenge for this specific study to use the snowball method when selecting participants.

In this paragraph the informants of this study will be presented. They have been fictive names to ensure their privacy and anonymity (NESH, 2021, pp. 22-23). More information about privacy and anonymity can be found in section 3.7.1 and 3.7.2. Anne has been an English teacher for approximately 20 years, and she knew early on that she wanted to become a teacher. Because of her competence in English, after living abroad, it was clear to her that teaching English as a subject was something she wanted to do. Bettina realized that she wanted to become a teacher when she went to college about 20 years ago, and she is now teaching English and physical education. Catherine achieved her initial degree abroad and later got her teaching credentials in Norway. For the last 30 years she has been teaching English in both Norway and abroad.

3.3 Conducting the Interviews

One of the most important aspects when conducting an interview is where the interview will take place. It is important that the place where the interviews are conducted have a relaxing atmosphere where the participants feel calm and safe (Herzog, 2012; Tjora, 2017, pp. 121-122). By achieving a calm surrounding for conducting the interview, the teachers' answers will be more accurate and the validity of the study rises.

The interviews in this study were carried out in places where the participants were familiar and felt relaxed, which mostly ended up being at their office or in an available room at the school where the teachers worked. The choice of locations were based on practical solutions, as well as the assumption that informants are more comfortable in known surroundings (Herzog, 2012).

After conducting the interviews, it became apparent that there were a couple of things that might have influenced the results. The interview with Bettina was conducted during school hours. In an adjacent room to where the interview was conducted, there was a class being taught. This led to a teacher and a couple of students walking in on the interview, which was not ideal. The time constraint of the interview might also have influenced the teachers' answers. When the interview with Bettina was conducted, she only had an hour to spare because she had to teach a class right after the interview.

3.4 Sound Recording

When conducting interviews it is common to record either through video or audio recording (Johannessen et al., 2016, p. 155; Tjora, 2017, pp. 166-169). One of the advantages of recording an interview is that verbal information will be preserved, and the researcher can focus on the participant, what the participant says and ask additional questions or ask for elaborations and clarifications (Kvale & Brinkmann, 2017, p. 205; Thagaard, 2018, pp. 111-112; Tjora, 2017, p. 166). Although some participants do not mind being recorded, others may not feel as comfortable. This can lead them to moderate their answers because they know it will be written down at a later time, which is one of the limitations when conducting audio recordings of the interviews (Langdridge, 2006, p. 55; Tjora, 2017, pp. 168-169).

Considering the benefits of sound recordings, it was decided to use this as a tool in this study. For audio recordings to be allowed in research conducted in Norway, the project needs to be approved by *The Knowledge Sector's Service Provider*, from now on abbreviated Sikt. The approval from Sikt can be found in Attachment 3.

To be allowed to record the interviews, the recording equipment had to be approved by OsloMet. The University of Oslo has developed an online application which is approved for recording research data. The online Dictaphone is an app that is developed to conduct sound recordings by the use of a smart phone (Universitetet i Oslo, 2017). The Dictaphone app is approved by OsloMet and Sikt to use when processing sensitive information. The sensitivity level of the interviews is classified as yellow, which will be further explained in section 3.7.1 Privacy. The audio files from the interviews were sent and saved on the university's secure online server. An online form was created where I was the only one allowed access to the audio files from the interviews. In addition to the main online version of the Dictaphone I also created an alternative backup form in case of a malfunction in one of the forms. Both Postholm (2010, p. 83) and Høgheim (2020, p. 164) recommend testing all equipment before conducting any interviews to ensure the quality of the audio file and to eliminate mistakes. The equipment were tested during the pilot interviews.

3.5 Transcription

After conducting the interviews, the audio files were uploaded into an online form through the Dictaphone app. Before analyzing the data had to be transferred to a written format via transcription. A transcription is a written account of the conversation (Befring, 2016, p. 114;

Høgheim, 2020, p. 133). When transcribing the interviews is it important to preserve as much of what originally occurred during the interview (Dalland, 2018, pp. 88-89; Tjora, 2017, p. 175), and the transcriptions are supposed to help the researcher when comparing and analyzing the interviews. The informants were assigned the names Anne, Bettina and Catherine. They were introduced in section 3.2.4, selection of participants.

I chose to transcribe the interview myself. There are several advantages associated with the researcher writings the transcriptions, and one of them is that the researcher is given a unique opportunity to become acquainted with the data (Langdridge, 2006, p. 261; Maxwell, 2013, p. 105). During the transcription I used the software f4transkript, which is recommended and supported by OsloMet. The f4transkript software is a support software to use while transcribing interviews, where you can easily pause, rewind and fast forward as needed.

The process of transcribing is subjective. The researcher has to choose what to include and exclude from the transcript, such as prolonged silences and pauses. One way of counteract the subjectiveness is to use digital tools during the transcriptions, which will then increase the reliability of the transcriptions because they are not affected by humans (Kvale & Brinkmann, 2017, p. 211). However, one of the disadvantages of using digital tools when transcribing, is that it can eliminate words with poor or unclear pronunciation. It is hard to judge the validity of a transcription written by a person, because there will always be some sort of evaluation of how to transcribe an interview which means that no transcription is one hundred percent objective.

The most important aspect of the interviews and later the transcriptions, is the participants answers. In this research the participants amount of pauses when thinking of an answer is not of significance, and neither are sounds such as “eh” and “m” or unnecessary and prolonged responses. These were edited out of the transcription, as they are considered unnecessary for the analysis. For example, in the interview with Catherine she answered “Ehh (30sec...), yes I do. Eh (...), because it depends, one cannot be bilingual or multilingual ...”. The essence of Catherine’s answer is not her pauses, but rather the “yes I do” part of her answer and her explanation after. The validity of the transcriptions in this study could have been strengthened if I would have transcribed the interviews in a more linguistic manner that included re-phrasing of answers, pauses and the participants tone of voice (Kvale & Brinkmann, 2017, p. 212). The researchers active listening responses such as the “mhm” sound, was not written into the transcriptions.

3.6 Coding, Categorization and Interpretation

When formulating the interview guide, I divided it into two main themes: 1) multilingualism and teachers' thoughts and 2) the new English curriculum (LK20) vs. the previous English curriculum (LK06). With this in mind, the choice of analysis fell upon a thematic analysis. Before reading the transcriptions two themes were already established through the research questions. Multiple reviews of the transcriptions often reveal new patterns and new themes in the data (Thagaard, 2018, p. 152). By finding and adding new elements into the analysis, this form of categorization falls under abductive analysis (Anker, 2021, pp. 79-81; Kvale & Brinkmann, 2017, p. 224; Thagaard, 2018, p. 184). For an analysis to be considered abductive, it has to move back and forth between the empirical material and the theoretical background. Through the abductive analysis process, the codes are identified and constructed partly through working with the material, partly through the theoretical framework and partly through the research questions (Anker, 2021, p. 80).

The most common form of data analysis is coding or categorization (Kvale & Brinkmann, 2017, p. 226). Coding and categorization of the material were done in multiple stages. The first stage in the analysis is to roughly code the data (Tjora, 2017, p. 197), which I started doing while reading the transcriptions for the first time. The concept of coding material is to break down and rearrange the data into categories and give them codes so the material can be compared with other material based on the same codes (Dalen, 2004, p. 69; Maxwell, 2013, p. 107). An advantage of coding data is that the codes create an overview and a system, which helps organize and categorize the data material. The coding was first conducted on paper to get a general overview before the coding was further conducted in the digital analyzing tool HyperResearch. One of the advantages of using HyperResearch is that a part of text can easily be placed in different codes. While roughly coding the data on paper I found four overall codes. The four overall categories were based on my main impression of the data. The four categories were 1) multilingualism, 2) LK20 3) teachers' personal characteristics, and 4) classroom teaching. The codes were further reviewed and adjusted related to the theory, which makes the analysis an abductive analysis (Anker, 2021).

3.7 Research Ethics

Any research project requires that the researcher makes ethical considerations throughout all stages of conducting the study. This is especially true in qualitative projects, when dealing

with people and their experiences and reflections of their own behavior and practice (Dalland, 2018, p. 53).

When conducting interviews, the researcher must take precautions to deal with protecting the participants' confidentiality and privacy. This will be described in the following sections.

3.7.1 Privacy

Sound recordings of the informants are considered personal data because the informants' voice which can lead to identification of the informant (Datatilsynet, 2020).

The sensitivity of the data collected in this project is within the yellow category. Data material with yellow sensitivity level is information that is not available for everyone, and it is a collection category for all information that is not classified as open, confidential or strictly confidential (OsloMet, 2020). The audio files from the interviews were stored in OsloMet OneDrive. OsloMet OneDrive (Office 365) is an approved platform for storing audio files with yellow sensitivity level (OsloMet, 2016).

Before the interviews took place, the participants were given information about the privacy protocols regarding voice recordings and about their duty of confidentiality regarding their students, students' parents, and co-workers. Therefore, the participants were asked to anonymize the people they might talk about during examples. The participants were informed about their right to retract their consent at any time during the project without giving a reason. Information that can identify the teachers and people they bring up during the conversation were not included in the transcripts, adhering to the guidelines about taking care of the informants and other peoples' privacy (NESH, 2021, pp. 22-23). *The National Research Ethics Committee for Social Sciences and Humanities*, abbreviated NESH, wrote the guidelines of what to consider when conducting research and how research is both obtained and stored correctly. The guidelines are advisory and should contribute to developing ethical judgement and reflection, clarify ethical dilemmas, promote responsible research and prevent misconduct while undertaking research (NESH, 2021, p. 7).

3.7.2 Anonymity and Confidentiality

Anonymity is mainly about trying to reduce the risk of the informants being recognized because of the collected information (Datatilsynet, 2015; Høgheim, 2020). As this study is based on interviews with a convenience sample; people recruited through my own network, this increases the likelihood of reidentification of participants. In turn, this means that even

though there is a significant number of English teachers reidentification of the informants is a possibility. In order to minimize this risk, I have given each of them a fictive name, and any mention of their working places and professional position has been altered or removed completely. This corresponds with the guidelines from NESH (2021, pp. 22-23) on keeping the participants' anonymity. The participation key, the document that identifies the participants, was physically locked inside a locker, to ensure the anonymity of the informants.

Confidentiality on the other hand is linked to protection of the informants' personal integrity and protection of their private life (Johannessen et al., 2016, p. 91; NESH, 2021, pp. 23-24; Thagaard, 2018, p. 205). Confidentiality when it comes to research is mostly about the collected information and that the information is not to be shared with other participants or that the information in any way can lead to the identity of the participants (Kaiser, 2012; Postholm, 2010, p. 154).

3.7.3 Free Informed Consent

In a research project involving people one must ensure that participation is based on free informed consent. This consent must be informed and unambiguous, voluntary and it must be documented (NESH, 2021, p. 18). In this research project the informants were sent an information letter and a consent form where they had to sign off on the terms for participation. The information letter and consent form were based off the template provided by Sikt.

The concept of free informed consent in research is based on the acknowledgement of the participant as an autonomous person and to ensure that the participant does not experience any external pressure to participate in the study (Kvale & Brinkmann, 2017, pp. 104-105; Marzano, 2012; NESH, 2021, pp. 18-19). As is the case with all studies conducted on a convenience sample, one can argue that the criteria of free informed consent is not completely met, as the social pressure to participate is present when the question is coming from someone you already know (Thagaard, 2018, p. 57).

In order to counteract the possible negative effects of me knowing the participants beforehand, I made sure that the information letters included sufficient information regarding themes and topics, methodology and measures undertaken to protect their anonymity. Before the interviews started the informants were given the opportunity to ask questions about the information letter, if they had any, and the consent form was also signed.

3.8 Quality of Research

This chapter includes an overview of steps undertaken to ensure that the data collection and analysis has been done in according to NESH guidelines.

3.8.1 Validity

Validity as a construct can have different meanings. In everyday life, validity entails the truth and correctness of a statement but when it comes to validity in research it can be answered with the means of one question: do we research what we believe we are researching? (Befring, 2016, p. 49; Kvale & Brinkmann, 2017, p. 276; Postholm, 2010, p. 170).

As validity is based on the idea of whether the form of measurement is correct, the purpose of the study is considered to be answered through qualitative research interviews. One of the strengths to research interviews as a method is that it is suitable to acquire insight into specific phenomena and situations (Befring, 2016, p. 111). Another way of strengthening the validity of a study is by critically reviewing the analysis process. This can for example be done by a colleague critically reviewing the analysis, or by examining whether alternative perspectives can provide a more relevant understanding (Thagaard, 2018, p. 189). Threats to the validity can be shown by highlighting potential sources of error when using this method, for example asking the wrong follow up questions during an interview, but this does not compromise the validity of the method itself (Kvale & Brinkmann, 2017, p. 279; Maxwell, 2013, p. 121).

When conducting pilot interviews the inner validity of a study will strengthen, due to the fact that the researcher has the opportunity to adjust the questions before any potential participants were interviewed (Dalen, 2004, p. 35; Maxwell, 2013, p. 81). I conducted two pilot interviews on fellow teacher students. After testing the interview guide, questions that could be considered leading were changed and rewritten, which strengthened the validity of the interview guide. When interviewees are asked to elaborate and provide a more detailed explanation the validity of the interview will strengthen (Dalen, 2004, p. 107).

3.8.2 Reliability

Reliability on the other hand refers to the dependability and credibility of the research (Kvale & Brinkmann, 2017, p. 276; Postholm, 2010, p. 169). The researcher must argue for the reliability of the project by explaining the development of data material throughout the research process. The argumentation aims to convince critical readers about the quality of the research and about the values of the results (Thagaard, 2018, p. 188). Thagaard (2018, p. 188)

states that reliability can be strengthened by making the process as transparent as possible, where a detailed description of both the research strategy and the analysis is given so that an outsider can easily assess every step of the research process. See section 3.2 Choice of Method and 3.6 Coding, Categorization and Interpretation.

The aim for this study is to research how a small group of teachers understand multilingualism and how they understand multilingualism in LK20. The reliability of the study will additionally be strengthened using preestablished inclusion and exclusion criteria for choosing participants as the selection will be more dependable, which will make the results more credible (Field-Springer, 2017, p. 703). See inclusion and exclusion criteria in 3.2.4.

There are some weaknesses both when it comes to validity and reliability with regards to how the informants were selected. There are disadvantages when using the snowball method, due to the sampling not being random (Langdrige, 2006, pp. 49-50). The participants partaking in qualitative studies might be more engaged and research-oriented than the teachers that turn down the offer of partaking in an interview.

3.8.3 Transferability

According to Thagaard (2018, p. 193) qualitative studies seek to develop an understanding of the phenomena being researched. Hence, the data analysis is what gives the basis for transferability. The question is whether it is possible that the interpretations developed in this research project can be relevant in other contexts. The findings of this study can give knowledge, information and understanding that can be used in later research. The aim of qualitative research is not the ability of generalizability, it is rather to make the knowledge of the research available (Tjora, 2017, pp. 238-239). Even though the research is not generalizable, it is important to consider whether the qualitative research is credible (Kvale & Brinkmann, 2017, p. 276).

4.0 Empirical Findings

The empirical findings from the interviews will be presented and described based on the research questions: 1) Who do English teachers define as multilingual?, 2) To what extent do English teachers facilitate their classroom teaching in regards to students with a primary language that differs from the majority's? and 3) How do English teachers interpret reference to multilingualism in the LK20 English curriculum?

The chapter is thematically divided into three main sections: 1) Teachers view on multilingualism, 2) How is English taught in the Norwegian classroom?, and 3) Teachers competence and changes to LK20. The subcategories were created when analyzing the transcriptions for all three interviews. The quotes are my translations.

4.1 Teachers' View on Multilingualism

While interviewing the informants, it became clear that the participants had various thoughts and opinions about multilingualism and what multilingualism entails for them and their work. In this section the teachers' understandings of multilingualism will be presented, who they consider multilingual, and the teachers' competence, both formal and experiential.

4.1.1 Teachers' Thoughts About Multilingualism

When asked about how the informants understand multilingualism, Anne defines multilingualism as "the ability to speak multiple languages fluently". She continues by adding that "one might also think about multilingualism when referring to students that have parents who speak another language at home, which is not the language spoken in school". Through Anne's definition it appears that for a person to be multilingual they have to speak a minority language and also perhaps that the student(s) are immigrants or children of immigrants. She also refers to a person being multilingual if they speak another language than Norwegian at home and that both of their languages are equal. Anne additionally mentions fluency in her definition of multilingualism, which indicates that in her opinion the students need to possess a specific level of competence in a language to be considered multilingual.

Bettina states that "I associate multilingualism in relation to those students who speak two or perhaps three languages". Bettina does not consider ethnic Norwegian students to be multilingual:

I do not view them as multilingual in the sense that I think they must have an additional language, but in the broader sense of the word they are multilingual because they are taught both English and Norwegian and perhaps French, Spanish or German in school.

In Bettina's view, for a person to be multilingual they have to have a different L1 or additional language other than the majority language spoken in a country. Which implies that she, as Anne, believes that for a student to be multilingual they have to have some sort of immigrant background. Bettina further explains that she meets multilingualism through the different texts they read and listen to during English lessons, and in combination with the students in her class that are not ethnic Norwegians, which might imply why her definition is as it is.

Catherine explains that she considers a student to be multilingual if the student can speak more than two languages. She defends her answer by explaining that she was previously employed as a bilingual teacher, where her students spoke English as their L1, and they were learning Norwegian. All three teachers agree that for them to consider their students to be multilingual they have to know three or more languages, and additionally that their L1 differs from the majority language spoken in the country.

In addition to being asked who the teachers consider to be multilingual, they were asked if they thought of themselves as multilingual. Both Anne and Bettina simply stated that they considered themselves to be multilingual because they have competence in other languages than English and Norwegian, while Catherine, however, did not consider herself multilingual but rather bilingual. Catherine explains that "I do not consider myself multilingual in relation to Spanish because I do not use it actively in my everyday life, but it is obvious that I have competence and knowledge about the Spanish language". If she however would have used her competence in Spanish or French more frequently, she might have thought of herself as multilingual, but considering that she does not "think, dream, write or speak" these languages on a regular basis she considered herself to be bilingual rather than multilingual.

4.1.2 Multilingual Students in the Classroom

When asked “Do you experience any special opportunities in English teaching related to the students’ language background?”, all three teachers started their answers by talking about students’ different language competence based on their L1, but during their answers they all focused on different ways they used this while teaching. Bettina explains that she typically focuses more on the historical and geographical aspects of her students’ language background. By making these aspects visible for her students, she wants to show them that they might have different knowledge than the rest of the students. Catherine approaches her students’ language background from a slightly different direction. She explains that by knowing different languages the students “have more languages they can compare to one another”. By comparing languages and seeing both similarities and differences between languages, the students might learn the different languages better because they are made aware of both the differences and similarities between the languages. Both Bettina and Catherine expresses the need for specifying the opportunities knowing different languages can give students further language learning. Anne, on the other hand, expresses that she is unsure of where multilingualism fits in the English subject and that she also does not know how to necessarily take advantage of the students pre-existing language knowledge.

All the teachers agree that students’ L1 knowledge can either be an advantage or a disadvantage when it comes to learning additional languages. Anne problematizes the definition of multilingualism as she experiences that students do not necessarily know several languages equally and that they do not take advantage of their L1 in the learning of an additional language. However, if the students are fluent in two languages, Anne considers their multilingualism as an advantage for their further language learning, which is also an opinion Catherine emphasizes in her interview. Catherine specifies that if the students’ knowledge of their L1 is strong and they have learned the basics of this language, they can transfer knowledge from one language to another. Meanwhile if the student(s) never learned the L1 to a degree where they have a broad vocabulary and can nuance the language, learning additional languages can be difficult for them. Bettina did not answer this question in the same manner as the two other teachers. Rather, she thought of learning difficulties such as learning disorders rather than language barriers.

Even considering the different challenges teachers are prone to experience by having multilingual students in the classroom, all three teachers viewed their multilingual students to

be a resource in the classroom in at least one way or another. There are many possible advantages and disadvantages when it comes to students knowing multiple languages in the classroom, and these three teachers' answers describe some of the many challenges teachers face by having multilingual students in their classes.

4.2 How is English Taught in the Norwegian Classroom?

When interviewing the three teachers, themes such as which language they use during English lessons, how they facilitate for their students, and opportunities that emerge in the classroom were reflected upon. All the teachers think it is important to show the students the resources language knowledge can provide. Bettina and Catherine both have different ways of using their students' language background as a resource during an English lesson. Anne, on the other hand, is not too sure of how she is supposed to implement her students' language background into English language learning.

4.2.1 Language use During Class

During English lessons all three teachers explain that in their classes, they consistently only speak English. Anne continues her statement by adding that she at least tries to only speak English during English classes, but that it varies depending on which students are in that class. In some classes there are a few multilingual students that are not as fluent in English, which leads to her speaking both English and Norwegian in these classes. While listening to Anne's explanations she refers to using her students' knowledge of Norwegian when teaching them English, which can indicate that she has a monolingual approach to teaching English.

Bettina, on the other hand, explains that:

If we are talking about something very difficult, I sometimes repeat it in Norwegian.

But I prefer to repeat it multiple times in English, show the students pictures and use body language rather than resort to Norwegian.

She adds that sometimes she has to speak Norwegian during English class because of some students' low level of proficiency in English. Catherine has a similar reason but justifies her answer by explaining that "switching between different languages is exhausting for the brain, both for the speaker and also the receiver". Because of the exhaustion, she chooses to speak as much English as possible and not switch between different languages unless she is giving the students important information about their school day.

When asked if the teachers use different languages other than Norwegian and English during English lessons, they all stated that they do not. Bettina, in her English classroom, has two students who have the same L1 other than Norwegian, but they do not use this during their English learning. She herself does not believe that the students want to use their L1 during English lessons because they have lived in Norway for some time. Anne admits that she does not facilitate for the use of other languages during English class, and that she believes the use of “other languages might be more appropriate during other subjects such as religion and social science”. This statement shows that Anne believes it is important to use English as much as possible during English lessons, and that it might be a better fit using students L1 during other subjects.

In both Anne and Bettina’s answers it appears students’ different language backgrounds are not necessary for their further English learning, and that their Norwegian language background is enough. Even though their answers imply that the teachers have a monolingual approach to language learning, their answers may just as easily also include their lack of knowledge of the students first language. The teachers possible lack of knowledge in these languages may be the reason for not connecting the different languages together and look at similarities and differences. Catherine does not focus on English lessons but rather Spanish, where two of her students have Spanish as their L1. Here she explains that these two students are a huge resource for both her and also the rest of the students in the class, because they can help her during lessons, and they can also have discussions with other students. Even though Catherine did not focus specifically on English lessons, it is possible to see similarities between English lessons and Spanish lessons.

4.2.2 Facilitating for Multilingualism

All the teachers agree that there are different ways they can facilitate for the students in general, but also for the multilingual students who according to the teachers are those who have another L1. Bettina highlights that a solid collegial cooperation is an important aspect when facilitating for students and especially the multilingual students. She continues elaborating on the importance of collegial cooperation by exemplifying a couple of multilingual students that are given different tasks to work on during class because of their level of competence in English. These tasks are developed either in collaboration with a special education teacher or by Bettina. In Bettina’s responses it is evident that she takes the multilingual students into consideration when preparing English lessons.

In Anne's interview she explains that in her classroom she does not necessarily always consciously facilitate for her multilingual students, but that her facilitation often happens during the class. She explains that "I might sit with the students who need more help and facilitation during class", and that she might also assign them different tasks. Anne also reflects upon the students who are entitled to special education, but that this often does not have anything to do with multilingualism but rather that the student has some sort of learning difficulty. Through Anne's answers and reflections about how she facilitates and what kind of facilitation she does for her students it is evident that she facilitates for her students but that she might also find it difficult to distinguish between what kind of facilitation they need. Both Bettina and Anne facilitate for some of their students by giving them tasks with different degrees of difficulty, which is one way of facilitating for their students that they have in common.

Catherine explains that most of the facilitation she carries out in her classroom is something that happens naturally while she teaches. Catherine continues her elaboration about facilitating adding "but perhaps a more specific facilitation happens closer to assessment situations and closer to their final exams in 10th grade". Even though Catherine has a more spontaneous approach to facilitating for her students, she also specifies the need for more specific facilitation when tests and assessments are within range.

The three participants were all asked if they take multilingualism into consideration when creating groups for group projects. None of the participants stated that this was a factor they consider when creating groups. Bettina stated that for her "it is important to create group compositions that work well together", which it looks like the other two participants agree with when Anne explains that it is important to create groups dynamics that work well, and Catherine expresses that the students work within the same learning pairs or groups of four. As the teachers do not create groups based on the students' L1, this might, as well as group dynamics, have to do with the fact that there might not be students in the classes with the same L1. If the students do not have the same L1, creating group based on their L1 is irrelevant.

4.3 Teachers Competence and LK20

In August 2020 a renewed curriculum came into effect. The teachers in this study focused on that there are fewer competence aims, one grade instead of two, more frequent assessment of

the students and focus on genres the students recognize in examination situations, compared to the previous curriculum (LK06).

4.3.1 Teachers Competence for Teaching Multilingual Students

The three participants have been teaching for a long time. Through their teacher education they achieved competence in different fields and subjects, and they further state that they do not have formal competence to teach multilingual students. However, their experiences give them the competence to teach multilingual students. Bettina conveys very clearly that she does not feel as though she has the necessary competence to teach multilingual students in the classroom, but she is very interested in learning more about how to teach multilingual students. Anne is not sure if she has the necessary competence, but she also states that as a teacher there are always things one must do and have to learn and as a teacher, one does not know everything. She continues by saying that she could probably learn more about it and become more aware of typical pitfalls when teaching multilingual students. Both Anne and Bettina's answers show that they both feel they do not have the necessary competence needed to teach the multilingual students. They both comment that there is no time to take further education, which evidently means that they have to rely on experience-based knowledge. Catherine states that she feels that she has enough competence to teach the multilingual and bilingual students. Catherine adds to her reasoning by explaining that knowledge gaps are not just a common concept amongst multilingual students but amongst all students no matter how many languages they know.

When asked what knowledge teachers should have when working with multilingual students, Anne stated that she

believes it is important to be aware that these students might not understand everything, every word or phrase and that it might not be beneficial for them to only get a Norwegian translation of the word. And it is therefore very important for the teacher to be aware of this and make sure the students understand and ask them if you can help them.

Anne believes that one of the most important things a teacher possesses is their interest in their students, and that their knowledge of different languages can be beneficial for both the teacher and for the students' further language learning. In Bettina's answer she highlighted

the teachers' interest in "getting to know the students, their background, where they are from? Why did they move to Norway? How much prior schooling do they have? What kind of school they went to, private or public?". These are topics she finds important to know about the students so she knows what to expect from them and how much she will have to facilitate for that specific student. Bettina's answers shows that she values and believes that building relationships with her students are a key factor when showing interest in them.

4.3.2 Topics in LK20

In this section the participants were asked three questions about themes found in the new curriculum, LK20, related specifically to multilingualism. The first question is related a passage from Relevance and central values, the second to a core element, and the third to a competence aim after 10th grade.

Relevance and Central Values

The participants were asked about their thoughts on how they could facilitate for their students' experience regarding their language knowledge being an asset for themselves in school and in society, with the extract "Pupils shall experience that the ability to speak several languages is an asset at school and in society in general" (Ministry of Education and Research, 2019, p. 2). Anne and Bettina specifically mention promoting multilingualism as an asset during their teaching. They talked about the benefits it can bring to the students, how knowing different languages are of value, how impressive it is to know multiple languages, and most importantly how important it is to stay contact to the rest of the world.

Core Element

The participants were asked how they understand the passage "Language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies" (Ministry of Education and Research, 2019, p. 2), which is a part of the Core element Language learning. Bettina and Catherine were both talking about vocabulary learning and how to recognize different words based on students' prior knowledge of different languages. Bettina exemplifies that when her students see a word that can be related to another language and the stem of the word has characteristics that can help recognize the word, she will draw attention to that similarity to support their language learning. Bettina said that this is something she would like to think more about and continue working with. Catherine also focused more having a broad vocabulary and recognizing similarities between words in different languages. She also pointed out that it is important for

her to know how different European languages are constructed and their grammatical rules, which can help her understand why some students make certain mistakes. It appears that vocabulary learning and language knowledge in general are important aspects when introducing students to the passage presented above.

Competence Aim and Assessment

After being asked about general understandings, the informants were asked about one specific competence aim found in the Competence aims and assessment after 10th grade. The participants were asked in what way they think the competence aim “explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning” (Ministry of Education and Research, 2019, p. 9), can be achieved through 8th-10th grade. In Anne and Catherine’s answers, they point out that grammatical differences and the students’ vocabulary in languages is a good way of showing similarities and differences between English and other languages the students know. Anne continues her answer by adding that a lot of her students “use the app Duolingo, and some of them might use their L1 as a base for their language learning”.

Bettina emphasizes that showing students different English accents when answering this question. She continues by adding that through different audio files they are listening to different varieties of English and how English accents are different from one another, but also at the same time are similar.

4.4 Summary

Through this chapter the findings from the interviews have been presented. The finds show that all three participants view multilingualism as a persons’ ability to speak at least three languages and that they also have to have another L1 which is not spoken by the majority. Further the teachers express their opinions surrounding which language should be spoken during English lessons, which they all agreed upon should only be English.

5.0 Discussion

In this chapter, I will be discussing the findings of the study in light of the theoretical perspectives and LK20. The discussion is based on trying to find out how occupationally active English teachers take multilingualism into account in their teaching practices while teaching 8th-10th graders.

5.1 Teachers' Views on Multilingualism

All the teachers in this study had different approaches to teaching multilingualism, and they emphasized different key concepts in their understandings of what it means to be multilingual. This is in line with prior research (Haukås, 2022; Myklevold, 2021; Surkalovic, 2014), as researchers include different factors in their definitions of multilingualism. The teachers' understandings emphasized key concepts such as number of languages, students' fluency in the various languages, and their use of different languages. The key concepts emphasized by the teachers are similar to the key concepts Cenoz (2013) emphasizes in his definition of multilingualism. Anne defines multilingualism as "the ability to speak multiple languages fluently". Anne's interpretation acknowledges several of Cenoz's (2013) key concepts when defining who the multilinguals are. Both Bettina and Catherine define multilingualism as knowing more than two languages. This is in line with Aronin and Singleton's (2008) definition.

All the teachers refer to multilingualism as knowing more than two languages. They all argue that the majority of their students are not multilingual because they also include minority languages into their definitions of who the multilingual students are. Through their answers, the multilingual students are those who have an immigrant background and have another L1. The language competence these students possess is often in at least three languages, which is consistent with Kemp's (2009) definition.

As shown in section 2.1, the Norwegian Directorate of Education and Training (2016) base the English curriculum on the following definition:

A person who has grown up with two or more languages and who identifies with these languages and/or a person who identifies with multiple languages and uses these in their everyday life, even though the language proficiency is not at the same level for all the languages.

By viewing the Norwegian Directorate of Education and Training (2016) definition, which is easily available for the teachers, it is interesting to see that all three of them primarily define multilingualism as a trait related to minority language speaking students. Their definition is probably based on what they meet in their day to day lives as a teachers, and where the language challenge might be more visible regarding minority language speaking students rather than the majority language speaking students in the classroom.

The Norwegian Directorate for Education and Training (1996) required that all 1st graders would be learning English from the fall semester of 1997 onwards. LK20 emphasizes the importance of embracing and developing students' multilingualism (Norwegian Directorate for Education and Training, 2021). Franceschini (2013) divides multilingualism into two sections, functional and receptive multilingualism. All three teachers participating in this study discuss multilingualism in favor of Franceschini's (2013) functional multilingualism, where the participants emphasize the importance of a persons' competence in multiple languages where their ability to understand, speak and write in several languages is important.

Even though the teachers do not view the majority of their students as multilingual, both Anne and Bettina view themselves as multilingual. They both explain that they have competence in additional languages such as French, German and Italian, but none of them expresses fluency in these languages, only their general language competence. Catherine is the only one of the teachers who does not consider herself multilingual, but rather bilingual. She believes that for a person to be multilingual they have to "think, speak, write and dream" in their additional languages, and since she does not do any of those things in Spanish or French, but rather only in Norwegian and English she is bilingual. This corresponds with Cenoz's (2013) key principle considering language proficiency regarding who is considered multilingual.

On the surface, it may seem contradictory for Anne and Bettina to define themselves as multilingual when they know two or three languages, and not consider their students multilingual when they know the same number of languages. This difference in evaluation between their own and their student's competences probably refers to other criteria than the actual number of languages, but rather the proficiency within each language, and the ability to make use of transferring linguistic skills. This places the teachers' evaluation more in line with the current research and theoretical models, one example being Cummins (1980) view on how languages influence and interact with one another, often illustrated as an iceberg, as it highlights the transferable skills and deeper understanding that comes with experience.

5.1.1 The Benefit of Transferable Skills

The participants agree that multilingualism can either be an advantage or a disadvantage for students' additional language learning. Catherine specifies that one of the benefits multilingual students have, is their linguistic basis of comparison where they are made conscious of the similarities and differences between languages. Catherine's view is supported by Haukås (2016, p. 2), who points out the importance of conveying to the students how they can draw upon their previous language learning when facing additional languages. Different researchers such as De Angelis (2015), Haukås (2016) and Surkalovic (2014) identify a wide range of benefits connected to multilingual students' language knowledge.

Even though research establishes a wide range of benefits connected to multilingualism, the teachers in this study also emphasized a couple of disadvantages. The first being the fluency needed to be able to transfer linguistic skills. Anne states that if the students are not fluent in their L1, learning an additional language will be difficult for them because they do not have another language to help them support their language learning. However, if they are fluent in their L1 both Anne and Catherine consider the students' multilingualism an asset which is supported by Gasson (2021). Gasson (2021) argues that when a person is learning an additional language, he or she can draw upon general competence from other language knowledge they possess.

According to the new curriculum, students "shall experience that the ability to speak several languages is an asset at school and in society" (Ministry of Education and Research, 2019, p. 2). Although the renewed curriculum highlights students' positive experience with multilingualism, it seems that both Anne and Catherine are unsure if the students actually see this as an asset. They express some insecurities regarding how to utilize multiple languages in their own teaching. Part of the reason for this might be that the teachers themselves find it challenging to incorporate the different students' language knowledge, especially from languages unknown to the teacher. One of the teachers refers to this in her interview, explaining that she focuses on different European contexts to compare linguistic realities. This will, however, exclude languages from other parts of the world, and might not have the desired effect if a student's L1 is from another region of the world. In this case, it might add to the confusion of learning another language.

As all the participants mention the importance of making the students aware of similarities between languages, they display knowledge and understanding of linguistic theory and

models, such as Cummins (1980) iceberg model. By showing the students common underlying similarities between the different languages, the teacher can help their students on their way of understanding the different languages on a deeper level, which can help them achieve a multilingual proficiency. This corresponds with Gasson's (2021) research, emphasizing that when learning an additional language one does not start from scratch, but instead build upon general non-language specific competence.

5.2 How is English Taught in the Norwegian Classroom?

The participants convey that they for the most parts speak English during their English lessons. Research shows that the most effective way of learning an additional language is through teaching which explicitly fosters transfer of concepts and skills from a students' L1 to the target language (Cummins et al., 2005). Studies show that Norwegian language teachers teach language through a monolingual approach (Haukås, 2022; Myklevold, 2021). By having a monolingual approach to language teaching, one will devalue the students full linguistic repertoire and their capacity for translanguaging (Haukås, 2022).

5.2.1 Language use During Class

The three participating teachers in this study emphasizes the use of target language only during English. Anne and Bettina explained that unless they have to explain something hard or have students who have a poor English vocabulary in their classes, they only speak English. However, when they are giving a general message about the students' school day, they speak Norwegian. Catherine is the only teacher who supports her choice of only using target language, by further explaining that she chooses to only speak English because "switching between different languages is exhausting for the brain". Most research expresses the importance of exposure to and use of target language. However, the amount of a students' L1 in the same process is still under debate (Beiler, 2020; Brevik & Rindal, 2020, p. 926).

Brevik and Rindal (2020, p. 927) emphasize that the language learning process of one language is not necessarily finished before one starts learning an additional language. It is therefore important to allow students to communicate in their L1 or the language they feel more accomplished in during lessons (Christison et al., 2021; Cummins, 2007; Illman & Pietilä, 2018; Iversen, 2017). Littlewood and Yu (2011), in contrast to other research, claims that if a students' L1 reduces the usage of the target language the L1 can lead to problems for further development of the target language. Neither Anne nor Bettina highlight any specific reason behind their choice of immersion of target language, other than their hope for further

development in their students' language development. Their common thought that students' further language development in a language can be more sufficient when being exposed to the target language might be something they have brought with them from their own teacher education.

In a study conducted by Burner and Carlsen (2019), 90% of the teachers who participated responded that they allowed their students to use their L1 freely during the school day, but also during lessons. All three teachers in this study did not facilitate for their students' use of their L1 during lessons, and Anne explained that she believes that students' L1 does not belong in the English subject but rather in other school subjects. Two of the teachers argue that only English should be used during English lessons, explain that they do this so that all the students are on the same level, and that they all understand what is being taught. However, if some of the students are not as fluent in English, how are they supposed to be on the same level? Research emphasizes the importance of transferring knowledge between different languages (Cummins et al., 2005; Stille & Cummins, 2013), which might be a better path to understanding for some of the students.

5.2.2 Facilitating for Multilingualism

Bettina is the only teacher who specifically mentions deliberate facilitation for her students, while Anne and Catherine express a more spontaneous approach to facilitation. Anne admits that she does not facilitate for the use of other languages during English lessons, and that she believes the use of "other language might be more appropriate during other subjects such as religion and social science". They imply a couple of different strategies in their answers, and I identified them as comparisons, translations, transfer knowledge and pair work.

Comparison and Translation

All three teachers view multilingualism as a resource for the students in one way or another. However, according to Anne, multilingualism can be either an advantage or a disadvantage depending on the students' proficiency in their L1. If the students' proficiency of their L1 is strong and they have learned the basics of the language, both Anne and Catherine view multilingualism as an advantage. Catherine also claims that the students can transfer knowledge and learning strategies from one language to another. This corresponds with both Stille and Cummins's (2013) and Surkalovic's (2014) research, which shows that one of the advantages multilingual students possess is the knowledge of different language strategies and their ability to transfer them from one language to another.

One advantages to being multilingual, according to Catherine, is that students have “more languages they can compare to one another”, which can make them more aware of the languages and also help them learn the languages better. Bettina and Catherine also emphasize the importance of specifying the numerous opportunities that comes with knowing different languages, and that it can help students’ further language learning. This is similar to De Angelis’s (2015, p. 436) findings which points in the direction that due to multilingual students metalinguistic knowledge and metalinguistic awareness, they have a better awareness of form, meanings and rules of different languages, which can help them in their language learning process. Two of the informants emphasize that if the students are fluent or knows the basics of their L1, then they can transfer language knowledge from one language to another, which corresponds with De Angelis’s (2015) findings.

All the teachers mention translation as a strategy they use during class. They mainly report on translating into Norwegian, which is a common practice in language classrooms. This is supported by Krulatz and Torgersen (2016), who found that teachers heavily relied on translating into Norwegian to make sure the students understood the instructions. Unlike the teachers in Krulatz and Torgersen (2016), the teachers in this study reported that they translate as little as possible into Norwegian, but they use this strategy when needed.

Vocabulary learning in this study was for the most part connected to understanding the words, while researchers such as Stille & Cummins (2013) discovered that some teachers encouraged their students to use both English and their L1 to support their vocabulary learning. Both Stille & Cummins (2013) and Haukås (2016) found that teachers supported their students’ vocabulary learning by showing them how their knowledge of different languages can be used to their advantage when learning an additional language.

Translanguaging

The participants’ answers show that they prefer not to use additional languages during their English lessons, other than Norwegian. However, research by Stille and Cummins (2013) highlight that one’s L1 can play a significant part in multilingual scaffolding and literacy learning, and by allowing students to use their L1 during lessons, teachers can provide scaffolding for the students’ vocabulary learning. The participants did not specifically distinguish between using other languages while speaking or writing during English lessons, but it is fair to assume that they believe one should not have input of other languages during English lessons. Multiple studies, on the other hand, show that teachers support vocabulary

learning by using both English and their L1s during writing (Abraham, 2017; Burner & Carlsen, 2019; Stille & Cummins, 2013). By allowing the students to utilize their L1 during English lessons, the teacher is helping them develop their multilingual identity. One technique teachers can use to inspire students and help develop their multilingual identities are through dual identity texts (Cummins et al., 2005; Cummins et al., 2015). Developing students' multilingual identity has for the past 20 years been referred to as an analytic construction within the fields of linguistics and critical pedagogy (Abraham, 2017; Cummins et al., 2005; Cummins et al., 2015; Stille & Cummins, 2013). A person's language identity is always under construction, and by implementing a multilingual pedagogy in the classroom the teacher can help further develop the students' language identities (Abraham, 2017; Cummins et al., 2005; Cummins et al., 2015; Stille & Cummins, 2013).

The teachers in this study do not explicitly speak on the matter of developing the students' multilingual identity, but Catherine reflects on the possibilities of using students' L1 in Spanish lessons, in particular, and how this can be a resource for the class. Krulatz et al. (2018, pp. 143-147) point out the importance of teachers' implementation of translanguaging strategies in the classroom. Through an inclusive learning environment within the classroom, the multilingual students' language and culture will be equally respected, valued, and visible. By implementing translanguaging strategies, the teachers will help their students with their further development of a multilingual identity and also help with their linguistic competence (Prilutskaya & Knoph, 2020; Turner, 2019).

Translanguaging is often seen as synonymous with multilingualism and Burner and Carlsen (2019, p. 37) indicate that the potential benefits associated with multilingualism can only be realized if multilingualism is recognized as a benefit by the teachers. The teachers in this study do recognize multilingualism as a resource in the classroom, but they do not appear to have any planned or targeted use of translanguaging.

Pair and Group Work

When creating groups, none of the teachers in this study used students' multilingualism as a criteria for the group composition. Rather the most important aspect for them was to compose groups that would work well. Studies conducted by Beiler (2020) and Christison et al. (2021) show teachers that create groups based on students L1, thereby giving multilingual students the opportunity to work with other students who share the same L1 allowing them to scaffold their work and use their L1 to help each other. By giving the students the opportunity to use

their L1 during lessons, Beiler (2020) highlights pair work as a good facilitation method for promoting multilingualism in the classroom. Even though the teachers in this study did not actively use their students' L1 as a criterion when creating groups, they did not deny the possibility of creating groups based on students L1. One of the teachers has two students with the same L1 other than Norwegian, and she has previously created groups with the students L1 in mind.

5.3 Teachers' Competence and LK20

In the first part of this section the teacher's competence on multilingualism will be discussed with regards to previous research. The second part will view three passages from the LK20 and discuss these in light of the three teachers' thoughts and understandings of how they can include them in their teaching practices.

5.3.1 Teachers' Competence for Teaching Multilingual Students

In this study the participants reported that they have limited formal training on multilingualism as a concept. This corresponds with research that indicate that English teachers have little education that is specifically aimed towards teaching multilingualism (Dahl & Krulatz, 2016; De Angelis, 2011; Krulatz & Torgersen, 2016).

The teachers in this study are divided on whether they need more competence about how to teach multilingual students. Bettina conveys the need for additional competence and education on the matter, while Catherine believes she has the necessary competence. This divide amongst teachers' beliefs is also evident in Dahl and Krulatz's (2016) research, where 5% of the teachers felt qualified, while 33% did not feel qualified to teach multilingual students. While Burner and Carlsen's (2019) and Krulatz and Torgersen's (2016) research stresses the urgency of teachers receiving additional training on how to address multilingual students, Anne disagrees. Anne believes that there are many different topics teachers have to cover, and at some point, one has to believe in one's own abilities. However, she would like to learn more about the typical pitfalls when teaching multilingual students.

5.3.2 Topics in LK20

LK20, the new curriculum, contains a shift in English pedagogy towards an emphasis on multilingualism. The teachers in this study comment on the overall changes such as, students only get one overall grade in English, fewer competence aims, more focus on tests, and that the tasks in both exams and midterms have more focus on listening and writing genres that the

students are familiar with. In their answers, the teachers focus on general changes to the curriculum, and none of them mentioned multilingualism. They were therefore asked three questions regarding specific changes in the English subject which aims towards multilingualism.

The teachers were asked how they thought they could implement that “pupils shall experience that the ability to speak several languages is an asset at school and in society in general”, which is found under Relevance and central values (Ministry of Education and Research, 2019, p. 2). All three participants explain the positive outcomes of being multilingual and that students’ language background can help further their language learning, which is also emphasized in multiple studies (Haukås, 2016; Stille & Cummins, 2013; Surkalovic, 2014). As the new curriculum specifies that students shall experience the benefits of speaking multiple languages, the teachers do not specifically mention any direct methods or learning activities to ensure this. Even so, they imply that through different activities and by showing them similarities and differences between languages they contribute to their student’s achievement of this specific extract. Using different activities and methods to show students similarities and differences between languages is supported by researchers such as Stille and Cummins (2013), Turner (2019) and Haukås (2016).

The participants were asked about their thoughts and implication methods regarding the passage “Language learning refers to developing language awareness and knowledge of English as a system, and the ability to use language learning strategies” (Ministry of Education and Research, 2019, p. 2), found under the subjects Core elements. Two of the teachers recognized vocabulary learning as essential in the understanding of this passage, and how the students’ prior language knowledge is important. Teachers in Stille and Cummins’s (2013) and Haukås’s (2016) studies point out that vocabulary learning is important when learning an additional language, but they also emphasize the importance of allowing them to use their L1 during their vocabulary learning. One method mentioned during the interviews was recognizing words in different languages and going back to the stem of the word, and how the stem of the word can be related to other languages the students know, which corresponds with Stille and Cummins’s (2013) and Haukås’s (2016) studies. By using this method, it might become apparent to the students that many languages are similar in different aspects. Cummins et al. (2005) argue that it is essential to transfer concepts and skills between different languages when learning an additional language. LK20 does not give examples on

how to implement multilingualism, which might be one of the reasons why the teachers do not have specific methods of how they can show the importance of English as a subject.

In order to concretize how central multilingualism is in school and in the competence aims and assessment, the participants were asked how they thought students would achieve the Competence aim “explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one’s own language learning” (Ministry of Education and Research, 2019, p. 9). Two of the participants refer to grammatical structures and vocabulary as excellent ways of illustrating similarities and differences between English and other languages the students might know, which corresponds with both Haukås (2016) and Stille and Cummins (2013). One of the teachers explains that a lot of her students uses the app Duolingo to learn additional languages, and in the app they can choose which language they want as basis for their further language learning. When choosing their base language, the students can choose their L1, which can help their further understanding and development of both their L1 and also their additional language. By choosing which language the students want to compare and learn through, they can become aware and see the importance of combining all their linguistic proficiency (Prilutskaya & Knoph, 2020; Turner, 2019). Because of the possibility the app Duolingo brings, the teacher supports her students use of this app as it creates a fun and creative method for further language learning.

5.4 Summary

Through this chapter the findings from chapter 4 have been discussed in light of the theoretical perspectives presented in chapter 2. The findings have been discussed with regards to the research aim; how occupationally active Norwegian English teachers understand and define multilingualism and how they facilitate for multilingual students in their teaching practices while teaching 8th-10th graders.

The discussion shows that the participants have a different definition of multilingualism than the Norwegian Directorate of Education and Training (2016). However, the participants definition is in line with other researchers’ definitions, especially considering levels of fluency and the number of languages. Through the discussion it appears that the teachers do not necessarily know how to facilitate and take advantage of their students L1, but that they are interested in learning more about how to facilitate for them in a manner that promotes multilingualism.

6.0 Conclusion

This master thesis aims to answer: How occupationally active Norwegian English teachers understand and define multilingualism and how they facilitate for multilingual students in their teaching practices while teaching 8th-10th graders? To answer this main research aim, I developed three research questions: Who do English teachers define as multilingual? To what extent do English teachers facilitate their classroom teaching in regards to students with a primary language that differs from the majority's? How do English teachers interpret reference to multilingualism in the LK20 English curriculum?

In my study, all three teachers view multilingualism as a resource if the students have a certain level of proficiency in their L1 and are able to transfer language knowledge between the different languages. The participants in this study define multilingualism as the ability to speak more than two languages and that they have another L1 than the majority in Norway, which is interesting considering that the Norwegian Directorate of Education and Training (2016) does not consider either the number of languages nor minority speakers in their definition. One of the main challenges the teachers face is when the students lack proficiency in Norwegian and English and the teachers do not feel as if they have the necessary competence for teaching multilingual students. It is uncertain if multilingualism can be considered a resource at the level of proficiency that can be found in 8th-10th graders. However, the evolving parallel level of proficiency in multiple languages, will probably lead to a competence level that will be more of a resource when the students become older. This is also in line with the teachers' definitions of themselves a multilingual. They have the same number of languages as the students they define as not multilingual, but their own proficiency put them on another level.

Research states that teachers lack formal education on how to teach multilingual students, and that the teachers need more knowledge and understanding of multilingualism and how to use the different L1s during lessons. The research also shows that the participants facilitate for their student during lessons, and the most common facilitation method amongst the teachers is vocabulary learning. All the teachers view vocabulary as one of the most important aspects to consider when knowing a language. I believe the teacher education should focus more on language competence so that future teachers will be prepared and have the right tools to handle the challenges of teaching multilingual students.

6.1 Implications of the Study and Suggestions for Further Research

As this study has shown, it appears that teachers have a way to go when it comes to including the students' L1 in their teaching. Instead, it seems like the teachers rather focus on how to best support English teaching in the multilingual classroom.

As this study is a limited study with focusing on the experiences from a small sample of participants, it does not provide a complete picture of how the general population of English teachers in Norway understand and relate to multilingualism in the classroom. The study presented in this master thesis can only give a possible indication about some teachers' thoughts and understandings about multilingualism. Therefore, it would be interesting to expand the research on Norwegian English teachers where they were both observed and interviewed about their thoughts and perceptions on how they view and use multilingual students as a resource in the classroom. Even though a lot of previous research has been carried out on this subject, I agree with Calafato's (2021) results from his research where he emphasizes the need for more research on what Norwegian teachers actually do while teaching, and it would therefore be of interest to conduct a larger study which can be more generalizable.

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7.0 Attachments

7.1 Attachment 1, Information Letter to Informants and Declaration of Consent

Vil du delta i forskningsprosjektet

“English Teachers’ Views on Multilingualism in the Classroom”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan lærere forholder seg til flerspråklighet i engelskundervisningen. I dette skrivet vil du få informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Jeg studerer lektorutdanning ved OsloMet – storbyuniversitet med fordypning i Engelsk. Jeg skal utføre en kvalitativ undersøkelse for min masteroppgave der jeg ønsker å intervju 3-4 lærere om hvordan de forholder seg til flerspråklige elever i engelskundervisningen. Prosjektet vil gi et innblikk i hvordan lærere tolker flerspråklighet i den nye læreplanen (LK20) og hvordan de jobber for å inkludere flerspråklighet i klasserommet.

Hvem er ansvarlig for forskningsprosjektet?

OsloMet – storbyuniversitet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

I denne studien skal jeg intervju 3-4 lærere som underviser i engelsk på ungdomstrinnet. Jeg ønsker å intervju lærere som har jobbet i yrket i minst 5 år, dette for å sikre at du har jobbet både med den forrige læreplanen (LK06) og den nye læreplanen (LK20). Jeg har valgt ut deltakerne på bakgrunn av at de jobber i Oslo og Bærum kommune. Dette slik at det er enklere å gjennomføre intervjuer face-to-face.

Hva innebærer det for deg å delta?

Dersom du velger å delta i forskningsprosjektet, innebærer det at du er villig til å stille til et intervju. Det vil ta ca. 45 minutter. Intervjuet vil bli gjennomført på enten norsk eller engelsk, etter deltakers preferanse. Spørsmålene vil handle om hvordan lærere forstår flerspråklighet i den nye læreplanen og hvordan lærere tilrettelegger undervisningen for elevers flerspråklighet

i undervisningen. Deltakeren vil bli anonymisert, og det skal ikke være mulig å spore tilbake til deg. Intervjuene vil bli registret ved lydopptak, og eventuelle notater underveis.

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

Personopplysninger vil kun bli brukt til formålene som er beskrevet ovenfor. Alle personopplysninger vil bli behandlet konfidensielt og i samsvar med personvernregelverket. Det er kun masterstudenten og veilederen som vil ha tilgang til dine personopplysninger. For å sikre at ingen uvedkommende får tilgang til personopplysningene, vil både navn og kontaktopplysningene dine bli erstattet med koder som lagres på egen navneliste adskilt fra øvrige data. Datamaterialet vil for øvrig også bli lagret på ulike forskningsservere og de vil bli innelåst/kryptert. Det vil ikke være mulig å gjenkjenne deltakerne i publikasjonen av studien.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Etter planen vil prosjektet avsluttes 15.05.2023. Etter prosjektslutt vil datamaterialet med dine personopplysninger anonymiseres, hvilket vil skje senestes desember 2023.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra OsloMet – storbyuniversitet 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

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

- *OsloMet – storbyuniversitet* ved:

Mona Evelyn Flognfeldt, førstelektor, monaf@oslomet.no

- Vårt personvernombud: Ingrid Jacobsen på mail: ingrid.jacobsen@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

Mona Evelyn Flognfeldt

(Veileder)

Sandra Elen Jacoby

(Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet '*English Teachers' Views on Multilingualism in the Classroom*', og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- å delta i *intervju*

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

(Signert av prosjektdeltaker, dato)

7.2 Attachment 2, Interview Guide

Jeg må bare minne deg på at det er viktig at vil holder på anonymiteten rundt andre, altså personvern til både andre lærere, men også til elevene dine.

Forskningsspørsmål:

1. *Hvem definerer engelsklærere som flerspråklige?*
2. *I hvilken grad legger engelsklærere til rette for elevers førstespråk i undervisningen, der elevens førstespråk ikke er norsk?*
3. *Hvordan forstår engelsklærere referanser til flerspråklighet i den nye læreplanen, LK20?*

1 – Bakgrunn om læreren

- Hvordan kom du inn i yrket?
- Hvilke språk har du selv kompetanse i?
 - o Ser du på seg selv som flerspråklig?

2 – Flerspråklighet

- Hvilke tanker har/ hva tenker du om flerspråklige elever i klasserommet?
- Hvor mye erfaring har du med å undervise flerspråklige elever i engelsk?
 - o Hvordan vil du definere flerspråklighet?
- Føler du at du har nok kompetanse til å undervise flerspråklige elever?
 - o Hvorfor / hvorfor ikke?
- Hvilke språk bruker du og elevene i engelsktimene?
 - o Får elever i dine klasser lov til å bruke andre språk enn engelsk i engelsk undervisningen?
 - Hvis ja:
 - Hvordan legger du til rette for disse elevene?
 - Hvis nei:
 - Hvorfor ikke?
- Opplever du noen spesielle muligheter i engelskundervisningen knyttet til elevers språkbakgrunn?
- Når klassen har gruppearbeid, velger du noen ganger gruppesammensetninger på bakgrunn av elevers morsmål?
 - o Oppfølgingsspørsmål

- Tror du det kunne vært gunstig å sette sammen grupper hvor elever har samme morsmål?
- Når du lager undervisningsopplegg, legger du noen gang spesifikt til rette for de flerspråklige elevene i klasserommet?
 - Hvorfor ikke?
 - På hvilken måte legger du til rette for dem?
- Hva betyr det for deg å benytte den flerspråklige kompetansen til elevene som en ressurs i engelskundervisningen din?

3 – Den nye læreplanen (LK20) vs. den gamle læreplanen (LK06)

De neste spørsmålene har alle i tilknytning til flerspråklighet

- Hva er den største endringen du ser fra den forrige læreplanen til den nye læreplanen?
- Hvordan forstå du den nye læreplanen, spesielt med tanke på flerspråklige elever, både i klasserommet, men også i undervisning?
- Er det noen endringer ved den nye læreplanen du ikke liker eller som du ikke helt vet hvordan du skal legge til rette for?
- I kjerneelementene for engelsk, under språklæring står det «Språklæring innebærer å se sammenheng mellom engelsk og andre språk elevene kan».
 - Hvordan tenker du at dette kan implementeres på best mulig måte i din engelskundervisning?
- Under fagets relevans og sentrale verdier står det også «Elever skal erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet».
 - Hvordan tenker du at dette kan implementeres på best mulig måte i din engelskundervisning?
- Etter 10. klasse skal elevene ha lært mye, og et av kompetansemålene elevene skal kunne er: «Utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk elevene kjenner til, og bruker dette i egen språklæring».
 - På hvilken måte tenker du at dette kompetansemålet kan oppnås gjennom ungdomsskolen?

4 – Avslutning

- Er det noe du ønsker å ta opp, som du tror kan være viktig for meg å vite sett i relasjon til hensikten med studien?

7.3 Attachment 3, Approval From NSD/Sikt



[Meldeskjema](#) / [English teachers' views on multilingualism in the classroom](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer
735664

Vurderingstype
Standard

Dato
24.01.2023

Prosjekttittel
English teachers' views on multilingualism in the classroom

Behandlingsansvarlig institusjon
OsloMet – storbyuniversitetet / Fakultet for lærerutdanning og internasjonale studier / Institutt for grunnskole- og faglærerutdanning

Prosjektansvarlig
Mona Evelyn Flognfeldt

Student
Sandra Elen Jacoby

Prosjektperiode
03.01.2023 - 15.05.2023

Kategorier personopplysninger
Alminnelige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.05.2023.

[Meldeskjema](#)

Kommentar
OM VURDERINGEN
Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.

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

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: <https://sikt.no/melde-endringer-i-meldeskjema>

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!