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Taking multilingualism into account when teaching English:
teachers' perspectives

A qualitative study

30 credits

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Abstract

In recent years, the significance of multilingualism has increased in teacher education and classroom instructions in Norwegian schools. Being multilingual can be defined as knowing, speaking or being exposed to more than one language. After the subject renewal and LK20, incorporating multilingualism has become more relevant than previously in teaching. Based on the fact that there has been limited research on multilingualism in English teaching after the implementation of the subject reform in 2020, our master's thesis aims to investigate the following research question:

"How do English teachers in 5th-7th grade take multilingualism among their students into account in their teaching?"

The theoretical framework in this study builds upon theories related to the concept of multilingualism as defined by Garcia and Wei (2013), Zarobe and Zarobe (2015), and Christison et al. (2021). Additionally, we have incorporated theories related to language acquisition from Cummins (1981, 2016), Fani and Ghaemi (2011), and Ohta (2005). Furthermore, we present an overview of some previous research in the field, which shows both similarities with and contradictions to our findings regarding the teachers' attitudes related to multilingualism in English teaching. Previous research has shown that teachers are positive towards implementing multilingualism in their teaching, and that translanguaging can be a method to do so (Burner & Carlsen, 2022; Haukås, 2016; Prilutskaya, 2020). This study has been conducted as a qualitative study. We have interviewed four English teachers that work in 5th-7th grade regarding their work, teaching methods, opportunities and challenges linked to achieving the goals of the curriculum on multilingualism. The teachers who took part in this study work in both urban schools as well as rural schools. Half of the participants consider themselves multilingual, and half of them do not.

Some of our main findings from the thematic analysis are related to the fact that the teachers express a generally good attitude towards including multilingualism in English teaching. Although the attitudes in themselves are good, we found few reported examples of how the teachers actually work to achieve the goals in the curriculum related to multilingualism. Several

of the methods the teachers highlight are linked to vocabulary and grammar. We can thus say that the teachers to a certain extent take multilingualism into account in their teaching, but that they lack systematicity and continuity regarding helping students to see connections between languages they know.

Sammendrag

Flerspråklighet har i løpet av de siste årene blitt en større del av både lærerutdanningen, men også undervisningen på skolene. Å være flerspråklig kan defineres som det å kjenne til, snakke eller å være eksponert til flere enn ett språk. Etter fagfornyelsen og LK20, har dette også blitt mer relevant enn tidligere å inkludere i undervisningen. På bakgrunn av at det har vært lite forskning på flerspråklighet i engelsk undervisningen etter fagfornyelsen, vil vi i vår masteroppgave undersøke følgende problemstilling:

“Hvordan tar engelsklærere på 5-7 trinn hensyn til flerspråklighet blant elevene i undervisningen?”

I løpet av prosessen har vi innhentet relevant forskning og teori som vi kan knytte til vår problemstilling og våre funn. Det teoretiske rammeverket i denne studien bygger på teorier knyttet til begrepet flerspråklighet slik det er definert av Garcia og Wei (2013), Zarobe og Zarobe (2015), og Christison et al. (2021). I tillegg har vi inkludert teorier relatert til språklæring fra Cummins (1981, 2016), Fani og Ghaemi (2011) og Ohta (2005). Videre har vi innhentet en del tidligere forskning på feltet, som vi har brukt for både å se likheter med funnene våre, men som vi også kan bruke til å vise motsetninger til våre funn når det gjelder lærernes holdninger knyttet til flerspråklighet i engelskundervisningen. Tidligere funn har vist at lærere er positive til å implementere flerspråklighet i engelskundervisningen, og at “translanguaging” kan være en metode for å gjøre det (Burner & Carlsen, 2022; Haukås, 2016; Prilutskaya, 2020). Denne studien har blitt gjennomført som en kvalitativ studie. Vi har intervjuet fire engelsklærere som jobber på mellomtrinnet angående deres arbeid, undervisningsmetoder, muligheter og utfordringer knyttet til å nå målene i læreplanen om flerspråklighet. Lærerne som deltok i denne studien jobber på både urbane skoler, samt skoler utenfor byområder. Halvparten av deltakerne anser seg selv som flerspråklige, og halvparten gjør ikke det.

Noen av hovedfunnene våre fra den tematiske analysen er knyttet til at lærerne ytrer en generell god holdning til å inkludere flerspråklighet i engelskundervisning. Selv om holdningene i seg selv er gode, fant vi få eksempler på hvordan lærerne faktisk jobber for å nå målene i læreplanen

knyttet til flerspråklighet. De fleste av metodene lærerne trekker frem er knyttet til vokabular og grammatikk. Vi kan dermed si at lærerne til en viss grad tar hensyn til flerspråklighet i deres undervisning, men at de mangler systematikk og kontinuitet angående å hjelpe elevene med å se sammenhenger mellom språk de kan.

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We would like to take this opportunity to thank our supervisor, Dragana Surkalovic for much needed help and guidance through this hard and time-consuming project. You have pushed us just as much as we have needed and given us both constructive and positive feedback that we have used in order to make this thesis as thorough as possible. This experience has been both tough and exciting, and it would not have been the same without your help. Thank you!

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1 Introduction

1.1 Background

Multilingualism has been defined in a variety of ways by different researchers. The view and perspectives on multilingualism has changed and developed over the years. The most common definition of multilingualism today refers to a person who can speak or function in more than one language (Wei, 2013, p. 26, as cited in Zarobe & Zarobe, 2015, p. 394). This definition includes the same view on what multilingualism is, as our perception. Therefore, this thesis will rely on this definition and understanding of multilingualism.

1.1.1 Multilingualism in Norwegian schools

The Norwegian population is more diverse now than ever before (The Norwegian Directorate for Education and Training, 2017). The number of multilingual students in Norwegian schools depends on the geographical area. There is an average of 11% of students who have minority background, but according to Surkalovic (2014), the number varies depending on where the school is, and there are some schools that consists of around 95% minority students. However, this statistic is from 2012/2013 which suggests that these numbers could have changed. As of 2019/2020 the number has been stable, but the municipality of Oslo has stopped publishing these statistics, and links from previous years of these statistics are no longer working. Therefore, we have not been able to find any recent statistics on how many minority students there are in Norwegian schools as of 2022/2023. Still, the impression is that the schools, and the society, are getting more diverse due to immigration, and it is therefore a reason to believe that the number of multilingual students should be at the same level as in earlier years, or even higher. The high number of multilingual students is often connected to that students whose parents or grandparents were immigrants to Norway often has another mother tongue than Norwegian. In addition to this, students who speak or are familiar with more than one language are also looked upon as multilingual.

In notification to parliament 35, 2007-2008, it is highlighted that a ‘comprehensive language policy in Norway also includes a multilingual perspective’ (Wilhelmsen et al., 2013, p. 6). Norwegian is the official language in Norway, which consists of several different dialects, depending on what geographical area you live in. In addition to the different varieties of Norwegian, the indigenous languages of Norway are also official languages. Norway has a great responsibility to strengthen the national language, Sami, the recognized national minority languages and Norwegian sign language (Wilhelmsen et al., 2013, p. 6). The recognized national minority languages are linked to Kven people, Jewish people, Forest Finns, Roma people and Romani people. These are indigenous people in Norway which have had a long-term connection and are now considered national minorities. All of these national minorities are protected by the Council of Europe’s convention on protecting national minorities and The Minority Language Pact. These gives the outlines and the framework for Norway's work with national minorities.

Even though Norway is required to recognize and protect these groups, all of the new minority languages in the country also represent a linguistic diversity that builds on today’s society of the overall language situation in Norway (Wilhelmsen et al., 2013, p. 6). There are around 300 different languages that are spoken in Norway today (Wilhelmsen et al., 2013, p. 24). Immigration to Norway has taken place for many years and has been of great importance to the country. Nevertheless, immigration was relatively low until the 1970s. Immigration for work started, followed by family immigration and asylum seekers. Therefore, we can state that other linguistic minorities are a result of immigration. A total of 210 116 requests were made for mother tongue education, bilingual education and modified education in the period 2002-2011. These requests were distributed across 179 different languages (Wilhelmsen et al., 2013, p. 14). This points to the fact that linguistic diversity in education has been established due to immigration. Therefore, it is numerous languages in Norwegian school today which receive recognition to a certain degree, despite not being national minority languages.

1.1.2 Motivation

There are several reasons why we have written our master thesis about multilingualism in teaching. Frist and foremost, this is something we want to research on our own behalf before

entering our new life as practicing teachers. It is important that teachers have a positive attitude towards using the students' linguistic knowledge to make their development greater, since there are more and more students with a diverse linguistic background. Our goal with this research is to contribute new views on this topic. We want to explore if teachers indeed take the student's language knowledge into account, or if this is something that should be further investigated in order for teachers to become more aware of methods on how to implement multilingualism in their teaching. Multilingualism in teaching is an essential aspect of modern education, and we believe that this research project will help to shed light on this important topic.

1.2 Multilingualism and linguistic perspectives in LK20

The new national curriculum for education in Norway was implemented in 2020 and consists of a core curriculum in addition to specific curriculums for the different subjects. The core curriculum (The Norwegian Directorate for Education and Training, 2017) applies to all primary and secondary education in Norway. It includes the purpose of education, core values, principles for education and principles for the school's practice. According to the core curriculum, all students should become secure language users through education and develop their own linguistic identity (The Norwegian Directorate for Education and Training, 2017). In addition, it is clearly stated in the core values that all students are going to experience that being familiar with multiple languages is a resource in school and in society. These aims in the core curriculum are new, and our thesis will examine them in more detail in the discussion section. In chapter six, we will further highlight that the core curriculum does not specify which languages the students should know, or to which degree the students know them. On the other hand, it emphasizes the value of being familiar with multiple languages and that it should be recognized as a resource.

The curriculum for English after 7th grade specifies that the students are going to explore and talk about linguistic similarities between English and other languages the students are familiar with and use that in their own language acquisition (The Norwegian Directorate for Education and Training, 2019). It is evident that the students do not necessarily have to be proficient or speak the other languages fluently to utilize them while acquiring new English language skills. It is only stated that the students should be familiar with the languages when working with seeing

similarities to English. That could either mean to use Norwegian to reach this aim, or another language the student either speak, know, is exposed to or has any other relation to. Later in this thesis, we will discuss and elaborate whether the teachers in this study are working sufficiently with their students to reach these aims, and what their view is on the topic. While the curriculum may not explicitly refer to “multilingualism”, it is apparent that there is a renewed emphasis on incorporating all forms of linguistic knowledge and proficiency to promote inclusivity. This includes recognizing and celebrating students who speak, possess knowledge of, or are familiar with multiple languages, and acknowledging that their language competence is a valuable resource not only in education, but also in society at large. To reach such aims is both the teacher's job, as well as the fact that the school also has a responsibility to achieve the aims. This is also a factor to be further discussed in chapter six.

1.3 Justification

There are numerous justifications for why we ended up writing our master's thesis about teachers work on multilingual inclusion in English teaching. One main factor is that throughout researching for this paper, we found a lack of research done on the topic after the new curriculum. Most of the recent Norwegian studies on the topic is either conducted on the old curriculum, or just after the core curriculum was implemented. Therefore, very little research had been done after the specific learning aims for each subject that was implemented after 2020. One of the factors in the new curriculum is that the students are supposed to learn structures in English by working with coherence between English and other languages the students already are familiar with (The Norwegian Directorate for Education and Training, 2019). In addition, the students are going to develop their own identity, and see other's identities in a multilingual and multicultural way. This is one of the aspects that make our thesis special. Furthermore, we have worked with teachers who are working in both urban and rural schools, and both with a high, and low, number of students who speak multiple languages. It was important for us to ensure a geographical spread of the teachers, although it was not a criterion itself. Due to the shortage of time, and teachers wanting to participate, we luckily enough ended up with a spread in both geographical areas as well as the number of multilingual students. It was interesting for us to also look into if the teachers working in rural schools had a different view on the topic than the teachers with a higher

number of students who speak multiple languages in the more urban areas. This will further be explored and explained in chapter 4.2, informant selection.

The world is getting smaller and smaller, and globalization affects today's classrooms to a large degree. The students are influenced by family, travelling, friends and online gaming in addition to other factors that play a part in the students' cognitive development. Therefore, we find it important that we as teachers should look thoroughly into how teachers work with implementing multilingualism today and find out how we can work with implementing it to a greater degree in order to reach the aims in the curriculum.

1.4 Presentation of project

As stated in section 1.3, we had a wish to get a more in-depth understanding of how teachers work in order to reach the mentioned aims in the curriculum, as well as how they activate their student's language competence in order for them to be able to draw on the languages they are familiar with for the purpose of developing their skills in English. In order to get such an impression, this project has consisted of thorough research into previous studies, as well as theory to back up our findings. The study itself has been conducted as a qualitative study with four informants with a varying number of students who has another mother tongue than Norwegian, as well as a spread in urban and rural schools. The teachers that we interviewed all had students in their class who they defined as multilingual.

1.4.1 Research question

The teacher is an important supporter for the students in the classroom, and considering all the students in their teaching, as well as contributing to their development is one of the main tasks for a teacher. To fulfill this role, it is important that the teacher has adequate competence in helping the students to build on their previous linguistic knowledge. There are several factors that come into play here, not only how the teachers view multilingualism as a resource, but also if they are being exposed to the topic in different arenas, their competence on multilingualism and what they actually do in their classrooms to reach the aims in the curriculum. It is also interesting to see if

the teachers who have few multilingual students in the classroom view this in a different way than those who have a majority of multilingual students in their classes, or if this is not a factor at all.

Our research question for this thesis will therefore be “How do English teachers in 5th-7th grade take multilingualism among their students into account in their teaching?”. The research question has been explored through interviewing teachers about their views on multilingualism, their experiences in teaching multilingual classrooms and what approaches they use when working with the curricular aims mentioned above. The interviews have formed the base of our discussion, that further has led to a conclusion and suggestions for further research on the topic.

1.5 Structure of thesis

This thesis consists of seven chapters, including this introduction, which is chapter one. Further, chapter two includes the theoretical framework that we have explored and that is relevant for our discussion. In chapter three, we present some relevant research that has been conducted by other researchers, that help us shed light on previous findings on the topic. In chapter four, we will elaborate on the methodologies we have used in conducting our research. In addition to this, we will also present perspectives regarding qualitative research, and how we have worked with collecting our data, as well as ethical considerations, validity, reliability and transferability. We will further present our results in chapter five, before we lay out our discussion in chapter six. Finally, the conclusion of the research question along with limitations and suggestions for further research will be presented in chapter seven.

2 Theoretical framework

In this chapter, a review is given of relevant theoretical perspectives connected to multilingual students' language learning. Firstly, we will define and present different views on multilingualism as a theory. Multilingualism will be connected to translanguaging, and we will describe different views on these topics. Other theories that will be presented are Cummins' (1981) cognitive academic language proficiency (CALP), that gives us an overview over some theoretical implications of bilingual education, and how using students' mother tongue in teaching English to multilingual students can be beneficial for their language proficiency. There will also be given a description of Cummins' (1981) Basic interpersonal communicative skills (BICS), and we will give a justification for why the discussion will be based on CALP, and not BICS as well. Further, there will be given a review of Vygotsky's' theory of the Zone of Proximal Development (ZPD), and how that can be seen in connection to language learning in general, and multilingualism in English teaching specifically. Like stated in section 1.1.1, being multilingual is often connected to having another mother tongue than Norwegian, especially children who has not learned other languages yet. Therefore, we have included research on how teachers can use the students' mother tongue in teaching. In addition, when it comes to the definition of multilingualism we rely on in this thesis, students that has Norwegian as their mother tongue, and is learning English in school, should also be seen as multilingual. In that case, using the student's previous language knowledge, such as their mother tongue can be discussed with both CALP and ZPD in mind.

2.1 Multilingualism

Multilingualism has been described in several ways based on different criteria and has often been seen in connection with the individuals' level of language competence, but the most common description of multilingualism is "someone who can function in two or more languages" (Wei, 2013, p. 26, as cited in Zarobe & Zarobe, 2015, p. 394). This is similar to Cook's (2012, 2013, as cited in Zarobe & Zarobe, 2015) notion of multicompetence, which is described as "knowledge of two or more languages in the same mind (...) and the overall system of a mind or a community that uses more than one language" (Cook, 2012, 2013, as cited in Zarobe & Zarobe, 2015, p. 399). A multilingual speaker uses languages as a resource when they are communicating with

others and changes the languages in order to communicate effectively and according to each communicative need. Multilingualism could be seen as a reflection of society, and this expansion of multilingualism could be understood as an effect of globalization (Zarobe & Zarobe, 2015). Therefore, we can say that a multilingual turn has appeared, and that monolingualism is no longer the standard for communication (Christison et al., 2021; May, 2013). Multilingualism should therefore be viewed as the new norm in communicating as well as analyzing linguistic and sociolinguistic phenomenon (May, 2013).

Garcia and Wei (2013) discuss the distinction between multilingualism and bilingualism and refer to older research where bilingualism is referred to as knowing or speaking two languages, and multilingualism is referred to as speaking or knowing more than two languages. Further, they present more recent research that looks upon the notion of bilingualism and multilingualism as additive, which points to the fact that a speaker of languages connects aspects from the different languages they know, in order to make meaning of them. They also highlight that when classrooms are said to be bi- or multilingual it is meant that “people in these places speak more than one language” (Garcia & Wei, 2013, p. 12). Despite their different emphases, the terms bilingualism and multilingualism have things in common. Among other, the fact that all these terms refer to a diversity of language competence (Garcia & Wei, 2013, p. 11). In this thesis, our understanding of “multilingualism” is in line with knowing, speaking or being exposed to more than one language.

The differences between traditional bilingualism, linguistic interdependence and dynamic bilingualism were discussed by Garcia and Wei (2013). The traditional view often took basis in literature about bilingualism that points to the problems of keeping the two languages one knew apart (Garcia & Wei, 2013, p. 12). However, after much research on cognition and multilingual functioning the view has changed to that the languages of bilingual speakers interact collaboratively in listening or speaking, and it has turned the view as simply dual to begin to shift to a more dynamic one (Garcia & Wei, 2013, p. 13). Cummins (1979, as cited in Garcia & Wei, 2013) proposed the idea of “common underlying proficiency”, suggesting that bilinguals do not store their proficiency in two languages separately in the brain, and that each proficiency is not

independent of the other (p. 13). Further, he claimed that in spite of the noticeable differences in the structural components in languages, there still lies a cognitive connection that allows for the linguistic competence one has in the different languages to transfer to each other (Garcia & Wei, 2013, p. 13). Dynamic bilingualism, in contrast to traditional bilingualism and linguistic interdependence, take as a hypothesis that the emergence of languages cannot be understood as a linear process or separate functions because there exists only one linguistic system (Garcia & Wei, 2013, p. 14). Dynamic bilingualism extends beyond the concept that two languages are dependent on each other. The figure below gives an outline of the differences between traditional bilingualism, linguistic interdependence and dynamic bilingualism.

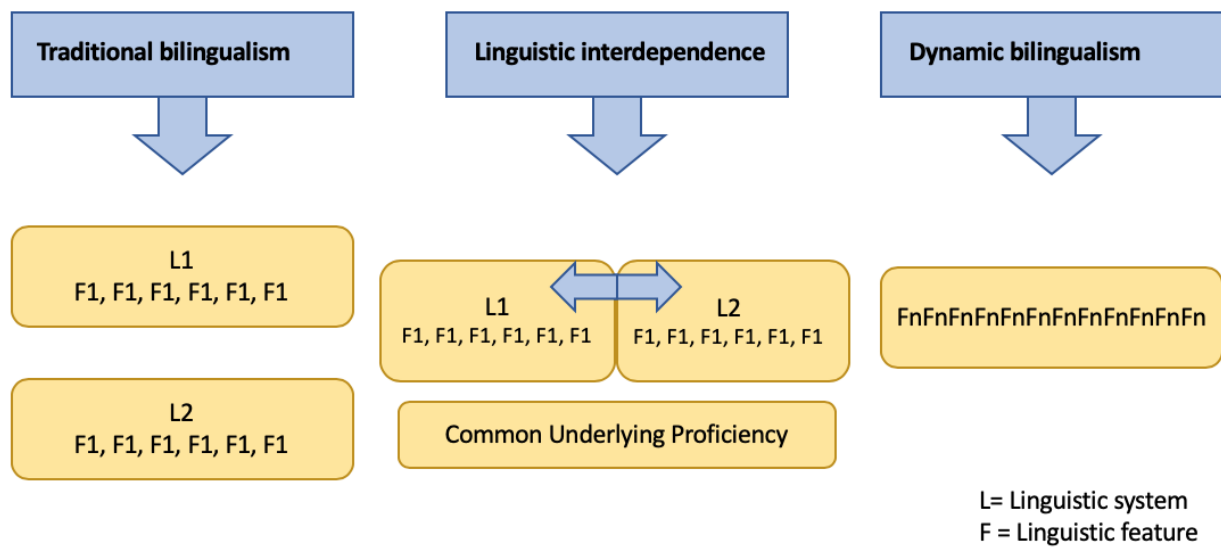


Figure 1. Reproduced after Garcia and Wei (2013)

The traditional view on bilingualism consists of two separate boxes that represent two languages and separate linguistic systems with different linguistic features. The linguistic interdependence after Cummins is bringing closer the two linguistic systems and suggesting that there is transfer between the two, but still has separate linguistic systems and linguistic features (Garcia & Wei, 2013, p. 14). Dynamic bilingualism is related to translanguaging which posits that there is but one linguistic system with features that are integrated throughout (Garcia & Wei, 2013, p. 15). Dynamic bilingualism is both the foundation and the goal for communication in an increasingly multilingual world (Garcia & Wei, 2013, p. 16). The new curriculum points to that being familiar with multiple languages should be seen as a resource and that the school should be supporting of

the individuals' developments regarding identity (The Norwegian Directorate for Education and Training, 2017, 2019). These views can to some extent be a sign of a dynamic view on bilingualism.

Education is one of the fields that has been the most affected by the growth of multilingualism in our societies (Zarobe & Zarobe, 2015). Approaching teaching from a multilingual perspective is distinct from 'just good teaching' in that it involves utilizing students' home languages and cultural background in instruction and recognizing all languages as valuable resources for both thought and communication (Christison et al., 2021, p. 274). A multilingual approach to language learning is coherent with 'deep learning' in the Norwegian curriculum, since 'deep learning' is an ambition that aims for the students to link previous knowledge to new knowledge (Flognfeldt et al., 2020, p. 520). Furthermore, the English national curriculum emphasizes the importance of fostering students' capacity to acknowledge the value of multilingualism as a resource in educational settings (Prilutskaya, 2020). The multilingual turn in education can potentially lead to significant changes in teachers' beliefs, teaching methodologies, and assessment practices, as they are compelled to view language in a more comprehensive and integrated manner (Flognfeldt et al., 2020, p. 523).

There is a need for new and important pedagogical transformations that fulfill the requirements of today's society as a result of a multilingual education combined with technological development (Zarobe & Zarobe, 2015). The multilingual turn seeks to connect the process of acquiring a second or foreign language with real-life communication, enabling learners to apply their metalinguistic awareness and communicative skills developed in their other languages to enhance their language learning efficiency (Zarobe & Zarobe, 2015, p. 399). As a result, multilingual approaches ought to utilize learners' linguistic and cultural backgrounds as pathways to new knowledge and encourage the use of their complete linguistic repertoires to increase learners' understanding of language and establish connections between languages in an intentional and structured manner (Christison et al., 2021, p. 275). Hence, if multilingualism is to be viewed as a tool for effective learning, a scenario where acquiring proficiency in the dominant language is

given a hegemonic position undermines the chances for effective learning for all students (Flognfeldt et al., 2020, p. 534).

2.1.1 Translanguaging

According to Neuner (2004), multilingual pedagogy ought to be seen as a collection of principles that are applied to differing degrees in various approaches depending on factors such as the teaching environment, curriculum, and student body. Translanguaging is one approach to teaching in a multilingual classroom, which has become a popular concept in educational contexts. However, despite that it has gained a lot of traction in recent years, little research is done on this field in Norwegian schools. Regardless of the fact that there is a low amount of research on translanguaging in Norwegian schools, this is something we believe is relevant for our research question, and something teachers might be implementing without necessarily using this terminology for it. Williams (1994, 1996, as cited in Prilutskaya, 2020) introduced the idea of translanguaging which is based on its original conceptualization as a pedagogical language alternation practice used to promote students' literacy development in one or more languages (p. 2).

According to Cenoz and Gorter (2011), translanguaging refers to the deliberate and systematic use of two or more languages within the same learning task (p. 359). The ability to change between languages for multilingual speakers and treating the diverse languages that form their repertoire as an integrated system is Canagarajah's (2011) clarifying explanation for 'translanguaging' (p. 401). Additionally, incorporating writing assessments based on translanguaging could provide an opportunity to acknowledge and encourage learners' dynamic utilization of their linguistic assets within English language classes (Prilutskaya, 2020, p. 22). In order to benefit from translanguaging, it is crucial to possess favorable views towards multilingualism and be able to employ a multilingual perspective in all instructional approaches (Burner & Carlsen, 2022). It has been established by researchers that the process of learning features of a third or later language is qualitatively different from learning a second language. Nevertheless, even though it is different when learning a third or later language, it is still proven

that being multilingual and able to draw on numerous languages has both cognitive and social advantages, as well as health benefits (Flognfeldt et al., 2020; Burner & Carlsen, 2022).

2.2 Cognitive academic language proficiency

Cummins' (1981) paper on empirical and theoretical underpinnings of bilingual education provides perspectives relevant to the field of teaching multilingual students. Among others, he presents findings that points in the direction of that sustaining as well as continuing to develop the students' mother tongue, through using it actively in learning languages, has no negative effect on the development of languages, it rather has a positive effect on language learning (Cummins, 1981, p. 16). Other research has shown that multilingual students benefit from being able to use their L1 in the classroom and having teachers who encourage the use of L1 during instruction, as it supports their overall learning (Cummins, 1981, p.17). The fact that being bilingual has a positive effect on language learning can further be seen in coherence with the common underlying proficiency model. Cummins' (2016) findings show that the research that has been conducted over the last 35-40 years on multilingualism points in the direction of a moderate and consistent relationship between L1 and L2 competence in literacy (p. 941). This relationship is affected by the learning context. The students should be allowed and encouraged to work with such literacy skills in all the languages they are familiar with in school, and especially their L1 and L2.

Cummins (1981) presents the theory of CALP as well as the theory of BICS in his article (p. 23). CALP can be understood as "those dimensions of language proficiency that are related to literacy skills". CALP also reflects on the individual differences of a person when they are trying to understand various aspects of a language that are outside of their own personal experiences and context. With other words, CALP can be understood as the tools we use when interpreting and exposing ourselves to new linguistic features. When doing this presentation of CALP, Cummins (1981) used the "iceberg model" in order to clarify that the top of the iceberg can be viewed as knowledge such as pronunciation, grammar and vocabulary (p. 22). This is knowledge that is possible to view and assess. The iceberg model further emphasizes that there is more to language

than knowledge above the surface. BICS can be understood as these visible parts of the iceberg (Cummins, 1981, p. 23). The knowledge below the surface can be looked upon as CALP.

Cummins research from 2017 highlights that there are some parts of language learning that reach a maximum after a few years of education and learning, while there are some parts of language learning that continue to develop throughout our life (Cummins, 2017, p. 61). The parts of language which continue to grow and develop throughout our life can be understood as CALP, while the early stages of language learning and the knowledge that often reach a maximum can be seen as BICS (Cummins, 2017, p. 61). Since we in this research are looking at how teachers are connecting the languages the students know in order to further develop competence in them, the discussion of this thesis will be carried out with CALP in mind.

As an addition to CALP and BICS, Cummins (1981) has also presented the common underlying proficiency (CUP) theory (p. 25). CUP has proved to show that having experience and knowledge in both your L1 and L2 can help to develop both languages one speaks or is familiarized with. In order for this development to happen, there has to be similar motivation and exposure to both languages. The implications of CUP should therefore be enforced both at home and in school (Cummins, 1981, p. 26). As a final note, Cummins (1981) highlights that “there is abundant evidence that for many minority children, L2 CALP can be developed more adequately by means of L1 instruction, than by the means of L2 instruction, which again should be seen in compliance with CUP” (Cummins, 1981, p. 26). These findings make it relevant for us to include it in our study. The relevance of Cummins’ findings regarding the relationship between the use of students’ L1 in teaching, and the coherence with the development of L2 CALP will be discussed later in this thesis.

Halbach (2012) raises questions regarding the cognitive aspects of CALP. “CALP refers to students’ ability to understand and express in both oral and written modes, concepts and ideas that are relevant to success in school” (Cummins, 2008, as cited in Halbach, 2012, p. 608). “Cognitive” in CALP is often presented as cognitive skills such as interpreting, understanding, or evaluating (Halbach, 2012, p. 611). It is further argued that other tasks than those specified can be cognitively challenging as well. One of the examples given is that reading a challenging article

or text can be seen as a cognitively challenging task, even though reading in itself is not seen as a cognitively challenging task (Halbach, 2012, p. 611). In that sense, reading corresponds with the cognitive skill “understanding”. These aspects of CALP can be seen in coherence with Cummins (2016), who states that students in higher levels in school often make faster progress than younger students regarding acquiring L2 proficiency (p. 940). This is explained with the fact that the older students can better apply their CALP competence to L2 learning (Cummins, 2016, p. 940), which can be understood in sense that older students have better developed cognitive skills. Further, Halbach (2012) states that the cognitive aspect of CALP must be further explored and defined (p. 612). This is in order to make CALP a more useful tool for teachers, so that the theoretical aspects behind CALP in language learning can be applied in teaching in a broader way, especially in language learning in multilingual classrooms.

2.3 Zone of Proximal Development

Vygotsky’s theory of the ZPD is also relevant when it comes to language learning. ZPD can be defined as each individual’s reach when it comes to learning new concepts with the correct help from an educator (Fani & Ghaemi, 2011, p. 1550). This definition is also supported by Ohta (2005), which presents that ZPD gives an understanding of how each potential can be understood and that it should be seen in coherence with each child’s cognitive growth (p. 505). The theory is based on each individual’s development, and the fact that the development is a result of the culture the individual is surrounded by. ZPD applies to cognitive development, such as thought patterns, language development and reasoning processes (Fani & Ghaemi, 2011, p. 1550). According to ZPD, these qualities develop through social interactions, for example family, friends and in school (Fani & Ghaemi, 2011, p. 1550). In language learning, ZPD can be understood as the distance between what the students manage to do on their own, and the proximal competence they might achieve with strategically teaching from a more competent teacher (Fani & Ghaemi, 2011, p. 1551). Ohta (2005) argues that ZPD is “a key developmental space for language learning and acquisition” (Ohta, 2005, p. 515). These aspects can be seen in coherence with CALP since both theories argue that all students possess knowledge they do not manage to fulfill without the correct guidance. In addition, ZPD and CALP can be seen in compliance due to the fact that Ohta (2005) presents results that show that the inclusion of ZPD can be understood as a process that widens and usually happens when the students get older and

more mature (p. 507). In other words, this means that older students usually are more able to take advantage of the scaffolding given by the teacher, than the younger students.

One of the reasons ZPD is a relevant theory to draw on in this thesis, can be seen when we connect the aspects of ZPD to language acquisition. ZPD can in language learning be understood as what a student is capable of learning, production and understanding in a language on their own, and the level of potential reach when it comes to language production done collaboratively with a peer or teacher (Fani & Gahemi, 2011, p. 1551). For our thesis, the theory can be used to help understand what a teacher without the specific language knowledges can do in order to help scaffold the language learning and seeing coherences between the different languages the students know of, even though one does not have competence in all languages present in your class.

3 Previous research

This chapter will present some prior research related to our topic. We have chosen to use mainly studies carried out in Norway, with some exceptions, which look at teachers' beliefs, their teaching and translanguaging. One of the studied presented in this chapter is carried out in Ireland. The reason why this study is included, although it is not Norwegian, is due to its similarities when it comes to the composition of students with a shared L1 and not shared L1. Despite the fact that translanguaging has become a popular concept in education and there has been several studies in other countries, there are little research done of this in Norwegian schools. However, there is some research done in different kindergartens, but these are not relevant to our study. Therefore, we have chosen to focus on five different studies who looks at translanguaging in different schools in Norway.

3.1 Teachers' attitudes towards multilingualism

There are numerous studies that has researched teachers attitudes towards using students' language knowledge in English teaching. In this section, we will look further into those findings. Haukås' (2016) study looks at teachers' perceptions and beliefs towards foreign language learning and teaching. The study, which was conducted in Norway consisted of focus group discussions, which led to questions both from the interviewer and also by the participants. The findings showed that all the teachers agreed upon the statement that “the more languages you know, the easier it is to learn new languages” (Haukås, 2016, p. 8), however, they could not identify a clear advantage of multilingualism among their students. The teachers were found to have a belief that their own multilingualism helped them in learning languages, but they did not hold the same view when it came to their students, which was a surprising finding (Haukås, 2016, p. 12). Some teachers stated that multilingualism as an asset was dependent on learners' awareness of their own knowledge, however only a few of the teachers encouraged and helped their students actually become aware of and use linguistic resources other than Norwegian and English. Findings from Neokleous and Krulatz (2018) study that looked at Norwegian teachers in EFL (English as a foreign language) classrooms and their views on using the students mother tongues, showed that an overwhelming majority of the teachers stated that they were using the students mother tongue in English teaching (p. 13). While most of the teachers viewed positive attitudes

towards using the students mother tongue in their teaching, findings showed that the goal for most of the teachers was to create an English only classroom (Neokleous & Krulatz, 2018, p. 15), which can be seen in coherence with findings from Lorenz et. al (2021), who found that the teachers believed in keeping language learning separate. Other researchers who got similar results were Burner and Carlsen (2022), who studied how teachers perceived and worked with multilingualism at a school for newly arrived students, through questionnaires, classroom observation and interviews. They looked at how teachers recognized, activated, and used students' language background as a resource in their daily teaching in the observations. The majority of the teachers agreed that employing their students' prior knowledge and experiences with their L1 could be beneficial in acquiring new languages (Burner & Carlsen, 2022, p. 41-42). However, the interviews showed some mismatches related to the order in which languages should be learned and the consequence of contact between them.

3.1.1 Lack of systematic approach

Lorenz et. al (2021) conducted research that looked at teachers' views, and use of multilingualism. The teachers interviewed and observed generally viewed positive attitudes to implementing multilingualism. Although the positive views, the teachers did not show a clear systematic plan when it came to multilingualism. Another interesting finding from the study was that the teacher's inclusion of multilingualism, and specifically other languages than Norwegian and English, was rather improvised, than systematically planned (Lorenz et. al, 2021, p. 11). They further conclude that it seemed like the teachers believed in a monolingual approach and keeping the language learning separate, even though they voiced positive attitudes when it came to the inclusion of multilingualism (Lorenz et. al, 2021, p. 12). This was highlighted because some of the teachers were not sure whether it should be seen as an advantage to be multilingual or not (Lorenz et. al, 2021, p. 11).

3.1.2 Teacher training

Studies have shown that teachers lack comprehension about the concept of multilingualism (Dahl & Krulatz, 2016, p. 13). Dahl and Krulatz (2016) conducted a study using mixed-methods, including questionnaire and qualitative interviews, to investigate the level of competence among

English teachers in supporting multilingualism in their classrooms. Further findings showed that despite feeling relatively well-prepared, many teachers had insufficient education in second and third language acquisition, and the majority expressed a desire for more knowledge about teaching strategies and methods to help them adapt their teaching to diverse classrooms (Dahl & Krulatz, 2016, p. 15). Neokleous and Krulatz (2018) found that a small group of their respondents did not include the students mother tongue in their teaching of English because they believed in maximizing the exposure to English (p. 13). This is also supported by Gallagher's (2020) study, where they found that the teachers believed in maximizing the use of the language in focus in both multilingual and in shared L1-contexts but were also flexible when it came to students using their L1 in the classroom (p. 5). This study focused on EFL teachers views on their classroom as a bilingual space and codeswitching and were based on semi-structured interviews of teachers in Ireland who currently teach, or have taught, classes with students who do not share a common L1 (Gallagher, 2020, p. 4). In Burner and Carlsen's (2022) study, one of their participants mentioned that the school recognizes the need for continued education in Second Language Acquisition (p. 41). In addition to this, the study also revealed in the interviews that students who lack competence in either of the languages, sometimes mix the languages when they learn more than one language at once which the teachers who was interviewed justified by the fact that Norwegian and English have a lot of similarities (Burner & Carlsen, 2022, p. 46).

3.1.3 The use of students' previous language knowledge

Haukås (2016) found that all the teachers stated that they used the students previous knowledge in Norwegian and English when teaching L3 and gave examples of how they worked with that inclusion, however, this was largely restricted to just Norwegian and English, and in that sense, they were excluding the students' knowledge of other languages (pp. 9-10). This was mostly because the teachers believed they needed competence in the other languages that the students knew in order to encourage the learners to use the competence they had from those languages in the class (Haukås, 2016, p. 12). In addition, the teachers emphasized that they had not earlier worked with or collaborated with other teachers regarding enhancing learners' multilingualism (Haukås, 2016, p. 11). A small minority of the teachers in Gallagher's (2020) study stated that they never allowed the students to use their L1 in the classroom (p. 5). One of the findings was that the students in shared L1 contexts often felt self-conscious on their English accent, and

therefore using English could seem strange for them though the results showed that teachers all over have a positive view on codeswitching and that the use of L1 could be beneficial. The teachers also showed reluctance towards implementing it in both classes with a shared L1 and without a shared L1 (Gallagher, 2020, p. 6). Finally, most of the teachers pointed out that they could not remember that this topic had been discussed thoroughly in their training, but they did on the other hand remember that the use of L1 in English teaching was looked upon as something that should be avoided and discouraged (Gallagher, 2020, p. 8).

3.1.4 Social implications

Although teachers try to incorporate the students L1 and allows them to use their mother tongue in writing English (Beiler, 2020, p. 3), there are findings that showcases the need to create more robust multilingual spaces in order for the students to be secure and confident enough to draw on their multilingual resources (Beiler, 2020, p. 26). This is coherent with findings from Burner and Carlsen's (2022) study that showed that one of the teachers they interviewed was skeptical about using the students' L1s because of the social implications, such as the students with the same mother tongue clinging to each other, when it is not used in a controlled context, in addition to teachers seeing the use of L1 in the classroom as harmful to L2 learning (p. 46). Further, the findings showed that many teachers allowed their students to use their L1 at school, although only a small portion of the teachers adjusted their teaching in order to use their students L1s as a learning strategy (Burner & Carlsen, 2022, pp. 43-44). The observations revealed that teachers drew on their students L1s to some degree, but in unsystematic ways (Burner & Carlsen, 2022, p. 44). The study also revealed that although the teachers held positive attitudes towards multilingualism as a resource in language learning, they did not encourage their students to use their L1 beyond occasional translation questions. This was due to factors such as varying competencies in the L3, inadequate teaching resources, and a lack of a common L1 among the students, which made it challenging for the teachers to incorporate multilingualism into their practice (Burner & Carlsen, 2022, p. 38).

3.2 Translanguaging

This section will present some relevant previous research about translanguaging that we further will use in the discussion in chapter six. Prilutskaya (2020) conducted a study of Norwegian first-year upper secondary school students' use of translanguaging at the draft stage of writing an essay in their L2, English. The goal for this paper was to lay the groundwork for an integrated framework of translanguaging and written code-switching (Prilutskaya, 2020, p. 3). The participants in this study were assigned randomly to one of three writing instruction groups, which was English-only, translation and translanguaging. The students were able to alternate languages as a scaffolding technique before producing the final product in English. The findings showed that the drafts containing language alternation were, on average, longer (Prilutskaya, 2020, p. 11), and the students responded that being able to integrate multiple languages helped engage the reader (Prilutskaya, 2020, p. 19). However, the analysis showed that the students mostly used code-switching for a quote or direct speech, for emphasis, lexical needs etc. (Prilutskaya, 2020, p. 18). This is in contrast to Schipor's (2022) findings where the aim was to guide and support teachers as they designed and employed new methods for teaching in a multicultural environment. This study involved eight schools in an urban area in Eastern Norway where she collected data from student texts, teacher reports, one informal group interview and one formal semi-structured focus group interview (Schipor, 2022, p. 8). The study showed that the students employed their mother tongues across the various multilingual practices and often in the same texts with Norwegian or English or both (Schipor, 2022, p. 18). It also showed that the general outcomes of the multilingual practices increased metalinguistic awareness among students, acknowledgement of minority languages in the classroom, development of multilingual literacy skills, and co-learning both within and outside of school (Schipor, 2022, p. 17).

While the study conducted by Neokleous and Krulatz (2018) did not necessarily aim to look at translanguaging among the teachers and students, there are some examples in the study of translanguaging. For example, one of the teachers in the study highlighted that the students were encouraged to communicate in English as frequently as they could but were instructed to fill in with Norwegian when they needed to (Neokleous & Krulatz, 2018, p. 16). This can be understood as that the teachers implement factors from translanguaging without being aware of it.

Although the students are given the opportunity to mix the languages they know in order to make meaning of the language, there are variations in the level of success that students have in their ability to translanguage. Lialikhova (2019) examined how Norwegian ninth graders who were at three different levels of achievement in their L2 (English) managed the task of studying a non-language subject through peer interactions, when they were introduced to content and language integrated learning instructions for the first time (p. 14). The findings showed that there was little evidence of translanguageing in the high-achievement group due to the students' well-developed L2 skills, and they were therefore able to maintain effective communication through their L2 (Lialikhova, 2019, p. 14). While the mid-achievers effectively adopted translanguageing as a learning technique throughout the conversation as the shift to their L1 contributed to a smoother flow of speech (Lialikhova, 2019, p. 14). The low achievers did not implement translanguageing as a learning technique. This could be explained by the student's language level being insufficient to assimilate content and engage in the process of learning (Lialikhova, 2019, p. 15).

On the contrary, the research showed that learners of mid and high L2 proficiency are more likely to adopt translanguageing as a learning tool in their peer interactions than their peers with lower L2 proficiency (Lialikhova, 2019, p. 17). However, the findings in Prilutskaya (2020) point in the direction of including translanguageing in L2 writing instructions possibly can help the students in reaching their full potential when it comes to the linguistic competence (p. 21). Prilutskaya's (2020) study also showed that some participants also reported that they mixed languages due to the instructions and to experiment with languages when given a chance to do so (p. 20). Also, over half of the participants chose to stick to one language per drafts, either English or Norwegian, even when they were prompted to draw on their background languages (Prilutskaya, 2020, pp. 20-21).

3.2.1 Translanguageing practices

Observations of pre-service teachers (PSTs) has shown that they were uncertain on how they could position themselves in relation to the multilingualism presented in the classroom, and that the PSTs typically spoke Norwegian with their students in all situations (Iversen, 2020, p. 56). The study on the PSTs practice on translanguageing in multilingual Norwegian schools was

conducted with focus groups and classrooms observations (Iversen, 2020). The observations were conducted across various classes and subjects, including English. Many PSTs hesitated to acknowledge the linguistic diversity in their classrooms as long as their students seemed sufficiently proficient in Norwegian (Iversen, 2020, p. 56). Five different translanguaging practices were discussed and observed in this study. The first practice was translanguaging within one named language, Norwegian. It showed that the PSTs approach involved adapting how they spoke Norwegian in the classroom through repeating the instructions by speaking slowly, using simple vocabulary etc. This defines as a translanguaging practice because the strategic use of the speaker's available linguistic resources is an expression of agency (Iversen, 2020, p. 56). The second practice is linked to translanguaging with visual support. It was revealed through the classroom observations that visual support was commonly employed during instruction, and through the focus groups they reflected on how illustrations can potentially support students who possess limited Norwegian proficiency (Iversen, 2020, p. 58).

The third translanguaging practice in which the PSTs engaged was the use of translation. They drew on students' linguistic repertoires through translation to sustain communication and wrote words on the blackboard before asking the students to translate the word into their home languages (Iversen, 2020, p. 59). The fourth practice was translanguaging through peer support, which all focus groups reported to have observed in their classrooms, however, the PSTs reacted differently when it occurred (Iversen, 2020, p. 60). This points to the fact that the PSTs were uncertain about how to react when students used other languages in their classroom. The last practice was the students' use of their home languages, which seemed limited to occasional greetings and simple words (Iversen, 2020, p. 61). PSTs shared a common understanding that one should always initially attempt Norwegian before reaching for other linguistic resources. All of these linguistic practices occurred although they reported that they had not prepared for translanguaging in their classroom. This research indicated that the Norwegian teacher education is struggling to prepare PSTs for the cultural and linguistic diversity that awaits in Norwegian classrooms (Iversen, 2020, p. 62). This is similar to Schipor's (2022) findings whereas in the start of the project the teachers lacked the competence required to adopt a multilingual approach, however, at the end of the project the teachers had a favorable stance towards the spontaneous use of multilingual practices and planned to include them in their own teaching (p. 19).

4 Methods

In this chapter, we will describe our methodological design. First off, we will define what we understand as qualitative data. Then we will describe how the informants were selected, and the different implications of our methods. Further, we will explain and elaborate how the interviews were conducted, before we discuss the validity, reliability, and data handling of this project.

4.1 Qualitative research

The project is carried out as a qualitative study. Qualitative methods are, according to Richards (2015), methods we use to study a group and their social world and interactions by either going where they are, observing them or learning and understanding how they look at different scenarios (p. 1). Qualitative methods are often used to get close to the people we are studying and trying to learn something from. In other words, the qualitative study aims to collect as much information as possible from a limited number of subjects (Johannessen et al., 2006, p. 106). Brottveit (2018) defines qualitative research as methods where the researcher tries to identify in what way the participants' statements and actions make sense to the rest of us (p. 66). She further elaborates that qualitative data is fitting when you seek in-depth knowledge about a specific topic (Brottveit, 2018, p. 67). Qualitative research methods are types of methods suited for researchers trying to learn about and find new in-depth information about a phenomenon which can also give a detailed understanding of actions, phenomena or attitudes (Cohen et al., 2018, p. 288). Since our study aims to take an in-depth look at teachers' inclusion of multilingualism in their teaching, and their views on the topic, qualitative research is the most fitting for our project. There can be multiple purposes of qualitative data (Cohen et al., 2018, p. 287), such as description, explaining something, reporting or testing. For our project, it is natural to look in to how our research question can be discussed with the basis of the teacher's description of the situation as well as their own experiences on the topic.

Tangaard and Brinkmann (2012) define qualitative research as when one is interested in looking at how something is done, said or experienced (p. 11). Maxwell (2005, p. 21 as cited in Cohen et al., 2018) recommends that a qualitative study should include practical and intellectual goals (p.

304). To exemplify these goals, the practical goals could be to accomplish something new or to meet a need that has not been met earlier. On the other hand, an intellectual goal can be to understand something new or to explain a phenomenon that is yet to be explained. Therefore, qualitative data is by Cohen et. Al (2018) defined as how interactions lead to an outcome (p. 304). In our case, the interactions between us as researchers and the participants has led to a set of data, which again makes the base of our discussion in this thesis. Richards (2015) on the other hand, presents that qualitative data should be understood as the interaction and relationship between the person who is researching something and the subject of research (p. 2). Consistent with Kvale (1997), qualitative research interview seeks to get an understanding of the world and the field being studied from the participants' point of view (p. 17). According to Brottveit (2018), we cannot speak of exact or objective findings in qualitative data, since the topic is complex, and the selection is limited (p. 68). Therefore, it is more natural to reflect upon new insight and see it in light of your own understanding of the field.

According to Tangaard and Brinkmann (2012), the research interview is the most used qualitative method to collect data and knowledge about people's life and experiences. Even though the interview can be based on a casual conversation, it is still a professional or even academic conversation (Kvale, 1997, p. 21). According to Cohen et. al (2018), interviews are a commonly used technique for data collection in qualitative research and are recognized for their flexibility as a tool for collecting data (pp. 506, 508). The interview is in that sense a facilitation tool for participants to discuss interpretations and express their thoughts from their own point of view. Interviews make it possible to explore issues and opinions in depth compared to other methods of data collection. However, interviews can be very time consuming and there can be multiple problems connected to them that need to be prevented before the conduction. Such problems can be interruptions during the interview, the participants switching topic during the questions or the interviewer giving opinions (Cohen et al., 2018, p. 520). With that in mind, interviews can be a root to subjectivity and bias, from both the interviewer and the participant (Cohen et al., 2018, p. 508). On the other hand, if the interview is well-structured, it could make a big difference when it comes to bias and subjectivity (Cohen et al., 2018, p. 509). Before conducting the interview, the interviewer has to inform and talk to the participants about the nature and purpose of the interview, obtain informed consent, as well as informing the participant about anonymity and

confidentiality. In the rest of this chapter, we will present how the data collection through interviewing was carried out, reflecting upon the validity and reliability of this study, as well as how the data has been handled.

4.2 Informant selection

Selection of participants for a study has large significance for the results and conducting of the project (Johannessen et al., 2006, p. 105). For our study, we have chosen to do a strategic selection of informants. Strategic selection means that the researcher has chosen a target group. The selection is then made on the basis of appropriateness for the study (Johannessen et al., 2006, p. 107). We have chosen informants we believe can contribute to our study to the best possible degree, and that have experience in teaching multilingual students. This view is also shared by Brottveit (2018), who describes strategic selection as something that is very usual in qualitative research (p. 86). To identify criteria that the informants are chosen based on contributes to defining a clear purpose, which is that our research can contribute to new insight and knowledge that hopefully can be valuable for other teachers. Therefore, we can say that the selection is criteria based (Johannessen et al., 2006, p. 109). Our criteria for selecting teachers were specifically that they had to be English teachers in 5th-7th grade. They should also have experience with teaching multilingual students. In order to get in touch with our selection, we have used our network to reach out to teachers.

The participants in our study work in both urban and rural schools in different parts of eastern Norway. Our main criteria for selecting participants were that they had to be teachers of multilingual students in 5th-7th grade. Because of limited time, we could not focus on more than these. Our secondary criteria were to get a spread in geographic placement of where they work, as well as a spread in number of multilingual students. In addition, another of our secondary criteria was to get a spread in the experience of teaching multilingual students. We were lucky enough to get a spread in all these criteria, even though it was not our main priority. We had originally recruited six participants, but two of them unfortunately withdrew before the interview, and by then it was too late to recruit new participants. In order to keep our participants anonymous, we have chosen their pseudonyms based on the most used names in Norway in 2022

(SSB, 2023). As one can see in the brief information about the participants in the table below, we were able to get two teachers that look upon themselves as multilingual, that also work in urban schools. In addition, we also got a spread in the number of multilingual students.

Pseudonym	Years of teaching	Number of multilingual students	Defining themselves as multilingual	Working on rural v. urban school
Nora	22 years	21 of 24 students	Yes	Urban
Jakob	7 years	12 of 14 students	Yes	Urban
Emma	23 years	10 of 42 students	No	Rural
Emil	3 years	3 of 20 students	No	Rural

4.3 Conducting the interviews

This sub-section of chapter 4 will include a presentation of how we have worked when conducting our interviews. We will give a brief description of semi-structured interviews, before we elaborate further on how we have designed our interview guide. Additionally, we will explain how the interviews have been conducted in order to get as much information as possible for our discussion of the research question.

4.3.1 Semi-structured interview

The interview guide should lead you through the interview and working with the preparation of an interview guide is at the same time preparing yourself professionally and mentally to meet the participant (Dalland, 2017, p. 78). In order to obtain a greater chance of spontaneous, lively, and unexpected answers, the interview situation should be open, while a more structured interview situation could make it easier to fully structure and analyze the interviews later (Dalland, 2017, p. 78). There are five main kinds of interviews which are structured-, semi-structured-,

unstructured-, non-directive- and focused interview (Cohen et al., 2018, p. 511). We have chosen to conduct semi-structured interviews, which means that the topics and questions are given but the questions are open-ended, and the wording and sequence gets tailored to each individual participant and the responses given (Cohen et al., 2018, p. 511). During the interview, the participants were able to get clarification if something was misunderstood by rephrasing or repeating the questions. Nonetheless, this was done with caution so that we did not lead the participants to give answers they thought we wanted them to answer.

To be able to prepare well formulated questions, it is important to have enough knowledge of the relevant topic. We have read relevant research and theories that were connected to our master thesis before we designed our interview guide. We took inspiration from other interview guides that were related to our topic. However, we did not find a guide that looked exactly at what we wanted to research and had questions that would answer our research question, and therefore we designed our own, with inspiration from others. It is an advantage to start with neutral topics that are easy to answer, then gradually get into more emotionally charged topics (Thagaard, 2003, p. 94). We organized our questions into two main themes, background information and teaching. There was a total of 14 questions, in addition to four sub questions. The section on background information, which had a total of 6 questions, contained questions about the participant such as how long they have been working as teachers, which grade they are teaching, if they consider themselves multilingual etc. Further, the section about teaching was a bit longer and consisted of more challenging questions. These were related to advantages to being multilingual, their experience with multilingual students, challenges related to multilingualism in the classroom, which languages that are being used in their English classes and questions targeting the curriculum, both related to the core curriculum and the competence aims regarding multilingual students. We made sure that the questions were easy to understand and tried to make sure they did not contain any prejudices or that they were marked by our preconceptions on the theme. The full interview guide is attached at the end of the thesis in Appendix 1.

The semi-structured interview gives us the possibility to ask the participants to extend, elaborate, add to, give an example of or clarify, and thereby providing us an in-depth response (Cohen et al.,

2018, p. 514). This could be explained as probes, which is comments from the interviewer in an encouraging way, which could be questions, a short response or body language. This signals that we, as interviewers, are interested in what the participant says and want more information about this (Thagaard, 2003, p. 86-87). During the interviews we smiled, nodded, and said “yes” and “mhm” in order to be a good listener and acknowledge what they had to share. It is relevant to mention that both our interview guide, and the execution of the interviews were done in Norwegian. Our mother tongue is Norwegian, also all participants are fluent in Norwegian, and therefore to be certain of that we did not misunderstand each other, we found it most natural and secure to speak Norwegian during the interviews. In addition to this, we saw it as an advantage that the teachers could speak Norwegian in the interviews, to make sure they were able to express themselves freely rather than getting short and less comprehensive answers as a result of the fact that they may not have as good a vocabulary in English as in Norwegian.

4.3.2 Interview procedure

There is an argument for having more than one interviewer present because it could provide two versions of the interview and one can complement the other with additional points, as well as observe and see things that might get overlooked by the other interviewer (Cohen et al., 2018, p. 521). However, having more than one interviewer could make the roles unclear to the participant or feel intimidating (Cohen et al., 2018, p. 521). We chose to conduct the first interview together to be able to ask similar follow-up questions, and make sure we would carry out the interviews somewhat alike and did the rest of the interviews separately. However, we chose that one of us would be the main interviewer and the other would listen and ask follow-up questions, if necessary, in the first interview. The reason for not conducting all the interviews together is because we would have the opportunity to interview more people in our time frame.

We chose to interview our participants both in person and through zoom. The reason for choosing zoom is related to more flexibility regarding both time and place. However, we carried out the interviews in person when we had the opportunity to do so. When using the internet and technology, we as interviewers have no control over the circumstances of the participant who may be distracted, may not be the person intended or may not have the level of motivation,

interest, or education (Cohen et al., 2018, p. 539). On the other hand, we did a strategic selection of informants which ensured that we were able to identify the right person because we knew in advance who we were going to interview. Other consequences with conducting the interviews on zoom could be unstable internet which could have led to losing parts of the interview, camera not working, or distractions from other people. To ensure that things like this would not happen, we made sure of stable internet access in advance and gave the participants information and instructions in advance. All the interviews lasted between 30-45 minutes, depending on how much the participants elaborated. There were no significant differences between the four interviews, and they all went according to plan.

4.4 Validity and reliability

In research projects, it is important to ensure and ask ourselves questions about validity, reliability, and transferability. What our research finds can be seen in coherence with other subjects in society, but first and foremost, it gives us a picture of how these specific teachers view the topic. Since our research is narrowed down to only a few participants, we cannot say that our findings are transferable to all teachers. To make our research as valid and reliable as possible, we aim to be as transparent as we can, and will in this section discuss the topic and give an outline of what we have been doing to ensure validity and reliability.

4.4.1 Validity

Validity is connected to if the answers we obtain from the interviews, are indeed the answers to the questions we ask during the interview (Tjora, 2012, p. 203). In qualitative studies, validity can be seen in coherence with whether a method is researching what it is intending to research (Johannessen et al., 2016, p. 232). In other words, validity is about to what degree the researchers' approach and findings is coherent with the purpose of the study and can present a look at the reality. We can strengthen the validity of the research by being transparent about how the research has been conducted, and reasoning for the choices we have made in the data collection period. According to Tjora (2012) the most important source of high validity is that the research is done within the frames of professionalism and that it is rooted in relevant theory and research (p. 207). Through the research period, it has been important for us to keep notes of every

process and being as open with our advisor and participants as possible. We have read and written about theory and previous research and focused on what is relevant for our thesis. To get to know the field of study thoroughly, is by Lincoln and Guba (1985, as cited in Johannessen et al., 2016) seen as a technique to increase the probability of a valid research (p. 232). By doing that, it is easier to understand what is relevant and not when interviewing and later analyzing. Further, knowing the context in question makes it easier to understand a specific phenomenon, in this case multilingual classrooms. Also, to revert the results and get other competent people to analyze our research can heighten the validity of the research (Johannessen et al., 2016, p. 232).

Piloting an interview is also connected to the validity of a research project. We decided not to conduct a pilot interview prior to our interviews. One of the reasons for this was because we did not want to utilize a participant exclusively for the purpose of piloting the interview, as we felt it would not be an efficient use of their time. We could have used others that did not fit the description of our criteria's to perform the pilot interview, even so, we would have needed to find someone that were related to our criteria's to a certain degree such as being a English teacher, to be able to get somewhat relevant answers to our questions to show us if the questions were designed in a proper way to get the answers we searched for. Having said that, this is time-consuming since we would have used a lot of time to find someone that was relevant. In addition to that, pilot interviews are relevant to clarify what needs to improve before the actual study, and new questions may enter or get reshaped. However, we did this through our first interview since we conducted this together, which gave us the option to add or remove questions together during the interview if we saw this as necessary. Still, if we had conducted a pilot interview beforehand, we could have saved some time in our first interview. Despite this, we had already read a lot of relevant theory and felt that we had a good understanding of what we wanted to find out in our interviews, and therefore we did not see it as crucial for our study to conduct a pilot interview. In addition to this, we knew that if the initial interview did not work, it could have been treated as a pilot interview, but we experienced that it worked and that it gave us useful data, so it was not necessary to use the first interview as a pilot interview.

We also decided to develop our own interview guide, with inspiration from others. Had we used an already existing interview guide, this could have been both an advantage and a disadvantage in terms of piloting an interview. A positive side of using an already existing interview guide is that this might already have been validated, which would have made sure that the questions were designed in an appropriate way where the questions were easy to understand for the participants. However, the questions in other interview guides would not necessarily be fitting for our research, and therefore we choose to develop our own. In this way, we managed to develop questions that were directly related to our research question.

In addition, it is worth mentioning the confirmation bias, as we saw that it was challenging to recruit participants for our study. It might be that teachers who know that they are not working with the inclusion multilingualism did not want to participate in this study in fear of being judged. This can affect the validity, as we never know how trustworthy the data really is. Still, we have managed to conduct four interviews with teachers who in a varying degree include multilingualism in their teaching. The different teachers' inclusion of multilingualism will be presented in chapter five.

4.4.2 Reliability

When conducting research, it is always important to judge if the research is trustworthy and has reliability. According to Johannessen et al. (2016) reliability in qualitative research is connected to the data material and how it is used and collected (p. 231). They highlight that in qualitative research, the data collection often is objective and context-dependent, and that it would be difficult for another researcher to conduct the exact same research. Further, it is pointed to that the reliability may be strengthened by giving the reader a thorough description of the context, as well as describing the process (Johannessen et al., 2016, p. 232). Tjora (2012) argues that the researchers' engagement and knowledge about the topic that is being researched can affect the reliability (p. 203). Further in his argumentation, he reflects upon the researcher's knowledge as a resource, as long as it is possible to explain how that position may affect the research. To have something in common with the participants can be seen as something positive since it often will make it easier to ask precise questions, but it can also be seen as a disadvantage in the cases

where the researchers bring own prejudices about the topic in question (Tjora, 2012, p. 204). When it comes to making a clear distinction between the researchers own analysis and data, using a Dictaphone is seen as a tool that can strengthen the reliability (Tjora, 2012, p. 205), since all data is caught on tape, and can be analyzed and listened through multiple times, and also by co-authors.

In our research, we have considered many things to make sure our project is reliable. First off, we have throughout the whole process reflected upon our role as researchers. Our goal with the research is to make ourselves better prepared as English teachers in multilingual classrooms. Because of that, reading a lot about the subject has made our knowledge bigger and better. In order for our knowledge to not affect the interviews, relying on an interview guide ensures that we do not affect our participants in different ways. Further, we have used a Dictaphone to record all interviews, which makes a clear distinction between our own analysis and the data we have collected. Giving the reader of this research a thorough description of all parts of the time period where this research was written and being as transparent as possible is also something that will strengthen the reliability of this project. Also, we conducted the first interview together and the rest separately. By doing the first interview together, we were able to ensure we asked the same questions and additional questions that were relevant to ask. In addition to this, it creates a certain reliability by doing the first interview together since it could be difficult for different researchers to conduct the same interview and get the same kind of answers. The inter-rater reliability of us doing the first interview together ensures that the rest of the interviews were conducted as similarly as possible. Nevertheless, because of the time frame of this project, we decided to carry out the rest of the interviews separately. Hence it was important to conduct the first interview together, so we could ensure correspondence to a big degree through the rest of the interviews.

4.4.3 Transferability

According to Johannessen et al. (2016), a research project can be seen as transferable if the results and conclusions can transfer to other similar aspects of society (p. 233). Further, they point to that result should make room for new knowledge about the topic being researched. Regarding if research is transferable or not, the research should provide a possibility to give

descriptions, new concepts, interpretations and explanations that can be used and transferred to areas that other researchers are looking in to (Johannessen et al., 2016, p. 233). Cohen et al. (2018) presents another point of view on the topic. Whether research is transferable or not could also be up to the reader to determine, for example if the researchers provide sufficient data for the reader to get a thorough understanding of the topic (Cohen et al., 2018, p. 255). While it could be up to the reader to decide whether the data is possible to compare to other phenomenon, it is still important for the researchers to clearly point out if the research aims to seek transferability. Cohen et. al (2018) suggests that such information should be given in the research design (p. 256). When it comes to our project, the aim and goal for the research is to bring a new perspective on the topic to the table, as well as research something that will be relevant for our own professional life. Whether the research is transferable or not to other subjects should therefore be up to the reader of this thesis.

4.4.4 Ethical considerations

Brottveit (2018) highlights the importance of identifying, assessing, and making thought through choices when meeting ethical questions throughout the process (p. 87). The participants in our project have to get the correct and thorough information about what participating in the project implies and how the data is being handled. These are questions we will further elaborate and discuss later in this section. Our research is based on the pedagogical field, and therefore it falls under the guidelines of the Norwegian National Research Ethics Committee's department for social science and Humaniores (NESH, 2021). The guidelines describe research ethics as basic norms and values that are developed over time and rooted in international science companionship. The researchers are responsible for the participants that are a part of the study, and to respect their worth and treat them with respect (NESH, 2021). All dialogue with the participants about participation in this project has been straightforward, and we have treated our participants with utter respect, and are truly thankful for everyone who has accepted to join in on this study. All of our participants have received an information letter before the interview, with a consent form. Everyone had to hand back the signed consent form before we could conduct the interview. Also, at the beginning of each interview, all participants gave oral consent, to ensure that everyone was fully informed about the project. Informed consent is according to NESH (2021) a main principle in research ethics.

Svenkerud (2021) argues that interpretation is a natural part of educational research (p. 101). There is no right or wrong way of interpreting a phenomenon, therefore, research ethics is very important to discuss. On the other hand, the researcher is always responsible for taking care of research ethics (NESH, 2021). In addition, openness, and honesty about how data is obtained and processed is crucial for the validity and reliability of the project, as well as it being ethical binding for researchers to make sure this happens. Throughout the project, we have proceeded the work based on the ethical guidelines, as well as notifying the Norwegian Centre for Research Data (NSD) in order to get our project approved. NSD approved our project, and to process and collect personal data. In this research, our participants will be completely anonymous, but since we have conducted a strategic selection and in-person interviews, we are aware of the participants' real names.

In the following subsection, there will be a presentation of how we have handled data and conducted our interviews. It is crucial for us to be open and honest about this process, as we aim to follow all ethical guidelines to make sure of the validity and reliability of this project. An ethical issue we faced during the project was that one of our informants wanted our interview guide beforehand. The effects of informant “Emma” seeing the questions before the interview are not easily seen in the results. The answers of “Emma” are similar to the others, and the length of the interview as well. In addition to this, she claimed that she had not had the time to look thoroughly through the questions beforehand. Therefore, our conclusion is that there were no specific implications of the choice, other than that “Emma” was a bit more prepared for what we were going to ask.

4.5 Data handling

Converting the interviews from oral language to written language makes the interviews easier to reach and handle. In our interviews we used “Nettskjema-diktafon app” to record the conversations. We made sure that we always used at least two devices so we would not lose the data from the interview if there were any technical issues. Using audio recording, as we did, filters out contextual factors and neglects the visual and non-verbal aspects of the interview

(Cohen et al., 2018, p. 523). We could have chosen to replace audio recording with video recording to catch all data, both verbal and non-verbal. However, this is more time-consuming to analyze and because of our time frame we chose to use audio recording. By using audio recording, you ensure that all that is said in the interviews is preserved and you are able to pick up nuances and tone of voice (Dalland, 2017, p. 85).

By using “Nettskjema-diktafon app” we were able to transfer the recordings automatically to an approved website. Further, we used the university’s approved cloud storage service “Onedrive” to store our transcriptions. The transcription of the interviews is an important step in the data collection process, and also a step where there is potential for loss of data, and for the data to become less complex if some part or words of the data material is left out or forgotten (Cohen et al., 2018, p. 523). When transcribing the data material, there is a risk of losing data from the original encounter as it translates from oral to written language. We used the approved dictation function in “Word” to speed up the process, which might have saved us some time, though the reliability of the transcriptions is influenced by the accuracy of the speech recognition and the clarity of the speaker (Cohen et al., 2018, p. 646). However, to ensure reliability, we went through all the transcriptions manually and checked that the transcriptions were correct and changed it if was incorrect. It is not uncommon for speech to be heard incorrectly, so we made sure that both of us went through all the interviews to make sure that the transcriptions were correct.

4.5.1 Coding and categorization

To process our findings, we have conducted a thematic analysis. A thematic analysis can be understood as to find, analyze and give a report on patterns throughout our data (Brown & Clarke, 2006, p. 79). A thematic analysis should according to Brown and Clarke (2006) be understood as a foundational method for analyzing qualitative data (pp. 78, 81). Further, a thematic analysis does not require in-depth knowledge of theoretical or technological approaches, and therefore it offers a more accessible form of analysis, especially suited for those who are new to qualitative research. A thematic analysis means that the data will be individually coded into different themes. Themes are in this setting defined as: “A theme captures something important

about the data in relation to the research question and represents some level of patterned response or meaning within the data set” (Brown & Clarke, 2006, p. 82).

In this analysis, we have used an inductive approach to look for our themes. That means that our themes are strongly linked to the data itself, but the data is coded without trying to fit it into an already existing frame or pattern (Brown & Clarke, 2006, p. 83). Such already existing themes could be the topics in the interview guide, or the topics of the theoretical framework. The themes that we have identified may have little relation to the specific questions asked, but the coding has involved searching across the data to find patterns. Brown and Clarke (2006) present five phases of coding the data (pp. 87-93). Phase 1 is to familiarize yourself with the data which includes repeated reading, searching for patterns and transcribing the interviews. This has been done throughout the interview process, and both researchers have read and worked with the transcriptions of all interviews. Further, phase 2 is to generate initial codes and organize the data into meaningful groups. When working with this phase, we read through the transcriptions and found initial topics that we could organize the initial coding into. Further, phase 3 involves searching for themes, and starts with the data that has been initially coded, and then focuses on broader themes, to fit all the relevant data. Phase 4 is to review whether the themes really are themes and make sure the data is placed in the most suitable theme. Then, phase 5 is to define and name the different themes, before we identify the essence of each theme, and we should by the end of this phase have clearly defined what our themes are, and what they are not. The final and last phase is to produce the report, which must include relevant excerpts from the data set, which provides evidence for our discussion.

When we did the coding of our interviews, it was heavily affected by the process described above. After transcribing, we started off by re-reading our data material and worked from the data and up. After phase 2, we had five initial themes, but narrowed it down to three broader themes after phase 3. Some of the data was difficult to place in topics, such as how the teachers work with reaching the aims in the curriculum, as many of the answers lack concreteness. In order to fit those subjects in themes that were suitable, we discussed and reviewed that all data was placed into suitable themes. In the end, all themes are tweaked to make sure the data is included. When working inductively, it is important that the interview guide does not dictate the themes. We

knew what the data included before the coding, since we had carried out the interviews, but to make sure we were not affected by the data, we created distance from the data by allowing some time to pass from transcribing to coding. Finally, we have ended up with topics that are not the same as the topics in the interview guide.

5 Results

This chapter aims to describe and present the results and findings of this project based on our research question: How do English teachers in 5th-7th grade take multilingualism among their students into account in their teaching? The chapter is thematically sectioned into three main themes. The themes are a result of our data analysis with an inductive approach, such as described earlier. Through our inductive coding, we have undergone the phases described by Brown and Clarke (2006), that we have presented in chapter 4. Our themes for this analysis are “views on multilingualism” (5.1), “Multilingualism in the classrooms” (5.2) and “How to reach the aims in the National Curriculum regarding multilingualism” (5.3). The different themes aim to shed light on the research question and lay the grounds for the discussion later in the thesis. We will view the research question from the teachers' own views, and therefore, we will actively use quotes from the interviews that we have translated into English in order to make them useful for this thesis.

5.1 Views on multilingualism

In this section, we will address how the interviewed teachers viewed multilingualism. The four participants answered the questions regarding how they would describe multilingualism in different ways. While one of the participants defined multilingualism as being linguistically diverse, which in that sense also meant speaking with a very broad Norwegian dialect, the rest of the participants narrowed it down to either speaking or having other relations to more languages than your mother tongue. Nora, who sees herself as multilingual, and also have a high degree of multilingual students defines multilingualism in this way:

Nora: I define multilingualism as having one or more languages at home or as a mother tongue, and that either one or both of their parents has roots in another country with a different language. It is not necessary that the child speaks other languages, but has a relation or knowledge to other languages, and has a different cultural background in regard to other languages and that it is a part of that culture.

She defines multilingualism as both being able to speak more than one language, but also if you are being exposed to different languages through your home, culture, or countries where your family might have roots. While her definition includes individuals who may not speak the

languages, but are being exposed to them in other ways, our fourth participant, Emil, who is not defining himself as multilingual define multilingualism as:

Emil: To me, multilingualism is to have a special linguistic, not deviation, but something very different from a kind of majority group. Many think that to be multilingual, you have to be from a very foreign country, but it could to me also be that both your parents are from Norway, but from a place with a very strong dialect. So in my definition, I have expanded it to also include dialects or languages outside from Norway, that are different than the majority group I teach.

Emil is describing multilingualism as being linguistically diverse, even though you “only” speak one language, as long as the dialect you speak is strong enough to make you different from the majority of the group he is teaching. To be fluent or speak another language than your mother tongue is in Emil’s view not important to being able to call yourself multilingual. Jakob, on the other hand sees himself as multilingual since he speaks and masters two languages in addition to his mother tongue. In his description, being multilingual means that you have access to, master and are able to use more languages than your mother tongue. You do not, on the contrary, need to be completely fluent, but you do need to have some degree of knowledge. Both these views from Emil and Jakob, show two different perceptions of multilingualism. While Jakob who sees himself as multilingual has a narrower view of what is needed in order to call yourself multilingual, Emil who does not see himself as multilingual, even though he masters two languages, has a more open definition that also includes strong Norwegian dialects. Emma, on the other hand, who is the final participant who does not define herself as multilingual, has a similar approach to what Jakob means. Emma defines multilingualism as knowing more than one language.

5.2 Multilingualism in the classroom

This section will include teachers’ statements regarding how multilingualism is used in the classrooms, both opportunities and challenges. A main finding is that the teachers overall have positive views on multilingualism in English teaching. They see many opportunities when it comes to comparing languages the students know, but they also see some challenges when it comes to teaching materials, and continuity regarding the topic. We will also present the methods the teachers report to use in order to implement multilingualism in their teaching, as well as what

the school does when it comes to celebrating all different cultures and languages. Nora, for instance highlights the opportunities in grammar and seeing similarities as a big advantage when teaching multilingual students in English.

Nora: There are many opportunities when it comes to grammar, seeing similarities and differences, sentence structure and verb conjugation. For example, if you have a student with Vietnamese background, they are not used to the same verb conjugation as in English, so it is important to have a understanding of which linguistic challenges that may occur, but comparing could also be an enrichment or something that could help them structure their knowledge if they are able to recognize a structure. (...) To draw on and ask about their mother tongue, for example “how is this in your mother tongue”, “is this similar”, or “do you have an auxiliary verb like “to have” and “to do” in English”. But first and foremost, I think it is used mostly in grammar.

It clearly shows that Nora has given the topic some thought, and that she finds it useful to ask the students to include their mother tongue in teaching. On the other hand, she also sheds light on different challenges, such as that the students mother tongue may be more grammatical challenging, and therefore the teacher must be prepared for the challenges that may occur when including the mother tongues of the students. Nora further elaborates the importance of making the students aware of their mother tongue when learning new words in class and encourages the students to explain to each other if there are students with the same mother tongue. But she also states that there might be some limitations regarding the level of fluency in their mother tongue compared to Norwegian.

Nora: There are some limitations, such as there are several different languages in the classroom, and they are not necessarily as fluent in their mother tongue compared to Norwegian. (...) They are not always able to benefit from it, even if they sometimes realize that they have heard it when someone else says something in their mother tongue. But if you, as a teacher, are open to the possibilities with using the students mother tongues and try to make them see that languages are connected, that is a beginning and could make the students be able to see this in a bigger degree later even if they don't understand this right now.

In contrast to Nora's experience, with her students being open to use their mother tongue in teaching, Jakob reflects upon the teaching situation as a place where the students might be reluctant to show and use their mother tongue. In his experience, the students might feel exposed

and insecure, and therefore not being open towards sharing their mother tongue in the classroom. He further debates why this is the case.

Jakob: I think the Norwegian attitude is that at school we only use Norwegian so everyone understands, and we forget that this could be a way to get to know each other better by sharing mother tongue and culture. Also, when you have students that are not sufficient in Norwegian, I don't know if the right way to learn Norwegian is to introduce their mother tongue into school. If so, it has to be a continuity in this and not just something you implement for a week and then forget about it.

Further, Jakob also reflects upon that the relations to the students are crucial in this case. If the relations between teacher-student and student-student are not established, then it might be difficult for the students to be as secure in themselves and their languages to be able to use them actively in learning. Emma presents different methods they use when including mother tongues in their teaching. For instance, she told us about how they usually work when they get new students with another mother tongue than Norwegian in their class.

Emma: If they are figuring out of the word "chair", then we search for it and look at it. Then they can say it in their language. I think it is very smart to concretize it and use pictures. It is clear that we have a challenge when we are working on sentence structure and longer texts, but then we are trying to be a bit forgiving and if someone says something wrong, we talk through the sentence structure like "this is how it is in English/Norwegian/other languages". Many knows it orally, but in Norwegian and English, we also expect them to write, and someone only knows how to speak their mother tongue, and not write it.

In this case, the method in question could also be very useful for all the other students, who do not necessarily have another mother tongue. Using concrete material and pictures in learning can be efficient for a lot of students. This is supported by Jakob's statements regarding the work with "word of the week", which is a method they use to teach the students new words. He is also open about the fact that he thinks it is challenging to implement the students' mother tongue in a way that is seen as useful.

Jakob: I think it is a bit difficult to engage their mother tongue in English education. Therefore, I use the same methods regardless of where they are from. However, I would have liked to know more about how I could implement the students' mother tongue, perhaps by talking about the country they are from. We have something called "the word of the week" where the students draw

the word, find synonyms and antonyms, and figure out what it is in English. Maybe we could also add different languages to this where it doesn't necessarily have to be their mother tongue. This could make this a more fun way to learn a shared language.

Someone who has a view similar to this is Emil, who is working actively with communication in his teaching. For instance, he said that he is encouraging his students to include perspectives from their culture and language when working with a project, although he has experienced that challenges might occur, as some students might feel offended if they are asked to share from their culture.

Emil: If they get a task on presenting an artist, I encourage them to choose an artist with the same cultural roots as themselves. At the same time, I have experienced that you should sometimes be careful, if it is only one student that is multilingual and “different”, they may not be interested in you telling the whole class that. So, one perspective is that you can use it as a resource, but on the other hand you can also risk exposing the students more than they are comfortable with.

The fact that students might feel offended is also an experience Jakob had encountered. He states that the students might feel exposed when you ask about their mother tongue in the classroom, while they probably would be more eager to answer if asked directly alone. As stated earlier, this is according to Jakob closely related to the relations in your classroom. The better the relations, and the more they are getting used to this type of learning, the more likely it is that the students feel comfortable sharing from their language. Jakob also specifies that he has never encountered any students who actively try to share their mother tongue in the classroom. Emma, on the other hand, has very different experiences. In her experience, the students are often very proud that they know many languages. She reflects upon that the students inherits a big word bank, since they are used to deal with several languages, and therefore being multilingual can be an advantage when learning English. Emil highlights that he often does research about the different languages spoken in his class, in order to support his students.

Emil: I see myself as very flexible when it comes to using other languages in the learning process. And I often like to do research about the different languages, so I can support the students in learning things they feel is difficult in English. Students who speak the Latin languages, can also draw on the language in a big degree when learning new words, since there are a lot of similarities.

In his experience, when the students speak or know languages who have roots in Latin languages, it is often easier for them to draw lines when learning new words, because of the similarities in vocabulary. Many of the teachers calls attention to that seeing similarities between the languages the students know when learning English can be very beneficial, especially when it comes to vocabulary training and learning new words.

5.3 How to reach the aims in the National Curriculum

One of our goals through the interview was to find out how the teachers are working with the aims in the National Curriculum. Both on how they use the students' previous language knowledge who only speak Norwegian and English, as well as those students who are familiar with more languages. This in order to ensure that the students experience it as a resource, and that the aim "explore and talk about some linguistic similarities between English and other languages that the pupil is familiar with and use this in their language learning" (The Norwegian Directorate for Education and Training, 2019) is accomplished. We did not ask about the students' mother tongue, but most of the teachers used this term when describing the student's language knowledge. One main finding was that all the teachers worked quite differently with these aims. The answers showed that teachers who found it difficult to work with multilingualism as a resource in their teaching also had fewer methods they implemented in their teaching in terms of the aims about multilingualism in the National Curriculum, while the teachers who had several ways to implement their students' language knowledge also saw fewer challenges. Nora stated that she tried to be aware of the students' background knowledge and include all students, so they would feel a recognition of their languages being lifted and seen as something positive.

Nora: We let the students translate new words and sentences into other languages if they are able to do so and let them present this to groups or the rest of the class. Also, we try to be aware of using the students' background knowledge, so they feel a recognition of their languages being lifted and seen as something positive. It is important to include all of the students' backgrounds and look at it as a resource since we are a multilingual school. However, it is mostly at class level, but I think that all the students should be able to take pride in their background and not see it as something that inhibits them.

She clarifies that it is mostly at class level, which indicates that this is not necessarily the practice they follow at this school. This is quite different from Emma's view on her school, where she explains that there is a positive attitude at the school by, for example, marking "mother tongue day".

Emma: We really talk up others culture and languages, and that it is a positive thing. It is an attitude at our school, and we mark "mother tongue day" every year (...) I think more people are proud of their language and culture now. Some people think it is a bit uncomfortable, so we have to be considerate of that. But when you get to know the students, it is easier to ask them about their languages. (...) I think it is important that they see that we have a positive attitude towards it. We often plan for cross-curricular activities, and how we can connect everyone's background, so we try to implement as soon as we see the opportunity.

However, both Nora and Emma claims that you could implement the students background in other subjects as well as in English. Emma also said that some might find it uncomfortable to show off their mother tongue, which is similar to what Jakob stated as a challenge. Jakob further elaborated that he is working little with the students' mother tongue in order for them to experience it as a resource. Still, they have multicultural days at the school, which is similar to what Emma said.

Jakob: The students don't like to share too much in the classroom, only with each other. I could ask "what is this word" or "okey, you don't know the word in Norwegian but what is it in this language". By doing this, they could see connections, similarities, and differences. However, we have multicultural days at our school where the students make posters with the word hi in different languages, but whether this is enough could be debated.

Emil has another method to ensure the students experience their mother tongue as a resource. He connects English to his students' everyday life and talk about things they are interested in, in addition to making them aware of the benefits of knowing more languages. He also highlights the importance of learning English. In addition to this, because the world has gotten smaller, he emphasizes the fact that you get more linguistic luggage if you learn more languages. Further, he refers to working with keywords and finding similarities both with other languages and connecting it to old Norse language, as a way of working with the aim in the National curriculum.

Emil: We are working with keywords and looking at the root of the word. For example, the word “interesting” is used in multiple languages, just spelled, and pronounced a bit different. Then I am trying to ask if they know other words with a similar pronunciation/spelling. Connecting the learning of vocabulary to other languages all the time. And also connecting it to old Norse language, such as “window/vindaage/vindu”. So, vocabulary is probably the easiest way to work with that competence aim, but also pronunciation.

Emma has a similar view to Emil. She mentions connecting other languages, including old Norse, to languages that the students are familiar with. In addition to this, she also lets the students count in the language that comes naturally to them when the students find numbers difficult.

Emma: Working with words that are similar in Norwegian and English and twin-words and trying to connect that to other languages the students know. (...) We also connect loan-words from both English and old Norse words. When working with words, we try to look at the different words in the different languages. (...) I feel like, if you are working on it constantly with small drips often, it feels more natural. When we are working with verbs in both English and Norwegian, it could also be natural to implement the other languages. I also have experience with students who think numbers are difficult, when they get to count in their mother tongue, it falls more natural to them, and it can take some of the scare away.

In similarity to both Emil and Emma, Nora is also working with seeing similarities and differences in both English and Norwegian. Furthermore, she takes a different approach compared to the other teachers in this study, by analyzing the sounds in various languages. Additionally, she allows her students to showcase something from their culture on a designated day.

Nora: I should probably highlight that aim to a bigger degree and be a bit more explicit, however, we look at similarities and differences in both English- and Norwegian education. We’ve made it more accessible, for example, we have a library and access to websites with books in different languages, which makes it possible for the students to find literature in their mother tongue. Also, before Christmas I usually plan a day when the students could bring some food and other things from their culture and country where they can show this to the class. All of this contributes to showing the students that this is also a part of the Norwegian culture today. We are also working with different sounds, for example “wha/whe/sh”, and other sounds that is typically for English, and the students could compare this to sounds that are typically in their mother tongue. In addition to this, the students like to write some letters in their mother tongue on the blackboard. However,

it is mostly in grammar because this is the easiest way to implement this through sentence structure, verb conjugating and seeing similarities.

Nora expressed that she probably should highlight the aim to a bigger degree, which is similar to Jakob's answer. He stated that Norwegian and English is the main focus, rather than the students mother tongue.

Jakob: My main focus is Norwegian and English since in my student group there are few who speak fluent Norwegian. But I think you should work with this aim by giving the students the opportunity to say the word or encourage them to use digital dictionaries.

Nora suggests that increasing access to age-appropriate literature could facilitate a stronger connection between the languages spoken in her class and the learning of English. She precises that it could be beneficial to show the students that there are connections between different languages. Also, literature such as fairytales and myths from other countries is seen as something that is missing when drawing multilingualism into the classrooms. Emma, on the other hand is not able to point out something that she feels is missing when it comes to multilingualism in English teaching. In her experience, the students are often very motivated to learn English since they see the importance of working with the subject. The motivation highlighted by Emma can be seen in contrast with the motivation encountered in Emil's class.

Emil: Another challenge, is that some of the multilingual students might not see the use of learning English like "I speak Norwegian in Norway, and my mother tongue at home, why should I learn English?" or "I know enough English to game, why do I have to learn more?" These attitudes can ruin the learning moral.

In this quote, Emil points to some of the challenges met in his class, when teaching English to multilingual students. In comparison to Emma's experience, this is the opposite. Both Emil and Emma 's class have a low degree of multilingual students, but there is a big difference in the attitudes towards learning English.

6 Discussion

In this chapter, we will discuss our findings in light of theoretical perspectives on multilingualism, as well as previous research presented in chapter 3. In addition, we will discuss the relevant findings in light of the national curriculum. Our discussion is divided into the following subsection “views on multilingualism” (6.1), “multilingualism as an advantage or not?” (6.2), “are the aims in the curriculum being met?” (6.3), “the role of the school” (6.4), “utilization of language competence” (6.5) and “translanguaging” (6.6). In this chapter, we aim to present the discussion that leads to our conclusions in the final chapter of this thesis.

6.1 Views on multilingualism

There are many definitions of multilingualism, and some of them are presented earlier in chapter 2 and 3. While conducting our interviews, one of the initial findings was that all the teachers interviewed defined multilingualism in different ways. While all the participants defined multilingualism as knowing more than one language, only two of the participants saw themselves as multilingual, despite the fact that all participants spoke the minimum of Norwegian and English. According to Wei (2013, p. 26, as cited in Zarobe & Zarobe, 2015) being multilingual is being able to function in two or more languages, and therefore, all the teachers in this study should be looked upon as multilingual since they all speak the minimum of two languages (p. 394). When reviewing their statements from the interviews, the two who did not define themselves as multilingual, Emil and Emma, had two very different perceptions of multilingualism. Emil stated that you do not need to have heritage from a foreign country in order to be multilingual and that a broad dialect is compared to speaking more than one language, while Emma stated that you have to know/speak more than one language.

The participants were all able to distinguish between those they looked upon as multilingual or not. These views are interesting to discuss in light of the fact that they did not see themselves as multilingual. On one hand, both views are in line with research that finds multilingualism as speaking or knowing two or more languages, but on the other hand, their statements could be understood as that they might replace multilingualism with minority language or foreign

language. When they described their students, they acknowledged the fact that they have some multilingual students in their class, yet they did not see themselves as multilingual. Despite this, all four participants did not see all their students as multilingual, even though all the students speak Norwegian and English to some degree. Therefore, it is possible to argue that the teachers most likely see multilingualism as speaking or being exposed to a foreign language or a minority language.

To further discuss the fact that half of the participants did not see themselves as multilingual, when they did refer to some of their students as multilingual since they spoke more than one language, it is relevant to look at the possibility that they are in fact distinguishing between bilingual and multilingual. As presented in chapter 2, some researchers are indeed making such a distinction, although more recent research tends to speak of both bilingualism and multilingualism as speaking or knowing more than one language (Garcia & Wei, 2013). Since this distinction was not made in the interviews, it is a possibility that Emma and Emil are looking at themselves as bilingual and their students with another mother tongue or home language as multilingual. As Garcia and Wei (2013) highlighted, when we are speaking of our classroom as bilingual or multilingual, it is meant that the students in those classrooms are speaking or knowing more than one language (p. 12). Therefore, both Emil and Emma should view themselves as multilingual, since they both speak Norwegian and English. Another point that could be discussed in further research is whether English has become such an integrated part of Norwegian society that we forget it is indeed a foreign language.

The participants who saw themselves as multilingual, Jakob and Nora, both agreed that being multilingual is to have access to more than one language, whether through speaking more languages, or that there is spoken more than one language at home. Jakob also pointed out that you do not have to be fluent, rather to have some level of familiarity or ties to other languages. These views can be seen in coherence to what Cook (2012, 2013, as cited in Zarobe & Zarobe, 2015) writes about, that multilingual speakers adjust and use their language as a resource when communicating with others and adjust their language in ways to meet communicative needs when speaking with others (p. 399). Further, the broader views on multilingualism that also include

exposure to other languages as well as dialects and cultural bonds to languages can be seen as a reflection of society and can be seen in coherence with Zarobe and Zarobe's (2015) statement, that these broader views on multilingualism can be understood and seen as results of globalization. Therefore, we can argue that the multilingual turn is a fact, and Christison et. Al's (2021) view regarding that multilingualism is the new norm in communication is likely to imply for the teachers in this study as well. These views are highly supported by our findings.

All participants except Jakob stated clearly that they try to actively draw on the student's language knowledge when for example learning new words in English. Findings from Cummins' (1981) research clearly show that speaking more than one language is a positive force when learning new languages, and that using the student's language competence in instruction has a positive effect on learning. Jakob on the other hand, finds it difficult to draw on the student's language knowledge, since his students to a small degree want to share from their competence. The reluctance from the students is in Jakobs case seen as a hinderance in including the student's language competence in learning English. In the opinion of both Zarobe and Zarobe (2015) and Flognfeldt et al. (2020), the teachers have to make changes in their teaching in order to meet the criteria of including multilingualism in teaching. This can be seen in coherence with Jakobs experiences since he finds it difficult to include the languages for the reason that his students in a low degree wants to share their knowledge, and that this is affecting his teaching. Therefore, he has to make changes to the teaching in order to meet the aims in the curriculum.

6.1.1 Teachers' attitudes

Earlier research, such as Burner and Carlsen (2022), Haukås (2016) and Lorentz et al. (2021) amongst others, shows that teachers in general have positive views on using the students' language knowledge in other languages in the classroom, which is coherent with our findings. According to Garcia and Wei (2013) there are three types of views on language, which are traditional bilingualism, linguistic interdependence and dynamic bilingualism (pp. 12-14). Traditional bilingualism views languages as disconnected and separate from each other, implying that there is no relationship or connection between them. In this way, the students only use linguistic features from the same language, while keeping the other languages entirely distinct. If

an additional language is introduced, a new linguistic system is established. While none of our participants claimed to have this view on multilingual students, there are some statements that link Jakob to traditional bilingualism. He said that he found it difficult to engage the students' mother tongue in teaching, and that he uses the same methods regardless of where they are from. Additionally, he said that his main focus was on Norwegian and English because few of his students speak fluent Norwegian. Whilst he does not express that he looks at languages as two different systems, neither does he state that he builds on the students' current linguistic knowledge. If it was so that he had a dynamic view on language, he would look at this as one linguistic system where they do not work separately. In this way, the students who do not speak fluent Norwegian could find it easier to learn this language if they were able and allowed to draw on their already developed linguistic system.

This attitude can to some extent be perceived as comparable to a statement made by a teacher in Neokleous and Krulatz's (2018) study, which asserted that a student's mother tongue serves as the foundation for their understanding, and it is crucial to utilize this linguistic knowledge as a tool for them to acquire new languages (p. 14). When the students are not allowed to use their linguistic knowledge in the classroom, because the teacher prefer to focus on one language rather than seeing all in one system, the students may not be able to develop their linguistic understanding and build on their previous knowledge. While Jakob focused mostly on building on Norwegian, Emma claimed that she is trying to connect the students' linguistic knowledge and build on this. She said that she is working with words that are similar in Norwegian, English and twin words, trying to connect that to other languages the students know, which is in contrary to Jakobs statement. The learning is not sufficient for the student if they are not getting the help from a competent teacher, which is connected to the ZPD theory in such a way that there is a distance between what the student manage to do on their own and the proximal competence they might achieve with strategically teaching (Fani & Ghaemi, 2011, p. 1551).

There are some similarities between traditional bilingualism and linguistic interdependence as they both see multilingualism as a parallel sight, but Cummins model about common underlying proficiency brings languages closer together. According to Garcia and Wei (2013), Cummins

argued that the proficiency of bilinguals in two languages was not stored separately in the brain, that each proficiency did not behave independently of the other, and that there is a cognitive interdependence that allows for transfer of linguistic practices (p. 13). When Emma stated that she tries to make the students connect the languages they know, this could be seen in coherence with Cummins' model. Working like this helps the student build on their previous knowledge to learn something new and see this in relation to each other. In spite of that, newer research points to that dynamic bilingualism should be the goal to cater for changes emerging with globalization and an increasing number of multilingual speakers (Garcia & Wei, 2013, p. 16). This is different from linguistic interdependence since it involves looking at the language user's total linguistic repertoire rather than dividing language competence into different linguistic systems. Nora stated that if you, as a teacher, are open to the possibilities of using the students' mother tongues and try to make them see that languages are connected, that is a beginning and could make the students be able to see this to a bigger degree later. In this statement, it shows that her thoughts are similar to a dynamic view, which suggests that we only have one linguistic system. On one hand, when working with multilingual students with a dynamic view, one should be positive and promote the use of translanguaging, which Nora does not seem to implement to a very big degree. On the other hand, she has positive attitudes towards multilingualism and the ability to apply the multilingual lens in teaching through working with grammar, translation, different sounds and other methodologies, which is something Burner and Carlsen (2022) claims is necessary to work with translanguaging. Nora's perspective on using the students linguistic knowledge in different methods when working with language learning in English, can also be seen in connection to findings from Neokleous and Krulatz (2018), where the teachers stated that they often use the students mother tongue to make sure they understand new vocabulary, in teaching grammar and to instruct the students in what they are doing next (p. 14).

The statements from our participants show that they all have different views on language learning. In similarity to Nora, it seems that Emil has the same view when it comes to seeing all the languages as one linguistic system. Emil stated that the world has gotten smaller, and that we get more linguistic luggage if we learn more languages. Further, he said that students who speak the Latin languages can also draw on the language to a big degree when learning new words since there are a lot of similarities. This shows that he is aware of the languages being connected and

seems positive to drawing on the students' linguistic knowledge, rather than dividing them into boxes. Even if they all expressed positive attitudes towards multilingualism and using the students' linguistic knowledge as a resource in the classroom, their view on the linguistic systems may be different, and thereby influencing their teaching and their views on possibilities to implement this in their classroom. Jakob, who seems to have a traditional view, also finds more challenges and is working less with drawing on the students' language knowledge than the other participants.

Further, the teachers often used the word “different” in the interviews when talking about languages. Our society today is more diverse than before, and looking at languages that are not Norwegian as “different” could cause the students to feel less included based on the teacher viewing their linguistic knowledge as “different”. The core curriculum states that a good society is founded on an including and diverse community, and the school shall support the development of the individual's identity and making the students confident in their own point of view (The Norwegian Directorate for Education and Training, 2017). Therefore, if the teachers view their students and their languages as different, it may cause this statement from the core curriculum to vanish. Still, it is a possibility that the teachers may think of “different” as “foreign language”. If this is the case, then a modification in the choice of words is necessary. Using the term “different” could make students who speak a foreign language feel excluded from the majority if they are constantly defined as “different”, even if the teacher does not view speaking a foreign language as something negative.

In addition to often using the word “different” when talking about languages their students know, the teachers often mentioned culture as a factor when it came to including multilingualism as a part of their teaching in English. While Christison et al. (2012) also enhances that linguistic teaching should take the students background into consideration, it is important to emphasize that culture is not necessarily connected to speaking multiple languages. Therefore, there is a distinction between knowing other languages because languages are spoken in your family, and if you have learned another language on your own, for example through gaming or friends. While

such circumstances also can be looked upon as culture, the cultural aspects of language competence might not be as present for all students speaking multiple languages.

6.1.2 Students' attitudes

The teachers' attitudes can to a great degree influence the students' views when it comes to sharing their language knowledge. Emil and Jakob stated that some students do not want to share other languages they know in the classroom. Emil pointed out that you risk exposing the students more than they are comfortable with, especially if there are only one or few multilingual students in the classroom. This is similar to Gallagher's (2020) findings where the students often felt self-conscious on their English accent (p. 5). This shows that feeling self-conscious in the classroom is a persistent problem that should be worked on. Gallagher (2020) also found that the teachers showed some reluctance as well (p. 6). Jakob pointed out that the students are reluctant to share extensively during class, but he also mentioned strategies to encourage them to do so and the beneficial outcomes of such an approach. This shows that he is aware of the positive impacts on implementing the students' language knowledge in the classroom, nevertheless, he still struggles with this. This could be a result of him feeling some reluctance as well, similar to the teachers in Gallagher's (2020) study.

In contrast to the reluctance in Jakob's and Emil's classrooms, Nora said that her students seem to like sharing from their mother tongue in the classroom by, for example, writing something on the blackboard. Nora also expressed that she is trying to make the students feel a recognition of their languages being lifted and seen as something positive. It seems like that if the students are given the opportunity to show it in a positive learning environment, they see this as something good instead of feeling a reluctance towards it. It could be discussed if a possible reason for reluctance is mainly based on the teachers' attitudes and the learning environment in the classroom. Emma also stated that some students think it is a bit uncomfortable to share their languages and cultures, and that this is something you have to be considerate of. However, she further said that it is easier if you have good relations with your students and she thinks that more people are proud of their languages and cultures now. It is therefore conceivable that reluctance is based on the relationships and attitudes that exist in the classroom.

The students might not be used to having the option and being allowed to build on their resources from other languages, which could have an effect that causes the students to feel some reluctance. Iversen (2020) found that many PSTs hesitated to acknowledge the linguistic diversity in their classroom as long as their students seems sufficiently proficient in Norwegian. This may be connected to other teachers as well, that might see other languages as not as important because all the students know Norwegian, and it might be easier to just focus on the shared language. On the other hand, it is not possible to say with certainty what the reasons for reluctance might be since there has been little to no research done on reluctance among the students because of privacy reasons of children. The lack of research done about reluctance among the students can also be an explanation for the mentioned reluctance. If we do not know what causes the students reluctance, it can be difficult for the teachers to support the students in building confidence and participating more actively in the classroom.

6.2 Multilingualism as an advantage or not?

When conducting our interviews, we encountered that the participants both saw opportunities and disadvantages to draw on multilingualism in teaching. One of the findings is connected to the fact that even though the teacher tries to implement activities that draw on the language knowledge, the students are not always able to take advantage of it. One example is from Noras interview, where she stated that the students are not always able to benefit from their mother tongue. This is supported by other researchers' findings that the teacher has to help the students find links and see coherences between the target language and former knowledge (Haukås, 2016; Gallagher, 2020). The view of the multilingual turn tries to relate to the way multilinguals learn second and foreign languages to the way they communicate in life outside of the school. These aspects make it possible for the learner to use their metalinguistic awareness and communicative skills that they know in order to learn more efficiently (Zarobe & Zarobe, 2015).

Multilingual approaches to education should therefore draw on the learners' resources as bridges to new learning, and the teachers should promote the use of the students' knowledge and help seeing links between languages that the students know when learning new languages (Christison

et al., 2021). It seems like Nora is aware of this, as one of her points regarding using multilingualism as an advantage was that she works with helping her students see the possibilities and benefits of using their language competence regardless of the level of competence they have in the different languages. The fact that students are on different levels in their mother tongue, and therefore are at different levels when it comes to drawing on the competence in English learning lines up with aspects in CALP (Cummins, 1981). Cummins (1981, 2016) reflects upon that literacy skills, such as vocabulary and grammar, keep developing throughout learning. With that in mind, it is only natural that the students are on different levels when it comes to seeing correlations between the different languages they know. Since the competence in the languages also varies, some might have been raised only speaking another language than Norwegian at home, while others may be more confident and competent in Norwegian than the other languages they are familiar with.

6.2.1 Nora vs. Jakob

It is interesting to discuss the different experiences of Nora and Jakob when it comes to their student's willingness to draw on their former language knowledge in English class. Nora's thoughtful consideration of the topic and her recognition of the varying levels of knowledge among the students is a positive trait. She acknowledges that not all students may be able to perceive the connections between the languages they are familiar with, and therefore may not be as receptive to the benefits of multilingual teaching methods. Throughout the interview with Nora, it became clear to us that most of her students were open to drawing and sharing from their mother tongue or other languages they knew. On the other hand, Jakobs students did not seem very open to sharing their knowledge. Regarding the circumstances they teach in, both teach in urban schools with many multilingual students. The question is therefore where this difference comes from. Both Nora and Jakob see themselves as multilingual. In Jakobs interview, he reflected upon the fact that his students lacked proficiency in Norwegian, and therefore, he did not consider it as beneficial to implement the students mother tongues in English teaching. These views are supported by findings from Lialikhova (2019), where it was found that the low achievers did not implement translanguaging as a learning technique (p. 15). This can be explained by the fact that the students' level was insufficient to assimilate the content and engage in the learning process. These findings can also be understood by using findings from Burner and

Carlsen's (2022) research, which found that the teachers had challenges with implementing multilingualism in their teaching because of diverging competence in the students' L3, which can be seen in coherence with Jakobs description of his class (p. 38). He described that some of his students were at a low level in Norwegian, and that this was the focus in the teaching, rather than mixing in the students' L1 in teaching.

6.2.2 Methods

During the interview, the teachers were asked to elaborate on what they did in the classroom in order to include multilingualism. Emma highlighted that when she is working with new words in English, that they often compare the English word to Norwegian, and that the students who speak an additional language can tell or write the words in that language as well. In addition, they concretize it and look at pictures that display the word. Jakob sees the possibilities of using the students mother tongue in learning new words and implementing it into their work with “word of the week”. Nora pointed to methods such as comparison of languages and sentence structure, and Emil highlighted the importance of recognizing the culture of different languages. Although our findings lean in the direction that the teachers are aware that multilingualism should be implemented in English teaching, the findings can be compared to what Beiler (2020) found in her research (p. 26). She found that the teachers tried to incorporate the students L1 in teaching, but that there is a need for creating more robust multilingual spaces if they want the students to draw on their linguistic competence to a bigger degree. Jakob specified that he found it difficult to create such multilingual space in his classroom because of the mentioned reluctance his students have towards sharing words or other perspectives from their mother tongue. Although Jakobs students might be at a lower level, it should be mentioned that multilingualism is shown to bring both cognitive and social advantages (Flognfeldt et al., 2020), which could mean that if they were given the chance and encouraged to work with the languages along each other, it could bring advantages such as heightened competence. At the same time, Jakob emphasized that he is open to learn more about how he could implement the students mother tongue, which shows willingness into creating the multilingual space mentioned by Beiler (2020).

6.2.3 Evidence of working with ZPD

The ZPD is also an additional theory that we are connecting our findings to. According to ZPD, the students all have some unfulfilled competence that can be reached with the correct guidance from their teacher. All participants in our study have shown interest in, and that they are open to, learn new concepts when it comes to implementing the student's language knowledge in teaching English. ZPD can be looked upon as such a tool to reflect upon the knowledge the students possess. Although the students of the teachers in this study are in grade 5-7, and therefore might not be as cognitively mature, we argue that being aware of each student ZPD can be a helpful tool to plan the teaching around. As presented in chapter 2, Ohta (2005) argues that the implications of ZPD should be looked upon as a process that will develop as the students mature cognitively (p. 507). With Jakobs example of his students being reluctant towards speaking and sharing their language competence, we can on one side argue that the students might not be as cognitively mature as they possibly should be in order to reach their maximum potential when it comes to language learning. On the other hand, the students are not able to fulfill this potential without the correct guidance. According to Fani and Ghaemi (2011), this guidance can be achieved through social interactions with, for example, family, friends or in school (p. 1550).

ZPD in language learning should still be looked upon as the space between what the students manage to do on their own and the proximal competence they can manage to reach with strategical methods from a competent teacher. If the teacher is able to draw on the knowledge of ZPD as well as the student's competence, we can to a large degree argue that multilingualism is an advantage in language learning, since the students might have more shelves to place their knowledge on, and wider “brain maps”, which Emma points to. Emma further emphasized the fact that the students who speak multiple languages have the ability to see coherences and place new knowledge on the correct shelf more often than the other students. This can be understood as an example of ZPD in practice, as Emma here shows that she helps her students expand their knowledge by helping them to place the new knowledge by using, for example, visual aids such as pictures when working with vocabulary. In addition, Nora also emphasized something similar when she stated that comparing different sides of the languages can help the students structure their knowledge. This shows that her focus is not only on the mother tongue to help learn

English, but also working generally on developing strategies and metalinguistic competence. Emil stated that he often does research on the languages his students speak, in order to guide them into seeing similarities and differences between those languages and English. He also mentions that this is something he does in order to support the students when they are working on things the students find difficult. This can also be seen as evidence that the teachers in this study see many advantages of implementing multilingualism in English teaching.

6.2.4 Influencing of the class's attitude

The findings of our study show that there are many factors that affect whether multilingualism is an advantage or not. Jakob, for example, draws on the fact that the relations between the students, as well as the teacher and the students, can make implementing multilingualism challenging. He highlighted the fact that he had never encountered students that willingly share things from their mother tongue during class. This is similar to Emma's experience, where the students can find it uncomfortable to share from their mother tongue. Emil, on the other hand has encountered a different challenge, in his experience, some of the multilingual students might not understand why they need to learn English, when they speak both Norwegian and an additional language that they speak at home. On the contrary, Nora elaborates that her students happily share from their mother tongue and seem proud to know many languages. Findings from Burner and Carlsen (2022) indicated that despite the teachers' positive attitudes towards multilingualism, there was only sporadic encouragement for students to utilize their knowledge from other languages (p. 38). It can therefore be discussed and stated that the teacher's encouragement influences the students' attitudes to a great degree. If the students are not encouraged and motivated regularly, it is probable that they will be reluctant to share the competence they possess. It is possible that Nora's students are willing to share their knowledge because she has diligently encouraged them to use all the languages they are familiar with. In contrast, those who reported discomfort among their students in sharing from other languages may not have worked as diligently in this regard.

The reasoning for these differences is interesting to discuss. On one hand, one can argue that the teachers need to be sure that including the student's language competence can be helpful for language acquisition. While Emil thinks of some of the challenges in his class as low learning

moral, Jakob finds it difficult to encourage the use of the student's mother tongue. Nora expressed that her students are eager to share their knowledge, and Emma reflected upon that her students can find it uncomfortable to share their knowledge, which is something to keep in mind. While these aspects might be seen as normal in these classes, it is worth mentioning that all the teachers' attitudes, methodology, choices in teaching and the schools work with multilingualism will affect the students moral and motivation to learning English as a multilingual. One can therefore argue that the lack of systematic planning of implementing multilingualism can affect how the students respond when they are asked to share or compare languages they are familiar with. Lorenz et al. (2021) found that even though the teachers are positive towards multilingualism, it is not necessarily seen, since the implementation is systematic to a low degree (p. 11). If the students are caught by surprise when the teacher suddenly asks them to include aspects from other languages in tasks at school, then the students might feel insecure due to the fact that these are tasks they rarely work with.

6.3 Are the aims in the curriculum being met?

The current national curriculum in Norwegian school emphasizes the importance of all students experiencing that knowing more than one language is a resource (The Norwegian Directorate for Education and Training, 2017). This is stated in the core curriculum that is the basis of all subjects. In addition, the English curriculum explicitly states that the students shall see similarities between English and other languages they know and use this in their own language learning (The Norwegian Directorate for Education and Training, 2019).

Throughout our interviews, the participants consistently used the word “mother tongue” when referring to other languages that their students spoke besides from Norwegian and English. Jakob, on the other hand, stated that they could add different languages to the work in reaching the aims in the curriculum, and that it does not have to be the mother tongue of the student. Since a mother tongue is not mentioned as a part of the aims in the curriculum, the focus should therefore be on the general language competence and the benefits of knowing several languages and seeing them in coherence in order to widen their language competence. While Jakob has some thorough thoughts about the subject when asked, he is also openly reflecting upon the fact that he is not

working very specifically with achieving the aims, when taking the challenges in his class regarding reluctance to share into consideration. Findings from this study that might be helpful for teachers like Jakob could be looking into theory on the subject, and how other teachers are working with the same challenge. In this study, there are three more teachers that have shared how they either currently are working or how it is possible to work with including the languages their students know to a bigger degree than what is already done.

During the interviews, all participants were asked how they worked in order for their students to feel that being familiar with multiple languages is a resource. The aims in the curriculum on the topic are coherent with findings from Cummins (1981), who found that knowing multiple languages can be a positive force in multilingual students' development when their L1 is being promoted in education (p. 26). Cummins (1981) is further reflecting upon why language knowledge should have a bigger focus in language learning and teaching. Our findings showed that Nora and Jakob were clear about the fact that they probably should highlight the aims to a bigger degree. Jakob, for instance, emphasized that Norwegian and English is his main focus, rather than the students mother tongue. Nora, on the other hand, mentioned multiple activities where the students could include the other languages they know. For example, that they can look for similarities with sounds in English and other languages. Guiding the students in seeing these similarities can be seen in coherence with ZPD (Fani & Gahemi, 2011, p. 1551), since Nora is helping her students reach their potential. Both Emma and Emil mentioned that they also look for similarities between words that are old Norse and words we know and use in Norwegian and English today. In this case, one can argue that Emma and Emil, who have classes with a lower number of students who speak more languages than Norwegian and English, are trying to incorporate some sort of comparison to languages the students who only speak Norwegian and English might familiarize themselves with. It is reason to believe that these students could get a heightened competence in understanding where English or Norwegian words come from in learning activities that are described in the interview. For example, Emil highlighted that he usually drew on this in vocabulary activities, and made the students see similarities to new words by explaining the root of the word. After the implementation of LK20, we can argue that there is a higher focus on seeing similarities between the languages the students are familiar with,

compared to previous research. Even though our findings point in this direction, there might be other studies who proves otherwise.

Although many suggestions have been proposed by the participants in this study regarding how to meet the curriculum, there are few specific examples of how the teachers systematically and effectively utilize multilingualism to achieve the aims outlined in the curriculum, apart from those already mentioned. Most of the examples are that they to some degree ask the students to see similarities when learning new words, and Nora also draws on using the languages when working with grammar. While these are examples of how you can draw on their competence, there is little reason to believe, based on the information from the interviews, that the teachers and the school have a systematic plan on how the students should reach the aims in the curriculum regarding this topic. One clear finding in our study is that the schools and the individual teachers need to take a clearer stance when it comes to including all languages in the teaching of English in these grades. The only thing highlighted by the participants about what is being done by the schools is arranging different symbolic days that are celebrating diversity. None of the participants mentioned that multilingual English teaching was being discussed in cooperation with the other teachers or drawn as a subject in other forums at the school they work in. It is difficult to believe that the schools have a similar focus on all the aims in the curriculum, when none of the teachers could recall multilingualism being discussed. The school's role will further be discussed in section 6.4.

6.3.1 Collaboration

The fact that none of the participants could recall multilingualism in English teaching being discussed, can be seen in connection to Haukås' (2016) findings where it showed that none of the teachers had ever collaborated with teachers of other languages to enhance learners' multilingualism (p. 11). This points to the fact that sharing and collaborating across subjects and competence seems rare. This point of view was confirmed by Nora when asked about whether this subject was discussed in teamwork or in other forums with the whole staff. She further stated that it was up to each individual teacher how they worked to reach the different aims. Emma also confirmed this but stated that the school in general had a positive view of multilingual students,

and that they to some degree plan for cross-curricular activities where they can connect to everyone's background. While the teachers did not state clearly what could be done in order for them to emphasize these aims in a bigger degree, Jakob expressed that he is open to learn more about the topic and learn new methods that can help him, and the students, to include the student's language knowledge to a bigger degree.

6.3.2 CALP

Nora and Emil reflected thoughtful views when it comes to helping their students' seeing similarities between the languages they know, such as guiding their students and having some prior competence about the different languages. To work and teach like this can help build and develop metalinguistic competence, which should be one of the goals when drawing on your students' language competence in English teaching as well as in other subjects. A focus that can be seen as an advantage when working with multilingual classrooms is Cummins' (1981) CALP theory that is viewing that the focus in language teaching should be on both maintaining and widening the students understanding of their own language competence. CALP can help the students develop their cognitive competence through language learning, and it can through developing these cognitive competences be beneficial for their academic development. These perspectives can be seen in coherence with the factors of ZPD which stated that a competent teacher, has among others, a responsibility to scaffold the students into reaching the proximal potential in their cognitive development (Fani & Ghaemi, 2011, p. 1550). If the teachers help scaffold their students' linguistic competence in such a degree that they reflect in the interviews, it could be argued that they work thoroughly with the aims in the curriculum, but the teachers themselves stated that they should work more systematically in order to reach the aims. By working with developing language competence amongst the students, we can say that the implications of CALP are present in the teaching, without the teachers being aware of it. Still, working with vocabulary and grammar are always something that can be worked on developing throughout the educational period, and it could therefore be argued that the implications of CALP also could cover working with grammar and vocabulary in the early stages of education, since being able to understand the basic of a language could enhance the general understanding.

6.4 The role of the school

The core curriculum (The Norwegian Directorate for Education and Training, 2017) points to identity and cultural diversity in school, where it says that the school shall give the students historical and cultural insight that will help them preserve and develop their identity in an inclusive and diverse environment. Society is more diverse now than before, and language skills and cultural understanding are becoming increasingly important. One can debate whether the use of the student's multilingualism in education lies only with the teachers or whether the school should have a greater role when it comes to including multilingual students and building on the students' prior knowledge. The school's role in this work, their views and attitudes of the school linked to multilingualism, can to some extent influence how the teachers view multilingualism in their teaching.

Meeting the learning aims for English is the teacher's responsibility, but what the schools are doing or not doing might make it easier or harder for the teacher to reach the learning aims. Emma explained that there is a positive attitude at her school where they for example mark “mother tongue day” every year. When celebrating diversity together at the school it might help shed light on the subject and view multilingualism as something positive and making it easier for the teachers to implement this in their teaching to reach the learning aims. While Nora pointed out the fact that they are a multilingual school, including all the students' background is mostly at class level. Considering the large proportion of multilingual students, 21 out of 24 students in her class, it should have been natural for them to work towards a more common and positive view on multilingualism to a bigger degree. Emma's school, however, where only 10 out of 42 students in her class are multilingual, seems to show a more positive attitude towards multilingualism and sees this as something that should be brought forward jointly. However, as Jakob pointed out, it has to be continuity in implementing other languages and not something that is only for a day or a week.

The lack of systematic work with inclusion of multilingualism is connected to Lorentz et al.'s (2021) findings where invitation to other languages in the classroom besides Norwegian and English seemed to be more ad hoc than systematically planned, and they lacked the ability to

systematically implement multilingual approaches in their teaching (p. 11). It may appear as this is a general challenge for teachers, and the common view from our findings is that other languages are mostly used in translation sporadically and not systematically planned. Similar to our findings, Burner and Carlsen's (2022) observation revealed that the teachers drew on the students L1 to some degree but in unsystematic ways and were mostly connected to occasional questions about L1 translations by the teachers (p. 44). The students were not encouraged to use their L1 in their language learning despite the teachers having positive attitudes towards multilingualism as a resource in language learning.

The findings in Burner and Carlsen's study (2022) showed inconsistent work in drawing on the students' linguistic competence, which is comparable to our findings. We found that despite the teachers expressing positive attitudes, they mainly focused on working with translation and grammar, and there were few other teaching methods that they reported using. Cummins (1981) argued that developing the students mother tongue through using it actively had positive effect rather than negative. Therefore, Jakobs' statement is important to mark, because as he said, there has to be some continuity in implementing other languages, and for this to happen the teachers and the school need to cooperate to implement this more. Beiler (2020) stated that educators and schools need to create more robust multilingual spaces if they want the student to be able to draw on their multilingual resources (p. 26). However, in light of this, Nora pointed to the fact that their school has a library and access to websites with books in different languages, which allows the students to find books in other languages they know, given that they actually use this regularly.

Earlier research and our findings show that teachers have some uncertainty on how to use the students' language knowledge in teaching besides translation, and according to the teachers, the schools do not help in how multilingualism can be introduced in teaching. According to Christison et al. (2012), teaching from a multilingual perspective is different from just good teaching, and it needs to include the use of home languages and cultural backgrounds in teaching. On one side, the teachers in our study claimed that they include the students' home languages to a certain degree through, amongst others, translation and grammar. However, on the other hand, it

is not expressed to what extent they do so, or whether it is only once in a while. Nora said she plan a day where the students could bring some food and things from their culture and country which contributes to showing the students that this is also a part of the Norwegian culture today, which could be linked to the curriculum where it says that a good society is founded on an inclusive and diverse community (The Norwegian Directorate for Education and Training, 2017). In this sense, Nora does teach from a multilingual perspective in the sense that she includes cultural backgrounds in her teaching, however, this seemed to be at class level and not something that was common at the school. Jakob, on the other side, who also teaches at an urban school, said that his school has multicultural days where the students make posters with the word hi in different languages. This indicates that this school focuses more on multilingualism jointly instead of only making the teachers responsible for this topic in their classrooms. However, once again it could be discussed whether one day a year is enough or if it needs more continuity.

The school should have a role in terms of the teachers' competence, and the school is partly responsible for the teachers' competence and education in this field. Both Dahl & Krulatz (2016) and Gallagher (2020) mention how the teachers had insufficient education in multilingualism or mainly focusing on the target language, which seems coherent with our findings (Dahl & Krulatz, 2016, p. 15; Gallagher, 2020, p. 8). This highlights the importance of providing English teachers with the necessary education and training to support multilingualism in their classrooms. Teachers need to understand the concept of multilingualism and be equipped with teaching strategies and methods that can help them adapt their teaching to diverse classrooms. Additionally, they need to be flexible and accommodating when it comes to students using their L1 in the classroom. Having said that, Jakob mentioned that he would like to know more about how to implement the students' mother tongue, which indicates that he to a certain degree lacks some knowledge or competence in this field. Besides this, one can discuss if marking and celebrating days with focus on multilingualism and different cultures, as well as talking positively about this topic, helps at all if this is all the school does. One of the participants in Burner and Carlens's (2022) study mentioned that the school wanted all the teachers to get or have continued education in Second Language Acquisition (p. 41). It should be seen as something important that the teachers have updated competence in teaching multilingual students, to ensure that the students are able to draw on and build on their linguistic knowledge.

Further education may have to be an option if the teachers do not have enough competence on how to implement the students' language knowledge as a positive resource in the classroom.

6.4.1 Factors that influence the role of multilingualism in teaching

There are multiple factors that affect the teachers focus on bringing multilingualism into the classroom. Firstly, our findings as well as earlier research, show that there are mostly positive views on focusing on multilingualism as a resource in teaching. Therefore, this subject is often lifted as something positive and gets "talked up" which should result in bringing this into the schools to a greater extent. But in spite of this, teachers claim that it is difficult to integrate multilingualism in their teaching to a larger extent and as something consistent, and Schipor's (2022) findings showed that teachers lacked competence required to adopt a multilingual approach (p. 19). We expected the teachers to mention that they lack competence on this field as a reason for why multilingualism could be challenging to include in English teaching, but no one mentioned this. This is unexpected since multilingualism is quite new in teacher education and other researchers mention this as a reason for not focusing enough on multilingualism in the classrooms. However, if we analyze the teachers' responses from our findings, they tend to have the same, and quite few, methods they implement in their teaching. This is coherent with Haukås' (2016) findings where the teachers stated that they used the students' previous knowledge in their classroom, but this was largely restricted to just Norwegian and English (pp. 9-12). Based on the answers we received in our interviews, it seems as it is mostly Norwegian and English as well, besides translation and other comparisons tasks in other languages. This shows that they possibly do not have a sufficient level of competence as they assert.

6.5 Utilization of language competence

The fact that the lack of competence was not mentioned by the teachers can be seen as a paradox, as multilingualism has not been a part of teacher education until the more previous years. When looking at the years of experience among the participants, Jakob is also the teacher with the most recent education, and it is therefore interesting that he was the only one that mentioned that he could use some more education on the subject in order to have a more systematic view on reaching the mentioned aims. Especially since these aims are new in the curriculum, and that they

were not present in the prior curriculums, one would think that the schools would have a heightened focus on an aim like this, also because of the higher number of students who speak multiple languages in today's society, compared to when the prior curriculums were made. It is still important to remember that the findings in this study do not apply to all schools, and there might be schools that have a bigger focus on the topic than the schools where the different participants in this study work.

Although the teachers reflect positive views regarding drawing on the students' mother tongue in teaching, they bring few concrete examples to the table of which methods they use, and why they use those methods. Nora and Emma highlighted that they are activating their students L1 when working with vocabulary and learning new words, and that translation of these words are a common method to use. Nora utilized the students' prior knowledge to a certain extent when teaching grammar, particularly when students can recognize similarities between English and other languages. Moreover, she uses visual aids, such as pictures, when teaching vocabulary, which can serve as a scaffolding tool for the students learning. These practices are in line with findings from Iversen's (2020) work, where both visual support and translation were used as tools for translanguaging. With that in mind, these methods could be seen as evidence for the use of translanguaging in these learning spaces. Translanguaging has become more common to use in language teaching in recent years, but the teachers might not use the terminology, even though they are working with the topic. Our findings are to some degree coherent with this, as Nora, Emma and Emil are very open to learning more about the topic, as well as implementing it to a certain degree, while Jakob is more reluctant to using the student's language knowledge because of varying competence as well as student reluctance towards sharing. Although Jakob is reluctant towards bringing in methods that can activate the student's language competence, he seems eager to learn more about the topic.

6.6 Translanguaging

Translanguaging is a popular concept in education related to teaching in a multilingual classroom, which has been defined by several researchers (Canagarajah, 2011; Cenoz & Gorter, 2011; Iversen, 2020; Lialikhova, 2019; Prilutskaya, 2020). None of our participants mentioned

translanguaging in the interviews and we did not ask them directly about this either. However, some of their thoughts and methods they implemented in their classroom can be connected to translanguaging. All of the participants mentioned that one of their methods they use in English class was to find similarities in different languages to include other languages the students know. According to Cenoz and Gorter (2011), translanguaging is defined as the combination of two or more languages in a systematic way within the same learning activity. If we take this definition as our starting point, then all the participants include translanguaging to some extent in their teaching, without them using this term for this (p. 359). This is connected to the third translanguaging practice in Iversen's (2020) study, where the pre-service teachers engaged the use of translation (p. 59). They asked the students to translate words into their home languages, which is related to our findings where our participants looked at similarities and differences in words in different languages.

The participants worked with translanguaging in similar ways, mostly through grammar and translation. Williams (1994, 1996, as cited in Prilutskaya, 2020) presented translanguaging as a pedagogical language alternation practice used to promote students' literacy development in one or more languages (p. 2). Through this definition of translanguaging, the goal is to develop the student's literacy in other languages. When working with languages in the classroom, other than only Norwegian and English, the students are allowed to develop their literacy skills in several languages through translanguaging. Nora stated that the students should be able to take pride in their background and not see it as something that inhibits them, and for this to happen it is necessary to implement other languages in the classes which could be done through translanguaging. This statement is important to highlight because according to Schipor's (2022) study, the general outcome of multilingual practices increase metalinguistic awareness among students, acknowledgment of minority languages in the classroom, development of multilingual literacy skills, and co-learning both within and outside of school (p. 17).

Therefore, it is beneficial for the students that the teachers, such as our participants, have positive views on implementing the students background knowledge through, for example, translanguaging. While Emma in her interview stated that her students were proud to speak other

languages, she also highlighted that her students often held back, and did not want to share or show off their language competence in class. Our findings can also be seen in coherence with Lialikhovas (2019) work on translanguaging on different achievement levels in the L2 of the students. Although our data does not include the achievement levels of the students, it is reason to believe that the classes all have a variety of levels in the students' L2, which in this case often is either Norwegian or English. When looking into the findings in Lialikhovas (2019) study, we can argue that the teachers in our study can implement some of the findings, such as the fact that mid-achievers in the L2 effectively used translanguaging as a learning tool, while the high and low achievers had less use of translanguaging. Therefore, using translanguaging in teaching can be an effective tool for learning and seeing structures and similarities of the languages one knows, especially if the students are in the mid-achieving group.

Prilutskaya (2020), claimed that implementing translanguaging-based writing assessment practices could offer a way of recognizing and promoting learners dynamic use of their linguistic resources in English language classrooms (p. 22). Jakob mentioned that he uses “word of the week” in his classes, where the students draw on this word and finds synonyms, antonyms and translation to English. He further said that he could also add different languages to this task, where it does not necessarily have to be the students’ mother tongue, but other languages the students could build on and develop a shared language in the class besides English and Norwegian. When connecting this to Prilutskaya’s (2020) statement, the students could be able to develop their linguistic knowledge through this type of task. Also, Prilutskaya’s (2020) findings showed that the inclusion of translanguaging in L2 writing instructions possibly can help the students in reaching their full potential when it comes to linguistic competence (p. 21). This shows that implementing translanguaging in the classroom is beneficial for the students, and all of the participants do this to a certain extent either through seeing similarities and differences, working with keywords or through grammar. Using translanguaging methods has become a popular approach in multilingual classrooms. However, there has been little research done on the field in Norwegian schools. This is a perspective that can explain why the teachers themselves do not mention that they actively draw on translanguaging, but we still find some reason to believe that some of the teachers actually use translanguaging in a bigger degree than what they are aware of themselves. In order to further develop the skills regarding translanguaging, the teachers

should continue to help the students use two or more languages in systematic ways in the same learning activity, such as defined by Cenoz and Gorter (2011).

7 Conclusions

In this chapter, we will present our main findings and conclusion regarding our research question “How do English teachers in 5th-7th grade take multilingualism among their students into account in their teaching?”. There are some limitations regarding our study that we will present in sub section 7.2. Furthermore, we will propose potential areas for further research in sub section 7.3.

7.1 Main findings

Our study aims to shed light on what teachers do in order to include and enhance multilingualism in their classes. Our findings show that teachers to a certain degree take multilingualism into account when teaching. However, there are only a few examples that clearly show what the teachers do in order to reach the aims in the curriculum. In addition, the teachers emphasize the need for some continuity and systematic work. This work is to a big degree the teachers' responsibility, but there is no question that help from the school is required to shed light on the topic and with that help the individual teacher with reaching the aims in the curriculum, even though teaching in the classroom is mainly the teachers responsibility.

According to our study, only half of the participants saw themselves as multilingual, which could be seen as a paradox since all spoke multiple languages and they defined multilingualism as the ability to speak or being exposed to multiple languages. We have discussed this in light of that they also distinguish the students into groups of “multilinguals” and “not multilinguals”. The reason for this has been discussed, and an answer to this question could be that the teachers only see the students with another mother tongue than Norwegian as multilingual. Another suggested answer could be that they distinguish between being bilingual and multilingual, even though these phrases are used about the same phenomenon.

With that in mind, it is important to emphasize that all the participants showed positive attitudes towards multilingualism. We did find some examples of the fact that the different views the teachers have could have a bigger impact on their students than one might believe. If the teacher is not willing or able to find an approach that caters to all the students' needs and levels, then

neither will they succeed in reaching the aims in the curriculum. These findings can be seen in coherence with the fact that some of the teachers stated that their students are reluctant to share their language knowledge in class. If the teacher also expresses such reluctance, then it will surely reflect upon the students' attitudes as well, and they will most likely adopt that view.

When it comes to whether the teachers view multilingualism as an advantage or not, they all agreed that multilingualism could be an advantage in English learning. The question is whether the different advantages of multilingualism are sufficiently used for the students to actually fulfill their potential. These findings can to a large degree be connected to the fact that the teachers demand more structure and systematic measures. Although we found that some of the schools focused on specific days to celebrate diversity, the teachers in this study stated that these symbolic days are not very helpful for the teachers, who are supposed to work with the aims in the curriculum throughout a school year. Our study clearly shows a deficiency when it comes to continuity in the work with implementing multilingualism in teaching in general, and English teaching specifically.

Findings connected to LK20 show that the teachers showcase their focus in connecting the students' mother tongues to language acquisition, while the aims in the curriculum do not mention mother tongues at all. They do mention that the focus should be on working with that the students shall experience language competence as a resource, no matter how they have achieved the language competence. That means that the students might have learned the language through, for example, gaming, or by their own interest. One final finding is that the teachers to a certain degree implement perspectives from translanguaging, but they do not have the vocabulary to explain the theoretical background of why they do what they do. A possible answer could be that they do not have the necessary competence to voice the different perspectives of multilingual English teaching of students with diverse backgrounds. Throughout the process of writing this thesis, we cannot say with certainty that the teachers nor the schools focus has changed after the new curriculum. Our findings are in line with the previous research done on the topic before LK20. Although we did not find any big differences, we only interviewed four teachers, and the findings could have been different if we either interviewed more teachers, or other teachers.

7.2 Limitations

We have conducted this research through the help of participants who works as teachers in different schools in Norway, and connected their answers from the interviews to the theory we presented in section 2 and 3. However, our findings are not necessarily in coherence with the teachers in Norwegian schools in general, despite what our findings shows. The limitations resulting from this study are connected to the small sample size and only getting the participants reports of how they work with multilingualism. Therefore, it requires caution in generalizing the results of this study to the entire population of English teachers in Norway.

The first limitation is the sample size. Due to the time limit and some participants withdrawing from the study, it led to some issues in recruiting enough participants for this study to be more generalizable. This means that we cannot say with certainty that their answers are universal for everyone, but it gives us an indication of how the teachers perceive their work. Still, we managed to get teachers working in different geographical areas with both a high and low proportion of multilingual students. Because of this, we are able to get a broader perspective in our findings to a certain degree, but there are still too few participants to be able to use our findings to say something about the entire population.

Another limitation to the study is connected to only conducting interviews. We were able to get the teachers' views through their descriptions of how they work with multilingual students. However, we did not conduct any observations to actually see how the teachers work with this in the classroom, again, due to the time limit. Because of this, we can neither confirm nor deny that their statements actually match and are true to what they do in their classes.

Nevertheless, our findings could still bring some new perspectives and help other teachers who work with multilingual students, since we uncovered some interesting findings that could help understand the different challenges to a greater degree. For example, the school should to some extent play a bigger part in helping the teachers reach the competence aims. This is something we uncovered after our interviews, through analyzing their answers, and something that we could have had more focus on and thus get more answers about what the schools do to contribute, as

well as what teachers want more of. This could have helped in shedding light on this problem more than it does today.

7.3 Suggestions for further research

Since this study is a rather small study, with only four participants, there are some points of views we have not been able to fully research, as well as interesting perspectives that have come up during the period of time we have worked on this thesis. The fact that some of the participants did not see themselves as multilingual and thus gave the impression that they did not think of English as a foreign language contributing to one's multilingualism is one of these topics. Therefore, it would further be interesting to research whether English has become such an integrated part of our language that we no longer recognize it as a foreign language, even though English is not one of the official languages in Norway and should be looked upon as a foreign language.

Another interesting idea to further research is why the teachers in this study were not able to define clearly why they worked like they did when it comes to inclusion of the student's language competence. Our questions regarding that topic are therefore connected to whether there has been done sufficient research on multilingualism in the Norwegian school, and how to implement it or not. When doing research for this paper, we found a fair amount of research on multilingualism in language teaching in Norway, and the question is therefore if the research has been sufficiently disseminated or not, or if the teachers have enough interest on the topic in order to look for research on the topic themselves. Since this study has been in progress over a limited amount of time, we were not able to conduct observations of our participants. It could for further notice be interesting to observe what the teachers actually do in their classrooms, and not only what they say that they do when it comes to including multilingualism as an integrated part of English teaching. Perhaps they are all doing much more than described in the interviews without being aware of it, or perhaps they are doing nothing at all in order to reach the aims in the curriculum.

Lastly, we hope that this master's thesis can help English teachers in being more aware of the fact that including multilingualism in English teaching is more than incorporating the students mother

tongues. With that in mind, we hope to encourage teachers to research the topic, and hopefully bring new perspectives on the importance of focusing on the multilingual aspects in the curriculum. Throughout this process, we have learned a lot about multilingual English teaching ourselves and will bring aspects of this thesis into our own work as teachers.

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Appendix 1: Interview guide

Intervjuguide

Introduksjon

- Innhente muntlig samtykke
- Introdusere oss selv og formålet med prosjektet.
- Informere om anonymitet, at det er frivillig å delta i prosjektet og at personen(e) kan trekke seg når som helst, samt at man kan unnlate å besvare spørsmål dersom man ønsker det.

For å beholde anonymiteten, vil vi ikke at hen informerer om hvilke språk elevene snakker, men kun det vi spør om når vi kommer til de spørsmålene.

Bakgrunnsinformasjon

- Hvilket trinn underviser du på?
- Hvor lenge har du jobbet som lærer?
- Hvordan vil du definere flerspråklighet?
- Snakker du andre språk enn norsk og engelsk?
 - o I såfall hvor mange? (ikke hvilke)
- Definerer du deg som flerspråklig?

Undervisning

- Hvor stor andel av elevene dine har annen språkkunnskap enn norsk og engelsk?
- Hvordan vil du beskrive din egen erfaring knyttet til undervisning av flerspråklige elever i engelsk?
- Hvilke muligheter vil du si at finnes med tanke på flerspråklighet i engelskundervisning?
 - o Hvordan vil du si at du benytter deg av disse mulighetene? Og er det noen spesielle metoder eller læringsaktiviteter du bruker for å aktivere flerspråklige elever?
- Ser du noen utfordringer knyttet til flerspråklighet i engelskundervisning? I så fall hvilke?

- Hvilket språk foregår engelskundervisningen på? (både lærer og elev)
- Bruker du eller elevene dine andre språk enn engelsk, og eventuelt norsk, i engelskundervisningen? I så fall, når og hvordan?
- I overordnet del av LK20 står det at alle elever skal få erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet. Hvordan vil du si at du bruker elevenes språkkunnskaper slik at de opplever det som en ressurs?
- Et av kompetansemålene etter 7. trinn er «utforske og samtale om noen språklige likheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring.
 - Hvordan jobber du for at elevene skal nå dette kompetansemålet?
 - Hvilke kompetanser fokuserer du på i dette arbeidet?
 - Grammatikk, vokabular, flyt osv.
- Er det noe annet du ønsker å tilføye?

Avslutningsvis

- Tusen takk for at du ønsket å delta i vårt masterprosjekt. Videre vil vi behandle den innsamlede dataen, vi vil transkribere intervjuene før vi ved prosjektets slutt vil slette alt innsamlet materiale.

Appendix 2: Information letter and consent form

Vil du delta i forskningsprosjektet **«Teachers consideration of multilingualism in teaching»**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan engelsklærere tar hensyn til elevenes flerspråklighet i undervisning. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med prosjektet er å undersøke læreres holdninger knyttet til bruk av flerspråklighet i engelskundervisning i norsk skole. Vi vil intervju en håndfull lærere og deres klasser for å danne oss et bilde av hvordan lærere tar hensyn til språkkunnskaper elevene besitter i deres undervisning. Prosjektet er en masteroppgave ved Oslo Metropolitan University (OsloMet), fakultet for lærerutdanning og internasjonale studier.

Foreløpig problemstilling er: “How do English teachers in 5th – 7th grade consider multilingualism among the students in their teaching?”

Opplysningen vi innhenter vil ikke bli brukt til andre formål enn beskrevet i dette samtykkeerklæringen.

Hvem er ansvarlig for forskningsprosjektet?

OsloMet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta i dette forskningsprosjektet ettersom du er engelsklærer på mellomtrinnet. Vi vil intervju og observere en håndfull engelsklærere, og ønsker blant annet å intervju deg.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det et intervju. Intervjuet vil ta deg ca. 30-45 minutter, og vil inneholde spørsmål knyttet til din undervisning. Det vil bli tatt lydopptak av intervjuet, som behandles i henhold til lovverk. Intervjuet vil transkriberes og anonymitetshensyn til bli ivarettatt.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålet vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det vil kun være oss som forskere, samt veileder av prosjektet, som vil ha tilgang til datamaterialet. Daten vil oppbevares i OsloMet sine godkjente systemer, samt at navn og kontaktopplysninger vil erstattes med en kode som lagres på egen navneliste adskilt fra øvrige data. Deltakere vil ikke kunne gjenkjennes i publikasjon.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes ca. 26. juni 2023. Datamaterialet vil være anonymisert gjennom prosjektperioden, og vil slettes i sin helhet ved prosjektets slutt.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

- OsloMet ved Victoria Øverland, s324474@oslomet.no (forsker/student).
- OsloMet ved Cathrine Vale, s334595@oslomet.no (forsker/student).
- OsloMet ved Dragana Surkalovic, drasug@oslomet.no (veileder av prosjektet).

- Vårt personvernombud: Ingrid S. Jacobsen, personvernombud@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

Dragana Surkalovic
(*Veileder*)

Victoria Øverland
(*Student*)

Cathrine Vale
(*Student*)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Teachers consideration of multilingualism in teaching» og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i personlig intervju

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

(Signert av prosjektdeltaker, dato)

Appendix 3: NSD approval

Vurdering av behandling av personopplysninger

Referansenummer	Vurderingstype	Dato
351678	Standard	29.11.2022

Prosjektittel

Teachers' attitudes towards and utilization of multilingualism

Behandlingsansvarlig institusjon

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

Prosjektansvarlig

Dragana Surkalovic

Student

Victoria Øverland

Cathrine Vale

Prosjektperiode

01.12.2022 - 26.06.2023

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 26.06.2023.

Kommentar

OM VURDERINGEN

Personverntjenester 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.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

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).

Ved bruk av databehandler (spørreskjemaleleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn

en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Appendix 4: Medforfattererklæring

Medforfattererklæring

Om to eller tre studenter gjennomfører og/eller skriver masteroppgaven sammen, skal det legges ved et medforfattererklæring, jf. emneplan MGM05900:

“For studenter som velger å gjennomføre masteroppgaven som gruppearbeid, skal det gå tydelig fram i egen redegjørelse hvordan arbeidet er fordelt, og hvordan hver enkelt oppfyller kravet om selvstendig vitenskapelig arbeid. Her benyttes en medforfattererklæring som begge eller alle tre parter signerer.”

Masteroppgavens tittel:

Teachers’ consideration of multilingualism in teaching

Redegjørelse på hvordan arbeidet er fordelt, og hvordan den enkelte oppfyller kravet om selvstendig vitenskapelig arbeid:

Gjennom hele prosjektperioden fra mai/juni 2022 til innlevering av masteroppgaven mai 2023 har vi fordelt arbeidet med masteroppgaven på en god og rettferdig måte. Helt fra begynnelsen med utarbeidelse av ide og problemstilling har vi samarbeidet på en god måte for å sikre at begge forfattere kan stå inne for innholdet av oppgaven.

Grunnet arbeidsforhold har vi stort sett sittet hver for oss, men vi har likevel sørget for god og daglig dialog angående innholdet i oppgaven. Når det gjelder datainnsamling gjennomførte vi ett intervju sammen, før vi gjennomførte de resterende hver for oss. For å sikre at begge hadde god innsikt i alle intervjuer, gjennomgikk vi begge to samtlige opptak av intervjuer, og transkriberte alle intervjuene. Videre har vi samskrevet oss gjennom alle oppgavens kapitler. Vi har hele tiden bidratt til hverandres arbeid ved å lese gjennom, endre og forbedre egen og den andres tekst. For å sikre at vi er enige om oppgavens innhold og struktur har vi hatt jevnlig samtaler hvor vi diskuterer oss gjennom innhold, teoretisk rammeverk og analyser for å sikre en god struktur i oppgaven. Gjennom prosjektet har begge forfattere bidratt med utvikling av prosjektet, gjennomføring av intervjuer, transkribering av intervjuer, innhenting av teoretisk grunnlag, tidligere forskning, samt utforming og skriving av selve analysen og tolkningen av dataen vi har innhentet.

Begge forfattere har deltatt og bidratt på en god måte i veiledning med vår veileder Dragana Surkalovic. Selv om vi stort sett har sittet hver for oss og skrevet oppgaven, er vi veldig glade for at vi har hatt et godt samarbeid og stor tillitt til at hverandre gjør det man blir enige om, samt at vi har hatt hverandre å støtte oss på og få tips fra de gangene man har stått litt fast i skriveprosessen.

Undertegnede bekrefter å ha bidratt til følgende deler av masteroppgavearbeidet:

Prosjektskisse, idé og tema for masteroppgaven	<u>Ja</u> /Nei
Praktisk gjennomføring av studien for eksempel innhenting av data	<u>Ja</u> /nei
Analyse, drøfting og tolkning av resultatene	<u>Ja</u> /Nei

OSLOMET

Undertegnede har lest og godkjent den innsendte versjonen av masteroppgaven

<u>Oslo</u>	<u>02.05.23</u>	<u>Cathrine Vale</u>
<u>Oslo</u>	<u>03.05.23</u>	<u>Victoria Overland</u>
(sted)	(dato)	(signatur)