Master's thesis

NTNU
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To what degree is the multilingualism of minority background students viewed and utilized as a resource in the Norwegian EFL classroom?

Master's thesis in Language studies with teacher education
Supervisor: Anne Dahl
June 2021

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Kunnskap for en bedre verden

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Abstract

This disserattion is a study of the degree to which minority background students get to utilize the whole of their multilingualism in the Norwegian EFL classrooms, discussing what languages are used in the EFL classroom and how this affects the minority background students.

As the Norwegian society at large has become more and more linguistically and culturally heterogenous over the last few decades as a result of immigration, so has the Norwegian EFL classroom. This requires English teachers to now be able fascilitate an educational context in which students with minority backgrounds get the chance to excell based on all their linguistic and cultural knowledge, just like their majority background peers.

This dissertation is a case study in which one teacher and three students are interviewed in an attempt to explore the degree to which the multilingualism of minority background students is viewed and utilized as a resource. Based on previous research on multilingualism in the EFL classroom, both in Norway and abroad, as well as relevant theory, the findings from the interviews are discussed.

The main finding of this dissertation is that the home languages of the minority background students who participated were not viewed or utilized as resources in the EFL classroom.

Acknowledgements

First of all, I would like to thank all the fantastic and special people with whom I have shared my journey as a student at NTNU Trondheim. You have all contributed to the last five years being a chapter of my life that I will always cherish.

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Last, but not least, I would like to thank my family for always supporting me and being there whenever I needed them.

Oslo, May 2021

Martin Nordstrøm Henriksen

«One of the most difficult aims of future language teacher education is to make sure that all language teachers are experts on multilingualism»

(Jessner, 2008, p. 45)

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1 Introduction

Through the last few decades, the number of Norwegian citizens with immigrant backgrounds has increased substantially. Today, 14,8% of the Norwegian population are first-generation immigrants, whilst 3,7% of the Norwegian population are second-generation immigrants (SSB, 2021).

Up till the 1960´s, there was a clear consensus that bi- and multilingual children suffered cognitively compared to monolingual children. Peal and Lambert (1962) initiated a turnaround in the general perception regarding the mentioned phenomenon when they conducted a study in which the results suggested that multilingual children have higher cognitive abilities than monolingual children. Since the finding of Peal and Lamber, multiple researchers have backed their assumptions that multilingualism increases one's cognitive abilities, especially in terms of language acquisition (Cenoz, 2013; Diamond, 2010; Kroll & Dussais, 2017; Okal, 2014).

Multilingual students in Norway, however, have been found to perform worse in the English subject compared to students with all-Norwegian backgrounds (Nesse, 2008). Nesse (2008) points to factors such as interlanguage transfer, learning context and the need to integrate into Norwegian schooling in which all instruction is given in Norwegian simultaneously as they acquire English. Nesse also points to the importance of the qualifications of the educators teaching minority background students.

This disconnect between research on multilingualism and what it entails for the individual and the seeming academic struggle for minority background Norwegian students raises the question of whether or not Norwegian EFL classrooms are suited for allowing multilingual students to succeed to the fullest of their potential.

This is the topic of my inquiry with this dissertation, and my research question is thus:

"To what degree is the multilingualism of minority background students viewed and utilized as a resource in the Norwegian EFL classroom?"

2 Theoretical background

In this chapter, theories of motivation and multilingualism as well as relevant research on multilingualism in the EFL classroom will be presented.

2.1 Language, identity and motivation

Maslow (1970) presents a theory of human motivation, which builds on the notion that human beings are motivated to satisfy needs, and that these needs are arranged in a hierarchy. The hierarchy of needs Maslow (1970) introduced has since been visualized in a pyramid of needs (see figure 1). The main suggestion of the theory is that the higher needs of the hierarchy are not achievable or satiable before the lower needs are achieved or satiated. While not completely fixed, as variation exists between different individuals, the pyramid illustrates a hierarchy where basic needs, such as access to food, water and warmth, and safety must be met before the individual will be motivated to satiate the need for a sense of belonging and love. This is attributed to an innate hierarchy in the human brain that selects the immediate priority, and then the subsequent priority, once the current priority is met (Maslow, 1970).

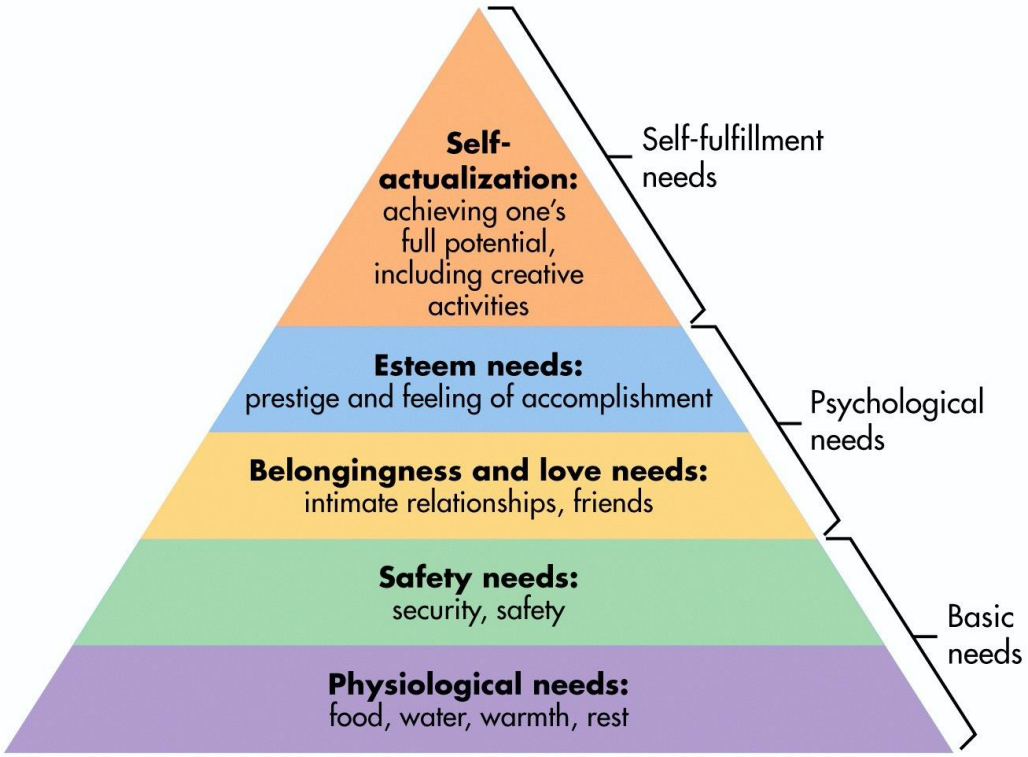

Figure 1: Maslow's pyramid of needs (McLeod, 2018)

An implication of Maslows hierarchy of needs when it comes to EFL teaching and learning with minority background students, is the importance of creating an inclusive environment where the minority background students feel a sense of social acceptance and belonging. A long tradition of research has shown that minority background students, whose dominant language is that of the home, profit in learning of languages and school subjects in general, when the students are allowed to use their home language in class (Jong, 2011; Selj, 2008). Given that physiological needs and safety needs are in place, such inclusive linguistic practice could then help satiate the belongingness and love needs in the educational context.

Maslow's hierarchy of needs is often considered the cornerstone of humanistic theories of motivation (Manger, 2013). Humanistic theories of motivation view human beings in a holistic manner. They seek to shed light on the way in which we perceive of ourselves and our surroundings, and how we maneuver in life with the aim of staying in control of our lives whilst achieving self-realization (Pintrich & Schunk, 2002). Building on Maslow's hierarchy of needs, this maneuvering is based on a prioritized set of needs, where belonginess and friendship is one of the lower, fundamental needs. Maintaining one's own identity and assuring one's own security in a group identity is thus more important than doing well in school, which can be categorized under the esteem needs, or perhaps even the self-actualization need (see figure 1). Manger (2013) argues that this hierarchy-based maneuvering can lead students to ignore or oppose themselves to a given teacher if that teacher poses demands that are in conflict with the norms of the group. To put this in the context of Norwegian EFL teachers working with multilingual students, one could imagine that if a teacher was to demand that a group of multilingual students only used Norwegian at all times while at school, and said group of students had appliance of different languages as a part of their group identity, the students could ignore or oppose themselves to the teacher.

Postcolonial theory arose after the dissolvement of the European colonies after World War 2. It arose as a reaction to and an assessment of the power the west held over its colonies and has since been a tool used to explore and critically analyze the cultural, ideological and psychological structures that exist in the wake of imperialism. One of the things postcolonial theory has highlighted is that the way in which groups identify themselves and use of labels such as "us" and "them" is no trivial matter. For instance, identifying oneself as "a foreigner" in the country in which you were born is not unproblematic. Viewing the dominant culture in a country as something in which you do not totally belong could nurture a sense divide between oneself and the educational institutions one is enrolled in (Eriksen, 2017) This emphasis on the "us-them" perceptions portrayed in post-colonial theory underscores the importance of a collaborative approach to roles in the EFL classroom (Jong, 2011), as it could help diminish the divide between those who fit in with the educational system and those who do not.

Language is an important part of one's identity. Through language we express who we are, we hold ties to our families, traditions and religions. If a minority background student loses his or her abilities in the home language, the ties to the home could be jeopardized. With disturbances regarding the stability in the relationship between the

student and the home, one cannot expect the student to perform to his or her maximum capacity in academic endeavors (Selj, 2008). As Maslow (1970) points out through his hierarchy of needs, a sense of personal belonging, and stability therein, is a cornerstone for any individual that is expected to function in daily life. A school in which signals are given and expectations are communicated, either implicitly or explicitly, that affiliation with the dominant language and culture is more desirable than preservation of the home language and culture, could thus damage minority background students, not only in terms of academic success, but also in terms of a feeling of self (Selj, 2008).

2.2 Bi- and multilingualism

When discussing the topic of multilingualism, it is common to use the terms L1, L2, and L3, respectively to address someone's first-, second-, and third language. Traditionally, these terms have been used to describe the chronology of the languages acquired (Selj, 2008). It is however often the case with multilinguals in Europe today that the acquisition of language does not follow in the traditional order. We now see different constellations of bi- and multilingualism, and two definitions used to discuss bilingualism based on the order of acquisition are sequential bilingualism and simultaneous bilingualism (Kohnert, 2010). Sequential bilingualism describes a situation in which someone has established their skills in the L1 before the learning of the L2 is initiated (Kohnert, 2010; Paradis, 2010). Simultaneous bilingualism refers to bilinguals who have had the onset of exposure to two languages before the age of 3 years (Genesee et al., 2004). Simultaneous bilinguals are considered to have two L1's rather than one L1 and one L2 (Bardel & Falk, 2020). For instance, a Norwegian child whose family has a Pakistani background can have both Norwegian and Urdu as his or her L1's if the child is exposed to both languages before the child has established efficiency in one of them, also commonly set to the age of 3.

A common situation for bilinguals, be their bilingualism sequential or simultaneous, is that the main language of the home is not the dominant language in the society at large. When addressing the different languages a bilingual knows, simultaneous bilinguals especially, given their level of proficiency in both their L1's, it is appropriate to use the terms "home language" and "dominant language". The former refers to the language that is most used in the home, whilst the latter refers to the dominant language in the society (Cheung et al., 2018; Scheele et al., 2010).

Multilingualism refers to the phenomenon of knowing more than one language, and within this term both bilingualism and trilingualism are captured (Cenoz, 2013). Theoretical perspectives and research regarding individuals with proficiency in more than one language often uses the term bilingualism when discussing said individuals and their linguistic capabilities. This is the traditional term in the studying of multilingualism, as the onset of research that considered it important to investigate the relationship of languages within the individual was characterized by a study of bilinguals – speakers of two languages (Cenoz, 2013). Some of the theoretical implications and academic findings

presented in this chapter uses the term bilingualism, but the principles are quite transferable to matters of multilingualism.

The nature of multilingualism has long been a subject of academic debate, and the question of how different languages interplay or interfere with each other within the mind of an individual has been a central one. A long-lasting assumption that still has its subscribers today is that bi- and multilinguals have different languages stored separately in the brain. This view on multilingualism has been theorized and illustrated through a separate underlying proficiency model (SUP). This is a theoretical model for multilingualism in which language competence and literacy in different languages do not interplay with each other (Cummins, 1980).

Cummins (1980) combats this notion and presents a juxtaposing theocratization of multilingualism called the common underlying proficiency model (CUP). This theoretical model suggests that language proficiency, across languages, is intertwined in the human mind, and that advancing one's linguistic skill in an L1 will also benefit and enhance one's abilities in an L2 and an L3. Through the CUP, illustrated through the iceberg analogy (see figure 2), Cummins argues that whilst the surface level of different languages have differentiating properties, they stem from a common underlying system of language proficiency.

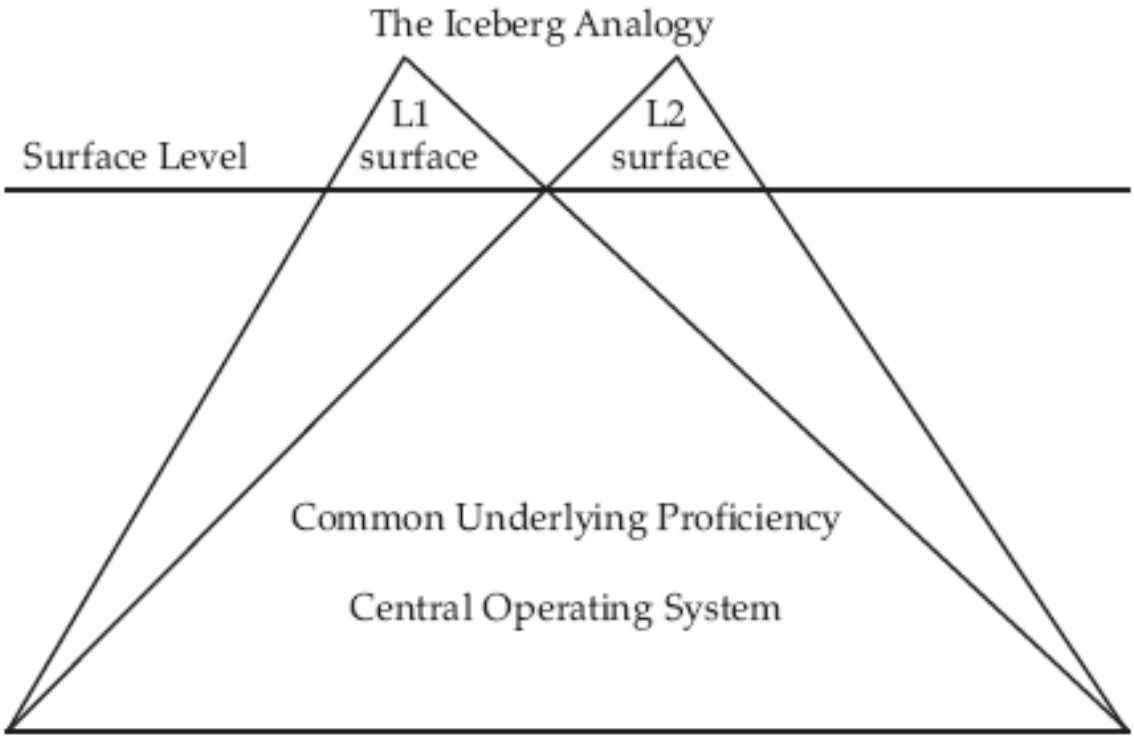

Figure 2, The Iceberg Analogy (Bligh, 2014)

Extensive research on linguistic development amongst L1 dominant minority background students shows that a parallel effort to strengthen the L1 as well as the L2 and the L3, gives better results both for their progress with the L2 and L3, as well as in academic efforts as a whole (Cummins, 2001; Selj, 2008). These findings is on the basis of Cummins' argument that there is an academic language proficiency transfer that takes place within the multilingual, so that students who have acquired literacy in their L1 tend to have an advantage when acquiring an L2 (Cummins, 2000). Allowing minority background students to use their home-language simultaneously as the target language of any given class would thus be beneficial to all aspects of their learning outcome.

2.3 Language proximity and the L2 status factor

While L3 acquisition is a rather novel field of research, having mostly gotten explicit attention throughout the last decade, researchers have looked at how languages interplay with special attention to syntax and vocabulary (Falk & Bardel, 2010b). Different researchers have pointed to different properties and phenomena that selects the preference in the language user of which languages to draw on when producing a foreign language. Among these are typology, or language proximity and the L2 status factor. (Falk & Bardel, 2010b).

Language proximity refers to how similar or different two languages are, and how said similarity or difference affects cross-linguistic transfer. Psychotypology, the learner's perception of the relatedness of languages, has also been found to be of importance when it comes to language learners' preferences of cross-linguistic transfer processes (Carvalho & Silva, 2006). Studies have shown that multilingual language learners tend to lend from the language that is the closest related to the target language in the learning process. Ahukanna et al. (1981) conducted a study on L3 learners of French, whose L1 was Igbo and L2 was English. They found that English, the L2, was the preferred source of linguistic transfer, a language which is more closely related to French than Igbo, their L1. Jonas Iversen (2016) argues that for minority background students learning English in Norwegian EFL classrooms, this could imply that they are more likely to draw cross-linguistic reference from Norwegian rather than an L1 such as Kurdish or Urdu.

Williams and Hammarberg (1998) conducted a lengthy case study in which they tracked the language acquisition of woman that had just moved to Sweden. She acquired Swedish as an L3, having English as her L1, whilst also having near-native proficiency in German as well as advanced knowledge of French. What they found was that German was the main supplier of linguistic transfer in the participant's acquisition of Swedish. They attributed this to her high proficiency levels in German, but also pointed to language proximity. Addressing this gravitation towards activation of the L2 when producing language in an L3, Williams and Hammarberg introduced the term "the L2 status factor". The L2 status factor hypothesis suggests that an L2 is more likely to be the source of transfer when producing an L3, as the cognitive processes behind the production of an L3 has more in common with that of L2 production compared to that of L1 production. This hypothesis suggests that there is a higher degree of metalinguistic

competence tied to the production of the L2 compared to that of the L1, as the acquisition of an L2 is typically an act characterized by some degree of conscious effort. Acquisition of an L1, on the other hand, is commonly viewed as an automatic process in line with Chomsky's (1965) suggestion of an innate language acquisition device (LAD) (Falk & Bardel, 2010a). Falk and Bardel (2010a) conducted a study in which data was collected from 44 learners of German as an L3 through which they also found evidence in favor of the L2 status factor hypothesis. The seeming existence of the L2 status factor supports the claims made by Iversen (2016) regarding the effects of language proximity for minority background students in Norway acquiring an L3 – they could be inclined to activate Norwegian rather than their home language in the process.

2.4 Additive vs subtractive bilingualism

Lambert (1974) introduced the terms "additive bilingualism" and "subtractive bilingualism". The former refers to a situation in which an L2, typically an official language, is learned in addition to an L1, typically a minority home language, where the learning of the L2 does not diminish or replace the learning of- and abilities in the L1. The latter refers to a situation where the learning of the L2, due to educational policies and societal pressure, replaces the L1 of the minority background students. These terms have since received rich attention and a number of researchers have made their interpretations of them (Cummins, 2017). Baker and Prys Jones (1998) describes additive bilingualism as situation where the L2 adds to the L1 rather than replace it. They thus implement the notion of an interdependency between the L1 and the L2, as illustrated through the CUP model of bilingualism (Cummins, 1980). Like Lambert (1974), Baker and Prys Jones (1998) describe subtractive bilingualism as a situation in which the L2 is learnt at the expense of the L1, and gradually replaces the L1. They elaborate on such language-teaching practice, and state that it is a part of submersion education – an educational practice in which most or all instruction is given in the minority students' L2, whilst virtually no efforts are made to maintain the L1.

An example of subtractive bilingualism in practice can be found in a development in educational policy in South-Afrika. In 1997, the post-apartheid South African government introduced the language-in-education policy, a policy through which schools were endorsed to support their students in developing their skills in their home languages as well as in English - the dominant language. This policy was implemented both as a means to strengthen the academic accomplishments of the multilingual students, as well as to repudiate the racist practices of the apartheid regime (Cummins, 2017)However, this policy has been replaced by an "English-as-soon-as-possible" approach, an approach in which a bi/multilingual student's home language is seen as a means to strengthen English, rather than something that in itself has value. This approach comes from a common conception amongst many educators and parents that the dominant language, in this case English, is more likely to help a student achieve future economic success. Many educators and parents also believe, despite all the evidence of the contrary, that a bi/multilingual student's strengthening and development of the home language disrupts his or her development of the dominant language – the L2 (Plüddemann, 2015).

2.5 Language measured in value

This gravitation towards languages based on their perceived value has also been uncovered in Norway through a research conducted by Kjelaas and van Ommeren in 2019. They conducted a critical discourse analysis of the curriculums of four language subjects – Finnish as a second language, Sami as a first language, German, Spanish and French as a foreign language, and mother tongue for minority background students. They looked at how these subjects were legitimized by analyzing the purpose sections of the curriculums, and what they found was that the multilingualism attained through enhancing language skills in Sami, Finnish, and foreign languages were described as intrinsically valuable in their own existence. The curriculums for these subjects stated that the multilingualism that arises from developing these languages could help the students gain an understanding of- and participate in international relations and communities. The purpose section of the curriculum for the subject mother tongue for minority background students, on the other hand, stated that the multilingualism cultivated through enhancement of the mother tongue was valuable in that it could help the students increase their competence in Norwegian, the dominant language (Kjelaas & Ommeren, 2019).

In discussing their findings, Kjelaas and van Ommeren (2019) introduce the terms "the linguistic marketplace" and "marketization". The former refers to how certain languages are ascribed a higher value than others in a given societal context. In the context of their research, they argue that Sami as a first language, Finnish as a second language and French, German, and Spanish as foreign languages have a higher standing in Norwegian society than the mother tongues of minority background students. They argue that multilingualism in itself is not seen as something valuable. Rather, it all depends on the languages said multilingualism entails – their standing in the linguistic marketplace. The latter of the terms, marketization, refers to how languages are viewed and measured based on the fiscal return acquiring them might provide. Like Plüddemann (2015), Kjelaas and van Ommeren (2019) argue that school policies are oriented around the home languages of minority students being used as a means to enhance their skills in the dominant language, as the home language is less likely to produce economic growth – they are seen as less profitable when it comes to marketization.

2.6 Teacher cognition

Teacher cognition is the term used when discussing teachers' thoughts, views and perceptions, and how it influences their practice as teachers (Borg, 2015) of The field of psychology has shown how knowledge and beliefs has a strong influence on the decisions and actions made by human beings. This, naturally, applies for teachers as well, and based on their knowledge and beliefs, teachers are active decisionmakers who shape classroom events (Borg, 2015). A key finding in this field is the fact that teacher cognition is more or less established before they get their teacher education. In other

words, experiences and impressions made during their teacher education is less influential on their future teaching practice than the ones made prior (Phipps & Borg, 2009). Borg (2015) points out that multilingual teachers take part in a shared multicultural identity, and are thus likely to effortlessly recognize the needs of their multilingual students. In the same way that understanding the needs of multilingual students is an intuitive act for multilingual teachers, based on a common, active identity, it could be equally difficult for majority background teachers to truly understand the needs of multilingual students. This supports Krulatz and Dahl's (2016) assessment that availability and quality of courses meant to prepare Norwegian pre-service and in-service teachers to work with multilingual students, has to increase. Changes should also be made regarding the voluntary nature of the courses that exists (Krulatz & Dahl, 2016).

Studies have shown that there is a tendency of social reproduction in Norwegian schools, and that the Norwegian schooling system is best suited for the middle class (Rapp, 2018). Rapp (2018) states that parents with a working-class background often tend to view schooling and the academic development of their child as a responsibility that rests with the teacher. Middle class-parents, on the other hand, tend to view the child's academic development as a co-operative process between the school and the home. Her study shows that Norwegian schools organize their co-operation with parents differently depending on their socio-economic status. With a lower degree of co-operation with the home, a distance between the home and the school might arise. Said distance could lead to a sense of alienation in the school setting for the child, and subsequent struggles both in terms of social and academic achievement. In Norway today, the general unemployment rate is 4,6%, whilst the unemployment rate for people with minority backgrounds (registered as both first-generation immigrants as well as second-generation immigrants) is 9,7% (SSB, 2021). Additionally, Epland (2018) reports that Norwegian citizens with immigrant parents consistently earn less than Norwegian citizens who do not have immigrant parents. Thus, Rapp's (2018)reported tendency of households with lower socio-economic status having weaker ties to the school could disproportionately affect children with minority backgrounds.

While teachers are legally bound to follow national curriculums, they do have autonomy in how they approach said task. As mentioned, a teacher takes with him or her perceptions and values from earlier in life, that to a high degree influences their decisions (Phipps & Borg, 2009). The decisions a teacher makes about how to approach the topic of multilingualism is of high consequence for minority background students, as there is a power structure in play, where the teacher holds the power (Jong, 2011). Another factor that makes the teacher's decisions regarding multilingualism so important is the distance that might arise between teachers and households with lower socio-economic backgrounds (Rapp, 2018). If a student is "left alone" to the educational setting, rather than having the home being more active and participating in the educational context, the decisions of the teacher might stand alone as the only word said in a given situation.

Again, while the decisions a teacher makes regarding pedagogical practice may be meant and seen as strictly professional, they are always rooted in the teacher's views and values, and the practices they culminate in are highly significant. Pennycook states that

"when we allow or disallow the use of one language or another in our classrooms (...) we are making language policy" (Pennycook, 2001, p.215 in Iversen, 2016).

2.7 Multilingual competence and identity in the EFL classroom

In discussing minority background students and the degree to which their linguistic and cultural competence is valued and viewed as a resource in an educational context, Cummins (1987, 2001) applies the terms "coercive approach" and "collaborative approach" to roles in the classroom. The former refers to situations in which the linguistic and cultural competence minority background students have is overlooked, where they are strongly encouraged to discharge these intellectual and personal aspects to better "fit in" with the policy and practice of the school as it stands. Cummins describes the coercive approach as often being characterized by what he calls a "banking" model of teaching, where the teacher assumes the role of the keeper of knowledge, and the students are the recipients of knowledge. The teacher is the bank, and the students are the customers. The latter of the two terms, the collaborative approach, sees all members of the classroom, both teacher and students, as active participants and contributors to the learning and teaching. In a collaborative approach, the role of the teacher is to contribute with knowledge in a Vygotskyan (1980) process of scaffolding. The students and the teacher then engage in a collaborative process of knowledge construction, a process that can take place between teacher and students as well as between student and student. In this manner, everyone in the classroom becomes contributors and explorers of knowledge.

The collaborative approach to roles in the classroom definitions (Cummins, 1987, 2001) is an important part of what Ester De Jong (2011) has branded as "the Principle of Affirming Identities". This principle could be described as a framework that endorses a general awareness of how students with different cultural backgrounds might see and think of the world in different ways, and how one might use these thoughts and views as a resource for the class as a whole. The Principle of Affirming Identities could aid educators in their daily meeting with diversity and guide them in decision making regarding role definitions through curriculum decisions, pedagogical decisions, classroom organization, and assessment decisions. In other words, how does the curriculum and topics discussed in class interact with the cultural and linguistic knowledge of the minority background students? How are students invited to participate and share what they know? What questions do teachers and students ask? Do the assessment situations allow students to apply their cultural and linguistic knowledge (Jong, 2011, p. 192)? These questions can help educators evaluate to what degree minority background students are stimulated and encouraged to participate actively with all their cultural and linguistic competence.

2.8 Multilingualism in Norwegian EFL classrooms

The subject of Norwegian EFL teachers and their ability to teach culturally and linguistically heterogenous classrooms is a quite novel field of research. There does however exist interesting research that has delved into this subject, and amongst these are Sahand Fard's (2019) MA thesis, as well as Jonas Iversen's (2016) MA thesis. The former interviewed five upper-secondary Norwegian EFL teachers, and found that they were not adequately prepared to work with students who had recently arrived in the country. The latter interviewed 12 students in the upper secondary level, all of whom had minority backgrounds. The dissertation aimed to find out whether minority-background students experience equality of opportunity in the Norwegian EFL classroom. It found that the students did not experience said equality, as their cultural and linguistic competences were not implemented in the classroom. Rather, they were overlooked, and Iversen argues that the English acquisition of the students in question was impeded as a result.

Educational practices in the Norwegian EFL classroom have been shown to be oriented around the use of Norwegian as a supporting language, there is a heavy reliance on textbooks (Krulatz & Dahl, 2016), textbooks that Laugerud, Askeland and Aamotsbakken (2014) argue paints an us-them relationship between the western and the non-western, and much of the teaching practice is oriented around teacher centered discourse – a practice that correlates with the banking model of teaching in which the teacher transmits the knowledge without including or drawing on the knowledge of the students. (Cummins, 1987). The studies by Fard (2019) and Iversen (2016) both fit in well in the landscape painted above.

Krulatz and Dahl (2016) conducted a study in which the goal was to shed light on Norwegian EFL teachers' perceptions of their own preparedness to work with multilingual students. 62% of the participants stated that they feel somewhat prepared to work with minority background students, while 33% responded that they do not feel prepared at all. Some teachers chose to include comments about their reply. Said teachers expressed concerns regarding not being able to communicate with the students in their L1, their lack of training and experience, and the difficulty of associating with the students having to learn two languages at once. Despite 95% of the participants effectively stating that they were not well prepared to work with multilingual students, 45% of the participants replied that they did not feel the need for further knowledge about the cultural backgrounds of their students. Krulatz and Dahl suggest that this could be a reflection of the perception that integration into Norwegian society entails adapting of Norwegian culture. This notion of cultural adaption as a part if integration is rooted in the predominant notion of equality as «sameness», not as equal opportunity.

Krulatz and Dahl argue that the accessibility and quality of education and professional development focusing on multilingualism for EFL teachers has to increase. Today, there exists courses and workshops designed to help teachers improve their preparedness to work with multilingual students. However, these courses are voluntary, and Krulatz and

Dahl suggest that certification requirements for EFL teachers in Norway should be altered to include such training. This way, Norwegian EFL teachers could be better prepared to work with the unprecedented linguistic and cultural diversity Norwegian teachers face today.

Surkalovic (2014) conducted a study in which she investigated the degree to which the teacher training program for primary school English teachers prepares it's students sufficiently for their future meetings with multilingual classrooms. The study was conducted in the form of a questionnaire – a questionnaire to which in-training English teacher students from the College of Oslo and Akershus (now named OsloMet) responded. The results suggested that the students, who varied in their year of progression in the program, lacked the necessary skills and competences to work as English teachers in multilingual classrooms. Surkalovic (2014) concluded that the competence amongst the future English teachers regarding multilingualism should be raised, and suggested a switch towards curricular readings that focus on plurilingualism to strengthen the students' metalinguistic competence. Similarly to Krulatz and Dahl (2016), she also suggests a revision of the English teacher training course and its requirements, so that training aimed at preparing teachers for working with multilingual classrooms can implemented.

2.9 Norwegian curriculum

When assessing pedagogical practice and perceptions, it is relevant to take into account the curriculum upon which it is based and should be in accordance with. While the implementation of the new English curriculum of the 2020 Knowledge Promotion (Kunnskapsdepartementet, 2019) had already been initiated approximately three months before the first interview was conducted, studies have shown that implementations of new curricula could take several years (Højdahl & Reusch, 2018; Koritzinsky, 2020). It is therefore likely that the views, reflections and practices found through the interviews tells us something about the relationship between the English curriculum of the 2006 Knowledge Promotion (Utdanningsdirektoratet, 2012) and its manifestation in classroom practices. Thus, it is more appropriate to look at and assess the data collected in light of the Norwegian LK06 than LK20.

> The main subject area Language learning focuses on what is involved in learning a new language and seeing relationships between English, one's native language and other languages. It covers knowledge about the language, language usage and insight into one's own language learning (Utdanningsdirektoratet, 2012).

This quote is from the main subject area "language learning" in the curriculum for English in LK06. It is clear that emphasis is put on the relationship between English and one's mother tongue, and the metalinguistic knowledge that is involved in seeing the connection between them. Students should thus be encouraged to draw on their mother tongue when learning English at school, and educators should scaffold them in

understanding how the different languages are similar and how they differ, thus promoting the students' metalinguistic competence.

> The teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others. Language gives us a sense of belonging and cultural awareness (Utdanningsdirektoratet, 2018)

This quote is from the core curriculum – an overarching part of the Norwegian curriculum that applies to all school subjects, points to how a student should become confident in his or her whole linguistic proficiency. It points to the importance of language identity, and how language is a tool for cognitive tasks such as creation of meaning. It also points to how important language is in our feeling of self – who we are and who we belong with.

Together, the two quotes above tell us that that the English subject, and Norwegian public education as a whole, should encourage the student to develop his or her full linguistic repertoire, linguistic identity, and students should be able to apply all their languages in language learning, using all their languages as resources in language learning.

3 Method chapter

This dissertation is a case study, based on four qualitative research interviews. The body of informants consist of one English teacher in Norway and three of his nineth grade students. The aim of this dissertation is to shed light on how this teacher and three of his students view multilingualism, with special attention directed towards students with minority backgrounds and their multilingualism – if, and in that case, to what degree the multilingualism of students with minority backgrounds is viewed and applied as a resource in the EFL classroom. Two of the student informants have minority backgrounds, whilst the third has an all-Norwegian background.

In this chapter, light will be shed on the methodological approach taken in collecting and processing the data upon which this dissertation is built.

3.1 Qualitative method

The data upon which this dissertation is built was gathered through qualitative research interviews. According to Thagaard (Thagaard, 2018), qualitative research interviews have the purpose of gathering a rich body of data regarding the participants' experiences, thoughts and reflections regarding the subject matter of the interview. Kvale and Brinkmann (Kvale & Brinkmann, 2018) emphasize how a qualitative research interview can be used to unravel the way in which the participants experience the world around them, and that the interview should aim at bringing forth the significance of the participants' experiences.

Qualitative research interviews, and this dissertation as a whole, fall under the hermeneutic research tradition – a tradition which is often characterized by an emphasis on subjective and interpretive processes (Befring, 2016; Hjardemaal, 2011). This focus on the subjective and the interpretive lends hermeneutic methodological approaches a social constructionist quality, meaning that through said approaches we are able to think of the world and different phenomena as something which is given meaning and may be experienced differently between different people and different groups (Hjardemaal, 2011).

3.2 Case study

In this dissertation, the design frame is that of the case study. The case study is a qualitative methodological approach in which the researcher approaches a focused and limited subject material, be it a phenomenon, person or event, with minute attention to detail (Thomas, 2021). A case study typically aims to unravel the "how's" and the "why's". By looking at a singular case in great detail, brushing with a fine-tooth comb, the case study is applied to understand how or why something might have happened, or why something might be the case (Thomas, 2021). Thomas (2021) describes a case study as an ideographic approach to research. An ideograph is a little figure or a picture. Thomas argues that one can ascertain a better understanding of a phenomenon or a

process by thoroughly examining and understanding this one picture, or this one singular case, rather than by looking at tens or hundreds of pictures with less attention to each one. By thoroughly analyzing the data collected through the interviews and drawing upon relevant research and theory, this case study aims at saying something about the experiences and perceptions of a teacher and his students regarding multilingualism in the EFL classroom – how do they perceive this topic and why might it be so?

3.3 Informants

As the research question has its focus on students with minority backgrounds, students who have at least one parent that speaks another language than Norwegian at home stood out as desirable informants. Based on existing research in the field of multilingual students in Norway and their language learning in the EFL classroom, as well as an overview of age groups that had already been included in said research, nineth-graders stood out as desirable target informants, meaning at approximately fifteen years of age. This case study also involves one student with an all-Norwegian background. This was a desirable inclusion, as it could help shed light on whether or not there are any significant differences in the perceptions and reflections the students with minority backgrounds have surrounding their multilingualism in the EFL classroom compared to that of the student with the all-Norwegian background. Thus, the informants were sought out with a certain set of criteria in mind – criteria set to help optimize the relevance of the data gathered. This type of approach to gathering informants is known as strategic selection (Thagaard, 2018), or criteria based selection (Dalen, 2011).

Originally, the plan was to interview 3 English teachers and approximately 3 students per teacher. Approximately 10 schools were contacted to try to establish contact with possible informants. These were all schools in and around the eastern part of Oslo. It was desirable to get informants from this area, as its population is very diverse, and the linguistic and cultural landscape found in this area is very heterogenous. This effort to ascertain informants, however, was made during the midst of the Covid-19 pandemic, a time which required a lot from school administrations. Thus, quite understandably, the response was quite meager. There was, however, one school that replied, and contact was established with one ninth-grade English teacher. It was at this point, when the realization was made that it would not be possible to conduct as many interviews as was originally intended, that the research design was altered into that of the case study. This, as it became apparent that the dissertation was dependent upon getting as much as possible out of a limited set of data.

The teacher has been given the name Christian, and the students have been given the names Ubaid, Daniil and Kristin. The school is a middle school, which has been given the name Mariholtet middle school. Mariholtet is a school in the outskirts of eastern Oslo, and students with minority backgrounds and all-Norwegian backgrounds have approximately equal representation in numbers. Christian is in his late 40's, and has been working at Mariholtet middle school for 20 years. He has an all-Norwegian background, and teaches English, religion and social sciences. Ubaid, Daniil and Kristin are all in the nineth grade. Ubaid's family has a Pakistani background, but he himself was born in Norway. Daniil was born in North-Macedonia and moved with his family to Norway when he was in primary school. Kristin comes from an all-Norwegian background.

3.4 Validity

Validity refers to the question of whether or not a piece of research is properly conducted and sheds light on the topic and research question it aims at (Tjora, 2017). There are many components and measurements one can look at when discussing validity in qualitative research. When looking specifically at the case study, Tellis (1997) points to pattern-matching as a method of ensuring validity. Pattern-matching is a logical exercise where patterns found in the empirical data are paired with predicted patterns, based on theory and preceding research. If the patterns match, then the validity is strengthened. Thomas (2021) on the other hand, criticizes such measurements of validity, and says that they should be of little concern when conducting a case study. He states that the singular and peculiar nature of case studies means that focusing on matching one's research with "an academic precedence" could inhibit a case study from freely exploring its research matter.

An appropriate manner of conducting a case study in a valid manner could be argued to be found somewhere in between the views laid forth by Tellis (1997) and Thomas (2021). Efforts should be made to make sure and exhibit that one's case study co-exists with relevant research and theory, but enslaving ones case study to the idea that it has to match predicted patterns found earlier conducted research could be argued to be counterproductive. However, as mentioned, being aware of- and drawing on previous research and relevant theory is still important and relevant. Through such practice, one can achieve what is known as communicative validity – validity in the sense that the case study clearly co-exists with previous research and theory without being a slave to it. (Kvale & Brinkmann, 2018).

3.5 Reliability

As with any method of research, there are considerations that have to be made regarding reliability when it comes to conducting a case study. Some key questions regarding reliability that have to be considered when conducting a case study are as follows: Would the results have been the same if the research was conducted by someone else? Are the results generalizable to any extent? To discuss these challenges and highlight key factors in reliability related to this dissertation, I will sort reliability into two main categories: construct validity and external validity.

Construct validity, the matter of appropriateness of inferences made based on data collected is a term that carries with it certain challenges when it comes to case studies. Investigator subjectivity is one such challenge (Tellis, 1997). As a researcher it is important to be aware of one's own participation in the data collection, and to keep in mind in what way one might infer on the data and the results of the research (Tjora, 2017). In the case of this study, I have had to consider my role as an adult in an interview situation in which the informants were children. If they believed I wanted something specific out of a question, this could have had an effect on the reply. This, along with other challenges tied to investigator subjectivity have been met through open questions and the participation of multiple informants. Multiple informants participating could help strengthen the construct validity of a case study, as it decreases the chance of the researcher having an impact on the informants and the data collected (Tellis, 1997).

External validity evolves around the question of whether the results of a study are generalizable beyond the specific people, time and place involved in a study. Seen as a case study typically has a narrow and singular focu, it has been argued that case studies are not fit for producing generalizable results (Tellis, 1997; Thomas, 2021). This criticism

is aimed at the statistical generalizability of the case study and is well founded. However, statistical generalizability is not the aim of the case study. Again, the case study is an interpretive and analytical act, and thus it aims to achieve analytical generalizability. Analytical generalizability is achieved through an open and thorough explanation of the project – what it aims to achieve and how it aims to achieve it, transparency in methodological approach, and a display of familiarity with relevant theory and research (Tellis, 1997).

3.6 Ethical considerations

There are multiple ethical considerations that have to be made whenever one is conducting research that involves people. The dataset upon which this dissertation is built has a sensitive nature, in that it evolves around children and their cultural and linguistic background. This sensitive nature also lends itself to the interview with the teacher, Christian, as he shares his thoughts on the teaching and the language learning of students with minority backgrounds.

The first step was to report the project to- and get an approval from Norwegian Social Science Data (NSD). Integral to research that involves personal data is the consideration and preservation of privacy (NESH, 2016). Throughout the whole process, the participants have been anonymized. The participants, as well as the school, have all been given pseudonyms in as a measure to protect the participants from possible recognition.

The participants all received information handouts about the research project that had to be signed before the interviews could take place. The students, being between the ages of fourteen and fifteen, had to get signatures from their parents before participating. These handouts contain information about the project – what the project aims to shed light on, who is behind the project, how all participants are anonymized, and how they, as participants, can choose to withdraw from the project at any time.

3.7 The interviews

The interviews were designed and executed in line with what is known as semi-structured interviews. Semi-structured interviews follow an interview guide in which the questions are structured and listed in a specific order, whilst the interviewer also has the freedom to ask follow-up questions, or to shuffle the order of questioning if the conversation encourages it. This gives the researcher a structured base to work from, but also the flexibility to let the conversation develop in a natural manner (Thagaard, 2018).

As mentioned, there are two separate interview guides: one for the teacher and one for the students. Both of the interview guides are separated into the following main categories: Linguistic background, English, and key questions. The category labeled "English" contains questions about their relationship to English as a language and as a school subject, whilst "key questions" contains questions about multilingualism in the EFL classroom. In the latter of the categories described, the teacher is asked questions regarding whether or not he encourages and facilitates comparison between all the languages the students know, and what his general thoughts on multilingualism in the EFL classroom are. In the interview guide targeted towards the students, the "key questions" category contains questions about their experiences in the EFL classroom regarding their multilingualism; to what degree they, in their experience, get to draw on all the languages they know in English class, as well as other questions regarding multilingualism and the encouragement or lack thereof at the school.

The interview with Christian, the teacher, was conducted in his office in November of 2020, and lasted 33 minutes. The interviews with the respective students were

conducted in a room in tight proximity to their classroom in January of 2021, and lasted approximately 10 minutes each. The interviews were recorded using encrypted software connected to the NTNU database. They were later transcribed, and then made subject of thematical analysis.

3.8 Thematical analysis

Thematical analysis is a flexible approach to analyzing and sorting one's data into different themes or categories. It is a analytical approach based on the researcher observing reoccurring themes and topics in the data material, and sorting them across different bodies of data, which results in a meaningful organization of data that helps in answering the research question (Johannessen et al., 2009).

Through multiple reading of the interviews, patterns and topics were observed and documented. The interview with the teacher and those of the students were analyzed somewhat differently. The interview with the teacher lasted much longer than any of the other individual interviews, and the answers provided for each question were more elaborate. One answer often contained information that could be divided and placed within different topical categorizations. The students, on the other hand, often provided shorter responses that were easy to place within one topical category. The interviews with the students were therefor analyzed and paired with relevant topics in one table, while the interview with the teacher was analyzed and paired with relevant topics in a separate document.

The interviews were conducted in Norwegian. This means that the excerpts that have been highlighted in the "data and analysis" chapter have been translated into English.

4 Data and analysis

In this chapter, the findings from the interviews will be presented and analyzed through a thematical approach (Johannessen et al., 2009). Informant biographies will first be presented to provide a thorough background for the informants. Then, the thematical topics "languages used in the classroom", "teacher's perception of the multilingual", and "students' perception and appliance of the multilingual" will be presented.

4.1 Informant biographies

The informants were all asked questions about their linguistic background and their relationship to the English subject – either as a student or as a teacher. The answers given for these questions provide background information that will be useful in the analysis of the data related to the topic of multilingualism in the classroom.

4.1.1 Christian

As mentioned, Christian is in his mid-40´s, and has been a teacher at Mariholtet lower secondary school for approximately 20 years. He is currently teaching English, social sciences and KRLE (religious studies). He is bilingual, with Norwegian being his L1 and English his L2. He has family in the United States and has through relations with them as well as a general interest in English and American culture cultivated his English proficiency throughout his life. This interest is at the basis of his decision to become an English teacher:

> Why did I choose to become an English teacher? Well, I have always been relatively good with the English language. I was a mid-tier student at school, but I always did well in English. And I do have a certain interest in the language. I have an interest in the culture, the history – those types of things. And literature – I read a lot of English books, those types of things.

Christian got his teacher training at the University of Oslo. He did not, however, receive any training in working with multilingual students, nor is he interested in receiving it now. When asked about this, he answered as such:

> Training? No, I don´t think so. I haven't attended any follow-up studies either, not at all. What am I supposed to do? When you say training in working with multilingualism, what do you mean? I am too old to acquire a new language. If I was in my early twenties, I

> probably could have done so, but I can´t start acquiring Italian now. (…) But you know, when you enter the school; there is so much here. I don't understand everyone who take follow-up studies and things like that, I guess they have a burning desire to do so. I don't.

This quote suggests that Christian is discouraged by the thought of striving to achieve proficiency in working with multilingualism, as he ties this to having to acquire more languages. The quote also suggests that he considers it unreasonable to expect him, or teachers in general, to engage in follow-up studies to acquire knowledge about multilingualism when there is so much to do already in the daily life of an educator.

4.1.2 Ubaid

Ubaid is born in Norway and has a Pakistani background. At home, he and his family mostly speak Urdu, but sometimes they speak Norwegian. Of the two languages, it is the latter Ubaid feels the most confident with. He cannot discriminate between the two in terms of when he started acquiring them. Ubaid cannot read or write in Urdu. He mostly speaks Norwegian in all setting outside of the home, except for when he meets friends who also speak Urdu. He feels very confident in his English abilities. He enjoys English class. He is more comfortable with oral language production than written language production in English. He has not been offered mother tongue training at school. He did however receive extra training in Norwegian in elementary school. He felt this was needed, as he struggled with reading and understanding the written Norwegian language.

4.1.3 Daniil

Daniil was born in North Macedonia, and he and his family moved to Norway sometime in his early childhood. At home, he and his family speak both Norwegian and Macedonian. He feels equally proficient in both languages. When asked about the hierarchy of languages at home – which language is has the highest value at home, he answered "Norwegian", although they do speak both Macedonian and Norwegian at home. He mostly speaks Norwegian with his friends, but when he meets other students from Balkan, they converse in their respective home languages. Daniil knows how to read and write in Macedonian, and he prefers written language production rather than oral language production in English, as he finds it easier. When asked about how we likes the English subject, he gave it a 6,5 out of 10.

> My third language is Norwegian, but I have always spoken English and Macedonian.

From this quote, we see that Daniil has some degree of awareness regarding his multilingualism. With Macedonian and Norwegian being the languages of the home, and with him and his family being from North Macedonia, we can assume that his L1 is Macedonian, while English is his L2.

To Daniil, English is one of the most important languages he knows. He rates the languages based on their usefulness and struggles to discriminate between Norwegian and English. He does however state that at this point in time, English feels a little more useful, as he uses it to partake in online forum discourses.

4.1.4 Kristin

Kristin was born in Norway, has a Norwegian father and a Swedish mother. She speaks Norwegian with both parents. She watches a lot of YouTube and Netflix, and says that it helps her develop her English skills. She is very fond of the English school subject – it is the subject in which she excels the most, except for the practical subjects such as physical education and crafts and arts. She prefers oral language production in English, as she describes this as completely effortless compared to written English which is more demanding. She points to how it is much easier for her to get good grades in oral assessment situations compared to written ones.

4.2 Languages used in the classroom

When asked if his students compare the languages available to them to English in the classroom, Christian answered as such:

> They compare with Norwegian, yes. Every one of our students communicate in Norwegian in their daily lives. And then there are a few, perhaps, who speak a different language between themselves. In those cases, I do not understand what they are saying. But I have experienced that some students perhaps have translated from English to Turkish between themselves.

Christian emphasized that Norwegian is the main language around which general discourse and language comparison is revolved. From reading this quote, one gets the impression that there is not much comparison with other languages than Norwegian taking place in Christian's EFL classroom. The word "perhaps" is highly represented, which might signify some uncertainty in his recollections regarding multilingual comparison. Furthermore, the specification that he does not understand what is said when someone speaks Turkish could hint of a skepticism towards such language comparison: understanding every language cannot and should not be a requirement for conducting pedagogy in which every student gets to benefit from his or her mother tongue.

In response to the subsequent question, "do you facilitate so that students can draw on- and compare with all the languages they know in the classroom?", Christian responded thusly:

> Sometimes. If you notice that you have got students who are.. It is not something that I do knowingly and regularly, but there could be single cases where you have a student whom

> you know is struggling with Norwegian. But if they are affluent in another language, then you can ask them to apply their skills in their third language in the language learning. And then you kind of have to take the same word three times or something like that, I guess that has happened. But again, the challenge is that I do not know these languages. (…) Sometimes, if you have multiple students who speak the same language, then they can explain the word to each other, and then identify it in Norwegian or English. (…) I have not seen it that many times, but it has happened.

In essence, Christian says here that facilitating a learning environment in which multilingual students can draw on all the languages they know, is not something he does actively. He does indicate that he is open to the concept of facilitating cross-linguistic influence for minority background students, but that seems to be something Christian considers as a tool for instances in which a student struggles with Norwegian – not something one could do to allow those who have another home language than Norwegian in general to draw on all their linguistic and cultural capabilities, no matter their level of proficiency in Norwegian. Facilitating comparison with the home language for minority background students thus becomes a reactionary act meant to fix a problem, rather than a pro-active act, meant to allow the students to develop and learn on the basis of all their knowledge.

Christian was then asked about the use of Norwegian in his English classes: whether he uses it, and in that case, for what?

> Yes. I use it to explain things. In a regular Norwegian lower secondary school, you will find everything. There are students who extremely good in English, and then there are students who hardly understand a word. That's why you have to change between languages. It is utopian to think that all English teaching should be conducted in English, because then you end up speaking to a handful of students who understand everything you say, then there are 10-13 students who understand most of what is being said, and then there is a handful who do not understand anything. You simply have to cater to all needs.

The subsequent question asked was whether he thought the use of Norwegian in the EFL classroom could have anything to say for multilingual students:

> I was about to say that that depends on the multilingual student's affluency in Norwegian. In some instances, perhaps, but then perhaps not so much in terms of the linguistic aspects, but more in terms of thematical aspects. If your teaching revolves around a certain topic, which it often does in English class, and if that topic has aspects of social sciences in it, then you might draw on the fact that some students have backgrounds from Pakistan or Africa – they can apply their cultural knowledge more so than their linguistic knowledge.

From the former of the quotes presented above, we see that Christian is occupied with making sure that every student understands what is being said in the classroom. He uses Norwegian to get everyone on board, as he knows that all of his students mostly use Norwegian in their daily lives. Based on the presupposition that this is true, that all of Christian's students have high levels of proficiency in Norwegian, an English language teaching practice in which the sole supporting language is Norwegian would mean that students whose home language is Norwegian would get to apply the whole of their

multilingualism as a resource in the EFL classroom, whilst those whose home language is not Norwegian, would not have the same opportunity.

From the latter of the two quotes presented above, we see that Christian is aware of the possibilities of drawing on the cultural knowledge minority background students possess. He again dismisses their linguistic knowledge but does see value in their cultural knowledge.

The interviews with the students also contained questions about what languages are used in Christian's English class. Here is an excerpt from the interview with Ubaid:

> M: What languages are you allowed to speak in English class?
>
> U: In English class? English.
>
> M: Yes, but is there an opening to use other languages, or are you told that "now you should only speak English"?
>
> U: We mostly speak English. When someone speaks Norwegian, Christian says "change the language".
>
> M: Okey. Does he speak any Norwegian in English class?
>
> U: No, he only initiates the sessions in Norwegian. I think it is because one acquires more English from speaking a lot of English.

When asked the same questions, Kristin responded as such:

> M: What languages are you allowed to speak in English class?
>
> K: Well, English. And if someone starts speaking Norwegian, Christian says "change your language".
>
> M: I see. Are there occurrences of him using other languages than English in class?
>
> K: Yes, it happens that he says certain things in Norwegian, if he is explaining a task or something like that.

When Daniil was asked the same questions, he stated that they are allowed to speak both English and Norwegian in English class, but that they strive to speak as much English as possible.

From these two excerpts we get the sense that Christian does use Norwegian in the sense that he explained it. It seems that Ubaid's stance on Christian only using English could be translated to him mostly using English and expecting students to do the same. We also see, from these student answers that there is no mention of drawing on other languages than Norwegian and English. Both Ubaid, Daniil and Kristin are quite clear about English being the dominant language in class, with Norwegian being the supporting language.

4.3 Teacher´s perception of the multilingual

The way in which the teacher thinks of and talks about multilingualism, and the realization of his discourse through the eyes of the students, will be explored in this section of the analysis.

> We have a lot of students who speak another language, but who do not know how to write it – many who speak Urdu but do not have literacy in it. Many who are quite affluent in speaking at home, but they cannot write. They never learned it.

In this quote, we see that Christian has perceptions about the level of literacy his multilingual students have in their home language. Christian's believes about multilingual students having or not having literacy in their L1 could come from his students, more often than not, not being first-generation immigrants themselves. Rather they are often third- or fourth generation immigrants. His predictions as such hold true for Ubaid, who was born in Norway, and does not know how to read or write in Urdu. Daniil, however, is a first-generation immigrant, and he has literacy in Macedonian, his L1. Christian then further elaborated on this:

> (…) If you learn the Qur'an inside and out, for instance, then you learn to read Arabic, and then you acquire an understanding of what the Qur'an says. But you are still not able to hold a conversation in Arabic – you only understand what it says in the text.

It becomes apparent that Christian sees minority background student's proficiency in the home language as either being well-developed in terms of written input and output, or in terms of oral input and output.

In further exploring this topic, Christian was asked whether or not he perceived a multilingual student's literacy in his or her home language to be of any consequence for their reading and writing skills in English:

> Well.. I do not know how affluent they are in their own mother tongues. I am in no precondition to say much about that. But if someone has attended an English-speaking school in their home country before arriving in Norway, perhaps that could be of significance. But I would assume that there is a connection in whether or not language comes easy for an individual – if you are struggling in Norwegian, then you will struggle with English. I would assume there is a connection. My experience would indicate so. So, if you have a high level of proficiency in English and Norwegian, you will probably have a high degree of proficiency in your home language.

Christian initiates this statement with the acknowledgement that he does not know anything about his multilingual students' proficiency level in their home languages. This is somewhat in conflict with his already uttered perceptions about students' proficiencies in their home language. Although his earlier utterances were quite general, referring to

his experiences regarding the literacy or lack thereof in multilingual students, it is somewhat remarkable that he then admits to not really having insight into the home language proficiency of his multilingual students.

When asked if he had acquired any knowledge about language or pieces of language in the meeting with multilingual students, Christian says that whilst the politically correct answer might be yes, the answer is no. He says that he has picked up certain words and phrases, but emphasized the limited nature of it all. His formulation regarding how it would be politically correct to have done so indicates that he recognizes that doing so could be profitable.

Subsequently he explains this lack of acquisition of language knowledge or phrases with the fact that all communication takes place in Norwegian. Again, we see the notion that the necessity of gaining insight into the multilingualism of the minority background students exists on the condition that they lack the Norwegian skills to communicate efficiently in a school setting.

The students were asked if they believed Christian had knowledge about any of the languages that exists in the classroom, other than Norwegian and English. When Ubaid was asked this question, he responded as such:

> U: No.
>
> M: No?
>
> U: No.
>
> M: He has been working here for a long time, though?
>
> U: Yes, but he is completely Norwegian.
>
> M: The way you see it, is the English teacher curious about other languages that exists in the classroom?
>
> U: No.

From this excerpt, we see that Ubaid is confident in Christian not knowing or having knowledge about language in the classroom other than Norwegian and English. Furthermore, he contributes this to Christian being "completely Norwegian". Ubaid seems to draw a line between what is completely Norwegian and what is not, in which Christian fills that slot.

When asked the same questions, Kristin responded as such:

> K: I do not think he knows any of the other languages, but I think he understands certain frequently used phrases. (…)
>
> M: The way you see it, is the English teacher curious about other languages that exists in the classroom?

> K: Yes, it does happen that we work with assignments about different languages and cultures, but that does not happen very often.

Ubaid's and Kristin's reply to the latter of the questions. Ubaid replies with a resounding "no", whilst Kristin replies in a way that would suggest that Christian, on seldom occasions, does make inquires to the multilingual students about their language and culture. This is in line with Christians quote about sometimes drawing on cultural knowledge, although he did say that he does not so much draw on the linguistic knowledge as he does the cultural knowledge. To the former of the questions, Kristin also responded more in line with what Christian said about his own acquisition of knowledge about other languages, while Ubaid again replied "no". These variations in answers between Kristin and Ubaid could point to a difference in perception regarding what it means to have knowledge about and be curious about Urdu, for instance.

When asked if, in his opinion, any of the languages the students know are more profitable or valuable as a resource in the EFL classroom, Christian responded thusly:

> Well, maybe not so much in terms of cases where the student has another mother tongue – if you speak Turkish or Urdu or something like that, because those languages are pretty far from English. But you can apply what they learn in other language subjects – you can use the similarity between English and French. There is a significant similarity between those two languages, and you can use that similarity! (…) my French is relatively poor, but you recognize words, and you can look at sentence structuring and those types of things. The more closely related the languages are, the easier it is. It is very difficult with languages you don´t understand anything of yourself, but I would assume that if you had a multilingual student whose mother tongue was French, Spanish or German – then you would be able to apply their mother tongue. (…) but obviously, when they come from "far-away-istan" and speak a language you don´t understand anything of, it becomes difficult.

Christian sees value in comparing languages in the EFL classroom, but not when the languages are, in his eyes, too unrelated. His perceptions about language proximity holds true when looking at research about language proximity and its significance in preference of language comparison (Ahukanna et al., 1981; Carvalho & Silva, 2006; Falk & Bardel, 2010a; Williams & Hammarberg, 1998). However, it seems, through this quote, that Christian does not consider the benefits drawing on the mother tongue could have for non-western minority background students as a result of his perception of these languages as completely foreign.

His relationship to these non-western languages as completely foreign and too distant in terms of linguistic comparison is in many ways summed up in his terming their countries of origin as "far-away-istan". Whilst this term could evoke a felling of racist undertones, it is my clear impression that there was no malintent behind the use of the term. Rather, it could speak to a sense of frustration in Christian in conceptualizing applying these languages in the English classroom setting. It does however stand out as a non-formal formulation that lends us a peak at how Christian conceives of these matters.

Christian was then asked whether or not he experiences any difference between classrooms with a high degree of linguistic diversity compared to those with little linguistic diversity. He responded as such:

> Yes. The greater the linguistic variation, the bigger the challenge. It is often like that. (…) The better they are in Norwegian, the better they are in English, often. That connection is there. If you are good at reading and writing in Norwegian, then the same usually goes for English. It very rarely happens that someone finds themselves on the opposite sides of those scales. Either you have an interest and an ear for language, or you don't (…).

Again, we see Christian's perceptions of the multilingualism between English an Norwegian as profitable. He also points to one's ability and willingness to acquire language as an innate quality which you either have or lack.

4.4 Students' perceptions and appliance of the multilingual

The students were asked whether there are rules in the school concerning languages – if there are rules telling them what languages they can and cannot speak while in school. On the basis of this question, this conversation ensued with Ubaid:

> U: Yes. In the schoolyard you are only allowed to speak Norwegian, I think. I do not believe you are allowed to speak any other language.
>
> M: Have you been told so?
>
> U: Yes, we were told so. Certainly in elementary school - there we were told "you cannot speak languages that other people do not understand".
>
> M: Right. What are your thoughts on that, on the existence of rules for what languages you are allowed to speak?
>
> U: I think it is good, because that way everyone can understand. It is not fair if there is a mass of foreigners who know and speak a language, and then you end up having one person who does not understand the language, and then they talk about you in that language.
>
> M: Right. Are there rules regarding what languages you are allowed to speak in class?
>
> U: Yes, it's the same thing. You are not supposed to speak other languages, because the teachers here do not understand that many languages. For the most part they only know Spanish, French – the known subject languages.

When Kristin was asked whether or not there exists language rules in the school, she provided this reply:

> K: I do not think there exists rules in terms of what languages you are allowed and not allowed to speak. The teachers probably want you to speak Norwegian in Norwegian class and Spanish in Spanish class, but it's not like "you are not allowed to speak this and that".

From this dialogue with Ubaid, we see that he believes there are rules in Mariholtet middle school regarding what languages you are allowed to speak, and he is positive that such rules existed in his elementary school, a school which is in very close proximity to Mariholtet middle school. Kristin on the other hand does not believe such rules exist. It is interesting to see a difference in perceptions regarding this topic between a minority background student and a student with an all-Norwegian background. This difference could be attributed to one out of two circumstances: Either there exist rules in Mariholtet regarding language use, and Ubaid has an aware relationship to this as he is part of a relatively large minority group – the Pakistani community, whilst Kristin is unaware as she has never been told that she cannot speak any of the languages she knows. Or, there does not exist rules regarding language use in Mariholtet middle school, and Ubaid carries his perception with him from his elementary school. What is clear, however, is that Ubaid believes there exists such rules, which would imply that he has not been encouraged to use Urdu in any setting at school. Ubaid, however, is quite pleased with these perceived rules, as he sees them as tools for nurturing an egalitarian social space in which no one is left out on the basis of language.

The students were asked if they themselves compare languages in English class, what languages they preferred comparing with, and whether or not the languages they knew apart from English, in their opinion, helps them in developing their English skills. Here is an excerpt from the interview in which Ubaid is given said line of question:

> M: In your experience, do you compare languages in English class?
>
> U: Yes, we compare sometimes when there are words that sound the same or are written somewhat the same.
>
> M: With what languages are these comparisons made?
>
> U: Spanish.
>
> M: You compare English with Spanish?
>
> U: Yes, and sometimes with Norwegian.
>
> (…)
>
> M: When working with English, do you compare with other languages you know?
>
> U: No.
>
> M: Right. You seldom or never compare with Urdu, then?
>
> U: No, since Urdu is too different from English to make comparisons between the two.
>
> M: Right. What languages do you feel helps you the most in understanding what is going on in English class, in terms of comparison?
>
> U: Norwegian. It helps me properly understand what I have read and such.
>
> M: I see. Do you feel like any of the languages you know, other than English, help you to better understand what is going on in English class?
>
> U: No.

Ubaid compares with Norwegian and Spanish when using English, but does not compare with Urdu. He compares the two former languages with English because they have a closer proximity to English than Urdu. Whilst he says that he does compare Norwegian and Spanish with English, he does not seem to see the benefit of using them in his use of and understanding of English, in accordance with his answer to the last question. This could suggest that Ubaid currently has a low degree of metalinguistic awareness, and would need scaffolding from the teacher to develop said competence.

When Daniil was asked the same line of questioning, he responded thusly:

> M: In your experience, do you compare languages in English class?
>
> D: Sometimes.
>
> M: What languages do you compare?
>
> D: English and Norwegian.
>
> (…)
>
> M: Whilst working with English, do you compare any other languages you know?
>
> D: Not so much.
>
> M: Do you compare your mother tongue and English?
>
> D: No.
>
> M: I see. Do you feel like any of the languages you know, other than English, help you to better understand what is going on in English class?
>
> D: I am not sure.

Daniil, just like Ubaid, does not compare with Macedonian, his mother tongue, when working with English. Nor is he, like Ubaid, sure if any of the other languages he knows helps him in understanding and producing English.

Kristin was also asked the same questions, and responded as such:

> M: In your experience, do you compare languages in English class?
>
> K: Yes, we do sometimes compare languages. In Spanish class, for instance, it is often noted that "this word is very similar to the Norwegian or the English equivalent", and then it is often easier to understand. And in English, it is sometimes said "this is very much like the Norwegian word".
>
> M: Right. What languages are used to compare in English class?
>
> K: Mostly Norwegian.
>
> (…)
>
> M: Do you feel like any of the languages you know, other than English, help you to better understand what is going on in English class?
>
> K: Yes, that I do feel! There is something you just understand when you hear a language when that language has similarities to the language you speak. Like, I think if you

> understand Norwegian, then it is easier to understand English and the structure of the language.

An interesting aspect of Kristin's answer, compared to that of Daniil and Ubaid, is that she very clearly does feel and expresses the benefit of comparing English to the other languages she knows. She seems to have a higher degree of metalinguistic awareness than the two boys. There is a consensus that girls develop faster than boys in the early teens, and this could be a factor in her showing a higher degree of metalinguistic awareness. It is however interesting that out of the three student informants, the one who seems to have a conscious awareness regarding how her languages interplay has an all-Norwegian background. This is interesting, as the data has shown that she, with Norwegian being her home language, is the only one out of the three who gets to actively use her home language in English class.

4.5 Summary

Through the data analysis we see that there is little use of the minority background home languages in Christian's EFL classroom. There is a heavy reliance on Norwegian as a supporting language in Christian's EFL classroom, a strategy used as all of his students, in his view, are affluent in Norwegian. Spanish is also mentioned as a valuable tool for comparison, both by Christian and the students.

All three of the student informants enjoy the English classes. They all seem fairly confident in their English abilities and enjoy Christian's teachings. Ubaid and Daniil do not problematize the lack of usage of their home language in the EFL classroom. They do however also answer that they do not feel the benefits of the language comparison that is being made in the classroom, which could signify that their metalinguistic awareness is being under stimulated.

5 Discussion

In this chapter, the analyzed data will be paired with the previously presented theory to discuss the degree to which the multilingualism of the minority background students – Ubaid and Daniil, is viewed and applied as a resource in Christian's EFL classroom.

5.1 Language use in the classroom

Christian mostly uses English in his English lessons, but does use Norwegian as a supporting language, since everyone understands it. This is reported by all of the informants. Only in instances where a student lacks the Norwegian and English skills to communicate efficiently, will Christian encourage a student to draw on his or her home language. As pointed out earlier, the curriculum for English states that a part of one's English learning should be a cultivation of one's own language learning as a whole through an insight into the connection between English and one's own native language (Utdanningsdirektoratet, 2012). The Norwegian curriculum's overarching section, that applies to all subjects, states that teaching and training shall ensure the students' confidence in their language proficiency and development of their linguistic identity (Utdanningsdirektoratet, 2018). Not encouraging minority background students to use their home languages in the EFL classroom hinders them in achieving the goals set for them in the curriculum. A consequence could be a lack of development in their insight into their own language learning process – their metalinguistic awareness, and potentially a sense of devaluation of their own home language.

Through his Common Underlying Proficiency model, Cummins (1980) illustrated how the different languages a human knows exist together in a common system of language in the brain, and that advancing ones' proficiency in one language strengthens the individual's proficiency in all his or her languages. Building on the fundamental argument behind the CUP, focusing on development in all the languages a person knows will also strengthen said persons academic efforts as a whole (Cummins, 2001; Selj, 2008). When Christian does not involve the home languages of the minority background students in the EFL classroom, but uses Norwegian as the sole supporting language, it is then possible that the students with all-Norwegian backgrounds get an advantage over their minority background peers in that they experience a learning situation in which all their languages are involved and cultivated, which the multilingual students do not. The common underlying proficiency of the majority background students is fully utilized, whilst that of the minority background students is not.

One of the reasons Christian gives for not drawing on languages like Urdu, the home language of Ubaid, is that it differs too much from English. When Ubaid was asked

whether he compares with Urdu when working with English, he also stated that it was too different from English to do any comparison. As accounted for earlier, research has suggested that multilingual language learners are likely to apply the language that is most closely related to the target language (Ahukanna et al., 1981; Carvalho & Silva, 2006; Falk & Bardel, 2010a; Williams & Hammarberg, 1998). Norwegian is typologically more closely related to English than Urdu, and so it makes sense, based on the typology argument that Ubaid would apply Norwegian rather than Urdu when comparing with English.

Ubaid's perception of Urdu being unavailable for comparison with English could however be a product of a number of things. As mentioned, preference of comparison based on typological proximity could be a reasonable assumption as to why Ubaid would choose to compare with Norwegian rather than Urdu. However, it is noteworthy that Ubaid also responded that they compare with Spanish in English class. This is noteworthy in this setting, as it is one of the languages Christian mentioned as profitable to compare with. This could hint to Christian having the authority in the classroom regarding what languages are profitable for comparisons with English. As de Jong (2011) points out, there is a power relation between a teacher and his students in which he holds all the power. The teacher is the decider of what is ascribed value in the classroom and what is not. As Rapp (2018) argues, there is a tendency of division between homes with lower socioeconomic status and the school. With minority background families being overrepresented in unemployment rates (SSB, 2021) and consistently earning less than majority background Norwegian families, Rapp's reported division could be an element in the educational situation for Ubaid. Christian's decisions regarding which languages are attributed value in the classroom could thus be extra consequential for Ubaid.

The dismissal of the minority background students' home languages alongside the application of other foreign languages such as Spanish and French could signal that multilingualism and knowledge about how different languages interplay is desirable, as long as the comparison is done with the correct languages. Again – there is the argument that language proximity makes it natural to apply the language one has knowledge of that is the most typologically similar to the target language when acquiring and utilizing that language. However, the fact that comparison with the European languages is encouraged by the teacher, whilst the non-western languages are dismissed, paints a picture in which these languages are not used for comparison only because they are more closely related to Norwegian, but also because that is the practice encouraged by the teacher. As Kjelaas and van Ommeren (2019) discovered, there is a difference in the different language curricula based on the value gaining multilingualism with the different languages is ascribed. Through their study, they unveiled that multilingualism gained through mother tongue teaching is ascribed value in that one can better learn Norwegian through it, whilst multilingualism gained through the acquisition of French, German and Spanish has value in itself. They introduced the terms marketization and the linguistic marketplace to argue that the western neo-liberal societies of today have a tendency of attributing less potential fiscal value to non-western languages than European languages.

Christian's thoughts and practices are very much in line with the discourse found by Kjelaas and van Ommeren in the different language curriculums. Whilst the discourse of these curriculums is not likely to dictate Christian's classroom practice, one could argue that their reflection in Christian's practice could indicate that the idea of measuring languages based on their value exists not only in these curriculums, but in society at large. Christian's previously discussed seeming lack of knowledge about the benefits and necessity of multilingual cultivation for minority background students is reflected in the curriculum for mother tongue language learning for minority background learners (Kjelaas & Ommeren, 2019). Thus, Christian could be argued to represent much of the same dismissal of the value of minority background home languages that Kjelaas and van Ommeren discovered (2019).

5.2 Effects of the dissmissal of minority background students' home languages

Christian stated in his interview that he lacks insight into the minority background students' proficiency level in their home languages. Cummins (1987, 2001) introduced two terms to describe two possible outcomes of role definitions in the multilingual classroom – collaborative and coercive approach, and one could argue that Christian's lacking knowledge in the minority students' home languages and their affluency therein, could create a teaching environment which is characterized by the latter of the terms. Whilst the collaborative approach to role definitions in the classroom is based on every person in the classroom, students and teacher, being active contributors of knowledge, the coercive approach is characterized by the teacher distributing knowledge through the banking model of teaching. If Christian is not interested in- and does not know about the language proficiency levels his minority background students have in their home languages, it is improbable that he would facilitate a classroom in which every student would be able to contribute with all their knowledge in the language learning context.

Through the interview with Christian, it is clear that he considers his minority backgrounds students' affluency in their mother tongues to generally either be of an oral or a written nature. He first and foremost believes that his multilingual students have oral affluency and no written affluency, as most of his students are not first-generation immigrants. Daniil, however, is a first-generation immigrant, and he does have literacy in Macedonian, his home language and L1. With Christian not knowing the extent of his students' affluency in their home languages, his assumption that they often do not know how to read or write in their home language might be derived from earlier experiences and perceptions made about the nature of multilingualism amongst minority background Norwegians. All the while Christian does not know whether or not Daniil knows how to read or write in Macedonian, Daniil is not likely to be scaffolded by Christian to draw on all his linguistic capabilities in the EFL classroom. As such, Christian's teacher cognition (Borg, 2015; Phipps & Borg, 2009) could mean that Daniil does not get the chance to apply all his linguistic knowledge and cultivate his metalinguistic awareness in the EFL classroom.

In his interview, Ubaid stated that he did not think Christian has any knowledge about languages that exist in the classroom other than Norwegian and English. When further asked about this, Ubaid explained by stating "(…) he is completely Norwegian". Ubaid thus explains Christian's lack of knowledge about the multilingualism of the minority background students with what could be interpreted as his perceptions of Christian's ties to a traditional Norwegianness – a characteristic which through Ubaid's words seem to, in his lifeworld, draw a line between him and other minority background students and Christian. Kristin, on the other hand, answers that Christian probably knows words and phrases that are commonly used, which is exactly what Christian himself answered when asked about his acquisition of language or knowledge about language in the meeting with linguistically heterogenous classrooms. Furthermore, Ubaid is under the perception that there are rules in the school regarding what languages you are allowed to speak. Whether or not such rules exist is unknown, but the fact that Ubaid believes that they exist carries weight in itself. Kristin does not believe there exists such rules.

Through the differences in answers from Kristin and Ubaid regarding Christian's acquisition of linguistic knowledge and language rules in the school, one could argue that Ubaid experiences a divide in school when it comes to linguistic identity which Kristin does not. Whilst Ubaid's quote about Christian being completely Norwegian should not be over problematized, it is noteworthy. Ubaid does not observe any effort from Christian in attaining Urdu or knowledge about Urdu, whilst Kristin is less adamant about this. It is clear to Ubaid that his language is alien to Christian, and in his perception it is also treated as something alien and unwelcomed in school, as he believes he is not allowed to speak it. If someone gets the feeling that their home language is unwelcomed at the school, they are likely not to use and excel in said language whilst at school. As such, the goal from the curriculum that students shall cultivate their linguistic identity and confidence (Utdanningsdirektoratet, 2018) is missed.

Language is an important part of who we are, and through our home language we hold connections to our families, our culture and our traditions (Selj, 2008). When someone's home language is excluded from the educational context, that person may feel that a central part of his or her identity is abandoned. That person might experience the schooling situation as being characterized by policies and ideas suited for an ideal in which they do not match the template. A feeling of "us" and "them", as described in Eriksen (2017) can arise, as a part of who you are is singled out as undesirable. This, in turn, can lead to that person not satisfying the belongingness and love needs in Maslow's (1970) hierarchy of needs, as there exists an ideal template in which one does not fit. One may therefore feel the absence of a full acceptance of oneself in the educational context. If that is the case, then that student, according to Maslow (1970) cannot be expected to be able to academically succeed in line with his or her potential, as the esteem needs and self-actualization needs can only be fulfilled once the fundamental needs, among them the belongingness and love needs are satiated (see figure 1).

As pointed out through the data analysis, Kristin displays a higher degree of multilinguistic awareness than Daniil and Ubaid. While all the student informants stated

that they do compare languages in English class, Kristin is the only one who answered that she felt the benefits of this comparison. Considering that Norwegian is the supporting language in Christian's EFL classroom with hints of European foreign languages for comparisons, Kristin is the only student informant out of the three who gets to utilize the whole of her linguistic competence in the EFL setting. Looking back to de Jong's (2011) principle of affirming identities in the EFL classroom, Kristin's educational everyday life in Christian's EFL classroom is likely to allow her to experience an educational context in which all the measurements set by de Jong (Jong) are fulfilled. She is also likely to experience additive bilingualism (Lambert, 1974), as English, the foreign language, is acquired and used in a setting in which her home language is valued and used as a part of the learning situation. Ubaid and Daniil on the other hand could experience subtractive bilingualism, as their home languages are excluded from the educational context and dismissed in the learning situation.

5.3 Conclusion

The conclusion for this case study is that the multilingualism of minority background students is not viewed and utilized as a resource in Christian's EFL classroom. The home languages of Ubaid and Daniil seem to be mostly dismissed, as Christian does not seem to have neither knowledge nor interest to fuel a collaborative teaching and learning environment in which the full multilingualism of his students is utilized. Furthermore, Kristin seems to have a higher sense of metalinguistic awareness through her benefiting from a language learning context in which the whole of her linguistic repertoire is utilized and additive bilingualism is nurtured.

5.4 Directions to further research

With this being a case study, there is no generalizability to draw from this conclusion. It would thus be interesting to see research conducted on the topic of multilingualism in the EFL classroom with a larger group of middle school students as participants. However, this result is in line with what previous research on multilingualism in the Norwegian EFL classroom has found (Fard, 2019; Iversen, 2016; Krulatz & Dahl, 2016; Surkalovic, 2014), and thus this study might contribute in raising awareness regarding the tendency that there seems to be a lack of knowledge and competence amongst Norwegian EFL teachers, both in-service and in-training, that prevents them from successfully creating educational environments in which minority background students can utilize all their linguistic and cultural competence.

5.5 Pedagogical implications

The pedagogical implication of this thesis is the need for teachers, both in-training and in-service, to make sure that we become as well suited as possible to work in multilingual classrooms. This dissertation supports the arguments of Krulatz and Dahl (2016) and Surklaovic (2014), that structural changes to the English teacher training programs

around the Norwegian universities needs to implement a greater focus towards multilingualism and metalinguistic competence amongst their students. There are, as we have seen in this thesis, many decisions Christian makes that seem commonsensical: The decisions to use Norwegian as the sole supporting language, and not drawing on the home languages of the minority background students makes sense from the perspective that the important thing is to make every student understand what is being said and done. It could also be considered a time saver in a stressful occupation. It is however the responsibility of English teachers to go out of our way to make sure that every student in the classroom gets the opportunity to utilize his or her whole register and person in the learning and usage of English in the EFL classroom, and so one has to always be mindful about the choices one makes.

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Appendix 1: Approval from NSD

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn

Referansenummer

943328

Registrert

01.04.2020 av Martin Nordstrøm Henriksen - martnhe@stud.ntnu.no

Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Det humanistiske fakultet / Institutt for språk og litteratur

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Anne Dahl, anne.j.dahl@ntnu.no, tlf: 73596794

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Martin Nordstrøm Henriksen, martnhe@stud.ntnu.no, tlf: 90255220

Prosjektperiode

01.04.2020 - 15.05.2021

Status

09.11.2020 - Vurdert

Vurdering (2)

09.11.2020 - Vurdert

NSD har vurdert endringen registrert 26.10.20.

Vi har nå registrert 15.05.21 som ny sluttdato for forskningsperioden.

Vi gjør oppmerksom på at ved en ytterligere forlengelse må vi ta stilling til hvorvidt utvalget må informeres om forlengelsen.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er

avsluttet.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Silje F. Opsvik
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

29.04.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 29.04.20 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

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

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle særlige kategorier av personopplysninger om etnisitet samt alminnelige kategorier av personopplysninger frem til 15.11.20.

LÆRERES TAUSHETSPLIKT
Utvalg 1 er lærere som har taushetsplikt, og det er viktig at intervjuene gjennomføres slik at det ikke samles inn opplysninger som kan identifisere enkeltelever eller avsløre taushetsbelagt informasjon. Vi anbefaler at du er spesielt oppmerksom på at ikke bare navn, men også identifiserende bakgrunnsopplysninger må utelates, som for eksempel alder, kjønn, navn på skole, diagnoser og eventuelle spesielle hendelser. Vi forutsetter også at dere er forsiktig ved å bruke eksempler under intervjuene.

Studenten og læreren har et felles ansvar for det ikke kommer frem taushetsbelagte opplysninger under intervjuet. Vi anbefaler derfor at studenten minner læreren om taushetsplikten før intervjuet startet

BARN I FORSKNING
Utvalg 3 i prosjektet er barn og unge, og det er foreldrene deres som samtykker til deltakelse. Likevel bør barna få informasjon om prosjektet som er tilpasset deres ordforråd. Det er også viktig at barna og ungdommene får informasjon om at de kan velge å ikke delta i prosjektet hvis de ønsker det, selv om foreldrene har samtykket.

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 nr. 11 og art. 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 uttrykkelige samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a, jf. art. 9 nr. 2 bokstav a, jf. personopplysningsloven § 10, jf. § 9 (2).

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

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles 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: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

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

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

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

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

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Silje F. Opsvik
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Form of approval to the parents

Vil du delta i forskningsprosjektet

«Flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn»?

Dette er et spørsmål til ditt barn om å delta i et forskningsprosjekt hvor formålet er å skrive en masteroppgave om flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for ditt barn.

Formål

Formålet med dette prosjektet er å kartlegge tanker og praksis rundt flerspråklighet i engelskundervisning, med oppmerksomheten spesielt rettet mot elever med minoritetsspråklig bakgrunn. Dette er en masteroppgave i utdannelsen «lektor med hovedfag i engelsk», som gir 30 studiepoeng.

Hvem er ansvarlig for forskningsprosjektet?

Institutt for språk og litteratur ved Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

Hvorfor får ditt barn spørsmål om å delta?

Problemstillingen gjør det naturlig å bruke ungdomsskoleelever som informanter. I datainnsamlingen vil jeg intervjue et sted mellom 3-7 elever på ungdomsskoletrinnet.

Hva innebærer det for ditt barn å delta?

Dersom du velger å la ditt barn delta i dette prosjektet, innebærer det at han eller hun deltar i et personlig intervju. Det vil ta ca. 30 minutter. Intervjuet inneholder spørsmål tilknyttet flerspråklighet i engelskundervisningen, med oppmerksomheten spesielt rettet mot elever med minoritetsspråklig bakgrunn. Jeg vil komme til å ta lydopptak av intervjuet.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis ditt barn ønsker å delta, og du som forelder velger å godkjenne dette, kan både du og ditt barn når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle barnets personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg eller ditt barn hvis dere ikke vil delta eller senere velger å trekke dere.

Ditt personvern – hvordan vi oppbevarer og bruker ditt barns opplysninger

Vi vil bare bruke opplysningene om ditt barn til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Studenten og prosjektets veileder vil ha tilgang til den

innsamlede dataen. Alle navn, både skole og informanter vil bli anonymisert og erstattet med fiktive navn.

Hva skjer med ditt barns opplysninger når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 15. mai 2021. Personopplysninger og eventuelle opptak vil etter prosjektslutt slettes.

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om ditt barn?

Vi behandler opplysninger om ditt barn basert på ditt samtykke.

På oppdrag fra Norges teknisk-naturvitenskapelige universitet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Norges teknisk-naturlige universitet ved Anne Dahl. E-post: anne.j.dahl@ntnu.no
- Vårt personvernombud: Thomas Helgesen. Epost: thomas.helgesen@ntnu.no

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

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

Med vennlig hilsen

(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn, og har fått anledning til å stille spørsmål. Jeg samtykker til:

at mitt barn, (navn):_____ kan delta i intervju

Jeg samtykker til at mitt barns opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

Appendix 3: Form of approval to the teacher

Vil du delta i forskningsprosjektet

«Flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å skrive en masteroppgave om flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med dette prosjektet er å kartlegge tanker og praksis rundt flerspråklighet i engelskundervisning, med oppmerksomheten spesielt rettet mot elever med minoritetsspråklig bakgrunn. Dette er en masteroppgave i utdannelsen «lektor med hovedfag i engelsk», som gir 30 studiepoeng.

Hvem er ansvarlig for forskningsprosjektet?

Institutt for språk og litteratur ved Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Problemstillingen gjør det naturlig å bruke engelsklærere som informanter. I datainnsamlingen vil jeg intervjue et sted mellom 3-6 engelsklærere på ungdomsskoletrinnet.

Hva innebærer det for deg å delta?

Dersom du velger å delta i dette prosjektet, innebærer det at du deltar i et personlig intervju. Det vil ta deg ca. 30 minutter. Intervjuet inneholder spørsmål tilknyttet flerspråklighet i engelskundervisningen, med oppmerksomheten spesielt rettet mot elever med minoritetsspråklig bakgrunn. Du vil bli bedt om å svare generelt om elever, altså uten å oppgi navn. Som en del av oppgaven vil jeg også intervjue elever du har i engelsk, som kommer til å svare på spørsmål rundt deres opplevelse av lærers, altså din, praksis. Jeg vil komme til å ta lydopptak av intervjuet.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Studenten og prosjektets veileder vil ha tilgang til den innsamlede dataen. Alle navn, både skole og informanter vil bli anonymisert og erstattet med fiktive navn.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 15. mai 2021. Personopplysninger og eventuelle opptak vil etter prosjektslutt slettes.

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Norges teknisk-naturvitenskapelige universitet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Norges teknisk-naturlige universitet ved Anne Dahl. E-post: anne.j.dahl@ntnu.no
- Vårt personvernombud: Thomas Helgesen. Epost: thomas.helgesen@ntnu.no

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

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

Med vennlig hilsen

(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Flerspråklighet i engelskundervisning med elever med minoritetsspråklig bakgrunn, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

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(Signert av prosjektdeltaker, dato)

Appendix 1: Interview guide

Intervjuguide:

Til elev:

Språkbakgrunn

1. Hvilket språk snakker du hjemme?
2. Hvilke språk snakker du best?
   - snakker du fler språk?
3. Hvilket språk opplever du verdsettes mest hjemme?
4. Ser du tv-programmer eller spiller tv-spill som inneholder andre språk enn norsk?
- Hvilke språk?
5. Hvilket språk snakker du med venner?
   - flere språk?
6. Kan du lese og skrive på morsmålet?
7. Hvis flerspråklig – har du alltid snakket flere språk?

Språkopplæring:

8. Hvilke språk har du lært på skolen?
   8.1. Hvis minoritetsbakgrunn: Har du fått morsmålsopplæring?
   8.2. Hva synes du om morsmålsopplæringen?
   - gode lærere?
   - mange undervisningstimer?
9. Har du mottatt ekstra undervisning i norsk?
   - føler du at du trengte dette?

Engelsk:

10. Hva synes du om engelsktimene?
11. Liker du best å skrive eller snakke engelsk?
12. Hvor viktig er engelsk for deg i forhold til andre språk du kan?
- Hvorfor?
13. Hvor godt liker engelsktimene i forhold til andre fag?
14. Hvilke språk får dere snakke i engelsktimene?
15. Hender det at lærer bruker andre språk enn engelsk?
    - Hvilke språk?
    - Hvordan oppleves det for deg når læreren bruker andre språk?
16. Opplever du at engelsklæreren kan noe om de andre språkene enn norsk og engelsk som finnes blant elevene?
17. Opplever du at engelsklæreren er nysgjerrig på de andre språkene som finnes i klasserommet?

Nøkkelspørsmål:

18. Finnes det regler på skolen om hvilke språk det er lov å snakke mens man er her?
    - Hva tenker du om det?
19. Finnes det regler på skolen om hvilke språk man har lov til å snakke i timene?
20. Finnes det regler om hvilke språk man har lov til å snakke i friminuttene?
21. Opplever du at dere sammenligner språk i engelsktimen?
    - i så fall, hvilke språk?
    - I så fall, når dere jobber med oppgaver?

- Når dere jobber med grammatikk?
- Når dere leser?
- Når dere skriver?
- Under gruppearbeid?

22. Når du jobber med engelsk, sammenligner du men noen andre språk du kan?
    i så fall, hvilke språk?
    - I så fall, når du jobber med oppgaver?
    - Når du jobber med grammatikk?
    - Når du leser?
    - Når du skriver?
23. Hvilket språk hjelper det deg mest å sammenligne engelsk med?
    - Hvorfor?

24. Opplever du at de språkene du kan utenom engelsk bidrar til å gi deg en bedre forståelse av det som skjer i engelsktimene?
    - Hvordan?

Til lærer:

- Intervju med lærer innledes med en forespørsel fra intervjuer om at navn og andre detaljer som kan brukes til å identifisere elever utelates fra besvarelse av spørsmål.

Språkbakgrunn:

25. Hvilket språk snakker du best?
- snakker du fler språk?
- hvem snakker du disse andre språkene med?
- hvis flerspråklig, bruker du flere språk på skolen?

Engelsk:

26. Hvorfor valgte du å bli engelsklærer?
    - underviser du andre fag?
27. Hvilken utdanningsbakgrunn har du?
28. Har du mottatt opplæring i flerspråklighet under eller etter utdanningsforløpet?
29. Hvilken verdi tenker du engelskfaget har for elevene?
30. Hvor lenge har du jobbet som engelsklærer?

Nøkkelspørsmål:

31. Opplever du at elevene sammenligner de språkene de kan med engelsk i timene?
- Hvordan foregår dette?

32. Legger du til rette for at elevene kan trekke inn og sammenligne med alle språkene de kan i engelskundervisningen?
- Hvorfor/hvorfor ikke?
- Hvordan gjør du dette?/Hvordan ser du for deg at dette kunne latt seg gjøre?
-Hvis ja: Under hva slags arbeidsform får elevene sammenligne språk?

33. Bruker du norsk i engelskundervisningen? I så fall - til hva?

34. Har du noen tanker rundt hvorvidt bruk av norsk i engelsktimen har noe å si for flerspråklige elever?

35. Har du tilegnet deg noe språk, være det fraser eller kunnskap om språk, i møte med flerspråklige elever?
- Hvilke språk?

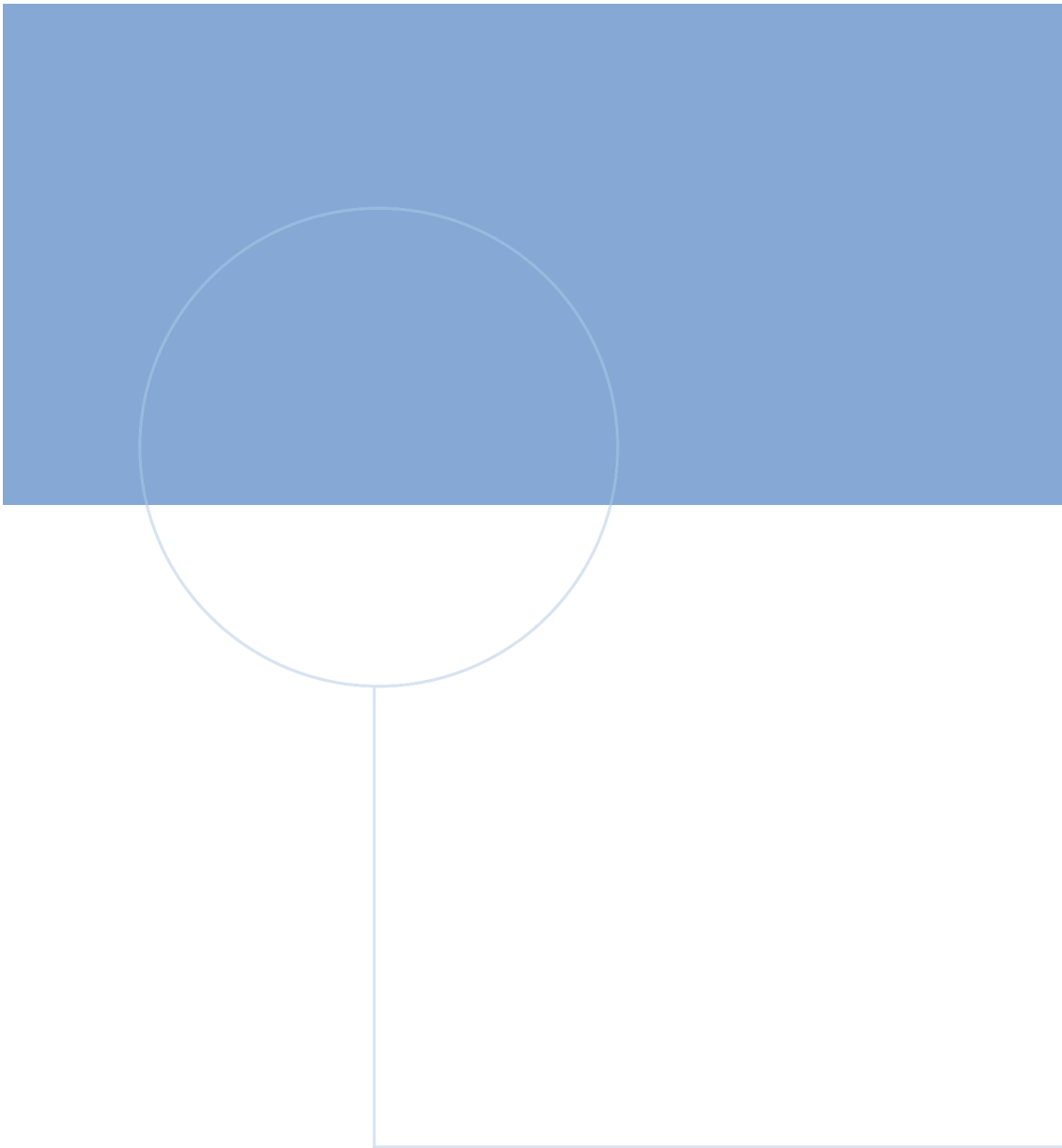
36. Opplever du at elevenes lese- og skriveferdigheter i morsmålet har noe å si for elevenes prestasjoner i engelskfaget?
- hvordan?

37. Opplever du at noen av språkene elevene kan er mer gunstige eller verdifulle som ressurser i engelskundervisningen?
- Hvorfor?

38. Opplever du noen forskjell i språklæringen hos elever med flerspråklig bakgrunn sammenlignet med de som i utgangspunktet bare kan norsk?

- Fordeler?
- Ulemper?

39. Opplever du forskjell på klasserom med stor språklig variasjon sammenlignet med klasserom med liten språklig variasjon?



NTNU

Kunnskap for en bedre verden