Master's thesis

NTNU
Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Teacher Education

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Teacher and Student Attitudes Towards L1 Use in the Norwegian EFL Classroom

Master's thesis in Primary and Lower Secondary Teacher Education for Years 5-10 - Master's Programme
Supervisor: Georgios Neokleous
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Abstract

The purpose of this thesis is to explore teacher and student practices and perspectives concerning the use of first language (L1) in the English as a Foreign Language (EFL) classroom. As minority language students are an increasingly growing population in Norway, the study examines experiences and attitudes regarding the inclusion of other languages than English and Norwegian in the EFL classroom. More specifically, with two weeks of observations and interviews, the data collection process sought to address the following research questions: a) What are EFL teachers' and students' attitudes towards the use of L1 in the Norwegian EFL classroom?, b) When and for what purposes is the L1 used during teaching?, c) How prepared do EFL teachers feel about using their own and their students' L1 to optimize language learning? The qualitative analysis revealed that English-dominant teaching was idealized by the teachers and their students. However, Norwegian was reported as a helpful tool in language acquisition. Conclusively, the results indicated that the two teachers did not feel comfortable incorporating languages they lacked proficiency in but recognized the benefits such practice would entail for minority students. The thesis concludes by arguing that supporting educators in developing the competence and confidence in working purposefully with languages in the EFL classroom, whether it be Norwegian, English, or any other languages spoken in Norwegian schools, should be an important area of focus for the Norwegian Directorate for Education and Training and teacher education programs.

Samandrag

Føremålet til denne oppgåva er å utforske praksisar og perspektiv rundt bruken av førstespråk i engelskklasserommet i Norge. Sidan minoritetsspråklege elevar er ei stadig veksande befolkning i Norge ser denne studien på erfaringar og haldningar rundt bruken av andre språk enn norsk og engelsk i engelskklasserom i Norge, og ikkje eksklusivt berre norsk og engelsk. Gjennom to veker observasjon og intervju gjekk datainnsamlingsprossesen ut på å svare på følgjande forskingsspørsmål: a) Kva er lærarar og elevar sine haldningar til bruken av førstespråk i norske engelskklasserom?, b) Når og for kva føremål blir førstespråket brukt i undervisning?, c) Kor forberedt føler engelsklærarar seg til å bruke sitt eige og elevar sitt førstespråk for å optimalisere språklæring?. Den kvalitative analysen viste at engelsksentrert undervisning var føretrekt av både lærarane og elevane deira. Likevel var norsk trekt fram som eit hjelpande verktøy i språktileigninga. Resultata antyda at begge lærarane ikkje følte seg førebudd på å ta i bruk språk dei ikkje kunne sjølve, men anerkjende fordelane ein slik praksis hadde medført for minoritetsspråklege elevar. Oppgåva konkluderer med å argumentere for at å støtte undervisarar i å utvikle kompetanse og sjølvtillit til å jobbe målretta med språk i engelskklasserommet, anten om det skulle vere norsk, engelsk, eller kva som helst anna språk, bør vere eit viktig fokusområde for Utdanningsdirektoratet og lærarutdanningsinstitutt.

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1 Introduction

For many years teachers and students have shared the same language in the Norwegian EFL classroom, and the preferred language in foreign language teaching (FLT) has alternated between the majority language and the target language (TL) (Hall & Cook, 2012). Recently however, the field of FLT has embraced and reintroduced the students' and teachers' first language (L1) to optimize language acquisition (Cummins, 2007; García & Wei, 2014; Hall & Cook, 2012; Shin et al., 2020). The increasingly diverse classrooms and the needs that emerge have led to the development and revision of pedagogical practices, the Education Act (1998), national curricula, and the required competence of educators. Educators in the EFL classroom are expected to employ their own and the students' L1 to optimize language learning and facilitate students to see the value of their whole linguistic repertoire (Norwegian Directorate for Education and Training, 2019). In Norwegian EFL classrooms, using students' L1 purposefully has entailed employing Norwegian because of how classrooms have been dominantly monolingual, which several studies have revealed to be an area of improvement for the Norwegian EFL classroom. However, with an increasingly diverse student demographic because of migration and a more globalized world, teachers need to approach other L1s than Norwegian as well. Working with students' L1 purposefully has led to several challenges, which has become an even bigger concern among teachers (Surkalovic, 2014; Neokleous et al., 2022). Combining the increase in minority language students and the incorporation of students' L1 has revealed that there is a need to aid educators in meeting the expectations set to them and their students in the EFL classroom. Examining studies regarding the use of L1s in the classroom revealed that there is not only a need, but a desire to gain more knowledge and competence in employing the L1 in the classroom, not only Norwegian, but minority languages as well (Dahl & Krulatz, 2016; Neokleous & Ofte, 2020; Neokleous et al., 2022; Surkalovic, 2014).

1.1 The Aim of This Thesis

This thesis set out to explore attitudes towards the different languages used in the EFL classroom after the effects of employing different language came to my attention during one of my courses at the Norwegian University of Science and Technology as part of my teacher education program. As discussed in lectures, and what I have wanted to explore during my practicum periods, the questions regarding how much English should be used in the EFL classroom and for which purposes the L1 should be used has been under debate in the field of FLT. Trying to find the optimal balance between language use in language acquisition and creating a healthy learning environment is not a simple task and varies vastly depending on who you are teaching and who is teaching. As reported by Statistics Norway (2022), 18.9% of the Norwegian population were immigrants or Norwegian-born to immigrant parents, presenting the increase in linguistic and cultural diversity in Norway which has given educators a new task in meeting the needs of minority language students. The following research questions were formulated to aid this thesis in addressing its purpose:

a) What are EFL teachers' and students' attitudes towards the use of L1 in the Norwegian EFL classroom?

b) When and for what purposes is the L1 used during teaching?
c) How prepared do EFL teachers feel about using their own and students' L1 to optimize language learning?

Apart from academic advantages, incorporating minority languages in the classroom affects the social and identity aspects in the teaching environment and the students within. Studies have revealed that including minority language students' L1 and culture can help them feel included and seen if done properly (Krulatz & Torgersen, 2016; Neokleous, et al., 2020; Meier, 2014). For example, encouraging minority language students to employ their L1 or other languages they might speak, as the national curriculum expects (Norwegian Directorate for Education and Training, 2019), can help create an inclusive and diversity aware environment (Krulatz & Iversen, 2019).

1.2 Background

It is important to gain an overview of how the role of L1s in the EFL classroom has developed up until the time this thesis was written. Firstly, a short paragraph briefly presents the history of FLT as a global practice which is further elaborated upon in Chapter 2. Additionally, this section presents a short overview of EFL teaching in Norway which is further elaborated later in the paper.

1.2.1 Brief History of FLT

FLT started as a practice where learners would focus on the written language with the prime goal of understanding literature in foreign languages (Howatt & Smith, 2014; Shin et al., 2020). Through translating and extensive grammar tasks, foreign languages were often taught through unrealistic, constructed tasks and texts before a shift where educators were urged to teach foreign languages through *real-world* materials and activities. The goal had shifted towards the communicative aspect of language acquisition, and with this shift came new ideologies which wanted to move away from employing learners' L1 from the learning process (Hall & Cook, 2012).

Up until the late 20th century, the learner's L1 was often regarded as a hinderance in FLT and was believed to take away from learner's acquisition of the TL (Howatt & Smith, 2014). Then came the *multilingual turn* which reintroduced the L1 into FLT (Hall & Cook, 2012), and newer pedagogies which employed learners' L1(s) were leading in the field of FLT. Along with the multilingual turn, came new practices which regarded one's knowledge of languages as interrelated which led to urge educators in not teaching languages as separate entities (Cummins, 1979; García & Wei, 2014). Recognition of all of one's languages when learning a new language has become important points in curricula and policies which educators need to follow in their teaching, and in Norway, teaching EFL considering the multilingual turn has proven challenging.

1.2.2 Importance of Studying the L1s' Role in the EFL Classroom

Having recognized the increasingly diverse population in Norway, curriculum and policies have been revised to create inclusive and accepting environments in Norwegian schools. However, the way the Norwegian Directorate for Education and Training (2019) has presented their desired goals in the English subject may have led to more confusion rather than encouragement towards working in multicultural and multilingual environments. The multicultural aspect to FLT in Norway is an under-researched field and could use some extensive studies to help understand how educators and students can be aided in achieving the goals set by governing bodies. Studies conducted on pre- and in-service teachers have revealed a lack of preparedness to meet the needs of diverse

classrooms and feelings of uncertainty in employing multilingual practices in the EFL classroom (Krulatz et al., 2018; Neokleous & Ofte, 2020; Surkalovic, 2014). These studies have, mostly, found that Norwegian EFL teachers recognized the resourcefulness of students' L1 in language acquisition and wanted to create inclusive environments where every student is seen, but most educators admitted to feeling helpless in incorporating multilingual pedagogies in their teaching. Most of the studies conducted on the topic of the L1 in FLT in Norway have focused on the teachers and their practices, but this thesis decided to include students' attitudes and experiences as well to gain another dimension to the study's scope. Exploring both teachers' and students' attitudes regarding languages and multilingual practices in the EFL classroom can prove to be an important aspect to understand how to improve EFL teaching in increasingly diverse classrooms in Norway today.

1.3 Terminology

To avoid confusion, it is important to present and discuss the terminology this thesis uses regarding the definitions of an individual's language(s). Different terms are often used interchangeably by different authors, and there is still no evidence to assume a general agreement of which term is the most suitable for a language an individual feels is their general language of choice. This thesis avoids the use of *mother tongue* as it assumes that a person's preferred language is their mother's, which can often not be the case (Hall & Cook, 2012). Other terms like, *home language* and *native language* are omitted in favor of *first language* (L1) as one's language spoken at home is not necessarily their preferred language. Further, using *native language* to refer to one's preferred language is inaccurate on several accounts (Rampton, 1990). The term *native language* implies that one's preferred language is related to their country of birth and/or upbringing and that people either are or are not native speakers of a language. Additionally, Rampton (1990) highlighted that people can belong to several different groups simultaneously and the groups one belongs to can change over time. Therefore, assuming language, geography, and social groups to be related could be inaccurate. Further, Rampton (1990) stated that being born into a group does not mean that one speaks that group's language. Similarly to how Rampton (1990) argued that the term *native language* was inaccurate, using L1 could imply that the language an individual first learned is their language of choice, however, this is not the case in this text. L1 does not refer to the language an individual first learned, but the language a person first thinks of when employing their whole linguistic repertoire. Depending on the context and situation, the language one first chooses to use can change. However, L1 refers to the language one chooses to employ in lieu of other influencing factors. Further, *target language* (TL) is used to refer to the language students are learning or acquiring in the classroom.

In Norway, English is still considered a foreign language in education, therefore, this paper refers to the English teaching classroom as the *English as a Foreign Language* (EFL) classroom. However, this refers to the subject being taught as a foreign language, while Norwegian classrooms could contain students whose L1 is English, and it would not be sensible to teach English as a foreign language to them. Further, it could be argued that English is no longer considered a foreign language in Norway due to the amount of exposure to the language and early acquisition in the Norwegian population. Simensen (2014) mentioned that there is reason to treat English as a second language because of its extensive use in businesses, education, and popular culture, but for now, this paper considers English as a foreign language in Norway.

1.4 Summary

Having recognized the increase in linguistically diverse students in Norwegian schools and their needs being different from a more homogeneous demographic, Norwegian educators still struggle with approaching multilingual classrooms in light of new ideologies and pedagogies. The aim of this MA project is to highlight attitudes found in EFL classrooms regarding the use of L1s in language acquisition. Further, one of this thesis' desired goals is to gain a better understanding of how multilingual practices are perceived and how these practices are implemented to discuss how areas of improvement can be approached to optimize language use in the EFL classroom. This thesis presents and discusses literature and research which emphasize the resourcefulness of incorporating students' L1, both majority and minority languages. Before discussing how Norwegian EFL classrooms can be improved upon, this thesis presents its study exploring attitudes and experiences with languages in EFL classrooms. Further, findings from this study are presented and discussed in light of theories and pedagogies which are meant to aid in optimizing FLT through employing students' L1(s). Lastly, the thesis presents suggestions and areas of improvement which can be used as a reference for what future research needs to be conducted and potential measures that could follow.

2 Literature Review

2.1 Introduction

When exploring attitudes and practices related to the EFL classroom and FLT, it is important to give a brief overview of how language teaching has developed and present leading ideologies that have dominated and affected the field historically. This chapter provides the readers with the theoretical framework needed to support the objectives of this thesis. Starting with a historical overview, the chapter moves into topics surrounding multilingualism and diverse classrooms, and further presents studies from Norwegian EFL classrooms. Additionally, this section presents what official documents provided by the Ministry of Education and Research and the Norwegian Directorate for Education and Training in Norway have published to include linguistic minorities and the diversity they bring. Lastly, research and literature on the relationship between beliefs and practices are presented as this is a main component in the thesis' data analysis. However, to give some context and rationale for this thesis, statistics that portray some important aspects to the Norwegian population about diversity and languages are presented.

As per January 1st, 2022, 18.9% of the Norwegian population were immigrants or Norwegian-born to immigrant parents (Statistics Norway, 2022). Statistics Norway (2022) defines language minorities as people with a "mother tongue" (first language) other than Norwegian or Sami. However, recording the number of language minorities stopped in 2001. Therefore, statistics on "mother tongue-education" and/or "bilingual teaching" received in Norway come close to give an estimate on language minorities in Norwegian schools (Statistics Norway, 2021). Approximately 2000 students received "mother tongue-education" and 6 655 students receiving bilingual teaching (Statistics Norway, 2021), however, these numbers do not cover students who are proficient in Norwegian but also speak additional languages. The Norwegian Education Act (1998) stated that language minorities had the right to "mother tongue-education" (§2-8) and special education in Norwegian until they could follow "normal instruction" (§2-8). In accordance with the numbers from Statistics Norway (2022), at least 8000 students lack proficiency in Norwegian and speak a different L1. Further, there are most likely even more students which can speak Norwegian and follow "normal instruction" but speak different languages at home or as their L1. The following section presents theories and research concerned with answering questions on optimizing foreign language teaching with focus on which languages to use.

2.2 Monolingual Ideologies in Foreign Language Teaching

The issue regarding which languages to use in FLT is, and has been, one of the most controversial topics in the field. Before delving deeper into today's use of L1 in language acquisition, it is important to unpack how foreign language teaching has developed up until the "multilingual turn" (May, 2014, p. 2). This sub-section starts with presenting a brief overview of preferred theories on foreign language acquisition before Krashen's (Krashen, 1992) *input hypothesis* in the 1980s and the development of the *monolingual ideology* to gain a clear and chronological picture of how practices have progressed throughout the years.

Up until the late nineteenth century, FLT was based on classical methods such as the *Grammar-Translation Method* which focused on translating sentences in the TL into the L1 and led teaching to focus mainly on the written language (Howatt & Smith, 2014; Shin et al., 2020). The goal was not to communicate, but rather develop the ability to read literature of foreign languages. Naturally, with improved travel, need for oral language skills, and communication across borders, language teaching required goals which were more concerned with real-world applications instead of unrealistic constructed sentences and extensive memorization of arcane grammar rules. Howatt and Smith (2014) presented the period starting in the 1880s as "the Reform Period" (p. 81) as it focused on the spoken language as the foundation of all language activity. The notion of employing speech-dependent methods meant that a larger population gained accessibility to FLT and saw that acquiring a foreign language was no longer an exclusive practice to train "the minds of the country's [male] youth" (Howatt & Smith, 2014, p. 80), as the classicists of The Classical Period were concerned with. Starting in the 1920s, science became central in justifying and employing methods and theories in language teaching. The focus up until the 1960s and 1970s was that teaching practice employed exercises that focused on explicit habits in the production of language and grammar rules, and that these practices were scientifically selected.

Further, in the 1970s, the idea of *real-life communication* and the label *communicative* became more prominent and shifted FLT's aim to real-world applications (Howatt & Smith, 2014). This is when educators started to move away from using learners' L1 in FLT to employ *real-world teaching* and expose the learners to the TL as much as possible. One of the most prominent and leading ideologies of this era was Krashen's (1992) *Input Hypothesis*, which was a theory that claimed the optimal level of instruction and materials used (i.e., the input) should be just above the learners' proficiency. Krashen (1992) defined the optimal level of input to be "*i + 1*", where "*i*" referred to the learner's current proficiency level, and "*+ 1*" to be a level the learner could understand with the knowledge they held but would not necessarily be able to produce on their own. Krashen's theory became vastly popular in FLT and was largely interpreted as a method completely omitting the L1 from language teaching. During this period, approaches such as *Communicative Language Teaching* and *Task-based Language Teaching* focusing on oral and communicative skills were preferred in the field of FLT (Hall & Cook, 2012; Howatt & Smith, 2014; Neokleous et al., 2022; Shin et al., 2020). In the following years, even until today, maximizing the use of the TL and avoiding the L1 was preferred to multilingual approaches. As studies exploring the use of L1 and TL in the classroom showed, some factors leading to omitting the L1 in FLT included teachers feeling guilty for using L1 in their teaching (Alshehri, 2017; Hawkins, 2015; Neokleous & Ofte, 2020) and further a lack of competence and knowledge. Additionally, exposing learners to as much of the TL possible was long regarded as the optimal teaching approach (Hall & Cook, 2012; Howatt & Smith, 2014). However, a recent turn in the field of FLT led to the reconsideration of employing the L1 in the foreign language classroom. Starting in the 1990s, several studies and a combination of different theories, including multilingual competence, psycholinguistic studies, and sociocultural approaches, introduced the use of L1 in FLT again (Cummins, 2007; García & Wei, 2014; Hall & Cook, 2012; Shin et al., 2020). The reintroduction of L1 in language teaching led to the development of several approaches and studies on how to optimize language use and employ the linguistic repertoires of both the teachers and students in teaching.

2.3 Moving Away From the Monolingual Ideology

2.3.1 The Multilingual Turn

With the multilingual turn, the period in the late 20th century which foregrounded L1 to FLT again (Hall & Cook, 2012), new ideas of language teaching were developed. Views on languages and how one's linguistic repertoire exists were altered in light of new studies. As an early contributor to the multilingual turn, Cummins (1979) suggested that one's knowledge of two or more languages were not to be considered separate from each other, but rather as one linguistic repertoire. This claim meant that there was an interdependence between the languages. Suggesting interdependence between languages led to further research on the cognitive aspect to using two or more languages and how knowledge of the different languages was interrelated. Thus, it was understood that linguistic proficiency was transferrable between languages (García & Wei, 2014).

García and Wei (2014) referred to "an epistemological change that is the product of acting and *languaging* in our highly technological globalized world" (p. 20) when presenting the development of translanguaging theory. Emphasizing the "highly technological globalized world" was a key element in theories and research that urged the reintroduction of the L1 in FLT, and further developed pedagogical practices to meet the demands of increasingly multilingual classrooms. The multilingual turn was separated into a societal development and a turn in language teaching, and the latter could be seen because of the former. Conteh and Meier (2014) explained the multilingual turn as a recognition of the globalized world where societies and most people could be considered multilingual, at least to some extent. As a result of waves of migration following world events and trends and technological advances, among other factors, multilingualism in societies had become close to the norm which, naturally, created increasingly diverse classrooms (Conteh & Meier, 2014; Krulatz et al., 2018). The diversity found within language teaching classrooms led to the development of theories and approaches aiming to use diversity as a resource in language acquisition and, additionally, build inclusive teaching environments. As this chapter mentioned earlier, the monolingual ideology and omission of the learners' L1 was considered outdated in the field of language teaching and reintroducing the L1 into FLT was suggested as more fitting for an increasingly diverse development in classrooms.

2.3.2 Translanguaging

One leading idea behind the multilingual turn was Cummins' (1979) hypothesis claiming that one's linguistic knowledge of different languages was not separated as their own entities, but rather knowledge of language as a concept which was employed in understanding and producing the different languages. The idea that knowledge of different languages was interrelated became a leading argument for moving away from monolingual teaching ideologies. Ofélia García, a central figure in understanding and developing multilingual ideologies, built further on Cummins' hypothesis, and explained one's linguistic knowledge, or *repertoire*, as one. García (2009) helped develop and introduce *translanguaging* to the world of language teaching. Translanguaging presented a pedagogical approach which did not treat different languages as separate knowledges or proficiencies, but rather, "the enaction of language practices that use different features…that now are experienced against each other in speakers' interactions as one *new* whole," (García & Wei, 2014, p. 21). This meant that educators employing translanguaging approaches should encourage students to use their whole linguistic repertoires as a means to help them in language acquisition and develop their repertoire

even further (Conteh, 2018; García & Wei, 2014; Krulatz et al., 2018). Not only were the linguistic opportunities and advantages of employing students' whole linguistic repertoires highlighted in these approaches, but also the aspect of building identity and diversity awareness in classrooms through multilingual classroom practices (García & Wei, 2014; Krulatz et al., 2018). Krulatz et al. (2018), further emphasized that the integration of multilingual classrooms practices could support minorities and newly immigrated students to feel more comfortable and included in their new environment.

Despite research showing clear benefits of employing multilingual approaches in FLT, several studies in FLT practices and beliefs showed a lack of preparedness or willingness amongst educators to integrate these approaches. (Conteh, 2018; Conteh & Meier, 2014; Hall & Cook, 2012) Additionally, it was revealed that L1 was still used in the majority of FLT classrooms despite negative attitudes towards employing the L1 have been discovered (Hlas, 2016; Izquierdo et al., 2016; Shin et al., 2020). This topic is further presented later in the literature section in the Norwegian context.

2.4 The Purposes of L1 in FLT Classrooms

In light of the second research question, b) When and for what purposes is the L1 used during teaching?, the theory chapter needed to include a section on the purposes the L1 can have in FLT classrooms. Mainly, this section focuses on literature on the EFL classroom, but includes some literature on language teaching in general as findings from these studies are applicable to the EFL classroom specifically. The studies reviewed for this literature section have found different uses and applications of teachers' and students' L1(s). As mentioned earlier in the paper, the topic of L1 use in the EFL classroom is still under-researched in Norway, but findings from the existing studies can help build an overview of how Norwegian EFL classrooms operate regarding L1 usage.

The L1 facilitated the employment of bilingual and multilingual pedagogies and, thus, presenting learners with context and situations which portrayed the multilingual aspect to the world (Hall & Cook, 2012). Further, in several studies (e.g., Krulatz et al., 2018; Neokleous et al., 2022; Shin et al, 2020), the L1 was reported as a tool to translate, ease instructions and logistics, and work in pairs or groups to establish confidence and comfort in conversation. Therefore, it was understood that the L1 functioned as a mediator to solve problems or situations where the TL was seen as a hinderance in understanding or communicating.

2.4.1 Advantages and Disadvantages of Employing L1(s) in FLT

Discussion whether the L1 optimizes or hinders language acquisition has long been central in the field of FLT. As presented earlier, several positive aspects to L1 use in FLT have been found. Additionally, attitudes on whether the L1 belongs in the EFL classroom or not have been varying. In their discussion of practices employing the L1 in FLT, Shin et al. (2020) highlighted the L1's ability to support TL-input through translation. Further, L1 was argued to have positive outcomes for students' development of critical thinking skills, negotiating of meaning, and speaking skills (Shin et al., 2020). Translanguaging was highlighted as an approach to include the L1 which emphasized the advantages of encouraging and valuing one's whole linguistic repertoire (García & Wei, 2014; Krulatz et al., Mertin, 2018; Neokleous et al., 2022). These advantages included: development of the TL in addition to other languages, students seeing the value of other languages they know and connecting these languages to school and helping newly immigrated students to feel more included and seen in school.

However, some disadvantages to the implementation of L1s in the FLT classroom were revealed. Hlas (2016) reported in her study that there was uncertainty whether the L1 truly was a resource in the FLT classroom, and that the L1 should not be considered a guaranteed helpful resource in FLT. In order to consider L1 as a purposeful resource in the classroom, Hlas (2016) stressed that the appropriate level of usage and the way the L1 was used needed to be professionally developed as a practice and that maximizing TL use should be a priority. Similarly, Izquierdo et al. (2016) argued that infrequent use of the TL and overreliance of the L1 hindered learners' acquisition of the TL and failed to present the learners' perception of the TL being of genuine value outside the classroom. These disadvantages presented were argued as avoidable through proper preparation among educators and having the confidence in employing L1s purposefully and resourcefully as a tool and mediator in FLT classrooms.

2.5 L1 in the Norwegian EFL Classrooms

As this paper aimed to explore teacher and student attitudes and practices in Norwegian ELT classrooms, it was necessary to locate and understand previous literature that presented attitudes and pedagogical practices in Norwegian classrooms at the time this paper was written. Additionally, this section presents national curricula and other documents dealing with the use of languages in teaching, as well as educators' preparedness in meeting the needs of increasingly diverse classrooms. Statistics Norway (2022) reported that 18,9% of the Norwegian population were classified as immigrants, meaning first-generation or Norwegian-born to immigrant parents, which Norwegian curricula and the Education Act (1998) have incorporated into their publications to help support Norwegian educators.

2.5.1 Official Documents Encouraging Norwegian Teachers to Incorporate All Languages Into the EFL Classroom

Having looked closer at Norwegian curricula and policies, the national curriculum encouraged multilingualism and the integration of different languages other than Norwegian and English into the EFL classroom (Norwegian Directorate for Education and Training, 2019). The most prominent instances of encouragement were curricular goals from English which stated that students should "find", "discover and play with", "explore and talk about", and "explore and describe" words, expressions, similarities, and differences between English and "other languages the pupil is familiar with," (Norwegian Directorate for Education and Training, 2019). Additionally, the curriculum claimed that students should see their own and others' identities in multilingual and multicultural contexts in the section called "Core Elements" (Norwegian Directorate for Education and Training, 2019). Looking at previous versions of the national curriculum, it was clear that the updated curriculum (Norwegian Directorate for Education and Training, 2019) made conscious choices to incorporate diversity and develop students' multilingual and multicultural awareness. For instance, *LK06* (Norwegian Directorate for Education and Training, 2013), the national curriculum in act from 2006 with a revision in 2013, included multilingualism once in their "Core Elements" which stated that students should be able to "see relationships between English, one's native language and other languages" (Norwegian Directorate for Education and Training, 2013, p. 3). However, while LK06 only mentioned students' "native language" along with English, LK20 included "any other languages the pupil is familiar with" (Norwegian Directorate for Education and Training, 2019), and opened for increasingly multilingual interpretations of the curricular goals. Further, the core curriculum in LK20 (Norwegian Directorate for Education and

Training, 2019) stated that students should recognize that "being proficient in a number of languages is a resource, both in school and society at large" (p. 6). These additions to the curriculum highlighted how Norwegian educators were urged and expected to meet the needs of the increasingly diverse classrooms and all languages found within, not just Norwegian and English. However, the curriculum did not clearly present how to achieve and facilitate these desired outcomes and whether EFL teachers should use Norwegian, English, or any other languages always, sometimes, or rarely. As most recent studies conducted in Norway reported, Norwegian EFL teachers recognized the advantages of using Norwegian in EFL teaching, and in some instances, the use of different, minority L1s as well (Neokleous et al., 2022). The national curriculum no longer expected educators to omit other languages than English in the EFL classroom (Norwegian Directorate for Education and Training, 2019), but as several studies have revealed, educators felt guilty using Norwegian in the classroom as well as they struggled to employ multilingual and multicultural approaches to build these diverse environments the curriculum expected.

2.5.2 Norwegian Teachers' Preparedness in Meeting the Needs of Increasingly Diverse Classrooms

The increasingly diverse classrooms and the needs of such learning environments have been widely recognized in educational research and official documents, which has further led to the development of teaching practices and ideologies which are meant to support multilingualism and diversity. However, despite increased awareness of these needs, studies have shown a lack of implementation of these ideologies and practices in Norwegian EFL classrooms and a lack of preparedness amongst educators. In a study exploring Norwegian L1 teachers' beliefs on multilingual approaches, Vikøy and Haukås (2021) found that all their participants had experienced an increasing number of minority students in their classrooms. Although their paper focused on the L1 Norwegian-subject, Vikøy and Haukås (2021) presented an updated overview of the demographic in Norwegian schools regarding diversity and emphasized the need to work towards an increasingly diverse environment. The numbers portraying of the student demographic in Norwegian schools Vikøy and Haukås (2021) presented were reflected in reported numbers from Statistics Norway (2021). Similarly, other studies recognized the increasingly diverse demographic of Norwegian classrooms and emphasized the advantages of employing students' L1 in FLT (Neokleous et al., 2022; Krulatz et al., 2018), in agreement with other international studies (García & Wei, 2014; Hall & Cook, 2012; Conteh & Meier, 2014).

With Vikøy and Haukås' (2021) findings of diverse classrooms and Statistics Norway's (2022) as a reference point, the national curriculum expected Norwegian EFL teachers to have competence in multilingual and multicultural approaches. However, studies conducted in Norway found that there was a lack of preparedness amongst Norwegian educators, as it remained an under-researched topic (Neokleous et al., 2022). For instance, Surkalovic (2014) conducted a study where she explored pre-service teachers' feeling of preparedness to teach English as a third language in Norway. She found that educational institutes' programs lacked in-depth knowledge about teaching language minorities, and that the study unearthed a lack of preparedness in meeting the demands of the Norwegian curriculum and the needs of a multilingual classroom. Further, and more recently, studies showed that Norwegian EFL educators used L1 in the classroom and found it useful but felt guilt or lack of competence when doing so (Neokleous & Ofte, 2020; Neokleous et al., 2022). Additionally, more recent studies

revealed that multilingual pedagogies were rarities in Scandinavian schools and presented a general lack of preparedness in approaching multilingualism as a common aspect to everyday teaching (Burner & Carlsen, 2019; Krulatz et al., 2018). Similarly, Vikøy and Haukås (2021) found instances of "language-as-problem orientations" (p. 10) amongst their participants, especially when teaching minority and majority language student simultaneously. Vikøy and Haukås (2021) reported these findings as a dismissal of the value of minority students' languages and reluctance in employing different languages as a resource in the Norwegian L1 subject. Studies, in general, showed that Norwegian EFL teachers did use Norwegian during teaching and found it useful, but reported findings of instances where educators employed minority students' L1 as a resource were lacking. Thus, these studies resulted in unearthing a general lack of preparedness amongst educators when dealing with language minorities, and Surkalovic (2014) further pointed the need to revise curriculum and educational institutes' practices to better equip teachers with adequate and relevant competence.

2.6 Beliefs and Attitudes Towards L1 Use in the EFL Classroom

Previous studies exploring teacher attitudes towards the use of L1 in FLT classrooms found that the majority of teachers recognized the value of L1 in FLT (Shin et al., 2020). Some studies highlighted L1's role for instructional and disciplinary purposes, such as: correcting errors, translation, grammar instructions, defining vocabulary, clarifying tasks, and giving homework, to name a few (Izquierdo et al., 2016; Nakatsukasa & Loewen, 2015; Nukuto, 2017). Other studies found that the L1 was valued as a tool for supporting students' motivation, casual conversation, and comfort (Bruen & Kelly, 2014; Taner & Balıkçı, 2022). Further, some studies found that educators suggested that excessive use of L1 could negatively affect TL acquisition (Hlas, 2016; Shin et al. 2020). Although some findings reported negative attitudes towards the use of L1 in the FLT classroom (Hlas, 2016; Shin et al., 2020; Tsagari & Diakou, 2015), the general consensus was that the majority of language teachers valued the L1 as a in language acquisition (Shin et al., 2020).

The value of the L1 was also identified by student participants on studies focusing on the student perspective. Shin et al. (2020) reported that students displayed positive attitudes towards the use of L1 in their own teaching, which was echoed in Norwegian studies as well (Neokleous, 2017; Neokleous et al., 2022). Students reported that the L1 facilitated their language learning and made them more comfortable in the FLT classroom, both for high levels and low levels of proficiency (Shin et al., 2020). Thus, the L1 was considered as tool for both academic and casual purposes (Tsagari & Diakou, 2015).

In Norway, findings of the international studies presented above were similar. However studying teacher and student attitudes in Norwegian EFL classrooms remains under-researched. Norwegian EFL teachers considered the L1 as a helpful tool but found it challenging to enact multilingual pedagogies. (Neokleous et al., 2022; Krulatz et al., 2018). Similar to the findings presented in the international studies, there were positive attitudes towards the L1 as a tool for instructional and academic purposes in Norway (Neokleous et al., 2022). Further, an English-dominant EFL classroom was reported as the idealized language dynamic by several studies conducted in Norway (Krulatz et al., 2016; Neokleous et al.,2022; Neokleous & Ofte, 2020), while simultaneously expressing positive attitudes on employing L1 in the classroom.

2.7 Relationships Between Beliefs and Classroom Practices

This paper sought out to explore teacher and student attitudes on language use in the classroom, and it became important to examine the relationship between attitudes and practices. In the field of language teaching, studying teachers' beliefs to better understand teachers and their teaching has been a significant feature in language teaching research for the last 25 years (Borg, 2017). Starting already in the late 70s, the study of teachers' beliefs became an important focus towards the understanding of teachers' behavior and practices (Pajares, 1992). However, while different results and hypothesis emerged, reviewing literature and previous research did not provide any clear answer as to how the dynamic between beliefs and practices works. Nevertheless, Borg (2017) found four main categories of the beliefs-practices dynamic, and included: "beliefs influence (i.e., are precursors to) practice", "practice influences beliefs"; "beliefs are disconnected from practices", and "beliefs and practices influence one another reciprocally," (p. 79). Most recent studies in this field pointed to the first and the latter of these categories; namely, the idea that either beliefs influence practices or that beliefs and practices form a complex relationship and that one is not the precursor to the other, as the closest to a definite answer (Borg, 2017; Haukås, 2016; Buehl & Beck, 2014). However, Buehl and Beck (2014) highlighted different factors to help understand where beliefs could originate from and discussed the congruence or incongruence of beliefs and practices. In their paper, Buehl and Beck (2014) presented the possibility that teachers could not perform teaching in a way they saw fit limited by factors such as, curricula, knowledge, classroom-context, or school-context. One of Buehl and Beck's (2014) concluding statements was to not make conclusions based on incongruence between stated beliefs and observed practices only, and that including internal and external factors when trying to find connections and correlation was extremely important.

As one of the two preferred hypotheses in accordance with Borg (2017), the theory that beliefs precede practices were supported in several studies (e.g., Borg & Al-Busaidi, 2012; Gilakjani & Sabouri, 2017; Haukås, 2016, Maggioni & Parkinson, 2008; Nespor, 1987). As briefly mentioned above however, Buehl and Beck (2014) stressed that practices alone could not be interpreted as direct interpretations of one's beliefs as their practices were influenced by several factors. A model which incorporated Bronfenbrenner's ecological model was proposed by Buehl and Beck (2014) to help visualize the factors which influence teachers' practices. They proposed this model to urge researchers to pay more attention to how internal and external factors influence the relationship between practices and beliefs as they had noticed a lack of attention to other aspects other than what was being researched. Further, Buehl and Beck (2014) highlighted that teacher education programs could help prepare teachers to act on their beliefs in practice by helping teachers to work with own internal factors, such as lack of knowledge, maladaptive beliefs about students, lack of belief in self- and student-efficiency. This way, Buehl and Beck (2014) claimed that teachers could become more resistant to external pressures limiting their practices. As part of their concluding statements, Buehl and Beck (2014) suggested that educators needed to reflect on and be aware of their practices and beliefs and the congruence between these two major aspects of teaching. Similarly, Borg (2017) explained that trying to generalize relationships between beliefs and practices were of little use towards understanding this relationship, and that findings of congruence or incongruence could be explained by looking at the external and internal factors mentioned earlier. Additionally, Borg (2017) highlighted how different studies' methodologies and conceptualization of the issue affected the generated findings.

2.8 Summary

The literature review presented key developments in the history of FLT and highlighted some important aspects of EFL teaching through international and Norwegian studies. The fact that classrooms were becoming increasingly diverse was undisputed and, thus, the needs of FLT classrooms changed (Howatt & Smith, 2014; Krulatz et al., 2018; Norwegian Directorate for Education and Training, 2019; Shin et al.,2020). With shifting needs of language teaching classrooms, changes were implemented in the way language teaching should be approached, including teaching practices, curricula and policies, awareness of diversity and identities, and the values of L1(s) and additional languages. The cognitive aspect to languages was also reconsidered and one's linguistic knowledge was regarded as interrelated and transferrable which became central in several multilingual pedagogies and ideologies (Cummins, 2007; García, 2009; García & Wei, 2014). However, the transition to reintroducing learners' L1 in FLT and the incorporation of multilingual pedagogies was revealed to be troublesome and was regarded as challenging for EFL teachers, especially in Norway (Krulatz et al., 2016; Neokleous et al., 2022; Neokleous & Ofte, 2020; Surkalovic, 2014).

Combined with increasingly diverse classrooms in Norway and emerging multilingual ideologies leading the field of FLT, the Norwegian Directorate for Education and Training (2019) decided to include sections in the national curricula that embraced multilingual ways of thinking and approaching the classroom in *Kunnskapsløftet 2020* (LK20). With these revision to the curriculum, educators were obviously required to meet new expectations set to them and their students which most teachers seemed to be positive towards the ideas but lacked confidence in enacting (Krulatz et al., 2016; Neokleous et al., 2022; Neokleous & Ofte, 2020). Therefore, this thesis saw the need to explore exactly how teachers and students acted in and experienced the EFL classroom in Norway in order to extrapolate meaning and attitudes which could help see areas of improvement. The conclusive statements of this thesis present suggestions and reflections on how to meet the needs of diverse classrooms in Norway which has been historically homogeneous regarding one shared language being used in teaching. As the literature review chapter revealed, the responsibility lies with governing bodies, educational institutes as well as with the schools and their educators.

3 Methodology

3.1 Introduction

This chapter presents the project's main study and the methodology adopted to show how the data were collected and processed. As the paper's main scope revolved around delving deeper into the attitudes and experiences of in-service EFL teachers and students, conducting a qualitative research design became the natural choice of approach. Additionally, as the researcher aimed to explore participants' practices and beliefs as accurately as possible, it was important to approach this study without developing any preconceived hypothesis.

The research questions this paper sought to explore were:

a) What are EFL teachers' and students' attitudes towards the use of the L1 in the Norwegian EFL classroom?
b) When and for what purposes do EFL teachers use their L1 during teaching?
c) How prepared do EFL teachers feel about using their own and students' L1 to optimize language learning?

The study aimed to delve into real-world experiences and attitudes of a set number of participants to particularize and discuss the data collected from them to develop theories that could suggest implications of certain practices and attitudes in the EFL classroom. The researcher's aim was not to solve a problem or develop theories that could be applied to every classroom for every teacher and student in Norwegian EFL classrooms, but rather to shed light on real-world situations and gain a better understanding of how the use of L1 was perceived from the learner's and the educator's point of view. If the findings of this research could help raise awareness on the topic or help other educators through familiar contexts and situations, it can be seen as a great resource to help better understand how attitudes can affect pedagogical practices, and further language acquisition and classroom dynamics.

3.2 Participants and Samples

In order to collect the data, the researcher located two primary-school teachers from two different schools in Norway. The desired grade level of the teacher participants ranged from 5th to 10th grade, and naturally, the other part of the study's sample consisted of those teachers' students. The two teacher participants taught four student groups combined, one group of 9th and 10th graders, and three groups of 6th graders. One of the schools was located in Trondheim municipality, and the other one in a rural area of Møre og Romsdal in Western Norway. To specify, the collection of the data was gathered from two teachers, June that taught 9th and 10th grade as one group, and Sara that taught three groups of 6th graders. The two teachers are referred to as their pseudonyms with the grade level in brackets – June (9 & 10) and Sara (6). Further, five students from the 9th and 10th grade class and seven students from the three 6th grade classes were individually interviewed. Any information that could help identify and locate any of the schools or participants was either anonymized or omitted from the paper and data collection. The study's participants were recruited through the researcher's own personal network.

3.3 Data Collection Strategies

As already identified, this study aimed to explore attitudes towards the use of L1s in the Norwegian EFL classroom and observe different aspects of how individuals' L1s were used in language teaching. In order to answer the research questions, it was necessary to find themes and reoccurrences that could be developed into theories. The data collection strategies adopted to answer the study's research questions included *interviews, observations,* and *field notes.* Before entering the research field, the researcher provided the participants and their guardians, if necessary, with an informational letter to collect signatures of consent (see Appendix A & B).

3.3.1 Interviews

As the study intended to explore attitudes, employing data collection strategies that allowed the participants to elaborate upon a topic was crucial. The interviews were conducted after the observation period and were audio recorded and later transcribed. By conducting semi-structured interviews and facilitating for dialogue between the interviewer and interviewees, the interviewer was able to go *off-script* and move away from the set questions to delve deeper into the participants' experiences and statements. Additionally, the interviews were conducted in Norwegian to ensure optimal articulation and accuracy in the interviewee's responses. This study adopting a qualitative research design required the researcher to ask open-ended questions to elicit the participants to unravel arguments and explanations behind their practices and beliefs (Creswell & Creswell, 2018). Therefore, the interview guide (see Appendix C) contained ten questions which were asked to both teachers with additional questions which directly related to observations from the respective teacher's practices. For the students, the planned length was approximately five to ten minutes with six set questions and a couple of minutes set aside to talk about potentially relevant topics (see Appendix D). The student interviews ranged between three to eight minutes. The interviews provided the ground layer for building theories based on the participants' attitudes, while the observations and field notes could further support or contradict findings from the interviews. Without the observations and field notes, it would not have been possible to assess the practices and beliefs expressed during the interviews to understand if there was a correlation between statements from interviews and in-class practices.

3.3.2 Observations and Field Notes

The qualitative observations entailed the researcher taking notes and focusing on the behavior and activities of individuals (Creswell & Creswell, 2018). Richards (2015) highlighted that recording rich and accurate observations requires great skill and is crucial to gain meaningful data which the researcher can go back to when analyzing to help make sense of the notes produced. In this thesis, the role of the researcher was purely that of the observer who did not participate or engage with the participants during observations. This allowed the researcher to record information continuously and focus purely on observing. The four different classrooms were observed over the course of approximately two to three weeks each. The recorded data were *observations* and *field notes* and were based on an *observational protocol* that helped the researcher structure their observations into different focus areas. Corbin and Strauss (2014) stated that an observational protocol could limit the data collection process in grounded theory-based research. However, creating a framework helped the researcher group together field notes and observations which related to each other early in the process. During the analysis process, it became easier for the researcher to place the data into categories as

the field notes were already somewhat categorized. The semi-structured protocol allowed for the observer to comment on the observations to help better remember the context more vividly which created substantive material for coding in addition to the observation notes (Saldaña, 2009).

3.4 Data Analysis

To answer the research questions, an approach where the theories emerged from looking at common themes and categories from sets of data was adopted. *Grounded theory* was developed as a research method by two sociologists called Barney Glaser and Anselm Strauss in 1967 and was further developed by Strauss and Juliet Corbin with the publication of *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* (Strauss & Corbin, 1990). Strauss and Corbin (2014) defined grounded theory as a method that constructed theories deriving from concepts gathered during the data collection process and not chosen prior to the research project. In this research project based on grounded theory, data were mostly collected through interviews and observations and then analyzed through the process of *constant comparisons*. The term constant comparisons entailed that the data were grouped into manageable conceptual categories and analyzed for differences and similarities (Corbin & Strauss, 2014, p. 7). This process allowed the researcher to further refine the categories which shared similarities into broader core categories which then defined the major themes of the data, and thus, the study itself. From here, the theories which the researcher presented as their findings were grounded in the data itself and, as mentioned above, not in preconceived ideas.

The process of breaking down the data, grouping them into categories, and conceptualizing them, was called *coding* (Saldaña, 2009). As mentioned previously, the process of coding was crucial in the grounded theory-method to find the themes that unearthed the theories the study discusses in Chapter 5. Saldaña (2009) defined *codes* as the individual words or short phrases from the data gathered, such as interview transcripts, field notes, documents, artifacts, photographs, and so on. Similar to how a title can capture a book's primary content, the codes captured the data's primary content (Saldaña, 2009). Further, Saldaña (2009) presented the importance of processing the data through two coding methods, *First Cycle* and *Second Cycle*. These two cycles had further subdivisions which were applied to different data and for different purposes. The coding methods applied to a study depended on what the researcher analyzed. The First Cycle combined different methods and was direct and simple, while the Second Cycle of coding was more complex and required the researcher to engage in "classifying, prioritizing, integrating, synthesizing, abstracting, conceptualizing, and theory building," (Saldaña, 2009, p. 45). Additionally, it is important to remember that the coding process had not been linear in this study, but rather cyclical, as it was important to analyze the data several times and *recode* to extract the most accurate themes and build theories that were clearly grounded in the data collected.

These coding methods were applied to all data collected; however, the different data were not approached with the same methods considering different types of data required varying approaches depending on the desired findings. As Creswell and Creswell (2018) highlighted, when presenting coding in grounded theory-based research, the coding of data needed to be systematically conducted, which meant that the rules of different coding methods had to be followed and applied in the process of coding and recoding. This applied to both the first and second cycle of coding.

3.4.1 Analyzing Interviews

In the case of this study, the first cycle of analyzing the data from teacher and student interviews employed two elemental methods – *Initial* and *Structural Coding*, whilst the observations and field notes were approached using an exploratory method – *Provisional Coding*. The elemental methods laid ground for future coding, the Second Cycle, by implementing basic filters when the data were reviewed (Saldaña, 2009). Initial Coding entailed breaking down data to closely examine them and compare them for similarities and differences (Strauss & Corbin, 1998), and in accordance with grounded theory-based studies, the goal was "to remain open to all possible theoretical directions indicated by your readings of the data" (Charmaz, 2006, p. 46). This exact method was not based on strict rules, but rather general guidelines due its open-ended approach, which allowed the researcher to take ownership over the data and themes emerging from them as they were developed through in-dept analysis and own reflections. When approaching the data collection process without preconceived theories in mind, the Initial Coding-method acted as a fitting starting point that allowed the researcher to go in any direction they saw fit after the first cycle of coding.

As mentioned earlier, different methods could be combined in the first cycle of coding and in the case of this study's interview data, Initial Coding was combined with Structural Coding. Employing the Structural Coding-method was particularly suitable for interview transcripts, especially for semi-structured interviews where large lists of topics and major themes emerged. This process allowed the researcher to code data with phrases that directly related to the study's specific research questions and aided the researcher to quickly locate information belonging to a larger set of data (Namey et al., 2008). Combining the two methods, Initial and Structural Coding, gave the researcher an open starting point that facilitated for in-depth analysis while still staying within the frames of the research questions, which made it easier to relate the codes and categories to the aims of this study.

Moving on to the Second Cycle of analyzing the interview data, the already analyzed data were filtered again using two different methods – *Patterned* and *Focused Coding.* The Second Cycle process was more complex than the first cycle of coding and altered the codes that emerged from the First Cycle, or even deemed some marginal or redundant (Saldaña, 2009). The purpose of the Second Cycle coding was to organize the First Cycle codes into categories, themes, concepts, and theories. Whereas the First Cycle coding labeled and placed the data into codes, the Second Cycle coding sought out to see how these codes fit together and further created broader categories which built the foundation of the theories which emerged from the data corpus. Similar to the First Cycle of coding this research's interview transcripts, two different methods were combined. *Pattern Coding*, being one of the two methods, entailed finding codes which identified themes or explanations, and "pull[ed] together a lot of material into a more meaningful and parsimonious unit of analysis. … Pattern Coding [was] a way of grouping those summaries into a smaller number of sets, themes, or constructs" (Miles & Huberman, 1994, p. 69). Further, Miles and Huberman (1994) described Pattern Codes as *meta-code* that coded the codes into a more manageable number of groupings. Because of how Pattern Codes helped manage large number of codes from the First Cycle, using this method made sense after combing Initial and Structural Coding as they produced a substantial number of codes. In addition to Pattern Coding, the *Focused Coding*-method was applied as a method naturally following Initial Coding (Saldaña, 2009). Employing Focused Coding helped locate the most frequent codes from the Initial Coding-process which then presented the categories that were the most prominent in the data corpus (Charmaz, 2006; Saldaña, 2009). This method was appropriate for the

grounded theory-methodology, like Initial Coding, as it facilitated the development of major categories and themes which proved necessary to examine correlation between stated attitudes and beliefs and observed practices. Instead of following any preconceived hypothesis, the researcher was able to look at the codes and the emerging themes to obtain on overview of attitudes toward the L1's role in the EFL classroom. Combined with Pattern Coding, the Focused Coding-method enabled the researcher to compare the emerging codes with other data from the study to explore coherence and transferability between the themes and categories.

3.4.2 Analyzing Observations and Field Notes

For the observations and field notes, the data analysis was based on an *exploratory method*, which used tentative labels as a starting point which were later reviewed and modified before moving on to more specific methods in either the First Cycle or Second Cycle (Saldaña, 2009). Before entering the classrooms to observe both the teachers and students, the researcher had created an initial list of codes to follow in light of the Provisional Coding method. This list was based on themes that was thought to appear in the data set before analyzing them. One of the challenges Provisional Coding posed as a method in grounded theory was that the researcher could have become too invested in the original codes and reluctant to modify them, which could have led the researcher to fit qualitative data into codes that misrepresented the data collection. Going back to the principles of grounded theory, Provisional Coding could be understood to contradict the idea of approaching the study without preconceived theories or anticipation. Corbin and Strauss (2014) highlighted that an observational protocol could structure the observations excessively and take away some of the discovery found when encountering data freely. However, the development of an observational protocol gave the researcher a set of themes to look out for when observing. With discovery and deviation from the set of codes in mind, the researcher was able to move away from these codes when observing and analyzing the data when they saw fit. Moreover, the Second Cycle of analyzing the observations and field notes employed the same two methods from the Second Cycle of the interview transcripts-analysis: Pattern and Focused Coding. Combining these two methods gave meaningful and explanatory codes which were based on frequency and the significance of findings in the data corpus.

3.5 Validity and Reliability

When presenting the study's findings, the researcher was required to be able to justify the process' and results' validity. Addressing the prime goal of the study is important when discussing its validity, and further, its value. This research project did not aim to generalize or imply that findings from this study relate to teachers, students, classrooms, or schools outside of the data corpus and its participants. However, its goal was to *particularize* to explore attitudes and the basis of statements, experiences, and practices in Norwegian EFL teachers and their students. Therefore, the researcher had to extrapolate arguments and justifications behind the participants' actions and statements to collect meaningful data that could be analyzed and discussed further. Additionally, the analysis built its themes and theories by comparing actions with statements and, in general, constantly comparing the different sets of data in a pattern which moved between the different sets of data and its participants to see whether the findings correlated with each other.

To further enhance the reliability and validity of the study, this research incorporated a strategy called *triangulation*, which entailed examining different sources of

data to verify that the findings were visible in all the data sets (Creswell & Creswell, 2018). Along with triangulation, the researcher looked for information or evidence that could contradict themes and arguments presented in the findings section. By considering different perspectives and information that could contradict general themes of the study's findings, Creswell and Creswell (2018) stated that "the account becomes more realistic and more valid" (p. 201). Another aspect considered when evaluating the study's validity was the role of the researcher and their bias. The immediate reaction when mentioning *bias* in a study is often negative and can imply unfair and inaccurate interpretations of data. However, it is still important to recognize that interpretations of findings can be shaped by the researcher's background, whether it be gender, culture, history, or socioeconomic origin (Creswell & Creswell, 2018). Instead of evading the researcher's inevitable bias, Saldaña (2009) presented the idea of the researcher's interpretive and creative approach as being "essential to achieve new and hopefully striking perspectives about the data" (p. 150). As long as the researcher was aware of their bias and background they brought into the data analysis, their interpretations could gain validity in terms of how the data was approached critically through reflection and creativity. process, whereas member checking occurred at the end of the analytic process.

Regularity and repeatable procedures were not fitting aspects of this qualitative research, and not in the case of grounded theory which has been heavily inductive and relied on interpretations of real-world occurrences (Richards, 2015). When discussing the study's *reliability*, qualitative research depends on transparency and a well-documented process. For the researcher to make confident claims, the process that led to the findings has been clearly displayed along with the different measures made to ensure accuracy and coherence in the study, from finding their participants, to presenting their final theories.

3.6 Ethical Considerations

When collecting data from people and developing theories and themes based on peoples' statements and practices, it was important that the researcher protected their participants' identity, promoted integrity, and always considered their role as a researcher (Creswell & Creswell, 2018; Israel & Hay, 2006). There was also a responsibility revolving the use and gathering of personal information and considering which personalia was relevant to the study. Before going out in the research field and collecting data, the researcher sought approval from the *Norsk Senter for Forskningsdata* (NSD). An application form was filled to give a description of the study, its purpose, and how the data was intended to be collected. When submitting the research proposal, the researcher clarified which personal information the study wanted to gather and from whom. Additionally, the researcher provided written forms of how they planned to gain written consent from their participants which also included stating the rights they had to have their data deleted and/or changed. This also included an additional set of written forms for participants under 16, which required parental consent.

3.7 Summary

In conclusion, the aim of this study was to look at EFL teachers' and students' attitudes and experiences revolving around the use of L1(s) in the classroom and explore similarities and correlations. In order to do so, the main study included classroom observations and teacher and student interviews to gather the data which built the theories for this thesis. To be able to analyze and build the foundation for developing these theories, the research approach was based in grounded theory, employing analytic

coding methods that helped break down, and categorizing the data into coherent and manageable themes. Triangulation was effectuated through the employment of three data collection strategies, observations, field notes, and interviews transcripts that were filtered several times through two cycles of coding combining different methods which were carefully picked to follow the principles of grounded theory. Additionally, the researcher employed other strategies which strengthened the findings' accuracy and reliability, such as discussing counter-theories and presenting how the researcher's bias affected the process. The prime goal was to present theories which could describe and shed light upon the use of L1(s) in the Norwegian EFL classroom, based on the real-world data collected without preconceived ideas or desired findings which would have supported any hypothesis developed outside the specific population and samples of this study.

4 Findings

4.1 Introduction

The following chapter presents findings from the study's data analysis of interviews, observations, and field notes. The analysis aimed to answer the following research questions: a) What are EFL teachers' and students' attitudes towards the use of the L1 in the Norwegian EFL classroom?, b) When and for what purposes do EFL teachers use their L1 during teaching?, c) How prepared do EFL teachers feel about using their own and students' L1 to optimize language learning? The analytic process employed different strategies through two cycles of coding to encapsulate the data corpus' main themes (Saldaña, 2009). The analysis is structured based on the three research questions which have built the main sections, while core categories which emerged from the coding process are presented in subsections to highlight the coherence between the different data collection strategies and the data they presented. By presenting these findings in an objective manner, the researcher discusses them further in Chapter 5 where the findings are seen in light of literature and previous research as well as the researcher's own interpretations.

The two teacher participants in this thesis taught two different grade levels: Sara (6) taught three groups of sixth graders (group A, B, and C) containing approximately 20 students each and June (9 & 10) taught a group consisting of 10 ninth and tenth graders. Sara (6), June (9 & 10) and their students were observed for two to three weeks.

4.2 Research Question 1: Norwegian EFL Teachers' and Students' Attitudes Towards the Use of L1

The first research question sought out to explore attitudes towards the use of L1 in the EFL classroom, both from the teacher and the student perspective. The teacher and student interviews included questions regarding the participants' attitudes towards all-English teaching and the use of L1 in the classroom. The researcher was given the opportunity to compare teachers' and students' attitudes to see whether statements and beliefs were congruent with each other or if they disagreed. Additionally, the observational protocol included sections where instances of L1 were noted and a section to comment on the overall use of English and L1 for each session. The observations and field notes were compared to the participants' answers from interviews in order to triangulate the data. The aim was not to find discrepancy between stated beliefs and observed beliefs but trying to understand why participants failed to accurately describe language use in their classrooms presented an interesting aspect to the research.

4.2.1 Teachers and Students Preferring English as the Dominant Language

The students and teachers in this study were asked whether they felt using English exclusively would be realistic and whether it should or if the EFL classroom should incorporate other languages in addition to English. The consensus emerging from the interviews preferred English as the dominating language and stating the importance of being exposed to the TL as much as possible.

4.2.1.1 Teachers Idealizing an All-English Approach

Both teachers, Sara (6) and June (9 & 10), stated positive attitudes towards an English-dominant EFL classroom, arguing that English was regarded as the language that should be used as much as possible provided that the group of students were able to follow instructions and tasks this way. Further, both teachers highlighted age and development as a factor in determining how much English they felt appropriate to use with the students. Sara (6) stated that "if the students are at a place where everyone understands, only English should be used the moment [English] class starts", and further explained that some familiar instructions in English are no problem. Sara reported that translation occurred for the most part with new phrases and words to ensure that the whole class followed the lesson. The amount of translation or instructions in L1 varied between the three different groups for varying reasons, mostly overall proficiency in English and oral activity. June (9 & 10) had similar views to Sara (6) and stated that proficiency was an important factor affecting the balance between English and Norwegian and mentioned that it would be illogical to urge all-English teaching if students were unable to follow the lesson. Further, June (9 & 10) raised a point saying that using mostly English with students at an appropriate level was preferrable, "where it is natural for me to use it." The aspect of a natural context and the nature of the conversation was prominent in observations of both teachers' use of the L1 with students.

4.2.1.2 Students That Reporting English Should be the Dominant Language

Four of the five students who participated in interviews from June's (9 & 10) group stated that having English as almost exclusively the only language in the classroom would not be a problem for themselves and the fifth student highlighted that English-exclusive lessons could make it difficult to understand input and formulate themselves properly. All five students further emphasized that being exposed to and using English was one of the key aspects to learning the language, and additionally mentioned that one of their main inputs for learning English was from pop culture. In accordance with June and Sara's claims, some students mentioned that the switch from English to Norwegian was natural and usually happened during conversations outside the English topic or the lesson activity. June's students reported a switch to Norwegian for casual conversation which was in sync with observations and field notes from class prior to the interviews. The observations reported that all teaching in plenary was conducted in English and the students responded accordingly. Similarly, the field notes corroborated that the students in June's group seemed comfortable using English for on-topic purposes amongst each other, with the teacher, and in plenary. However, for other purposes such as casual conversations, jokes, or off-topic questions, both the teacher and the students used Norwegian, which the field notes noted as a natural switch to their L1.

The students from Sara's (6) groups had more mixed attitudes ranging from being comfortable with all-English teaching to struggling to follow instructions in English in general. Sara (6) expressed awareness of the differences between the groups and highlighted that she could be tricked by more oral activity in groups could falsely be interpreted as higher proficiency in English. However, Sara (6) put forward that accepting a group as more proficient would be a mistake as there would be students within these more orally active groups which were not able to follow as well as the rest of the class. The students who Sara considered to be less orally active came to light during student interviews and expressed that they felt less comfortable speaking in class and would usually ask for help one-to-one. In group A and B which the field notes reported as "orally active group(s), both in English and Norwegian", were students who could struggle to follow instructions in English. However, since there were stronger students in

these groups, the recorded use of English from the teacher was higher. Two students from group A and B reported that they were given instructions and help in Norwegian when required and found it comfortable asking the teacher for help.

The general idea gathered from observations and interviews from Sara's (6) groups was that the students were happy with the balance of English and Norwegian as it was. Sara (6) reported an approximately equal balance between the L1 and TL in group B and C and 70% Norwegian/30% English in group C while June (9 & 10) reported using English as much as possible during plenary activities. The field notes reported June's estimate to be accurate and Sara's slightly inaccurate as Norwegian played a bigger role in her groups than Sara reported herself.

4.2.2 Positive Attitudes Towards the L1 in the Classroom

Eight of the twelve students and both teachers expressed that an all-English approach was ideal in the classroom and all interviewees were positive to include the L1 as a resource in teaching and learning. The remaining four students that were skeptical to the idea of an all-English approach mentioned that they would struggle to understand smaller or bigger aspects of the teaching. Questions regarding the teachers' use of English and Norwegian elicited positive attitudes on L1 use in the classroom by the students. Similarly, the teachers expressed a need for Norwegian as a tool to ensure understanding in the classroom while simultaneously idealizing English-dominant teaching.

4.2.2.1 A Tool to Support Understanding and Retain Attention

The students from June's (9 & 10) group were content with using their L1, Norwegian, as a tool as it would a) help them understand difficult words or phrases, b) make expressing themselves properly easier, or c) be a positive asset to ensure their peers were able to follow lessons. Although the students preferred English-dominant teaching, they recognized the need to use L1 to ensure comprehension. One student pointed out that their vocabulary in English was limited and therefore felt that there would be instances where they could not express themselves properly if limited to English only. Similarly, the students from Sara's (6) groups stated that Norwegian was used to ensure that everyone was able to follow teaching. Some students claimed they would have no problem following teaching in exclusively English but recognized the need for the sake of their peers, while others stated they required some instructions or part of tasks to be given in Norwegian.

In accordance with the students' attitudes, both teachers recognized the resourcefulness of the L1 when the English language could be difficult, not necessarily for the whole class, but for certain students that would be "left behind" with the absence of support in Norwegian. The observations recorded several instances in all four groups for each session where L1 was employed to support students and the teacher to ease conversation and instructions. In Sara's (6) groups, Norwegian was also used to help attain the students' attention more efficiently in addition to support the students' understanding. The interview with Sara did not conclude whether using Norwegian for effectiveness was intentional or an instance of a *natural switch* to Norwegian.

4.2.2.2 Natural Switch to Norwegian

From June's (9 & 10) group, both June and her students admitted to using Norwegian for conversing outside lesson topics and felt it was a natural dynamic that did not affect the teaching negatively in any way. The observations also reported a switch to Norwegian for casual conversation, jokes, questions regarding logistics or asking for

permission to go to the bathroom, and other non-lesson purposes. Two of the students claimed that "speaking in Norwegian is more comfortable" for casual conversations and another student further added, "when I have spoken English and showed my proficiency, I think it's fine to switch to Norwegian." Based on observations from June's group, it seemed like the students and the teacher agreed about the use of Norwegian in class as they would engage in casual conversations together. June (9 & 10) stated in her interview that she saw no point in demanding students to use English for every aspect of the EFL classroom and put forward, "If a student asks me to go to the bathroom in Norwegian, I won't ask them to ask me in English instead." Additionally, June (9 & 10) mentioned that she would use Norwegian herself where she felt it would be the natural language to use. Similarly, a student from Sara's group B stated that "I just do it" when asked to explain why she used Norwegian for different purposes in the classroom. During Sara's (6) interview however, the notion of a natural switch was not brought to light, but the observations from Sara's groups recorded a similar pattern in switching languages as observed in June's (9 & 10) group.

4.2.3 Guilt Towards Using Norwegian in Class

As exemplified earlier, the interviews with both June and Sara revealed that using English as much as possible was preferred. However, observations and the teachers themselves reported Norwegian's role as bigger than the one reported. Sara mentioned that she was conflicted about asking students to use more English to create an English-dominant classroom but defended her practices stating that she wanted her students to have a healthy relationship with English. Simultaneously as stating that English should be used as much as possible, June and Sara emphasized the importance of using Norwegian in class. Both teachers recognized the needs of a Norwegian EFL classroom and highlighting the importance of feeling comfortable and ensuring students' comprehension while also idealizing an EFL classroom with English as the dominant language.

Compared to two-three weeks of observations and field notes, the researcher found that the teachers and their students minimized their reported use of Norwegian in class. In Chapter 5, the potential reasons behind incongruence between the reported and observed frequency in Norwegian use are discussed.

4.3 Research Question 2: The Different Purposes L1 Served in the EFL Classroom

To answer the second research question, b) When and for what purposes is the L1 used during teaching?, the researcher recorded the purposes and frequency of instances which the L1 was used during lessons. To gain another perspective on the reasons and experienced occurrences of the L1 during class, both teachers and their students were asked about their perspectives on the L1's purposes. In this way, the interpretations of the observer were not the sole foundation of the recorded purposes of the L1 and during the data analysis, the researcher was able to triangulate the data to gain more trustworthy and stronger findings. In accordance with the First Cycle method Provisional Coding, the observational protocol included a list of anticipated categories of L1 use in the classroom to start the coding process already during observations (Saldaña, 2009). These codes were later either merged with other similar categories, split into more concrete codes, or remained the same, following the Initial Coding method (Saldaña, 2009).

4.3.1 L1 as a Helpful Tool

As mentioned briefly when presenting findings relating to the first research question, the L1 was regarded as a helpful tool by both teachers and most of their students during interviews. Additionally, the field notes and observations reported frequent use of the L1 for different purposes across the two teachers and four groups. The core categories which emerged by the end of analyzing the data were using the L1 to help support students' understanding and translating, reprimands and problem solving, and as a natural switch for casual purposes.

4.3.1.1 Using L1 When English Was Difficult or Unclear

In Sara's (6) groups, the field notes and observations reported frequent translation of instructions either after they were given in English, in Norwegian only, or a mix of the two languages. Sara employed her L1 frequently on her own accord and in some instances after the students asked her to clarify or translate. In some reported cases, Sara would repeat her instructions in Norwegian one-to-one for some students. When the students were asked about this practice, one from group C answered, "She does [translate to Norwegian] sometimes. If we don't know what she is saying anyways, she'll translate to Norwegian", which is something other students reported as necessary and helpful to follow the lesson. Whereas in June's (9 & 10) lessons, the observations and interviews recorded fewer instances of translating instructions. June and her students stated that if instructions were difficult, June would either translate the difficult words or paraphrase to ensure understanding. In some less frequent cases, June would go to one or two specific students she knew could struggle with the instructions given in plenary to either translate or further explain the instructions in either Norwegian or English. During plenary instructions and teaching, June used English almost exclusively, and the switch to Norwegian would occur during individual or group conversations either to answer students' questions or to follow up on their progress. In contrast, the observed majority language during Sara's teaching was Norwegian and the amount of English would depend on activities and which group she was instructing. The observed pattern in Sara's groups implied that group A and B were perceived stronger groups and groups C being weaker overall which led to higher frequency of L1 use.

Not only did both teachers employ Norwegian when English was deemed too difficult, the students found their L1 helpful to further explain themselves when their English vocabulary was insufficient. When a student gave an answer in English, Sara (6) would sometimes either repeat the answer in English or translate the answer to Norwegian if deemed difficult for the rest of the class. Sara's answer regarding translation was: "I use some repeating phrases I know the students understand, so I don't translate, but when I use new sentences, I translate so I know everyone understands." In some cases, the students from Sara's groups would respond in a mix of English and Norwegian, such as "I open the *kalender* [calendar]" or "The cows are eating *høy* [hay]". In these instances, the teacher provided them with the translation of the words they were unable to say in English. Additionally, both teachers' students were used to being asked for the Norwegian translation when presenting terms that could be difficult, for example, "What is *indigenous*?" from June's (9 & 10) group or "Do you know what *porridge* means?" from Sara's group B. However, students asking for the English translation of Norwegian words was the most common use of translation elicited by the students in all four groups observed.

4.3.1.2 Employing the L1 for Diciplinary and Logistical Purposes

An aspect to the teachers' use of L1 which was prominent from field notes and observations was Norwegian's role in disciplinary action and problem solving. During her interview, June highlighted that she failed to see the purpose of being adamant in using English for every aspect of conversing in class, whereas Sara did not mention this aspect of her teaching when asked for which purposes she used her L1. Observations from June's group found that reprimands, although few of them were uttered, were given in Norwegian, as well as problem-solving and logistics were discussed in Norwegian during class. Some examples included: "Vi treng plakatar til presentasjonen vår, kan du hente? [We need posters for our presentation, can you get some?]" and "Finn de ut av det? [Are you figuring it out?]". In Sara's groups, phrases like "Går det bra? / [Everything okay?]" or "Eg er ikkje ferdig enda! / [I'm not done yet!]" were common from both the teacher and her students. Additionally, Sara would use Norwegian to maintain classroom discipline, commenting on students not doing what they were supposed to, or creating groups for activities. In June's group, the need for reprimands was minimum, so the researcher was not able to compare whether June would use Norwegian for these purposes as Sara did with her groups.

The observations and field notes reported that the L1 was used when the teachers were under time pressure or students failed to pay attention, especially in Sara's groups, which were more talkative compared to June's group. Instances recorded from Sara's groups included situations where instructions were first given in English and then repeated in Norwegian as several students did not pay attention, at the end of lessons trying to wrap things up before recess, and when students needed to get their books or laptops. Sara herself stated in her interview that it felt natural for her to switch to Norwegian when not given the oral response she wanted. She stated that the lack of response could be interpreted as lacking proficiency from the students, but she knew that that was not necessarily the case but switched to Norwegian regardless.

4.3.2 A Natural Switch – Using the Language That Feels the Most Comfortable

A switch to the teachers' and students' L1 was recorded quite frequently in all four groups for casual conversations, jokes, quick questions, or asking whether students needed help with tasks. For instance, the observations and field notes for one of June's (9 & 10) sessions recorded the following, "Most of the language used during this session was in Norwegian as the students worked independently (in pairs) about 75% of the time," including the teacher as well. The notes further stated, "However, not because of a lack of knowledge in English, but rather as it feels more natural for them to switch to Norwegian when engaging in conversations with each other." In line with these notes, June stated during her interviews that she supported using her own and the students' L1 for casual conversations and solving problems together. Additionally, June's students mentioned a *natural switch* to Norwegian depending on "who I'm speaking with, the setting" and "if I'm finished with a task and shown what I can." The other sessions with June included more lecturing and tasks which required the students to engage in tasks orally, which they did using English. Following the same pattern as mentioned above, June and her students switched to Norwegian in between plenary and task work non-academic purposes.

Similar patterns were observed in Sara's groups, alongside Norwegian being used for instructions and lesson activities. Sara herself did not mention using L1 because of a natural switch but focused more on the proficiency aspect to her L1 use. However,

observations recorded use of Norwegian for the same casual purposes as in June's group and interpreted this as a natural switch as well based on the purpose and context of the interactions. Two of the students interviewed from Sara's groups mentioned that switching to Norwegian when talking to each other or Sara was not a conscious choice and when asked why they switched, they both mentioned that "I guess I just do it."

4.3.3 Urging Students on Which Languages to Use

Another aspect to the choice of language the second research question sought out to answer revolved around the teachers' urge to enforce rules or routines on when to use which languages. The interviews included questions to explore students' experiences of being told which languages to use, whereas the observational protocol did not include a specific section for recorded rules. However, the field notes recorded patterns and statements that could be interpreted as rules or routines the students were familiar with regarding which languages to use when. Therefore, it was natural to use the interviews to delve deeper into experienced rules on the languages the students were urged to use.

In Sara's groups, some of the interviewed students explained that Sara was the one that decided when to use Norwegian or English and further stated that they could ask to use Norwegian when answering in English became difficult. Other students stated that they did not feel urged to speak English and would thus answer in Norwegian quite often, which the observations reported as frequent occurrences. Sara herself explained that she would try to urge some students to speak English in certain situations, especially during activities the students were familiar with, but highlighted that she would be cautious not to take away from the "natural interaction" between the students. She further stated in relation to this topic that "I want the students to have good relations to the [English] language, and I am afraid that pushing too hard can trigger anxiety." Analysis of the observations revealed that Sara rarely urged students to use English after having spoken in Norwegian, and the rare cases it happened, she would ask students who seemed confident and proficient in English. Whom to ask, and when, was also brought up by Sara during her interview stating that she knew whom she could ask and whom not to.

When asking June about her rules and routines, she stated that deciding when to use which language was a natural and often subconscious process, both by herself and her students. The observed group was taught by June since fifth and sixth grade and reflecting to the start of teaching this group, June recalled that they might have worked towards the routines that were internalized now. June stated that her students now followed the same pattern as herself regarding which language to use – when June used English, the students would as well, and vice-versa for Norwegian. The field notes from observing June's group for two weeks stated that the students knew when to use English and when they could switch to Norwegian. June never asked the students to use English as they would already know when to do it. This was reflected in the interviews with her students which expressed positive attitudes towards the relaxed dynamic regarding using Norwegian for non-academic purposes. Some students stated that it was the teacher that decided when and for what purpose to use English, but they did not feel urged or supervised in their language use.

4.4 Research Question 3: Teachers' Preparedness in Activating Students' L1 to Optimize Language Acquisition

The third research question, c) How prepared do EFL teachers feel about using their own and students' L1 to optimize language learning?, focused on delving deeper

into teachers' feeling of preparedness of meeting the expectations set to them from the national curriculum and other external factors. The research question emerged as a result of wanting to explore a specific goal from the national curriculum for English which stated that "Language learning refers to identifying connections between English and other languages the pupils know," (Norwegian Directorate for Education and Training, 2019, pp. 2-3). The curriculum further stated that students were expected to employ their knowledge of other languages to aid in their language acquisition. Based on these specific points in the English subject curriculum, this thesis sought out to extrapolate the teachers' thoughts and experiences on employing students' L1 in their teaching.

4.4.1 Background From Personal Experience and Education

First, the teachers' background and experiences in relation to employing other languages than English were examined. To gain a better understanding of where attitudes and beliefs could stem from, the teachers were asked whether their personal and educational background could have affected their views. In addition, external factors such as curricula, teacher teams, and administration were included to explore whether the teachers felt that these were deciding factors as Buehl and Beck (2014) suggested.

4.4.1.1 Lack of Minority Languages Present

It is important to note that both teachers had students who were able to follow teaching in Norwegian and had not previously had students in their groups which were not proficient enough in the language. Sara reported that it was common that students who were unable to follow instructions in Norwegian were grouped with other minority language students for separate teaching until they were able to follow "normal teaching" (§2-8), as per policies in the Education Act (1998). June, however, had little experience with minority language students in her groups, but could recall some students in her workplace having certain needs regarding language teaching and were given extra assistance in the form of an interpreter. June further explained that she had students who spoke other languages at home in her current group, which the student interviews also revealed, but neither June nor her students reported any desire to incorporate these languages in the EFL classroom. During student interviews with Sara's participating group, one student, Lene, who spoke Portuguese at home did not see the benefit of incorporating this language in the EFL classroom. Lene struggled to follow English instructions and stated that she needed help from the teacher in Norwegian to understand the tasks. When asked whether she could consider Portuguese as a helpful tool in the EFL classroom, Lene expressed that it had never crossed her mind and that she preferred Norwegian as a mediator language. Further, both June and Sara reported that multilingual practices or focus on incorporating other languages in language teaching had never been a topic during faculty meetings or school's area of focus.

4.4.1.2 Multilingualism in Educational Backgrounds and Administration

Both teachers mentioned that multilingual pedagogies were included as part of their educational background in English, but not to any great extent. Sara recalled multilingualism as a topic but could not report any instances it would be relevant for her to employ this knowledge. Similarly, June briefly mentioned multilingualism as a topic from her education but stated that topics including other languages mostly revolved around the dynamic between English and Norwegian. Additionally, multilingual practices or incorporating minority language students' L1 was not a topic in teacher meetings or school administration's focus areas according to both teachers. Despite the lack of exposure to multilingual pedagogies from both education and administration, both June

and Sara recognized benefits of including other languages in language teaching. However, both teachers expressed a feeling of not being prepared to engage in this topic and with other languages than the ones they were proficient in.

4.4.1.3 Preparedness to Engage With Multilingual Practices

When asked how they would approach potential minority language students in their groups, both teachers admitted they would struggle to know where to start. Also, Sara expressed a concern regarding how to engage with a language they do not know to facilitate English language learning. Neither of the teachers felt that their education prepared them to meet the expectations from the national curriculum regarding the needs of minority language students, nor did they feel the need to. However, in a potential situation where needed, both June and Sara mentioned that minority language students would have assistance or would be placed in other groups which would take the responsibility of incorporating other languages in their classroom away from them. Both teachers focused on whether there was a need to employ other languages than Norwegian and English in their classrooms, rather than considering whether they could. As the student interviews revealed, both teachers had students in their groups which spoke other languages than Norwegian and English but including these languages as resources in the EFL classroom was not mentioned by the teachers nor the students.

4.5 Summary

The findings of this study revealed that the teachers and most students perceived the L1 as a positive tool in the EFL classroom, while simultaneously preferring English-dominant teaching as a key factor in optimizing language acquisition. Teaching the four groups did not include specific multilingual pedagogies purposefully nor did the teachers or students feel the need to include minority languages in the classroom despite the presence of different languages spoken at home or with family. Using Norwegian to ease teaching and create safe and relaxed environments were key components in all four groups' classroom dynamic, and the experienced urgency on whether to use English or Norwegian was regarded as comfortable. However, in the following chapter, it is discussed whether the classroom dynamics can become too comfortable and limit potential teaching outcomes in language acquisition. Not just regarding the development of EFL, but Norwegian and additional languages as well. Further, Chapter 5 discusses how these findings can pave the way for implementations of multilingual practices and the revision of official documents.

5 Discussion

5.1 Introduction

This study aimed to explore attitudes towards the use of L1s in the Norwegian EFL classroom and understand for what purposes the L1 was used. Further, the scope of the study aimed to delve into teachers' and students' feeling of preparedness in employing other languages than Norwegian and English as tools in the language acquisition. The research questions addressed were: a) What are EFL teachers' and students' attitudes towards the use of L1 in the Norwegian EFL classroom?, b) When and for what purposes is the L1 used during teaching?, c) How prepared do EFL teachers feel about using their own and students' L1 to optimize language learning?. The findings are discussed in light of literature presented in Chapter 2 and the researcher's own interpretations and reflections. The results from the data analysis process found that English-dominant teaching was idealized by both teachers and most of their students, but the participants also considered Norwegian to be a helpful tool in the EFL classroom. However, an aspect of guilt was traced regarding the use of Norwegian and the observed balance between English and Norwegian unraveled a greater portion of Norwegian than expressed during student and teacher interviews. Further, both teachers expressed some concerns regarding the goal from the national curriculum in English which stated that students should be able to use languages they know in language acquisition (Norwegian Directorate for Education and Training, 2019). If the language their students looked to employ as a tool was a language the teachers were proficient in, the two teachers felt confident in their teaching. However, when asked about other languages, some concerns were revealed on how to facilitate minority language students resourcefully. As highlighted in several studies on FLT in Norway, there is an increasing need to incorporate multilingual pedagogies in Norwegian EFL classrooms in light of LK20's expectations to employ students' whole linguistic repertoires (Krulatz et al., 2018; Neokleous et al., 2022; Vikøy & Haukås, 2021). The findings of this study point to a lack of awareness and confidence among the participants in enacting the advantages of multilingual pedagogies in language acquisition. The aim of this chapter is to discuss these findings to gain a better understanding of the practices and attitudes in the EFL classroom and reflect upon how to approach potential areas of improvement.

In light of studies and literature presenting advantages of conducting foreign language teaching with the inclusion on learners' whole linguistic repertoire, the findings of this study found areas of improvement amongst the participants. The teachers expressed a lack of preparedness and support to approach multilingual pedagogies and minority language students resourcefully and showed that employing only Norwegian and English was the method of teaching they were comfortable with. The only languages the two teachers felt they had proper proficiency in was Norwegian and English, and employing other languages was not a topic reflected in their educational background or their respective schools' areas of focus, thus echoing the findings of previous studies (Krulatz et al., 2018; Neokleous et al., 2022; Surkalovic, 2014). Therefore, it became natural for this thesis to discuss the responsibility of educational institutes and schools at large to support their educators in approaching the linguistic diversity in accordance with the national curriculum (2019) and Education Act (1998).

5.1.1 Comparing Practices and Beliefs

Before discussing the findings, it is important to keep in mind Buehl and Beck's (2014) model presenting different factors which affect the relationship between beliefs and practices (p. 74) and Borg's (2017) emphasis on not attempting to generalize findings as these were generally vastly affected by research method and the conceptualization of the study. Buehl and Beck (2014) stated that comparing expressed with observed beliefs is complex, and that studies have struggled to find conclusive results that can explain the dynamic between practices and beliefs. Therefore, the following discussion aims to understand the relationship dynamic between beliefs and practices for this exact data corpus. It is also pivotal to note that the researcher does not imply that findings from this thesis are generally applicable to similar situations and settings. The data analysis process revealed several instances of both congruence and incongruence in the data set. As this study employed the grounded theory approach, the researcher treated the data under constant comparison, meaning that attitudes and practices between the interviews, observations, and field notes were constantly examined for similarities and differences. This also entailed comparing students' expressed statements with observed behaviors of both the students and the teacher, and vice-versa. It is important to keep mind that there are several factors which can elicit different statements during interviews, including phrasing of questions, how questions and answers are interpreted, anxiety, and lack of time to reflect, to mention a few. Similarly, classroom practices are also affected by external factors such as, time pressure, materials available, instructions from higher up the hierarchy, understanding of curricula, student demographic, and other factors mentioned in Buehl and Beck's (2014) model (p. 74). Moving forward into the discussion, the researcher applied their own interpretations to gain a deeper understanding of the study's findings to try to build grounded theories with support from literature and considerations in light of studies exploring the relationship between beliefs and practices. As mentioned in the methodology chapter, the research design gained its validity and strength through triangulation and enabling its participants to elaborate on their practices and statements.

5.2 Positive Attitudes Towards Using L1s in the EFL Classroom

As the findings of the data analysis process revealed, the teachers and most students expressed positive attitudes towards the use of L1 in the EFL classroom. The most frequent statements revolved around the L1 being a helpful tool to gain a better understanding or ensure that instructions were understood. Further, the switch to L1 acted as a natural transition for casual conversations or make discourse "more comfortable" as one of the student participants identified. Being one of the most prominent attitudes expressed during student and teacher interviews, it became important for the researcher to go back to the observations and field notes to look at which practices and attitudes were present in the classroom.

5.2.1 Ease Teaching Rather Than Employing Multilingual Pedagogies

Looking at June's (9 & 10) group and her teaching, English was used seemingly with ease and purposefully by both the teacher and the students. When the teacher spoke English, the students used English with few exceptions, and when the teacher used Norwegian, the students employed Norwegian. One key factor to this dynamic with the students following the teacher's language pattern has come from the fact that June had taught this group since fifth grade. June stated in her interview that she did not need to tell the students when to use English or Norwegian, "they just know", but when asked

how she had built this classroom dynamic, she mentioned that they had been her students for almost five years, and it had become the norm. Additionally, it was clear that the students were able to use English with ease relying on both the students' proficiency levels and the activities and vocabulary the teacher presented. The teaching practice in June's classroom was quite reminiscent of Krashen's input hypothesis (1992) where the language the students were exposed to was at a level they could understand with some support from the teacher in form of translation or paraphrasing. Following the lecturing-part of the sessions observed, June's students were able to incorporate the newly presented information into their work and task-solving. In between plenary discussion and teacher-teaching, the dominating language was Norwegian. This happened as a result of Norwegian being the shared L1 in this classroom and communicating with one another felt more natural for both the teacher and the students. In her interview, June mentioned that she failed to see the point in "nagging" the students to use English for all means in the classroom which allowed them to use their L1 for casual conversation and problem-solving. Being allowed to use their L1 for casual purposes was greatly appreciated based on the students' behavior in class and attitudes during interviews. Creating an environment where students were not excessively pressured to speak the TL at all times seemed to be an important factor in engaging most students to be orally active in class and, thus, practice the TL. An additional factor affecting the students' comfort and willingness to speak English could be their age and the size of the group.

Compared to Sara's (6) groups, which were three to four years younger and in bigger groups, several students seemed to be less positive about speaking English in class. However, they were at a lower grade level and seemed to have more issues related to the classroom dynamic regarding anxiety and social hierarchy. Group C in particular spoke almost exclusively Norwegian during class with the exceptions coming when playing the *Alias*-game in small groups which all students were familiar with and only required one-word answers. Or during simple translation questions or "What do you see in this picture?"-activities. Sara recognized that her groups, group C in particular, had some struggles with anxiety and speaking in class, not just in English but other subjects as well. However, during English class, which was a foreign language for the students, the threshold for speaking in class seemed to be increased without being present for other subjects' sessions. However, the age factor was not a certain explanation for the lack of English in Sara's groups. Sara mentioned she would tread carefully in urging students to use English as she wanted the students to maintain "a healthy relationship to the language" and feared that pushing too hard could counter her intention of wanting her students to speak English.

By observing and interviewing both teachers, it transpired that both teachers idealized an all-English approach and therefore justified their use of the L1 but still argued for its value in the EFL classroom. Employing the L1 in the EFL classroom due to lack of proficiency or insecurities was hardly a new discovery and looking at previous studies on this topic revealed that the L1 was employed to ease teaching instead of approaching L1s purposefully to optimize language teaching (Krulatz et al., 2014; Neokleous et al., 2022). The first research question of this thesis sought to explore the purposes the L1 was employed in the EFL classroom. The findings revealed that the L1 was used to ease teaching by using Norwegian for instructional and logistical purposes which seemed to accelerate the process and gain the attention of students. Further, using English as much as possible was considered the ideal by both teachers and most students, but some discrepancy was revealed as the L1 was argued to be a helpful and

necessary tool, which points to an all-English approach being more obstructing rather than optimizing in the cases of the study's four groups.

5.2.2 The L1 Being Helpful as the Majority Language

All the students participating in this study were able to follow instructions in Norwegian and did not require any adapted education in this sense. Going back to the expectations expressed in the national curriculum for English (Norwegian Directorate for Education and Training, 2019), drawing on all of one's languages was a desired goal in the EFL classroom. There were at least three students in this study who spoke other languages than Norwegian at home based on the student interviews, including Russian, Portuguese, and Thai; however, none of these students had considered using their additional languages at school. Similarly, neither of the two teachers had thought about incorporating these languages into the EFL classroom. In addition to the minority languages revealed during student interviews, other minority languages were present in these four groups but were also only used at home based on fellow students' and the teachers' assessment. As it was revealed during the interviews, employing other languages than Norwegian or English was not considered an area of focus at their school or team and were not practices the two teachers would have felt prepared to incorporate. Similarly, when the students speaking any other language were asked whether they could see the benefit of use these languages as a resource, they failed to see the purpose. If students are expected to employ their whole linguistic repertoire, they need to understand for what purpose (Krulatz et al., 2014), which can include creating inclusive environments, fostering language awareness, encouraging diverse identities, and function as a tool in language acquisition. When asked about how they would approach minority languages in the classroom, both teachers expressed concern and insecurity in where to start, saying "I wouldn't quite know how to approach it" and "It is kind of scary stepping into a language you don't know". Both teachers reported that multilingual pedagogies were lacking in their educational background, which could be a reason for why they failed to be aware of how multilingual pedagogies work. This finding implies a need to provide in-service teachers with awareness and knowledge of new pedagogies that purposefully work in multilingual environments. This was also evidenced in research studies undertaken by Neokleous et al. (2022), Surkalovic (2014), and Vikøy and Haukås (2021). The importance of current and former practices of teacher education programs are discussed further later in this chapter. In addition to feeling unprepared to employ multilingual practices outside the English and Norwegian language, both teachers along with their students reported use of the L1 in the classroom were minimized in contrast with observations.

5.2.3 Incongruence Between Reported and Observed Use of the L1

Despite expressing positive attitudes towards the resourcefulness of the L1, the observations recorded a higher frequency of L1 use compared to what the teachers and students expressed during their interviews. This practice was expected going into this study as previous studies revealed similar findings (Neokleous et al., 2022; Neokleous & Ofte, 2020). Based on the teachers' stated beliefs that English should be used as much as possible when deemed purposeful, backed with previous studies on teachers feeling guilt for using L1 in the EFL classroom, it could be understood that the two teachers felt they used more Norwegian than what they wanted themselves or than the expectations set to them implied. Admitting and giving precise estimates on the balance between English and other languages in the classroom might not come from feeling guilty or consciously choose to minimize the reported use of the L1. In light of how the teachers,

and some students for the sake of the argument, stated that their use of Norwegian felt natural and not necessarily based on specific practices or conscious choices, it made sense to understand that the teachers and their students were not constantly aware of when they used English or not. When asked about their language use in class, the interviewees could have had completely different perceptions on their language use compared to someone observing this specific aspect to the EFL classroom. Further, the researcher understood that the interviewees did not include aspects to their L1 use which related to non-classroom talk as it could be understood to not be relevant to the study or be based on guilt or lack of awareness. Trying to understand the incongruence between the reported and observed use of L1 could take a number of directions (Buehl and Beck, 2014). Considering how Norwegian teachers felt guilt for using Norwegian in the EFL classroom (Neokleous & Ofte, 2020; Neokleous et al., 2022), Buehl and Beck's (2014) point of not disregarding teachers' beliefs based on incongruence in observations and stated beliefs only has been important to keep in mind. Given the fact that both teachers and their students were open about their use of Norwegian in the classroom, it felt natural to understand that the incongruence was based on a lack of awareness or conscious choices and not seeing "non-classroom talk" as a relevant aspect when explaining the purposes of the L1 in the EFL classroom. However, given the fact that a main theme emerging from the teacher and student interviews was idealization of an English-dominant EFL classroom, it could be understood that reporting overreliance of the L1 might perceived negatively by others and even the participants themselves.

5.3 Lack of Preparation to Work in Diverse Environments

With the implementation of LK20 (Norwegian Directorate for Education and Training, 2019), teachers' and students' expected goals were broadened regarding developing their multilingual competence. The curriculum stated that students "shall experience that the ability to speak several languages is an asset at school and in society in general," (Norwegian Directorate for Education and Training, 2019, p. 2) which was further reflected in the specific goals for the different grade levels. As a historically homogeneous nation where classrooms have traditionally consisted of students and teachers sharing the same language, Norway has naturally not been a center for researching multilingual pedagogies up until quite recently and is still trailing in the field of teaching diverse classrooms. Thus, implementing goals and expecting desired attributes in its students revolving around being a global and multilingual individual has been experienced as a difficult task to tackle for Norwegian EFL teachers (Neokleous et al., 2022; Neokleous & Ofte, 2020; Surkalovic, 2014). EFL teachers that graduated before FLT in Norway became invested in multilingual pedagogies would face difficulties in implementing measures to help them meet the expectations set to them and their students. This chapter discusses the lack of support the two teachers in this study experienced to employ multilingual pedagogies and what could be done to help them feel more prepared and confident in working with linguistically diverse student populations. Supporting EFL teachers entails finding a way to tackle the "language-as-problem orientation" (Vikøy & Haukås, 2021, p. 3) and providing educators with adequate resources and competence. Further, this section discusses the Norwegian curriculum to understand whether the goals presented are viable and realistic in addition to present some suggestions for revisions or implementations in teaching policies or teacher education programs.

5.3.1 Teachers Not Feeling Equipped with Adequate Knowledge of Multilingual Pedagogies

Although both teachers saw the value and purpose of employing every student's L1 as a resource in the EFL classroom, even L1s other than Norwegian, they both had never encountered this "problem" and would feel insufficiently prepared if it should occur. Both teachers expressed concerns similar to what Vikøy and Haukås (2021) describe as a "language-as-problem orientation" (p. 3). In lieu of translanguaging and conceptualizing linguistic knowledge as one whole repertoire (Cummins, 1979; García & Wei, 2014), these teachers lacked knowledge of employing languages themselves were not proficient in. As multilingual pedagogies highlighted (García, 2009; García & Wei, 2014), educators were not required to know every language they want to include in their classroom, and this should be an important aspect to Norwegian EFL teachers' approaches to FLT. Looking back to the teachers' concerns regarding implementing multilingual pedagogies, it was clear that they had a language-as-problem orientation in which they interpreted multilingual pedagogies as requiring them to be proficient in languages they were expected to incorporate. This raises questions regarding where the responsibility lies to update and follow up teachers' competence and development of newer studies. As they mentioned during their interviews, neither of the two teachers had experienced multilingual practices as an area of focus at their school – neither from administration and higher up the hierarchy or in their teacher teams. However, one teacher reported that linguistic minorities never had been a "problem" at their school and, thus, not been something spent time on to solve. Further, the Education Act (1998) did not urge minority language students to be included in the classroom with majority language students as they had the right to special instruction if their proficiency in Norwegian was deemed insufficient to follow "normal instruction" (§2-8). This facilitated for not incorporating other languages in the classroom and took away that responsibility from the classroom teacher. Perhaps if there were more minority language students in their classes, the two teachers might have worked towards implementing multilingual practices in their teaching and strengthened the school administration's urgency in supporting their educators to do so.

The reasons behind the seemingly lack of preparedness to work with multilingual practices among the two teachers could be seen as a combination of, a) lacking the presence of minority language students, b) not being responsible for incorporating multilingual practices in "normal instruction" (Education Act, 1998, §2-8) as minority language students are often placed in separate groups or given one-to-one assistants, c) not being exposed to the advantages of working with several languages simultaneously and thus, not seeing the need to, and d) not knowing how to employ multilingual practices resourcefully. These findings were reflected in previous studies conducted in Norway (Krulatz et al., 2018; Neokleous et al., 2022; Vikøy & Haukås, 2021). In light of LK20's (Norwegian Directorate for Education and Training, 2019), it was clear that educators needed to be able to work with multilingual practices but as this study and others revealed, the awareness and knowledge among educators in the Norwegian EFL classrooms was lacking.

5.3.2 Students Not Seeing the Value of Minority Languages in School

Even though the two teachers in this study saw the value of minority language students' home languages, the minority language students themselves failed to understand how other languages were relevant to school and teaching in general. The literature chapter presented the importance of minority language students and not just

the teachers acknowledging the purpose and resourcefulness of their L1(s) (García & Wei, 2014; Krulatz et al., 2018). Of the 12 students interviewed for this study, three of them spoke minority languages at home in addition to Norwegian, but never in school. These three students did not see why it would be purposeful to use their other languages in school. While several studies focused on the advantages of multilingual backgrounds of newly arrived students with lacking proficiency in the majority language (Burner & Carlsen, 2019; Krulatz & Iversen, 2019), the resourcefulness of students that are fluent in Norwegian in addition to other languages should also be acknowledged. It is therefore important to highlight how students' entire linguistic repertoire and identity could be employed in school and not just at home. However, an important caution to be aware of when employing minority identities, whether it be language, gender, culture, religion is to not make one member of a minority group a representative *token* for the respective group.

Of the 12 students interviewed for this study, three of them spoke other languages than Norwegian at home and other students speaking additional languages who did not partake in interviews were present in the four groups observed. However, not a single student reported ever having used or heard other languages than Norwegian being used in class. None of the interviewed students recognized any advantages of implementing other languages in teaching either. However, not having experience with multilingual practices implied that the lack of awareness was a main cause for the absence of positive attitudes towards minority languages in the EFL classroom. The fact that the participants and the observations reported generally positive attitudes towards the language dynamic in class could be interpreted that there was no need to revise teaching practices as the results could be deemed sufficient or adequate. However, the possibilities presented when incorporating multilingual practices were unfamiliar for the four groups observed and therefore took away the ability to explore comparisons the students and teachers had experienced.

5.3.3 Implementing Measures to Prepare EFL Teachers to Work in Multilingual Environments

Seeing as findings from this thesis echoed similar concerns regarding multilingual practices in diverse classrooms as previous studies (Burner & Carlsen, 2019; Neokleous et al., 2022; Vikøy & Haukås, 2021), revising teacher education programs and how EFL teachers are supported should be prioritized. Increasingly diverse classrooms and EFL teachers' lack of preparedness in employing multilingual practices should be an alarming development when national curricula expect teachers and students to work purposefully in linguistically diverse environments. The way the national curriculum for English presents their goals on employing other languages a student might know can be interpreted as a need for teachers to be proficient in any number of languages, as a students' first or additional language can be any language in the world. However, looking to Cummins' and García's understanding of "languaging" (García & Wei, 2014, p. 20) and translanguaging, employing any language in the EFL classroom does not require educators to be proficient in them. To understand ideologies such as translanguaging and employing practices in accordance with these theories require, firstly, that educators are aware of them and confident in believing they can be employed in their classroom. This poses questions regarding where to start implementing knowledge of multilingual practices – whether it should be part of a new generation of educators that are still pre-service, or if in-service teachers should be equipped with this knowledge. Further, which measure to implement and how should be further researched.

An important aspect to implement multilingual teaching practices and having these are the new norm requires that educators are aware of them and how these practices work. By saying that students are expected to use "other languages the pupils know" (Norwegian Directorate for Education and Training, 2019, p. 3) without presenting specific guidelines on how to help students see those connections, the curriculum facilitates for any number of different interpretations. Without clear guidelines or the knowledge required to implement professionally developed multilingual pedagogies, the goal of employing other languages in FLT purposefully has been lost in feelings of unpreparedness and lack of awareness. Implementing measures to help educators stay updated on new pedagogies could entail organizing seminars and courses for in-service teachers and their school boards, revising curricula for clarity of how to achieve desired goals, and providing schools with materials and resources that can help educators plan and conduct activates which employs minority languages.

6 Conclusion

As the recognition of the increasingly diverse classrooms were seen in Norwegian curricula (Norwegian Directorate for Education and Training, 2019), this thesis sought out to explore attitudes towards the L1, for what purposes the L1 was used, and feelings of preparedness in employing different languages in the EFL classroom. By presenting relevant literature and analyzing interviews, observations, and field notes, the researcher was able to develop theories which helped understand some concerns and areas of improvement regarding multilingual pedagogies and languages in Norwegian EFL classrooms. Even with a small sample size, the themes which emerged from the analysis mirrored findings from previous research (Burner & Carlsen, 2022; Krulatz & Iversen, 2019; Neokleous et al., 2022; Shin et al., 2020).

This final chapter also presents suggestions intended to help approach areas of improvement and future research in the field of EFL teaching as the researcher considers the field to still be under-researched in Norway. Additionally, this chapter highlights some limitations and possible counters to the research project to show that these concerns were addressed and considered in the process of writing this paper.

6.1 Main Findings

The most prominent findings from this study were that teachers and students seemed to idealize an English-dominant EFL classroom and that Norwegian was considered a helpful tool in language acquisition. However, when exploring other languages as helpful tools in the EFL classroom in line with LK20's (Norwegian Directorate for Education and Training, 2019) expectations, concerns were revealed. These concerns revolved around a "language-as-problem orientation" (Vikøy & Haukås, 2021, p. 10) and not being aware of how multilingual pedagogies work. Additionally, the aspect of how much the L1 was used purposefully versus as a mean to ease teaching was discussed and revealed that multilingual strategies were lackluster. Instead of using the L1 based on professionally developed pedagogies, the language dynamic between Norwegian and English was controlled by intuitive and subconscious choices in both the teachers and their students.

6.2 Limitations of the Study

As mentioned in Chapter 3, the aim of this thesis was not to conclude with findings which could be applied to every EFL classroom and every context, but rather to explore attitudes and find. One of the limitations of this study regarding whether the findings are applicable to other EFL classrooms or not is the sample size. If this were to be a larger study that tried to map general attitudes among Norwegian teachers and students, the observations would need to be conducted in additional classrooms spread throughout all of Norway, both rural and urban areas. The thought behind where to gather the date for this research was to observe teachers and students from one urban school and one from a rural area, thus, the one teacher worked in Trondheim municipality and one in rural Western Norway. However, these two teachers and their students were not meant to be representative for either rural or urban EFL classrooms but provided the chance that some interesting similarities or differences could be found and discussed. The discussion chose not to discuss any comparisons in light of

geographic factors as the findings of such a process would not be substantial based on sample size, however, an interesting aspect that could be furthered examined in future research.

In addition to the sample size being small, the study could have benefitted from having a more diverse student demographic in its participants as multilingual pedagogies would arguably be more necessary than in the groups of this study. However, this was not the case and the student demographic this study presented could therefore be argued to be more realistic for Norwegian classrooms. Naturally, depending on where in the country the school is located, the perceived *normal* student demographic varies. If more linguistically diverse students were part of this study, the outcomes could have been different – maybe the teachers would be more aware of and confident in using multilingual pedagogies, students could potentially be less happy with the language dynamic in the classrooms, or the findings could be exactly the same. As the data analysis found, students who were unable to follow instructions in Norwegian were usually not the teachers' responsibility and would rather be placed in separate groups or given special assistance. This could also have been the case in schools where more minority students were present. If this study were to be replicated, some revision to the interview guides would be implemented as the researcher learned along the way as this was the first time conducting such interviews. As mentioned, the study could also benefit from having more participants, but for this exact study, two or three more teachers and their students could be possible to increase the data corpus and gain other perspectives and attitudes.

6.3 Future Research and Suggestions

The study's findings poses questions regarding how EFL teachers in Norway can be better equipped with the knowledge and confidence in meeting the needs of diverse classrooms and the expectations in LK20 (Norwegian Directorate for Education and Training, 2019). It was clear from the results of this study that some measures needed to be implemented, but the question of where and how to implement changes to help educators remained to be answered. However, based on previous research and the findings of this study, the researcher presents some possible suggestions they believe could help Norwegian EFL classrooms to use the L1 more resourcefully and incorporate minority languages in learners' language acquisition.

The findings from this study led the researcher to suggest that in-service should be taught strategies that incorporates different languages in the EFL classroom, even though it includes languages the teacher lacks proficiency in. Further, the researcher experienced that an English-dominating classroom was idealized and the use of L1 needed to be excused. The reported use of L1 in the classrooms observed revolved around the L1 as a tool but not based in any specific pedagogies, but would only include the majority language, Norwegian. Therefore, it seemed necessary that educators should be made aware of multilingual pedagogies in order to employ minority languages in addition to the majority language. School administrations and municipalities should be urged to expect multilingual pedagogies from their educators and should support them in their attempt of applying these pedagogies in practice. Some examples of how to aid educators in gaining the knowledge and confidence in employing certain practices could be, a) hosting seminars focusing on specific approaches and pedagogies, b) have focused meetings or workshops aimed at raising concerns regarding multilingual teaching and then work to solve them, and c) providing educators with needed materials and resources to enact what they have learned.

Further research which would help map the preparedness of the new generation of teachers should focus on how teacher education programs have adapted to the updated curriculum and if graduating teachers feel similarly to the teachers of previous studies and this study. In 2014, Surkalovic (2014) found that pre-service teachers did not feel prepared to teach English as a third language, and further research should explore and map the feelings of preparedness of newly graduated teachers. Newly graduated teachers are now graduating with LK20 (Norwegian Directorate for Education and Training, 2019) as the active curricula and have completed a five-year program in contrast to the previous of four years. Researching how confident new teachers feel about approaching multilingual pedagogies could present the field of FLT in Norway with important results to examine whether the new master's program better equips teachers with knowledge to work purposefully in diverse environments. In terms of the English subject, teacher education should prepare graduates to teach English in diverse classrooms and approach Norwegian and other minority languages resourcefully.

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Appendices

Appendix 1: Informational letter – teacher, Norwegian and English

Appendix 2: Informational letter – student, Norwegian and English

Appendix 3: Interview guide – teacher

Appendix 4: Interview guide – student

Appendix 5: Observational protocol

Appendix 1: Informational letter – teacher, Norwegian and English

Vil du delta i forskingsprosjektet «Teacher-student interactions in Norwegian EAL classrooms»?

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der føremålet er å utforske lærerar og elevar sine haldningar til interaksjon i klasserommet. I dette skrivet gjev vi deg informasjon om måla for prosjektet og om kva deltaking vil innebere for deg.

Føremål

Prosjektet har som føremål å lære om og diskutere haldningar knytt til klasseromsinteraksjon i engelskfaget. I tillegg til å undersøkje lærarar sine haldningar, noko som fleire studiar har gjort, vil dette prosjektet fokusere på elevar sine haldningar og erfaringar rundt engelskundervisning. Klassene vil bli observert under engelskundervisning, og læraren og elevar vil seinare bli intervjua der dei svarar på spørsmål knytt til studiet sitt føremål. Dette prosjektet utførast i samanheng med min master ved Grunnskulelærarutdanninga (5.-10.) ved NTNU.

Kven er ansvarleg for forskingsprosjektet?

Norges teknisk-naturvitenskapelige universitet er ansvarleg for prosjektet.

Kvifor får du spørsmål om å delta?

Prosjektet fokuserer på klasser mellom femte og tiande trinn frå forskjellige skular i Noreg. Å inkludere klasser frå både urbane områder og distrikt er eit bevisst val for å gi eit representativt bilde av lærerar og elevar sine perspektiv i Norge.

Kva inneber det for deg å delta?

Om du bestemmer deg for å delta i prosjektet, så vil du bli bedt om å delta på eitt individuelt intervju. Dette vil finne sted på skulen din, i klasserommet ditt. Intervjuet vil bli tatt opp elektronisk, og spørsmåla vil handle om dine personlege meiningar om klasseromsinteraksjon i engelskklasserommet. Du vil bli bedt om å svare på 6-8 spørsmål om di oppfatning av interaksjonar i klasserommet. Deltakinga i studien vil ta 30 minutt av di tid. Du kan be om å hoppe over spørsmål, og intervjuet vil bli gjort på norsk.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkje samtykket tilbake utan å gje nokon grunn. Alle personopplysingane dine vil då bli sletta. Det vil ikkje føre til nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkje deg. Du kan også nekte å svare på spørsmål du ikkje vil svare på, og likevel delta vidare i prosjektet.

Ditt personvern – korleis vi oppbevarer og bruker opplysingane dine

Vi vil berre bruke opplysingane om deg til føremåla vi har fortalt om i dette skrivet. Vi behandlar opplysingane konfidensielt og i samsvar med personvernregelverket.

- Vi vil berre bruke personlege opplysningar til føremålet som er spesifisert i dette informasjonsskrivet. Vi vil behandle all personleg informasjon konfidensielt og i tråd med gjeldande personvernforordning.

- All informasjon som samlast inn i forbindelse med prosjektet og som kan identifisere deg vil bli verande konfidensiell. Individuelle intervju vil bli tatt opp anonymt og oppbevarast strengt konfidensielt. Under intervjuet vil du ikkje bli bedt om å stadfeste namnet ditt, kvar skulen ligg, eller namnet på skulen.
- Informasjonen vi samlar om deg vil bli koda med falskt namn (pseudonym). Oversikta over namnet på deltakarane, kontaktinformasjon og dei respektive kodene bli oppbevart separat frå resten av datamaterialet. Alt av datamateriale bli oppbevart på eit sikkert sted som berre er tilgjengeleg for prosjektledar.
- Når resultata frå prosjektet bli publisert eller presentert, vil dette materiale ikkje innehalde noko som kan avsløre din identitet.

Kva skjer med opplysingane dine når vi avsluttar forskingsprosjektet?
Opplysingane blir anonymiserte når prosjektet er avslutta/oppgåva er godkjend, noko som etter planen er 24.05.2022. Personopplysningar og opptak blir sletta/destruert etter prosjektet er avslutta.

Kva gjev oss rett til å behandle personopplysingar om deg?
Vi behandlar opplysingar om deg basert på samtykket ditt.

På oppdrag frå Norges teknisk-vitenskapelige universitet har NSD – Norsk senter for forskningsdata AS vurdert at behandlinga av personopplysingar i dette prosjektet er i samsvar med personvernregelverket.

Dine rettar
Så lenge du kan identifiserast i datamaterialet, har du rett til:
- innsyn i kva opplysingar vi behandlar om deg, og å få utlevert ein kopi av opplysingane,
- å få retta opplysingar om deg som er feil eller misvisande
- å få sletta personopplysingar om deg
- å sende klage til Datatilsynet om behandlinga av personopplysingane dine.

Dersom du har spørsmål til studien, eller om du ønskjer å vite meir eller utøve rettane dine, ta kontakt med:
- Norges teknisk-naturvitenskaplige universitet ved Georgios Neokleous på georgios.neokleous@ntnu.no.
- Norges teknisk-naturvitenskaplige universitet ved Jonathan Følvik på jonathfo@stud.ntnu.no.
- Vårt personvernombod: Thomas Helgesen (thomas.helgesen@ntnu.no).

Dersom du har spørsmål knytt til NSD si vurdering av prosjektet kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS, på e-post (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Venleg helsing

Georgios Neokleous (Forskar/rettleiar)

Jonathan Følsvik (student)

Samtykkeerklæring

Eg har motteke og forstått informasjon om prosjektet «Teacher-student interactions in Norwegian EAL classrooms» og har fått høve til å stille spørsmål. Eg samtykker til:

- ☐ å delta i intervju

Eg samtykker til at mine opplysingar kan oppbevarast og behandlast fram til prosjektet er avslutta, 24.05.2022.

(Signatur deltakar, dato)

Are you interested in taking part in the research project "Teacher-student interactions in Norwegian EAL classrooms"?

This is an inquiry about participation in a research project where the main purpose is to explore teacher and student attitudes to classroom interaction. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

The research project's purpose is to gain knowledge of and discuss attitudes related to classroom interaction in the English classroom. In addition to explore teachers' attitudes, which several studies have done, this project focuses on students' attitudes and experiences with English education. The classroom will be observed during English sessions, of the teacher and students will later be interviewed answering questions related to this study's purpose. This project is part of my master's thesis in Elementary School Education at NTNU Trondheim.

Who is responsible for the research project?

Norwegian University of Science and Technology is the institution responsible for the project.

Why are you being asked to participate?

The project focuses on classrooms between fifth and tenth grade from different schools in Norway. Including schools from both urban and rural areas of Norway is a conscious choice to present a more representative view on teacher and student attitudes in Norway.

What does participation involve for you?

If you agree to partake in this project, you will be asked to partake in an individual interview. It will be conducted at your school, in your classroom. The interview will be recorded electronically, and the questions will revolve around your attitudes towards classroom interactions in the English classrooms. You will be asked to answer 6-8 questions, and it will take approximately 30 minutes of your time. You can at any time ask to skip questions, and the interview will be conducted in Norwegian.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw. You can refuse to answer any questions you do not want to answer, and still take part of this study.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- All of the information collected in relation to this project that can identify you will remain confidential. The individual interview will be anonymously recorded and stored strictly confidential. You will not be asked to state your name or the location or name of your school during the interview.

- The information we collect from you will be recorded anonymously under a pseudonym. Information of the names, contact information and the respective codes will be stored separately from the rest of the data material. All data will be safely stored which only the project leader has access to.
- When the results of this project are published or presented, the material will not contain any information that can help identify you.

What will happen to your personal data at the end of the research project?
The project is scheduled to end 24.05.2022. Personal data and recordings will be deleted/destroyed by the time the project has ended.

Your rights
So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?
We will process your personal data based on your consent.

Based on an agreement with Norwegian University of Science and Technology, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?
If you have questions about the project, or want to exercise your rights, contact:

- Norwegian University of Science and Technology via Georgios Neokleous at georgios.neokleous@ntnu.no.
- Norwegian University of Science and Technology via Jonathan Følsvik at jonathfo@stud.ntnu.no.
- Our Data Protection Officer: Thomas Helgesen (thomas.helgesen@ntnu.no).
- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 53 21 15 00.

Yours sincerely,

Georgios Neokleous (Researcher/supervisor)

Jonathan Følsvik

Consent form

I have received and understood information about the project “Teacher-student interactions in Norwegian EAL classrooms» and have been given the opportunity to ask questions. I give consent:

- ☐ to participate in an interview

I give consent for my personal data to be processed until the end date of the project, approx. 24.05.2022

(Signed by participant, date)

Appendix 2: Informational letter – student, Norwegian and English

Vil du delta i forskingsprosjektet «Teacher-student interactions in Norwegian EAL classrooms»?

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der føremålet er å utforske lærerar og elevar sine haldningar til interaksjon i klasserommet. I dette skrivet gjev vi deg informasjon om måla for prosjektet og om kva deltaking vil innebere for deg.

Føremål

Prosjektet har som føremål å lære om og diskutere haldningar knytt til klasseromsinteraksjon i engelskfaget. I tillegg til å undersøkje lærarar sine haldningar, noko som fleire studiar har gjort, vil dette prosjektet fokusere på elevar sine haldningar og erfaringar rundt engelskundervisning. Klassene vil bli observert under engelskundervisning, og seinare intervjua der dei svarar på spørsmål knytt til studiet sitt føremål. Dette prosjektet utførast i samanheng med min master ved Grunnskulelærarutdanninga (5.-10.) ved NTNU.

Kven er ansvarleg for forskingsprosjektet?

Norges teknisk-naturvitenskapelige universitet er ansvarleg for prosjektet.

Kvifor får du spørsmål om å delta?

Prosjektet fokuserer på klasser mellom femte og tiande trinn frå forskjellige skular i Noreg. Å inkludere klasser frå både urbane områder og distrikt er eit bevisst val for å gi eit representativt bilde av lærerar og elevar sine perspektiv i Norge.

Kva inneber det for deg å delta?

Om du bestemmer deg for å delta i prosjektet, så vil du bli bedt om å delta på eitt individuelt intervju. Dette vil finne sted på skulen din, i klasserommet ditt. Intervjuet vil bli tatt opp elektronisk, og spørsmåla vil handle om dine personlege meiningar om klasseromsinteraksjon i engelskklasserommet. Du vil bli bedt om å svare på 6-8 spørsmål om di oppfatning av interaksjonar i klasserommet. Deltakinga i studien vil ta 10 minutt av di tid. Du kan be om å hoppe over spørsmål, og intervjuet vil bli gjort på norsk.
Dine foreldre kan be om å få sjå intervjuguiden før intervjuet finn sted.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkje samtykket tilbake utan å gje nokon grunn. Alle personopplysingane dine vil då bli sletta. Det vil ikkje føre til nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkje deg. Du kan også nekte å svare på spørsmål du ikkje vil svare på, og likevel delta vidare i prosjektet.

Ditt personvern – korleis vi oppbevarer og bruker opplysingane dine

Vi vil berre bruke opplysingane om deg til føremåla vi har fortalt om i dette skrivet. Vi behandlar opplysingane konfidensielt og i samsvar med personvernregelverket.

- Vi vil berre bruke personlege opplysningar til føremålet som er spesifisert i dette informasjonsskrivet. Vi vil behandle all personleg informasjon konfidensielt og i tråd med gjeldande personvernforordning.

- All informasjon som samlast inn i forbindelse med prosjektet og som kan identifisere deg vil bli verande konfidensiell. Individuelle intervju vil bli tatt opp anonymt og oppbevarast strengt konfidensielt. Under intervjuet vil du ikkje bli bedt om å stadfeste namnet ditt, kvar skulen ligg, eller namnet på skulen.
- Informasjonen vi samlar om deg vil bli koda med falskt namn (pseudonym). Oversikta over namnet på deltakarane, kontaktinformasjon og dei respektive kodene bli oppbevart separat frå resten av datamaterialet. Alt av datamateriale bli oppbevart på eit sikkert sted som berre er tilgjengeleg for prosjektledar.
- Når resultata frå prosjektet bli publisert eller presentert, vil dette materiale ikkje innehalde noko som kan avsløre din identitet.

Kva skjer med opplysingane dine når vi avsluttar forskingsprosjektet?
Opplysingane blir anonymiserte når prosjektet er avslutta/oppgåva er godkjend, noko som etter planen er 24.05.2022. Personopplysningar og opptak blir sletta/destruert etter prosjektet er avslutta.

Kva gjev oss rett til å behandle personopplysingar om deg?
Vi behandlar opplysingar om deg basert på samtykket ditt.

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Dine rettar
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- å få retta opplysingar om deg som er feil eller misvisande
- å få sletta personopplysingar om deg
- å sende klage til Datatilsynet om behandlinga av personopplysingane dine.

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- Norges teknisk-naturvitenskaplige universitet ved Jonathan Følvik på jonathfo@stud.ntnu.no.
- Vårt personvernombod: Thomas Helgesen (thomas.helgesen@ntnu.no).

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- NSD – Norsk senter for forskningsdata AS, på e-post (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Venleg helsing

Georgios Neokleous	Jonathan Følsvik
(Forskar/rettleiar)	(student)

Samtykkeerklæring

Eg har motteke og forstått informasjon om prosjektet Mother Tongue in Norwegian EAL classrooms og har fått høve til å stille spørsmål. Eg samtykker til:

- ☐ å delta i intervju

Eg samtykker til at mitt barn sine opplysingar kan oppbevarast og behandlast fram til prosjektet er avslutta, 24.05.2022.

Barnet sitt namn (BLOKKBOKSTAVAR):

_____

(Signert av foresatte, dato)

Are you interested in taking part in the research project "Teacher-student interactions in Norwegian EAL classrooms"?

This is an inquiry about participation in a research project where the main purpose is to explore teacher and student attitudes to classroom interaction. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

The research project's purpose is to gain knowledge of and discuss attitudes related to classroom interaction in the English classroom. In addition to explore teachers' attitudes, which several studies have done, this project focuses on students' attitudes and experiences with English education. The classroom will be observed during English sessions, of the teacher and students will later be interviewed answering questions related to this study's purpose. This project is part of my master's thesis in Elementary School Education at NTNU Trondheim.

Who is responsible for the research project?

Norwegian University of Science and Technology is the institution responsible for the project.

Why are you being asked to participate?

The project focuses on classrooms between fifth and tenth grade from different schools in Norway. Including schools from both urban and rural areas of Norway is a conscious choice to present a more representative view on teacher and student attitudes in Norway.

What does participation involve for you?

If you agree to partake in this project, you will be asked to partake in an individual interview. It will be conducted at your school, in your classroom. The interview will be recorded electronically, and the questions will revolve around your attitudes towards classroom interactions in the English classrooms. You will be asked to answer 6-8 questions, and it will take approximately 10 minutes of your time. You can at any time ask to skip questions, and the interview will be conducted in Norwegian.

Your parents can ask to see the interview guide before the interview is conducted.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw. You can refuse to answer any questions you do not want to answer, and still take part of this study.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- All of the information collected in relation to this project that can identify you will remain confidential. The individual interview will be anonymously recorded and

stored strictly confidential. You will not be asked to state your name or the location or name of your school during the interview.

- The information we collect from you will be recorded anonymously under a pseudonym. Information of the names, contact information and the respective codes will be stored separately from the rest of the data material. All data will be safely stored which only the project leader has access to.
- When the results of this project are published or presented, the material will not contain any information that can help identify you.

What will happen to your personal data at the end of the research project?
The project is scheduled to end 24.05.2022. Personal data and recordings will be deleted/destroyed by the time the project has ended.

Your rights
So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?
We will process your personal data based on your consent.

Based on an agreement with Norwegian University of Science and Technology, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?
If you have questions about the project, or want to exercise your rights, contact:

- Norwegian University of Science and Technology via Georgios Neokleous at georgios.neokleous@ntnu.no.
- Norwegian University of Science and Technology via Jonathan Følsvik at jonathfo@stud.ntnu.no.
- Our Data Protection Officer: Thomas Helgesen (thomas.helgesen@ntnu.no).
- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 53 21 15 00.

Yours sincerely,

Georgios Neokleous (Researcher/supervisor)

Jonathan Følsvik

Consent form

I have received and understood information about the project “Teacher-student interactions in Norwegian EAL classrooms» and have been given the opportunity to ask questions. I give consent:

- ☐ to participate in an interview

I give consent for my child’s personal data to be processed until the end date of the project, approx. 24.05.2022

Child’s name (CAPITAL LETTERS): _____

(Signed by guardian, date)

Appendix 3: Interview guide – teacher

Intervjuguide – lærar *[Interview guide – teacher]*

Deltakaren kan på kva som helst slags tidspunkt avbryte intervjuet eller velje å ikkje svare på spørsmål.
[The participant can at any moment terminate the interview or choose to skip any questions.]

Spørsmål [Questions]:

1. Kva trinn og i kva fag er du lærar i? / [Which grade and subject do you teach?]
2. Kva språk snakkar eller forstår du? / [Which languages do you speak or understand?]
3. Kva språk brukar du til vanleg? / [Which language(s) do you regularly use?]
4. Kva meiningar har du om kva slags språk som skal bli brukt i engelskundervisning? / [What are your attitudes on which languages should be used when teaching English?]
5. Om du brukar forskjellige språk i undervisninga, kva er det som bestemmer kva språk du brukar når og for kva føremål? / [If you use different languages during teaching, what decides which language you use when and for what purpose?]
6. Gir du elevar beskjed om kva språk dei skal bruke i undervisninga? Når og kvifor? / [Do you instruct students on what languages to use during teaching? When and why?]
7. Om du har elevar med eit anna førstespråk/morsmål/heimespråk enn norsk, korleis kan du bruke det som ein ressurs for eleven si læring? / [If you have students with another first language/mother tongue/home language than Norwegian, how can you use it as a resource for the students' learning?]
8. Har utdanninga di påverka dine haldningar til kva språk som skal nyttast i engelskklasserommet? / [Has your education affected your attitudes towards which languages should be used in the English classroom?]
9. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*
10. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*
11. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*

Appendix 4: Interview guide – student

Intervjuguide – elev [Interview guide – student]

Deltakaren kan på kva som helst slags tidspunkt avbryte intervjuet eller velje å ikkje svare på spørsmål.
[The participant can at any moment terminate the interview or choose to skip any questions.]

Spørsmål [Questions]:

1. Kva trinn går du? / [Which grade are you in?]
2. Kva språk snakkar eller forstår du? / [Which languages do you speak or understand?]
3. Kva språk snakkar du heime, med vener eller med andre familiemedlemmer? / [Which language(s) do you speak at home, with friends or with other familiy members?]
4. Kva språk brukar du i engelsktimane? / [Which language(s) do you use in English classes?]
5. Om du brukar forskjellige språk i undervisninga, kven er det som bestemmer når du får bruke dei ulike språka? Når og korleis? / [If you use different languages during classes, who decides when you use the different languages? When and how?]
6. Får du lov å bruke {sett inn språk}i timane? Hjelper det deg å lære engelsk? Visst ja, på kva måte? / [Are you allowed to use {insert language} during classes? Does it help you learn English? If yes, how so?]
7. Kva språk brukar læraren din i engelsktimane? Om dei brukar fleire språk, når brukar dei kva språk? / [Which language does your teacher used during English lessons? If they use more than one language, when do they use which language?]
8. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*
9. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*
10. *Sett av til spørsmål knytt til observasjon. / [Reserved for questions related to observations]*

Appendix 5: Observational protocol

Observational Protocol

Section A: General Characteristics

Class: Total Number of Students:

Date: Class period:

Topic:

Section B: Frequency of Teachers and Students Indulgence in MT use

Teacher Use of the MT:

Student Use of the MT:

Section C: Purposes for which the L1 is used by the students:

Translation:

_____

Explaining/Revising Aspects of the English Language:

_____

Jokes:

_____

Praise:

_____

Qs + As:

_____

Reprimands:

_____

Logistics:

_____

Hints:

_____

Markers:

_____

Notes:

Section D: Purposes for which the MT is used by the teachers:

Translation:

_____

Explaining/Revising Aspects of the English Language:

_____

Jokes:

_____

Praise:

_____

Qs + As:

_____

Reprimands:

_____

Logistics:

_____

Hints:

_____

Markers:

_____

Notes:

Section E: Patterns of Interaction: How do the students react to their teacher's pattern of interaction?

English → English:

_____

Norwegian → Norwegian:

_____

English → Norwegian:

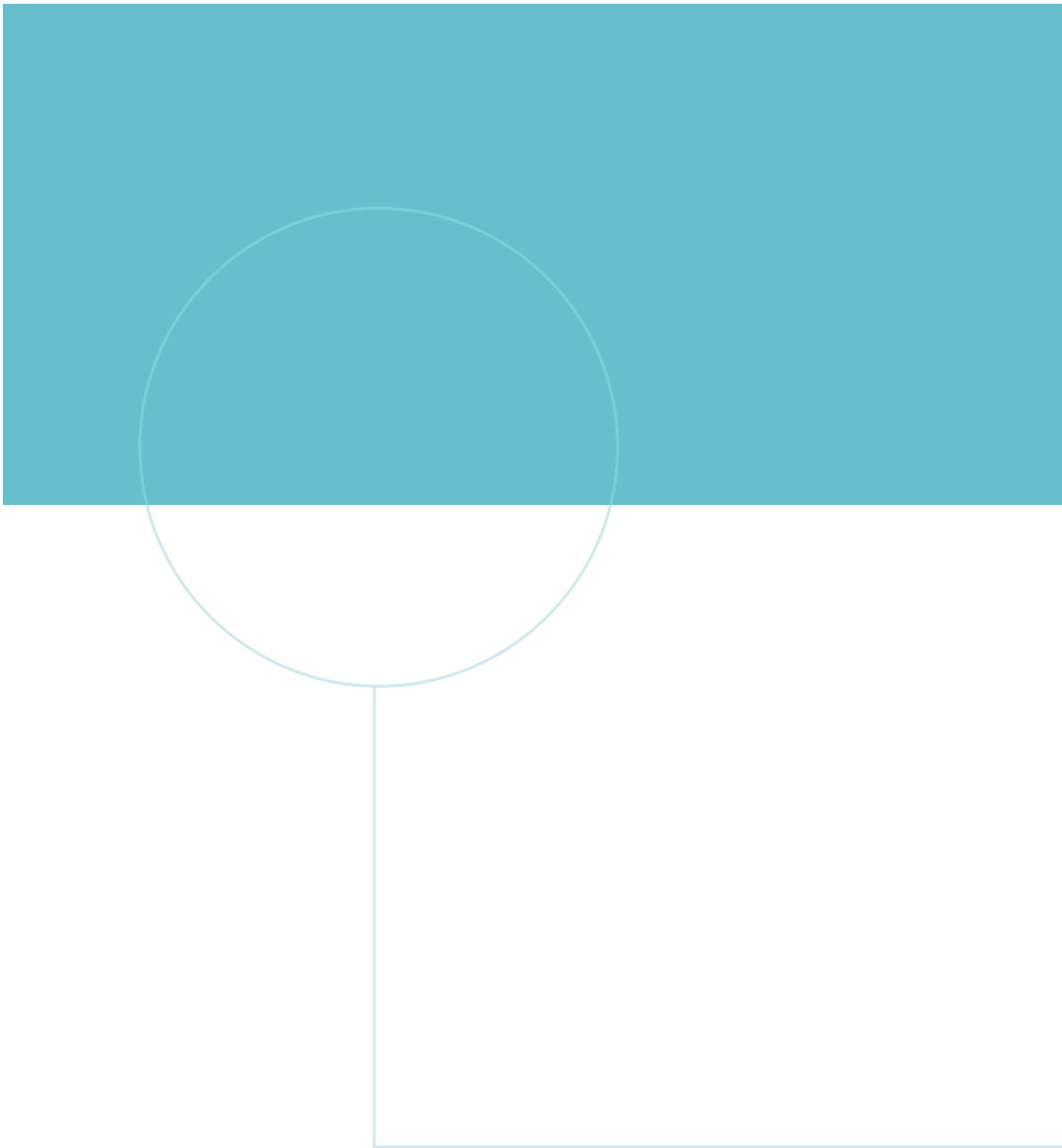
_____

Norwegian → English:

_____

Notes:

Section F: Additional Notes



NTNU

Kunnskap for en bedre verden