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# Student and Teacher Attitudes Toward the Use of Home Languages in the Norwegian EAL Classroom

Master's thesis in Primary and Lower Secondary Teacher Education  
for Years 1-7

Supervisor: Georgios Neokleous

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# Abstract

The purpose of this thesis is to explore student and teacher attitudes toward the use of home languages (HLs) in the English as an additional language (EAL) classroom in Norway. Due to changes in globalization and mobility, the world is characterized by an increasingly diverse population. In Norway, 19.9% of the Norwegian population are immigrants and Norwegian-born to immigrant parents (Statistics Norway, 2023). An increasingly diverse population also means that classrooms have become more diverse culturally but also linguistically. Considering the increasingly multilingual and cultural nature of today's Norwegian EAL classrooms, the study sought to answer the following questions: a) What are EAL students' and teachers' attitudes toward the use of HL(s) in the Norwegian EAL classroom? b) When and for what purposes is/are the HL(s) used during teaching? c) Do teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how? To answer these questions, three different Norwegian EAL classes were observed for four weeks and four teachers and seventeen students from these classrooms were interviewed. The purpose of the qualitative design approach adopted was to gain insight into how HL(s) are perceived in the classroom and investigate how the promotion of increasingly multilingual environments is developing. The goal was not to form a general conclusion on how HL(s) are perceived in all Norwegian EAL classrooms, but rather to raise awareness on the topic and contribute to a larger discussion as to how its use can enhance the learning experience. The qualitative analysis revealed that English-dominant teaching was idealized by the teachers and their students, and that instruction should be predominantly conducted in English to enhance target language (TL) proficiency. However, the results also showed that most teachers and students viewed the majority language (Norwegian) as a valuable resource in the EAL classroom but indicated that the teachers lacked knowledge on including other student HLs in their teaching. None of the four teachers had multilingual pedagogies as part of their educational background, and only one of them stated that she included HLs in her classroom. The conclusion of the thesis asserts that educators need to receive training to effectively engage with HLs in the EAL classroom.

# Sammendrag

Formålet med denne oppgaven er å utforske studenter og læreres holdninger til bruken av morsmål (definert som «home language») i engelskklasserom i Norge. Som en konsekvens av globalisering og mobilitet har det blitt en stadig mer mangfoldig befolkning i verden. I Norge er 19,9 % av den norske befolkningen innvandrere og norskfødte med innvandrerforeldre (Statistics Norway, 2023). En stadig mer mangfoldig befolkning betyr også at klasserommene i Norge har blitt mer språklig mangfoldige. Med den stadig mer flerspråklige og kulturelle karakteren til dagens norske engelskklasserom, prøvde studien å svare på følgende spørsmål: a) Hva er elever og læreres holdninger til bruken av morsmål i norske engelskklasserom?, b) Når og for hvilke formål blir morsmål brukt i undervisningen?, c) Mener lærere og elever at flerspråklige tilnærminger til undervisning kan bli implementert i norske engelskklasserom? Hvis ja, hvordan? For å svare på disse spørsmålene ble tre ulike engelskklasser observert i fire uker, og fire lærere og sytten elever fra disse klassene ble intervjuet. Formålet med denne kvalitative tilnærmingen var å få innsyn i hvordan morsmål ble oppfattet i klasserommet. Målet var ikke å danne en generell konklusjon om hvordan morsmål oppfattes i alle norske engelskklasserom, men snarere å øke bevisstheten om temaet og bidra til en større diskusjon om hvordan bruken av det kan forbedre læringsopplevelsen. Den kvalitative analysen avdekket at engelskdominerende undervisning ble idealisert av lærerne og deres elever, og at de mente at undervisningen hovedsakelig burde være på engelsk for å forbedre engelskkunnskapene. Resultatene viste imidlertid også at de fleste lærere og elever så på majoritetsspråket (norsk) som en verdifull ressurs i engelskklasserommet, men indikerte at lærerne manglet kunnskap om å inkludere andre elevers morsmål i undervisningen. Ingen av de fire lærerne hadde flerspråklig pedagogikk som en del av sin utdanningsbakgrunn, og bare én av dem oppga at hun inkluderte morsmål i klasserommet. Oppgaven konkluderer med at lærere bør få en bedre opplæring for å effektivt ta i bruk morsmål i engelskklasserommet.

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# Abbreviations

EAL	English as an additional language
EFL	English as a foreign language
ESL	English as a second language
FLT	Foreign Language Teaching
HL	Home language
LK06	Kunnskapsløftet 2006
LK20	Kunnskapsløftet 2020
NSD	<i>Norsk senter for forskningsdata</i>
TL	Target language

# 1 Introduction

Historically, it was believed that using home languages (HLs) in the English as an additional language (EAL) classroom had limited benefits. The ideal EAL classroom was thought to have maximal exposure to the target language (TL) with minimal use of HLs (Hall & Cook, 2012; Shin et al., 2020). However, in recent decades, researchers have shown that incorporating HLs can be advantageous for students learning a TL (Antón & DiCamilla, 1999; Cummins, 2007; Krulatz et al., 2016). As globalization has increased, multilingualism has also gained recognition as an asset in the classroom (Conteh & Meier, 2013; Krulatz et al., 2018).

An increasingly multicultural and multilingual population in Norway has subsequently transformed the classrooms into being more culturally and linguistically diverse (Conteh & Meier, 2014; Krulatz et al., 2018; Skeie, 2018). This diversity was also evident in the latest revision of the national curriculum as the Norwegian Ministry of Education and Research has grasped this phenomenon and outlined clear ambitions as to how multilingualism can contribute to learning as well as relationship-building in the classroom (Norwegian Directorate for Education and Training, 2020). Additionally, the Education Act (1998) has been revised to recognize multilingualism in schools. Educators in Norwegian EAL classrooms are required to use students' HLs to enhance language learning and recognize the value of their entire linguistic repertoires (Norwegian Directorate for Education and Training, 2020). However, despite the expectations set by the curriculum, several studies demonstrated a lack of knowledge and preparedness among educators regarding the use of HLs in the classroom, including minority languages (Dahl & Krulatz, 2016; Neokleous & Ofte, 2020; Šurkalović, 2014). Further, studies revealed that efforts are needed to increase educators' ability to effectively incorporate HLs into their teaching practices (Conteh & Meier, 2014; Neokleous et al., 2022; Šurkalović, 2014).

## 1.1 The Aim of the Thesis

This thesis aims to investigate teacher and student attitudes toward using HLs in the EAL classroom. As stated, for many years, it has been widely believed that there are limited benefits to using HLs in the classroom. However, with the increasing number of multilingual classrooms, there has been a reconsideration of using HLs. This phenomenon gained a recent interest in examining how the use of HLs impacts teaching in Norway, especially since 19.9% of the population is comprised of immigrants and Norwegian-born to immigrant parents (Statistics Norway, 2023). The national core curriculum has recognized that proficiency in multiple languages can be an asset in both educational and societal contexts (Norwegian Directorate for Education and Training, 2017). Former studies have primarily focused on investigating teacher attitudes (Krulatz et al., 2018; Myklevold, 2021; Neokleous et al., 2022). Consequently, the thesis aimed to explore both teacher and student perceptions toward incorporating HLs into their lessons. Therefore, the study was guided by the following research questions to gain insights into this topic:

- a) What are EAL students' and teachers' attitudes toward the use of HL(s) in the Norwegian EAL classroom?
- b) When and for what purposes is/are the HL(s) used during teaching?
- c) Do teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how?

## 1.2 Background

The following subsections introduce a brief history of language teaching and the importance of the HLs to gain an overview of the role of HLs in the EAL classroom. These are further elaborated in the literature review section (Chapter 2).

### 1.2.1 Brief History of Foreign Language Teaching (FLT)

Prior to the late nineteenth century, foreign languages were taught focusing on learning abstract grammar and translations that aimed to develop learners' reading and writing skills (Rindal, 2014; Shin et al., 2020). However, in the 1880s, the focus shifted to listening and speaking skills, emphasizing real-world communication (Howatt & Smith, 2014; Rindal, 2014). With this shift came new ideologies, which led to a goal of language immersion and avoidance of HLs (Shin et al., 2020). For decades prioritizing maximum exposure to the TL and avoiding HLs was seen as essential for language acquisition (Howatt & Smith, 2014). Nevertheless, there has been a reevaluation of the use of HLs in instruction. Recent theories emphasize the importance of multilingual competence and sociocultural context (García & Wei, 2014; Hall & Cook, 2012). Pedagogies and practices have emerged that regard one's knowledge of languages as interrelated in one linguistic repertoire (Cummins, 1979; Haukås & Speitz, 2020). The education sector has embraced the multilingual turn as a response to the need for a more inclusive and global perspective (Krulatz et al., 2018; Conteh & Meier, 2014). However, despite the benefits of employing multilingual approaches, several studies have revealed the educators' lack of knowledge and preparedness in integrating them (Conteh & Meier, 2014; Hall & Cook, 2012).

### 1.2.2 Importance of Studying the HLs' Role in the EAL Classroom

The recognition of the importance of multilingualism in Norway has led to a revision of the curriculum and policies. In 2020, the introduction of a new curriculum called *Kunnskapsløftet 2020* (LK20) included numerous statements emphasizing the inclusion of students' HLs in the English curriculum (Norwegian Directorate for Education and Training, 2020). LK20 underscores the significance of multilingualism and the need to meet the diverse language needs of students in classrooms.

Despite multilingualism being a crucial aspect of EAL classrooms that also made its impact on the curriculum, its role remains a relatively unexplored subject of research in Norway. A study conducted by Vikøy & Haukås (2021) revealed that Norwegian language teachers rarely encourage using their minority students' HLs as a resource to enrich classroom learning. Such teachers also adopt a language-as-problem stance toward their students' multilingualism, which is also echoed in research exploring Norwegian EAL classrooms conducted by Neokleous and Krulatz (2018) and Neokleous and Ofte (2020). As well as encountering difficulties in adopting multilingual pedagogies, other studies have identified teachers' recognition of the potential benefits (Krulatz et al., 2018; Myklevold, 2021; Neokleous et al., 2022). However, as already mentioned, these studies have primarily focused on investigating teacher attitudes toward this aspect of education.

This thesis expands on these studies by exploring perspectives from both teachers and students to gain an understanding of their attitudes toward multilingualism.

### 1.3 Terminology

Prior to delving into the literature review, it is crucial to establish the terminology that will be frequently utilized in this thesis. Authors and researchers often interchange different terms, and there is no universally accepted agreement on which terminology is most suitable for the language an individual prefers as their general language of choice. Such terminology commonly includes mother tongue, first language, native language, own language, and home language. This thesis refrains from using the term *mother tongue* as it implies that a person's preferred language is their mother's, which is not always the case (Hall & Cook, 2012). Instead, Hall and Cook (2012) suggested the term *own language*. In addition, the term *native language* does not accurately represent classroom realities and might wrongly imply a connection between an individual's preferred language and their country of birth and/or upbringing (Hall & Cook, 2012; Rampton, 1990). *First language* could also refer to the first language an individual learned and imply that this language is their preferred language (Rampton, 1990). Therefore, this thesis favors the term *home language* (HL) as the language an individual thinks of first when using their linguistic repertoire. Furthermore, the term target language (TL) is used to indicate the language students learn in their lessons.

Traditionally, the instruction of languages other than Norwegian has been regarded as foreign language teaching (FLT). However, Simensen (2005) notes that English occupies a unique position that oscillates between *English as a Foreign Language* (EFL) and *English as a Second Language* (ESL). Despite not having official status in Norway, English is compulsory in schools due to its importance in commerce and as a means of communication (Rindal, 2014). Some scholars advocate for labeling English language classrooms in Norway as ESL environments (Rindal, 2014; Simensen, 2005). However, to eliminate the ambiguity between EFL and ESL and acknowledge the increasing multilingualism in Norwegian surroundings, this thesis has selected the term *English as an Additional Language* (EAL).

Multilingualism encompasses various meanings and interpretations. Conteh and Meier (2014) remarked that the French distinguish between *multilinguisme*, the coexistence of multiple languages in a community, and *plurilinguisme*, the use of multiple languages by an individual. Krulatz et al. (2018) acknowledged that multilinguals possess varying levels of competency and utilize their languages differently. Thus, multilingualism can denote both an individual's mastery of multiple languages and their use in a defined community. Haukås & Speitz (2020) argued that the English subject curriculum seemed to have adopted a definition of multilingualism combining both definitions (multilingualism and plurilingualism). Thus, this thesis uses the same definition combining the two.

### 1.4 Summary

In Norway, many educators acknowledge that linguistically diverse students have different needs than before. However, they still face challenges implementing new ideologies and pedagogies in the multilingual classrooms. The purpose of this thesis is to shed light on attitudes toward the use of HLs in language acquisition among EAL classrooms. Additionally, the project aims to better understand how multilingual practices are perceived and implemented to determine areas of improvement for optimizing

language use in EAL classrooms. The literature emphasizes the value of incorporating students' HLs, including minority languages. The research findings are then discussed in light of theories and pedagogies designed to enhance language teaching through the use of students' HLs. Finally, the thesis recommends further and potential measures to be taken in the future.



## 2 Literature Review

This chapter starts with an historical overview of FLT ideologies. Further, it provides the readers with a general overview of studies on multilingualism and more specifically it then focuses on the Norwegian EAL classroom. The chapter has been divided into five main sections: Monolingual Ideologies; The Multilingual Turn; The Purposes of HLs in EAL classrooms; Attitudes Toward the Use of HLs in the EAL Classroom; and HLs in the Norwegian EAL Classroom.

### 2.1 Monolingual Ideologies

This section provides an overview of prevailing theories regarding foreign language acquisition and the development of the monolingual ideology leading up to the multilingual turn. The theoretical framework presents theories and research related to optimizing foreign language instruction, specifically highlighting which language to use.

Prior to the late nineteenth century, foreign languages were taught using methods such as the *Grammar-Translation Method*, which focused on learning abstract grammar rules and vocabulary through translations to and from the TL (Rindal, 2014; Shin et al., 2020; Simensen, 2007). Emphasizing reading foreign language literature and linguistic forms rather than contextual comprehension, this approach aimed to develop reading and writing (Rindal, 2014). In the 1880s, a new Reform Period emerged that shifted the focus from reading and writing to listening and speaking, emphasizing real-world communication, and spoken fluency (Howatt & Smith, 2014; Rindal, 2014). In the same period, *Direct Method* was introduced, which aimed to develop competence in listening and speaking with a focus on pronunciation (Rindal, 2014).

In the 1960s and 1970s, linguistic and educational science focused on sentence-level grammar with little regard to linguistic or social context, but in the 1970s, Hymes (1979) introduced the concept of *Communicative Competence* (Rindal, 2014). Communicative competence highlighted the role of sociocultural context in effective communication (Howatt & Smith, 2014 & Rindal, 2014). Hymes (1979) argued that speakers need linguistic and sociolinguistic competence to communicate. This shift placed greater emphasis on real-world applications and the need for more comprehensive language education (Howatt & Smith, 2014).

English became a school subject in Norway at the end of the 19<sup>th</sup> century. While grammar translation remained the dominant teaching method throughout the first half of the twentieth century in Norway, elements of the Direct Method were gradually introduced over time (Rindal, 2014; Simensen, 2007). Eventually, English language teaching in Norway was inspired by Hymes and the notion of Communicative Competence (Rindal, 2014). Rindal (2014) argued that Communicative Competence is probably the concept that has influenced the former curriculum, LK06, the most.

Krashen (1992) was the catalyst for the shift that highlighted a focus on real-world applications and communication. Krashen's (1992) *Input Hypothesis* emphasized the importance of optimal input tailored to a learner's proficiency level, and the popularity of this hypothesis led to a goal of language immersion and avoidance of HL instruction (Shin et al., 2020). *Communicative Language Teaching* and *Task-based Language Teaching*

emerged during this era and focused on oral and communicative skills (Hall & Cook, 2012; Neokleous et al., 2022; Shin et al., 2020).

Prioritizing maximal exposure to the TL has long been regarded as the optimal teaching approach (Hall & Cook, 2012; Howatt & Smith, 2014). However, the emergence of the multilingual turn as societies were incrementally becoming linguistically and culturally diverse at the turn of the century has led to a reevaluation of the use of HL in language instruction, with new theories emphasizing the importance of multilingual competence and sociocultural context (García & Wei, 2014; Hall & Cook, 2012). This shift aimed to optimize language use and promote the linguistic repertoires of both teachers and students.

## 2.2 The Multilingual Turn

Due to changes in globalization and mobility, the population in Norway as well as globally has become increasingly diverse. EAL classrooms worldwide are more diverse, and teaching should enable students to draw on their full linguistic repertoires (Conteh & Meier, 2014; Neokleous et al., 2022). Skeie (2018) argued that in Norway the school is the most important social arena and thus the school has a responsibility to mirror the diversity which is reflected in the society. In Norway, 19.9% of the Norwegian population are immigrants and Norwegian-born to immigrant parents (Statistic Norway, 2023). In 2022, 2158 students received mother tongue-education, 7203 students received bilingual teaching, and 863 received both these in combination (Statistic Norway, 2022). However, these statistics do not account for those who already have proficiency in Norwegian and speak additional languages. This is because the Norwegian Education Act (1998) stated that language minorities have the right to mother tongue-education and special education until they can follow normal instruction (§2-8). Even though there are guidelines and a law stating that students have the right to instruction in the students' HLs, there are no clear guidelines on how the HLs should be incorporated in the other language courses.

Over the last few decades, researchers have suggested that incorporating the students' HLs can benefit students in learning EAL (Antón & DiCamilla, 1999; Cummins, 2007; Krulatz et al., 2016). As the world has become more globalized, multilingualism has been recognized as a norm rather than an exception. Embracing multilingualism as a norm has been recognized by teachers and researchers in what has been called a multilingual turn in education (Conteh & Meier, 2014).

Early on, Cummins (1979) argued that knowledge of several languages should be considered as one linguistic repertoire instead of separate languages. He further formulated the developmental interdependence hypothesis, which proposed that skills and linguistic competence in HL can be transferred to TL (Cummins, 1979). It has been argued that there is an interaction between the TL and the competence the student has already developed in their HL in a bilingual school setting. This means that if HL is highly developed, this student can achieve a similar level in the TL (Cummins, 1979). Similarly, multilingual teaching approaches acknowledged that languages are connected (Haukås & Speitz, 2020). Multilingualism denotes both individual's mastery of multiple languages and their use in a defined community and not a separation of languages that was the case earlier (Haukås & Speitz, 2020). Taking these theories into account, the multilingual turn in education is a term used to describe the shift in the research and educational settings from monolingual practices toward an increased recognition on multilingualism (Krulatz et al., 2018). The education sector has embraced the multilingual turn as a

response to the need for a more inclusive and globalized environment (Krulatz et al., 2018; Conteh & Meier, 2014). Krulatz et al. (2018) argued that the multilingual turn has led to more teachers being ready to include their students background and make use of their languages. The possibility of reintroducing HLs in EAL classrooms reflects this concern for accommodating the growing number of multilingual learners.

### 2.2.1 Translanguaging

The multilingual turn in education resulted in the emergence of several multilingual approaches to teaching. One of these practices focusing on including students' languages in the classroom is translanguaging. García expanded on Cummins' hypothesis regarding linguistic knowledge as a unified repertoire, not separate entities, and developed translanguaging as a multilingual pedagogy approach. According to García and Lin (2017), translanguaging "posits the linguistic behavior of bilinguals as being always heteroglossic, always dynamic, responding not to two monolingualisms in one but to one integrated linguistic system" (p. 120). Translanguaging as a pedagogy aims to help students use their linguistic repertoire to develop their language proficiency and create and support new understandings and meanings (Neokleous et al., 2020).

Thus, translanguaging is an approach that incorporates the students' HLs and emphasizes the significance of valuing one's entire linguistic repertoire (García & Wei, 2014; Mertin, et al., 2018; Neokleous et al., 2020). This strategy fosters the development of the TL alongside other languages, enables students to recognize the importance of the other languages they know, and encourages newly immigrated students to feel more included in school (Krulatz et al., 2018). Conteh and Meier (2014) argued that "translanguaging is a pedagogy approach that has multilingual practices at its heart" (p. 137).

In the classroom, this approach builds on pre-existing knowledge (as defined by Bransford as the second key condition for learning) (Mertin et al., 2018). Mertin et al. (2018) stated that understanding content and concepts in their HLs would also support students' understanding of the same concepts in English. Through pedagogical translanguaging, students can make use of the cognitive and conceptual foundations that their languages share and develop their language proficiency (Neokleous et al., 2020). Additionally, researchers have pointed out that translanguaging enhances the development of weaker (i.e., less developed) languages (e.g., Mertin et al., 2018) and promotes identity and diversity awareness in classrooms (e.g., García & Wei, 2014; Krulatz et al., 2018). García and Kleyn (2016) claimed that by implementing translanguaging, minority languages are allowed into the classroom and heard, and it can foster a more just society.

However, despite the benefits of employing multilingual approaches, several studies have demonstrated a lack of knowledge and preparedness among educators (Conteh & Meier, 2014; Hall & Cook, 2012). This issue is further discussed later in the literature review.

## 2.3 Home Languages in the EAL Classroom

In this section HL usage in the EAL classroom is discussed with a focus on possible advantages, and teacher and student attitudes toward its usage.

### 2.3.1 Advantages and Disadvantages

For a long time, whether the use of HL helps or hinders language acquisition has been a major topic of discussion in the field of FLT. Previous studies have uncovered several beneficial aspects of implementing HLs in EAL teachings (Gracia & Wei, 2014; Krulatz et al., 2018; Neokleous et al. 2022). Nonetheless, varying opinions exist regarding the inclusion of HL in EAL classrooms.

Shin et al. (2020) highlighted the advantages of using HLs in EAL teachings, such as reinforcing TL input through translation, improving speaking skills and critical thinking abilities, and negotiating meaning. Using HLs can initiate negotiating of meanings and collaborative dialogues concerning the material being learned (Swain, 2000). Antón and DiCamilla (1999) concluded in their study that “to prohibit the use of L1 in the classroom situations ... removes, in effect, two powerful tools for learning: the L1 and the effective collaboration” (p. 245). Scott and Fuente’s (2008) analysis of HLs impact on French and Spanish classes revealed that groups that were allowed to use the HL exhibited positive characteristics such as continued interactions, ample evidence of collaborative dialogue, and metalinguistic terminology, compared to groups only allowed to use their TL. In their literature review, Shin et al. (2020) found that translation tasks helped students focus on grammar, sentence structure, vocabulary, and expressions. Further, they reported that using HLs in translation can help students identify accurate meanings of TL vocabulary and increase cultural awareness (Shin et al., 2020).

However, implementing HLs in the EAL teaching classroom can have some drawbacks. Turnbull (2001) noted that demotivation, wasted class time, and limited opportunities to use TL in the classroom were reported as issues. Rolin-Ianziti and Varshney (2008) conducted a study on students’ views on the distribution of HL/TL. They reported perceived dangers of overuse of HLs, dependence on them, and lack of exposure to TL that could undermine their language acquisition. In Hlas’ (2016) research, there was uncertainty about where HLs were genuinely helpful in the EAL classroom, indicating that HL should not be used as a guaranteed resource. To ensure HL’s useful purpose, Hlas (2016) advocated for professional development to determine the appropriate level and usage in the classroom while prioritizing the maximization of TL. Izquierdo et al. (2016) also supported this notion, claiming that infrequent TL use and over-reliance on HLs hindered learners’ language acquisition and failed to demonstrate TL’s genuine value beyond the classroom.

### 2.3.2 Teachers’ Attitudes, and their Influence on Students

Former studies on attitudes and beliefs toward using HLs in the EAL classroom concluded that most teachers thought that HLs had a valuable role when learning a foreign language (Shin et al., 2020). The literature describes different scenarios where HL is used. HL was commonly used to translate, hand out tasks, introduce vocabulary, and correct grammar (Izquierdo et al., 2016; Nukuto, 2017). HL could also be used on a more affective level to strengthen bonds between teachers and students (Tsagaría & Diakou, 2015), to motivate, or for casual conversation (Bruen & Kelly, 2014; Taner & Balıkçı, 2022). However, some studies have indicated negative teacher attitudes toward using HLs in the EAL classroom. In a study by Neokleous et al. (2022), the teachers shared their concern that their students might be overusing HLs and argued that it might restrict students from demonstrating their knowledge in the TL. Despite this concern, most language teachers have acknowledged the usefulness of HLs in the EAL classroom (Shin et al., 2020).

In Norway, Vikøy and Haukås (2021) found that teachers of the Norwegian subject seldom encouraged the use of the minority students' HLs as a resource in the classroom and that teachers had a language-as-problem stance toward the multilingualism of their students. This stance was also found in studies conducted in Norwegian EAL classrooms (Neokleous & Krulatz, 2018; Neokleous & Ofte, 2020). Other studies revealed that although teachers recognized the potential benefits of HLs, they encountered difficulties implementing multilingual pedagogies (Krulatz et al., 2018; Myklevold, 2021; Neokleous et al., 2022). Studies reported that although teachers expressed positive attitudes toward multilingualism, the idealized language dynamic was an English-dominant EAL classroom (Krulatz et al., 2016; Neokleous et al., 2022; Neokleous & Ofte, 2020). A study by Haukås (2016) found that despite positive attitudes toward multilingualism, teachers may not always encourage its practice, while collaboration opportunities among teachers across languages remain limited.

Some studies have also reported that students present positive attitudes toward including HLs in their classrooms (Krulatz et al., 2016; Shin et al., 2020; Tsagari & Dikaou, 2015). Similarly, studies conducted in Norwegian settings indicated that students valued the inclusion of HLs (Neokleous, 2017; Neokleous et al., 2022). However, in some studies, student participants argued that while HLs could be used to clarify essential parts of the lesson and aid in EAL acquisition, they could also be overused and thus hinder EAL learning (Neokleous et al., 2022). Iversen (2017) interviewed students with diverse linguistic and cultural backgrounds about using HLs in Norwegian EAL classrooms. The students stated that their teachers rarely encouraged them to use their HLs as a resource in the classroom. Thus, Iversen (2017) suggested that students' lack of encouragement to use their HLs as a resource in the classroom may contribute to negative attitudes toward their HL.

Research has indicated that even though there are positive attitudes amongst both teachers and students about including HLs in their classroom, both groups shared concerns about potential overuse that could hinder EAL learning (Izquierdo et al., 2016; Neokleous et al., 2022; Rolin-Ianziti & Varshney, 2008). In Norway, several studies reported that an English-dominant EAL classroom was idealized (Krulatz et al., 2016; Neokleous et al., 2022; Neokleous & Ofte, 2020). However, there remains a dearth of research on teacher and student attitudes toward HLs in Norwegian EAL classrooms (Neokleous & Ofte, 2020).

Papanastasiou (2002) argued that attitudes could be taught since they can be learned. Another study also reported that teachers directly or indirectly influenced student attitudes (Keeves, 1992). Teachers' classroom practices are found to be closely connected to their beliefs about teaching, learning, and their students (Neokleous et al., 2022). Several factors influence these beliefs. According to Neokleous et al. (2022), some of these factors are: their education, teachers' experiences as learners, teaching experience and national, language ideologies, and perceived values of learners' HLs. However, other studies have found that this is not always the case. Studies on teachers' attitudes toward using HLs have found that students do not always share their teachers' attitudes (Neokleous et al., 2022; Nukuto, 2017; Shin et al., 2020).

### 2.3.3 Challenges and impacts in the Norwegian EAL Classroom

To explore teacher and student attitudes and practices in Norwegian EAL classrooms, it was essential to examine previous literature on attitudes and pedagogical practices in Norwegian classrooms. This also included gaining insight into the national

curriculum and other official documents about language teaching. Norwegian curricula hold legal validity in education and teachers must have knowledge of them to effectively organize, execute and assess their teaching methods (Speitz, 2020). The Norwegian curriculum have been recently revised to meet the demands of the increasingly diverse population in Norway (further discussed in Chapter 2.3.3.2). Although this topic remains relatively unexplored in Norway, existing literature has highlighted how HLs can be utilized in EAL classrooms, such as for translation, facilitating instruction and logistics, and fostering confidence and comfort through pair work (Neokleous et al., 2022; Shin et al. 2020).

### **2.3.3.1 Challenges in the Use of HLs in the Norwegian EAL Classroom**

Educational research and official documents have acknowledged the significance of diverse classrooms and linguistic diversity. As a result, teaching practices and ideologies have been developed to support multilingualism and diversity. Nevertheless, despite heightened awareness of these requirements, research revealed that Norwegian EAL classrooms have yet to fully integrate these ideologies and practices, with educators demonstrating a lack of competency in this area (Šurkalović, 2014; Dahl & Krulatz, 2016; Iversen, 2017).

According to Krulatz et al. (2016), the primary challenge teachers face is adapting their instructions to accommodate the diverse needs of their classrooms. In fact, they may feel uncomfortable when trying to include an increasing number of HLs because they lack competency (Berben et al., 2007, as cited in Van Der Wildt et al., 2017). Most of today's teachers grew up in a monolingual classroom and may not have any personal experience with the multilingual turn in education (Young, 2014). Additionally, according to Neokleous et al. (2022), research has demonstrated that teachers may be resistant to adopting new ideas and interventions if they conflict with what was taught and covered during their training. However, other studies found that Norwegian EAL teachers who used HLs in their classrooms either felt insecure or guilty for using them (Myklevold, 2021; Neokleous & Ofte, 2020; Neokleous et al., 2022).

Most strikingly, research has demonstrated that teacher students lack knowledge of multilingual pedagogies in Norwegian schools (Šurkalović, 2014). Šurkalović (2014) argued that educational programs at universities do not provide sufficient assistance in bridging that knowledge gap. A study by Dahl and Krulatz (2016) reported that 80% of their teacher respondents had no education or training in working with multilingual students. Similarly, in a study among pre-service student teachers, it was found that the participants had limited multilingual learning in their training (Hegna & Speitz, 2020). Neokleous et al. (2022) discovered that almost half of their participants did not receive instruction on the role of HLs in teaching. Other studies have also reported that schools lack competency and are unprepared to approach multilingualism (Burner & Carlsen, 2022; Krulatz et al., 2018). The findings revealed that the lack of competence among educators and schools hinders their ability to meet the curriculum's expectations in catering to an increasingly diverse range of languages in the classroom, which is a challenge that continues to exist in the absence of guidelines and a clear definition in LK20.

### **2.3.3.2 The Norwegian Curriculum's Impact on Language Use in the EAL Classroom**

In the English curriculum in Norway, there are several statements connected to multilingualism and inclusion of the students' HLs. In a section called *Relevance and*

*central values*, it is stated that "The pupils 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, 2020, p. 2). Additionally, under the *Core elements* section, it is noted that students are expected to establish an appreciation for their own and others' identities, particularly in the contexts of a multilingual and multicultural environment (Norwegian Directorate for Education and Training, 2020). One essential aspect of this is recognizing the connections between English and other languages they know (Norwegian Directorate for Education and Training, 2020). In other words, the curriculum stresses the importance of linguistic diversity and considers it an asset, encouraging students to compare languages to develop their multilingual awareness. The latter is formulated as a competence aim stating that the students are expected to "discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar" (Norwegian Directorate for Education and Training, 2020, p. 6).

In 2006, a research report called *The Future of the Norwegian L1 Subject* was presented by the Norwegian Directorate of Education (Norwegian Directorate for Education and Training, 2006a). This report evaluated the Norwegian L1 subject, particularly in the light of the challenges a multicultural society creates. In 2016, a white paper by the Ministry of Education and Research requested a revision of the curriculum with a bigger emphasis on multilingualism in the Norwegian subject (Ministry of Education and Research, 2016). Comparing the LK20 version of the Norwegian subject curriculum to previous versions, both the curriculum from 2006 and the updated version from 2013 reflect positive attitudes toward multilingualism (Norwegian Directorate for Education and Training, 2006b; 2013a). Similar sentiments can be found in earlier versions of the English subject curriculum (Norwegian Directorate for Education and Training, 2006c, 2013b). In the previous version of the English subject curriculum, LK06, it is stated that students should be able to see "relationships between English, one's native language and other languages" (Norwegian Directorate for Education and Training, 2013b, p. 3).

LK20, however, alters the aim to include "other languages that the pupil is familiar with" (Norwegian Directorate for Education and Training, 2020, p. 7). The altered aim and other mentions in LK20 about multilingualism signal the importance and expectations of catering to the needs of an increasingly diverse range of languages in classrooms.

Although the LK20 curriculum contains multiple statements and competence aims related to multilingualism, there is a lack of definition when it comes to linguistic diversity and multilingualism. Furthermore, the curriculum does not provide any official guidelines as to how these competence objectives and statements should be interpreted or executed. Even though the curriculum expresses and encourages an inclusive stance, it "does not mean that equitable conditions in the classroom are guaranteed. It is a tall order for teachers to ensure that all learners' educational needs are met" (Krulatz et al., 2018, p. 123). Šurkalović (2014) further argued that revising curriculum and educational practices is necessary to provide teachers with the relevant and adequate competence needed to support students.

## 2.4 Summary

The reviewed literature delved into the history of FLT and emphasized significant findings on EAL teaching. While maximal exposure to the TL has long been regarded as the optimal teaching approach, the emergence of the multilingual turn has prompted a reevaluation of the use of HLs in language instruction (Hall & Cook, 2012; Howatt &

Smith, 2014). In response to the increasing diversity in Norwegian classrooms and the growing recognition of multilingualism in EAL teaching, the new national curriculum LK20 includes sections on multilingualism. These revisions set new expectations for both educators and students. While some teachers have highlighted the advantages of using HLs, such as reinforcing TL input through translation and enhancing speaking skills, critical thinking abilities, and negotiating meaning, other studies have reported negative attitudes toward this approach.

Nonetheless, efforts to introduce students' HLs in foreign language instruction and adopt multilingual pedagogies have faced resistance, especially among EAL teachers in Norway (Neokleous & Ofte, 2020; Šurkalović, 2014). Research indicates that teachers often lack confidence and knowledge when implementing their students' HLs, which may contribute to negative attitudes toward their HL. To better understand attitudes and approaches toward EAL instruction in Norway, this thesis aims to examine the experiences and behaviors of both teachers and students.



# 3 Methodology

## 3.1 Introduction

This chapter outlines the thesis' research questions and a detailed description of the methodological design adopted to answer them. The study's objective was to investigate the attitudes and experiences of EAL in-service teachers and students toward using HLs in the classroom. The topic in the Norwegian context is relatively unexplored with limited previous research and data available (Neokleous & Ofte, 2020). This study intends to contribute to closing this gap and offer new perspectives on the topic.

The goal was to collect data to gain insight into how HLs are perceived and used in the primary school classroom. The focus is on both student and teacher perspectives to shed light on using HL(s). The goal was not to form a general conclusion on how HLs are perceived in all Norwegian EAL classrooms but rather to raise awareness on the topic and contribute to a larger discussion as to how their use may enhance the learning experience.

The study seeks to answer the following questions:

- a) What are EAL students' and teachers' attitudes toward the use of HL(s) in the Norwegian EAL classroom?
- b) When and for what purposes is/are the HL(s) used during teaching?
- c) Do teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how?

Because of the lack of previous research, it was recommended to explore the field without any preconceived hypotheses (Silverman, 2022).

## 3.2 Qualitative Research Design

This study intended to explore the attitudes and experiences of in-service teachers and students concerning the use of HLs in the increasingly linguistically diverse Norwegian EAL classroom. Adopting a qualitative approach was deemed the most suitable way to answer the research questions. Qualitative research is defined as "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018, p. 4).

Qualitative research is suitable for exploring a field without appealing to predefined variables (Silverman, 2022). The aim of the study was to explore attitudes toward the use of HL(s), and it was, therefore, necessary to investigate the field with an open mind. The process of finding themes and reoccurrences that would be developed into theories is a key characteristic of grounded theory research (Birks & Mills, 2015). Grounded theory is a qualitative research approach, and like other qualitative approaches, it seeks to explore rather than explain data (Birks & Mills, 2015). The method consists of "guidelines for collecting and analyzing data to construct theories 'grounded' in the data themselves" (Charmaz, 2006, p. 2). This means that the data are the main building blocks for building theory, as opposed to traditional hypothesis testing of theoretical concepts.

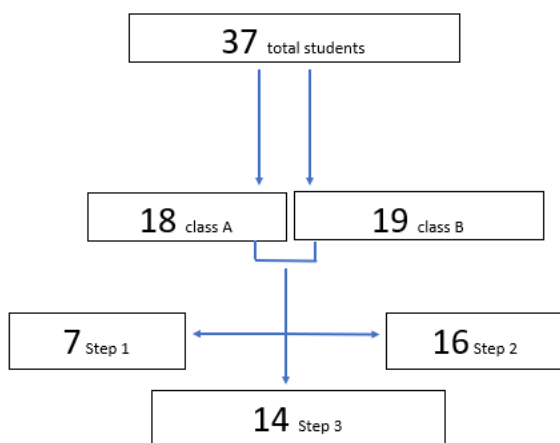
### 3.3 Participants

The study took place in a primary school in Norway, and the participants were recruited through the researcher's own network. It was conducted with a sample of three classes: one 6<sup>th</sup>-grade and two 7<sup>th</sup>-grade classes. Since all students were under the age of 16, parental consent and consent from the teachers were collected before the study was conducted. All identifiable information in relation to the participants and the school was anonymized. The teachers are referred to using pseudonyms with grade level indicated in brackets – Hanna (G6), Martin (G7), Maria (G7), and Theo (G7).

Seventh grade consisted of 37 students divided between two classes of 18 and 19 students. They had been learning English since 1<sup>st</sup> grade. Their teachers, Maria (G7) and Theo (G7), were the primary English teachers and regularly alternated between the different classes. Martin (G7) would be the primary instructor if one of the other teachers were sick but would usually help the weaker students in one of the classes. Every Friday, these two classes were divided into three groups based on the students' proficiency level in English. The proficiency levels were based on test scores. These groups were called Step 1 (7 students), Step 2 (16 students), and Step 3 (14 students). The three teachers taught one group each. Maria (G7) taught Step 3, the group with the highest proficiency level. Theo (G7) taught Step 2, and Martin (G7) taught Step 1 with the lowest proficiency. Nine out of the 37 students participated in the interviews (six students from Step 3, two from Step 2, and one from Step 1).

**Figure 1**

*Participation information 7<sup>th</sup> grade*



Hanna's (G6) 6<sup>th</sup>-grade class consisted of 18 students (36 students in 6<sup>th</sup> grade in total). They had been learning English since 1<sup>st</sup> grade. Eight students participated in the interviews.

In 6<sup>th</sup> grade, there were 12 different HLs in addition to Norwegian, and only two students with an HL other than Norwegian participated in the interview. In 7<sup>th</sup> grade, there were six different HLs, and one student with an HL other than Norwegian participated in the interviews. These HLs have been visualized in Tables 1 and 2.

**Table 1*****Data from participants' HLs in 6<sup>th</sup> grade***

Home Language	N	N Participated in Interviews
Albanian	1	
Dari	1	
Dutch	1	1
English	3	
German	1	
Italian	1	
Kurdish	1	
Norwegian	20	6
Polish	2	
Romanian	1	
Russian	1	
Spanish	1	1
Vietnamese	2	

**Table 2*****Data from participants' HLs in 7<sup>th</sup> grade***

Home Language	N	N Participated in Interviews
Arabic	1	
Chinese	1	
English	1	1
Kurdish	1	
Moroccan	1	
Norwegian	29	8
Polish	3	

Hanna (G6) has been working as a teacher for 15 years. Maria (G7) and Theo (G7) have both been working for 21, and Martin (G7) for 24 years. Hanna (G6) and Maria (G7) both completed master's degrees in English, and Theo (G7) obtained course credits in English. However, Martin (G7) had no credits or a degree in English. In addition to Norwegian and English, Hanna (G6) and Theo (G7) mentioned they could speak Swedish, Danish, German, and some Spanish. Hanna (G6) also stated that she could speak some French. Maria (G7) also mentioned German and Swedish, while Martin (G7) only stated English and Norwegian.

### 3.4 Data Collection

To be able to construct grounded theories and ensure triangulation, a variety of data collection strategies were utilized consisting of interviews, observations, and field notes.

#### 3.4.1 Observations

Observation is a data collection strategy where the researcher records first-hand information as it occurs in the field (Creswell & Creswell, 2018). The focus during observations was to describe the behavior and activities of the participants in the classroom, which could be categorized as qualitative observation (Creswell & Creswell, 2018). The researcher was a complete observer to record the observations as precisely

and continually as possible without any other distractions. The 6<sup>th</sup>-grade classroom was observed twice, and the 7<sup>th</sup>-grade classes were observed two times each in addition to the leveled groups being observed once each. During these observations, an observation protocol was utilized (Appendix E) to write down the comments and reflections. The observation protocols were used to structure the notes into different focus areas. These areas were frequency of HL use, purposes for which the students/teachers used HLs and patterns of interaction. The observational protocol was based on Neokleous' (2017) study that also focused on student attitudes toward first language use.

### 3.4.2 Field Notes

Field notes are notes in which the researcher records activities at the research site (Creswell & Creswell, 2018). Birks & Mills (2015) argued that field notes are vital contemporaneous records of the activities and behaviors connected to the researcher's responses to them. These can be unstructured or semi-structured using prior questions. In this study, the researcher used an observation protocol as a basis for the field notes. The difference between the observation and field notes is that the observational notes are strictly observed activities. Field notes are notes in which the researcher interprets the activities and behaviors. This also includes notes recorded during the interviews to describe the mood or other behaviors that cannot be recorded with the recording device. It has been argued that using an observational protocol might limit the collection process in grounded theory-based research (Corbin & Strauss, 2014). This is a valid point when the research topic is novel, and one would like to be open to any observation without preconceived ideas. However, in this study, the objectives are clearly defined, and previous research clearly indicates the way in which the collection strategies can be structured to achieve these objectives. Therefore, it could be argued that by using a framework, the researcher could group the field notes early in the process and thereby group findings from the in-class practices. In the field notes, the researcher noted down the purposes for which the HL(s) was/were used and the students' and teachers' attitudes toward the use of HL(s), which are two of the research questions. This structure served as a tool to help answer the research question(s) more directly by using general observation notes that needed to be analyzed and structured at a later stage.

### 3.4.3 Interviews

One of the most common methods to collect qualitative data is by conducting interviews as the researcher can receive deep and detailed elaborations regarding the topic in question (Christoffersen & Johannessen, 2012). Interviews in this study were semi-structured as, an interview guide was used to ask standardized questions. Simultaneously, there was a possibility for the participants to give open answers (Panke, 2018). The questions were open-ended to invite the participants to argue and explain their practices and beliefs (Creswell & Creswell, 2018). This was also the focus of the first research question.

Seventeen students and the teachers of each class were selected for an interview. The interviews were conducted in either Norwegian or English, depending on which language the participant preferred. It was essential to let the participants choose their preferred language to ensure elaborate and in-depth conversations. The interviews were recorded electronically using an audio-recording device to let the participants elaborate uninterruptedly on their attitudes toward using HL(s).

The interview guide for the students and teachers contained nine questions with additional questions constructed after the observations (Appendices C & D). These were directly related to the observations and were based on the field notes made during or after the observations. These questions enabled the researcher to focus on the participants' thoughts on the purposes for which they use HL(s) and their attitudes and compare these to their actions in the classroom. This aspect is connected to the first two research questions. It was essential to follow the interview guide to avoid a reduction of comparability due to substantially different answers (Panke, 2018). Choosing a semi-structured interview allowed for an in-depth investigation and understanding of the participants' reflections regarding their attitudes toward using HL(s) in the EAL classroom. The recordings of the interviews were later transcribed.

The observations and field notes were essential for comparing interview statements and in-class practices. The interviews provided insight into the participants' attitudes, while the observation and field notes further supported or contradicted the findings from the interviews. The data collection strategies chosen for this study contributed to the data triangulation.

### 3.5 Data Analysis

As outlined above, the study intended to find themes and reoccurrences that would be developed into theories to answer the research questions. The data were the building blocks for building theory which is the basis of grounded theory (Birks & Mills, 2015). The data were collected through observational protocols, field notes, and interview transcriptions. These were processed through constant comparison analysis, "an analytical process in which incoming data is compared with existing data in the process of coding and category development" (Birks & Mills, 2015, p. 177). This process allowed the researcher to enhance the categories with similarities into broader categories that defined the data's themes. Eventually, a grounded theory was fully integrated and presented as the study's findings (Birks & Mills, 2015).

In order to process data through constant comparison analysis, they were grouped into categories and analyzed for similarities and differences (Corbin & Strauss, 2014). This was done through coding, which is the process of breaking the data apart to categorize and conceptualize them (Saldaña, 2016). The data were coded through two main sections - First Cycle and Second Cycle (Saldaña, 2016). First cycle methods are used during the initial coding process, while the second cycle methods function as "advanced ways of reorganizing and reanalyzing data coded through the first cycle methods" (Saldaña, 2016, p. 234). Saldaña (2016) argued that the qualitative analytic process is cyclical rather than linear because of the reverberate nature of coding. This indicated that the data would be coded and recoded through the cycles to build theories grounded in the data.

#### 3.5.1 Analyzing Interviews

In the first cycle, data from teacher and student interviews was analyzed using two element methods: Initial and Structural Coding. Elemental methods concern elemental and focused filters for reviewing and building foundations for future coding cycles (Saldaña, 2016). *Initial Coding* involved breaking down the data corpus to examine and compare the parts for similarities and differences (Saldaña, 2016). In accordance with grounded-theory-based study, the goal was "to remain open to all possible theoretical directions by [the] readings of the data" (Charmaz, 2006, p. 46). This coding method

entailed an open-ended approach to coding and allowed the researcher to reflect and take ownership of the contents and codes emerging from the data (Saldaña, 2016).

Initial Coding was combined with Structural Coding. *Structural Coding* is defined as question-based coding that “acts as [a] labeling and indexing device, allowing researchers to quickly access data likely to be relevant to a particular analysis from a larger data set” (Namey et al., 2008, p. 141). Saldaña (2016) argued that Structural Coding is particularly suitable for coding semi-structured interview transcripts where several topics emerge. The goal was to code data with phrases directly related to the study’s research questions and help the researcher locate information belonging to a larger data set. By combining these two methods, the researcher could remain open to all possible theoretical directions and simultaneously remain within the frames of the research questions.

In the second cycle, the previously analyzed data were filtered further using Pattern and Focused Coding. The purpose of the Second Cycle was to organize the codes (summaries) from the First Cycle into categories, themes, concepts, and theories (Saldaña, 2016). *Pattern Coding* “is a way of grouping those summaries into a smaller number of categories, themes, or concepts” (Saldaña, 2016, p. 236). This method was suitable since the Initial and Structural Coding produced many codes that needed to be grouped into a smaller number of categories. Additionally, *Focused Coding-method* was applied as a natural step following the grounded theory-based method of Initial Coding (Saldaña, 2016). According to Saldaña (2016), Focused Coding is particularly appropriate for “studies employing grounded theory methodology, and the development of major categories or themes from the data” (p. 240). This method was employed to help locate the most frequent codes from the Initial Coding-process, which presented the categories most conspicuous in the data corpus (Charmaz, 2006; Saldaña, 2016). The goal was to look at the codes and the emerging themes to gain an overview of the attitudes toward the use of HL in the Norwegian EAL classroom, which is the focus of the first research question.

### 3.5.2 Analyzing Observations and Field Notes

The data analysis of observations and field notes was based on an exploratory method. *Exploratory Methods* are “open-ended investigation and preliminary assignments of codes to the data before more refined coding systems are developed and applied” (Saldaña, 2016, p. 294). In this study, the Provisional Coding method was employed. This indicates a predetermined list of codes prior to the fieldwork (Saldaña, 2016). This list was included as part of the observational protocol (Appendix E) and was based on themes thought to appear in the data set. However, this can be viewed as problematic as the principle of grounded theory entails investigating a field without preconceived anticipations (Charmaz, 2006). Using an observational protocol could structure the observations and take away discoveries found when encountering data freely (Corbin & Strauss, 2014). On the other hand, using an observational protocol could focus the researcher’s observation. To avoid becoming too invested in the initial list of codes the researcher had to look for deviations in the set of codes and be able to move away from the codes if needed. These preconceived themes were connected to the purposes for which the participants use HL(s) which is the focus of the second research question. In the observations, the predetermined list was expanded to include other observations. In the Second Cycle, Pattern Coding was used to group the codes into a smaller number of categories. Focused Coding was used to locate the most frequent codes from the Provisional Coding. Pattern and Focused Coding helped identify attitudes and purposes

for which the participants use HL(s), which were the focus of the first and second research questions.

### 3.6 Validity and Reliability

It is essential to justify the process and results of the data analysis and findings. Validity refers to the credibility of the researcher's interpretations (Silverman, 2022). According to Christoffersen and Johannessen (2012), an important aspect of validity is the accurate representation of the phenomena in the data. To enhance the accuracy and to build a coherent justification for the themes, the method of triangulations was used, in which three data collection strategies were employed to obtain data from multiple sources (Creswell & Creswell, 2018; Patton, 1999). These sources and/or methods are compared to see if they corroborate (Silverman, 2022). In this study, the data collection strategies employed were: observation, field notes and interviews. Creswell and Creswell (2018) argued that "if themes are based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study" (p. 200). The interviews were used to provide insight into the participants' attitudes, and the observation and field notes enabled to further support or contradict the findings from the interviews. Since the interviews were conducted after the observations, they provided a deeper understanding of the phenomena through questions related to the observations (Appendices C & D). In this manner, triangulation facilitated the development of in-depth insight into the research questions. Along with triangulation, the researcher considered information or evidence that constitute general themes of the study's findings. According to Creswell and Creswell (2018), "by presenting this contradictory evidence, the account becomes more realistic and more valid" (p. 201).

Another aspect considered was the researcher's position and the bias the researcher brings to the study (Creswell & Creswell, 2018). The researcher's background can shape interpretations of the findings. It can be argued that even though there is an inevitable bias; if the researcher is aware of their bias and background, his or her interpretations can gain validity - if the data are approached critically through reflection (Saldaña, 2016). By finding and classifying themes based on the goal of investigating and exploring the participants' experiences rather than validating a theory or presumed hypothesis, one can also seek to avoid any bias.

Reliability refers to the consistency of the results of the research and whether the data collection process has been systematic (Silverman, 2022). According to Silverman (2022), qualitative research relies on transparency and a well-documented process that includes detailed descriptions of methods used to collect data and the analysis of these. In this thesis, a detailed description of the methods is outlined in section 1.4 and of the analysis in section 1.5. The appendix list also includes the interview protocols and the observation protocol developed (Appendices C-E). The use of protocols helps ensure that the different observations have the same focus. It was also essential to follow the interview guide to reduce the risk of a reduction of comparability due to substantially different answers (Panke, 2018). The interviews were transcribed word for word to ensure they did not contain mistakes and the Norwegian interviews were translated into English (Creswell & Creswell, 2018). Transcripts were discussed and reviewed together with the advisor to strengthen their reliability (Silverman, 2022).

### 3.7 Ethical Considerations

When constructing a study and collecting data from classrooms ethical implications should also be considered. According to Israel and Hay (2006) "by caring about ethics and by acting on that concern we promote the integrity of research" (p. 5). Research integrity is an essential part of any research project, and it was paramount to ensure the integrity of the participants in this study.

Before going into the research field, it was a requirement to seek approval from the *Norsk Senter for Forskningsdata* (NSD). This process included the submission of an application form stating the purpose of the study and how the data would be collected. It was clarified that the researcher intended to record interviews with students and teachers. Furthermore, the application included the interview guides, observation protocol, and information letters to the participants (Appendices A-E). The NSD approved this application.

The participants were given information letters that stated what their participation included and what their rights were in the project (Appendices A & B). Teachers, students, and parents were not pressured to participate and were informed that the participation was voluntary and that there would not be any negative consequences if they chose to refrain from participation. They were also informed that they could withdraw at any time without any consequences. It was also crucial that the students gave their own consent even though the parents had to consent on their behalf (Silverman, 2017).

Personal information in the project was anonymized, and the participants were assigned pseudonyms. Their real names were never used when referring to specific statements or observations. Before their interviews, the participants were asked to refrain from using their names, their teachers' names, or the name of the school and its location. Sensitive information was password protected; the only ones with access were the researcher and the advisor, and data will be destroyed after the end of the project. Information on names, contact information, and respective codes were stored separately from the rest of the data material. All data were safely stored where only the researcher had access.

An informed consent should include all information about the purpose of the study in such a way that the participants know to what they are consenting. However, by revealing what the real purpose of the research is, it can influence what people do or say. According to Silverman (2017), "a degree of concealment can be appropriate if the openness can "contaminate" the results" (p. 77). This is only appropriate if the privacy of the participant is still respected. In this study the aim was to observe the use of HLs in real classroom situations. If the researcher were to include this information, the participants might alter their interactions in the classroom. For this reason, the participants were informed that the researcher would be observing the classroom interactions and about the focus on language use through their interactions. The "real" focus was revealed right before the interviews, and consequently, the participants could choose to withdraw from the study. None chose to do so.

### 3.8 Summary

In conclusion, the aim of this study was to look at Norwegian in-service EAL teachers' and students' attitudes toward the use of HL(s) in the classroom. These were explored



through classroom observations, field notes, and teacher and student interviews which functioned as building blocks for emerging theories. To be able to develop these theories, the research approach was based on grounded theory to employ analytic coding methods, which helped classify and categorize the data into themes. Through triangulation of the three data collection strategies; observation, field notes, and interview transcripts, the data were filtered through two cycles of coding. The goal was to present theories that could describe and shed light upon the use of HLs in the Norwegian EAL classroom, based on real-world data. A high emphasis was placed on pursuing this approach without the influence of preconceived ideas or desired findings. The next chapter outlines the main findings answering the three research questions.

# 4 Findings

## 4.1 Introduction

In this chapter, the results of the data collected are presented. The study addressed the following research questions: a) What are EAL students' and teachers' attitudes toward the use of HL(s) in the Norwegian EAL classroom? b) When and for what purposes is/are the HL(s) used during teaching? c) Do teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how? Different strategies were utilized during two analytical coding cycles to capture the data corpus's main themes (Saldaña, 2016). The analysis is structured according to the three research questions, which also form the major sections of the chapter. The findings are further discussed in Chapter 5. In general, it was found that both teacher and students idealized English-dominant teaching. Despite this, most participants also recognized the value of Norwegian as a resource in EAL classrooms. Nevertheless, there was a consensus that English should be the primary language of instruction to promote TL proficiency. It also transpired that all four teachers lacked competency on multilingual pedagogies that incorporate HLs in the classroom. None of them had a multilingual pedagogy background, and only one teacher claimed to include all HLs in their lessons.

As discussed in the methodology chapter, four teachers participated in this thesis. Hanna (G6) taught two groups of 6<sup>th</sup>-graders, with 18 students in each group (only one of these groups participated in the study). Maria (G7), Theo (G7), and Martin (G7) taught two groups of 7<sup>th</sup>-graders, with 18 and 19 students respectively. These two groups were once a week split into three sub-groups based on their proficiency level (Step 1, Step 2, and Step 3). Hanna (G6), Maria (G7), Theo (G7), and Martin (G7) and their students were observed between three to four weeks.

## 4.2 Research Question 1: Teachers' and Students' Attitudes Toward the Use of HL(s) in the Norwegian EAL Classroom

The first research question sought to investigate attitudes toward using HL(s) in the EAL classroom both from the teacher and the student perspective. Through individual interviews, the goal was to unearth the student and teacher participants' attitudes toward using HL(s) and the TL in the classroom.

### 4.2.1 Teachers and Students Preferring English as the Dominant Language

In the interviews, teachers and students were asked about their language use and practice in the classroom. The consensus emerging from the interviews is that all 4 teachers and 17 students preferred English as the dominant language in their lessons. The importance of being exposed to the TL as much as possible was emphasized.

#### **4.2.1.1 Teachers Preferring English as the Dominant Language in the Lesson**

The four teachers expressed a desire to use as much English as possible in their lessons. Maria (G7) stated, "when they get to 7<sup>th</sup> grade, they are supposed to mainly speak in English". When asked if she instructs her students on what languages to use during teaching, she said that she had to remind them to speak in English. Martin (G7) and Theo (G7) shared similar answers. Hanna (G6) concurred and stated, "I encourage students to use as much English as possible." They all focused on the fact that there were few English lessons per week and the importance of using the TL as much as possible was deemed necessary. Maria (G7) and Hanna (G6) expressed that students learn best through using the TL, and it was, therefore, essential to employ it as much as possible. These statements corroborated the observations of the lessons. During the 6<sup>th</sup> and 7<sup>th</sup> grade observations, the four teachers insisted on reminding the students to speak in English. Teachers would ask the students to repeat sentences in English instead of Norwegian or prompt them to interact, "In English, please." When asked about this practice during their interviews, the teachers stated that this served as a way to remind them to speak in English. Maria (G7) believed that there is a "switch" that the students can access to speak in English. The "switch" would either be on Norwegian or English, and "the less you speak Norwegian in English class, the easier it is to keep the "switch" on English."

Another reason the teachers voiced about their intention to maximize English use in class was to prepare the students for the future. They all stated that in the lower secondary school, students would be required to use the TL almost exclusively and in upper secondary school they would exclusively use TL in their lessons. For this reason, they tried to prepare the students for the demands of their further schooling and the practices they would encounter. Hanna (G6) stated that she wanted to "prepare them for what comes next" and the demands they would meet in lower secondary school, especially for oral discussions and presentations. For this reason, Hanna (G6) chose to adopt an all-English approach after Easter. The students were informed about this decision in one of the lessons observed. When asked about this decision during the interview, she said that this would serve as an additional prompt for them to use more English as well as to prepare them for secondary school. She emphasized that even though this was the general idea, she would make individual adaptations so all students would be able to follow and therefore succeed. In the past, she had adopted this approach with some of her former classes and had successfully managed to implement an all-English environment. As well as preparing them, she highlighted the attainment of a more extensive vocabulary and greater confidence in written and oral work as further reasons behind her decision.

As already established, in 7<sup>th</sup> grade, students were placed in three groups (Step 1, Step 2, and Step 3) based on their English level once a week. The three teachers, Martin (G7), Theo (G7), and Maria (G7), taught one group each. The amount of translation and instructions in Norwegian varied between the three groups. This difference was based on the students' English proficiency and was one of the reasons why the students were divided into three different levels. Martin (G7), who taught Step 1, reported that more of the instructions were in Norwegian compared to the other groups. This aspect was also noted in the field notes. In step 3, students were expected to use more English. It was noted in the field notes that the teacher (Maria G7) was more consistent regarding expectations of primarily using English in the lesson, which she also stated in her interview. Even though there were differences in language use and fluency in the

different groups, the three teachers stated that they expected their students to employ as much TL as possible based on their level as this was the best way to learn English.

The interviews and observations showed that all four English teachers preferred English as the dominant language in the classroom. They encouraged their students to employ the TL by reminding them on several occasions to use it. Maria (G7) further expressed her thoughts on a language “switch” that would either be on English or Norwegian, and by maximizing the TL students would be able to keep the switch on English. One of the reasons why the teachers chose to maximize the TL was to prepare the students for further schooling, and to meet these requirements Hanna (G6) chose to implement an all-English approach after Easter. The 7<sup>th</sup> grade teachers chose to divide their students into three groups based on their proficiency level to differentiate the instructions.

#### **4.2.1.2 Students Preferring English as the Dominant Language in the Lesson**

When the eight students from 6<sup>th</sup> grade and nine students from 7<sup>th</sup> grade were asked how Norwegian was used in their lessons, all seventeen students highlighted that English should be the dominant language in the lessons. When asked to elaborate on this, one student stated, “because it is an English lesson, and in English lessons, we should speak in English” (Boy, G6). Another student said, “you learn English faster if you only use English and become familiar with the language” (Boy, G6).

The 7<sup>th</sup> graders were asked what they thought about being reminded to speak in English during their lessons. All nine students had positive attitudes toward this approach. Six of the students stated that it was necessary to be reminded since they would learn English better by using the language. One boy stated, “I think it is good that they remind us to speak in English because there is a greater chance that we learn English if we use English (Boy, G7). Another student stated that by being asked to repeat something she said in Norwegian in English, she could learn how to say it in English with the help of her teachers. Three students said they liked being reminded to use English because they wanted to speak in English but would sometimes forget.

The 6<sup>th</sup> graders had mixed attitudes toward their teacher’s (Hanna’s) reminders to use English in class. Three out of eight students stated in line with the 7<sup>th</sup> graders that it was necessary to learn English. Two students reported that they found it annoying because speaking in English could be “uncomfortable” and “difficult” because they did not feel confident in the TL. Two students said it was challenging but tried their best to learn more and would use some Norwegian words if they did not know how to say them in English. One interviewee stated, “I think English can be very difficult because many words are pronounced very differently than how they are written” (Girl, G6). Further, one student stated that he thought it was “okay” because he knew English and could understand it.

The students in 6<sup>th</sup> grade were also asked about their teacher’s decision to adopt an all-English approach after Easter. Seven out of the eight students who participated thought it was a good idea. One student stated, “I am excited, but also a bit nervous about it. It will be fun only speaking English” (Boy, G6). Two of the students reported that they would feel comfortable only using English because they were used to speaking English while playing video games with friends from abroad, an observation supported by three more students. Three more students said that they practiced speaking English with their families. Even though the students stated they felt confident about an all-English approach, three students expressed that other students might find it difficult. One

student was worried about it being uncomfortable and was afraid that the teacher would be unable to explain in a way she would understand by only using English. She further said, "I think maybe it is not the best. I do not like to only speak in English because I think it is a bit uncomfortable." (Girl, G6). Similarly, students in 7<sup>th</sup> grade used English while gaming at home. Five students reported that they regularly use English while gaming online. Two students stated that they practice using English at home with their family. All seven expressed that this helped them feel more comfortable using English in their lessons.

Students in 7<sup>th</sup> grade were asked about their thoughts on being placed into leveled groups. All nine students favored their teachers' choice. The students emphasized that by dividing them into groups, they got adapted lessons with adjusted expectations based on their English proficiency level. The six students from Step 3 that were interviewed mentioned that they preferred greater expectations and appropriate challenges where they could discuss with other students with similar skills. One stated, "in Step 3, I can use more advanced language. I usually have to simplify it if I sit next to someone not in the Step 3 group in regular lessons" (Girl, G7). The two students from Step 2 reported that it could be boring if they were not given tasks that were either too easy or too hard, so they preferred their leveled group over regular English classes. The student from Step 1 said, "I think it is good because the ones that do not know that much English can get more help from their teacher" (Boy, G7). Step 1 consisted of seven students and was the smallest group. It was observed that students and teachers used more Norwegian in this session compared with the other groups.

The general idea gathered from observations and interviews from the 7<sup>th</sup>-grade classes and their teachers, Martin (G7), Theo (G7), and Maria (G7), was that they preferred English as the dominant language in the classroom. They also favored being reminded about sticking to English in class. In 6<sup>th</sup> grade, the students, and their teacher Hanna (G6) also preferred English as the dominant language, but some students did not prefer to be reminded to speak in English. Seven out of eight students were positive about changing their lessons to an English-only approach after Easter and found it an excellent approach to learning.

#### 4.2.2 Positive Attitudes Toward the Majority Language (Norwegian) in the Classroom

Even though all students and teachers expressed that they preferred English as the dominant language in the classroom, all four teachers and 15 out of 17 students were also positive about including the majority language (Norwegian) as a resource. Questions regarding students' and teachers' use of English elicited positive attitudes toward using Norwegian as a tool to ensure comprehension in the classroom.

##### 4.2.2.1 HIs Supporting Understanding in the Classroom

The students were asked if they think teachers and students should avoid languages other than English lessons. Six out of eight students from 6<sup>th</sup> grade expressed that Norwegian should be allowed in their lessons. Four students stated that Norwegian helps students understand difficult words and ensure they understand their lessons. One student said, "if you are not confident in English, you have to tell your teacher so, you are not just sitting there quietly. We are learning English, but to do so we have to understand what she [the teacher] is saying" (Girl, G6). Another student argued that by using Norwegian, they could break down the English language and therefore have a

better chance of learning it. Among the other two students, one expressed that he thought it was “okay” to use other languages, but they should try to avoid it. The last student thought it should not be allowed to use other languages.

All nine students in 7<sup>th</sup> grade reported that the Norwegian HL should be allowed in the classroom. Similarly, these students voiced that using Norwegian helped students understand words and phrases and ensured that everyone could follow the teaching. One student stated, “it should be up to the students if they need to use other languages” (Boy, G7). In addition to these attitudes, another student expressed the need for a break from English between tasks.

All four teachers agreed with the students’ attitudes and recognized the resourcefulness of the Norwegian language. They stressed, however that the use of Norwegian as a resource did not include all students, since some did not necessarily need Norwegian because of their English proficiency. Hanna (G6) mentioned that she would use more Norwegian to make sure the students with English as a third or fourth language understood the instruction. The other three teachers explicitly mentioned that the usefulness of Norwegian was only linked to the limitations of their English proficiency. None of them mentioned their Norwegian proficiency or other HLs as a factor. Martin (G7) said that his instructions in Step 1 were more dominant in Norwegian to adapt his lessons. Maria (G7) and Hanna (G6) also recognized that they adapt their teaching and would use more Norwegian when communicating and instructing students with lower proficiency in English. Hanna (G6) mentioned that she included all her students’ HLs in the classroom as a resource when teaching English grammar.

## 4.3 Research Question 2: The Purposes For Which HLs are Used in the Classroom

The second research question sought to investigate when and for what purposes the HL(s) were used during teaching. The observational protocol included sections where HL(s) use was noted down for each session. In the personal interviews the participants were asked about HLs and some of these were based on the observations in the classroom.

### 4.3.1 Using Norwegian as a Tool

As introduced in the previous chapter, teachers and students expressed positive attitudes toward including Norwegian as a resource in the classroom. After analyzing interviews, observations, and field notes concerning the use of HLs, four main categories emerged from the data. As it transpired, HL(s) were used for a) translations and explanations, b) asking questions, c) reprimands and logistics, and d) casual conversations.

#### 4.3.1.1 Translating and Explaining When English Was Too Complicated

In 7<sup>th</sup> grade groups, observations and field notes reported frequent translation of instructions in Norwegian either after or before they were given in English or a mix between the two languages. In their regular classes, all three teachers would use Norwegian to explain or translate activities or tasks to the whole class or one-to-one for the students that asked questions. They would for example translate each step of an activity. For instance, Maria (G7) explained a task and translated every step in Norwegian during a writing task: ““You will have to complete your mind map after looking at the movie” (followed by the same sentence in Norwegian). During lessons

where the students were divided into Step 1, Step 2, and Step 3, the frequency would be higher in Step 1 and lower in Step 3. The teachers expressed that they used Norwegian and English in their lessons during their interviews. When asked about what decides which languages they use and when, Theo (G7) said, "I think I use Norwegian mainly when something needs to be explained that is a bit difficult. I could probably explain it in English, but then a lot of students would not understand the task itself." Martin (G7) explained that he usually looks at the students' facial expressions as an indicator of whether the students understand or not. He would repeat the instruction in Norwegian to ensure they understand the English instruction if there were confused and puzzled expressions. Maria (G7) had a similar answer and emphasized that she would translate a word or parts of the explanation to ensure that students understood the main content. In the lessons where Maria (G7) was the primary teacher, fewer instances of translating instructions were recorded than the other two teachers. The 7<sup>th</sup>-grade students were asked about their teachers' language use. Five students answered that they would repeat the instructions in Norwegian to ensure everybody could understand it. Three students reported that it was used during translation or explanations if something was difficult.

In a similar vein with 7<sup>th</sup>-grade, data from the 6<sup>th</sup>-grade classroom revealed frequent translations of instructions and explanations in Norwegian. Many of these were done in smaller groups, and there were fewer translations to the whole class compared to the 7<sup>th</sup> grade. Hanna (G6) explained that she would use as much English as possible, but when teaching about grammar and the structure of the language, she would often use Norwegian. She further stressed that the use of Norwegian depends on the students and the situation. Hanna (G6) stated, "If there are students that are multilingual and have English as their third or fourth language, you will have to use Norwegian to make sure that they understand what they need to do". Her students explained that she would use English to explain and help the weaker students understand their tasks or activities. Three students further revealed that it was usually when she said something essential.

The students in 7<sup>th</sup> grade were also asked about their language use. Eight out of nine students stated that Norwegian could be helpful when learning English. Five students noted that Norwegian was helpful when they needed help translating something or if they struggled with asking a question. Three students also focused on using words in Norwegian if they did not know the English expression. One student said, "If I can't explain something in English, then I can ask in Norwegian and get what it means in English." (Girl, G7). Seven of the 6<sup>th</sup>-grade students focused on new words and translations as the main reason they needed Norwegian in their lessons. Four stated that they used Norwegian during their English utterances if they did not know the English words or would ask questions in Norwegian.

#### **4.3.1.2 Asking Questions in Norwegian**

As previously mentioned, four students in 7<sup>th</sup> grade stated that they used Norwegian for asking questions if it was too difficult to ask them in English. Accordingly, field notes and observations reported frequent use of questions in Norwegian during 6<sup>th</sup> and 7<sup>th</sup>-grade lessons. Two students from 6<sup>th</sup> grade also mentioned this and it was also reflected in the researcher's field notes,

*A lot of students were asking questions in Norwegian, and often, the teacher would comment "sorry" or "in English please" to make them repeat themselves in English. She tried to answer some of them in English, but if the student continued*

*asking more questions in Norwegian, she would switch and answer in Norwegian (7<sup>th</sup> grade, 03.02.23).*

Consequently, students and teachers were asked during their interviews to elaborate on why they thought students asked questions in English during their lessons.

The students in 7<sup>th</sup> grade highlighted a lack of confidence, limited vocabulary, and forgetfulness as reasons why they might ask questions in Norwegian. One student reported, "Maybe it is because they don't know some of the words in English that they use Norwegian. That makes it difficult, and then they mess up the sentence, and it makes it difficult to explain." (Boy, G7). Their teachers also cited lack of confidence as one of the reasons why students asked questions in Norwegian. Martin (G7) mentioned, "In my class [Step 1], it is because of their proficiency. Some probably can't ask questions in English." Theo (G7) expressed that some students might ask questions in Norwegian because it was easier, and they were lazy.

The students in 6<sup>th</sup> grade also focused on lack of confidence and limited vocabulary as reasons why they might ask questions in Norwegian. One girl argued, "Because maybe some think it is a bit uncomfortable to speak English aloud because you are afraid of saying something wrong and that someone would start to laugh." Their teacher, Hanna (G6), agreed and claimed it was mainly about confidence and fear of making mistakes. She further expressed that sometimes she would push some students to repeat it in English, but she would not push others that lack vocabulary.

The students in 7<sup>th</sup> grade were also asked if they expected their teachers to answer back in Norwegian or English. Five students said that they expected their teacher to use English, two Norwegian, and two stated that it could be either English or Norwegian. Two students noted that it depended on the student that asked the questions. Among the teachers, Martin (G7) and Theo (G7) said they would usually answer in Norwegian. Theo (G7) said, "They usually need an answer in Norwegian if they ask a question in Norwegian." Maria (G7) stated that it could be both, but she tried to answer in English.

#### **4.3.1.3 Using Norwegian for Reprimands and Logistics**

During the observations it was noted that the teachers made use of Norwegian mainly during activities for practical purposes. The 6<sup>th</sup>- and 7<sup>th</sup>-grade lessons usually started with an activity, or a game and it was observed that the teachers used Norwegian during this time. For example, Norwegian was used to indicate where students were supposed to stand, while creating groups and finding the correct material. Two of the students from 6<sup>th</sup> grade said during their interviews that it was typical that their teacher Hanna (G6) would use Norwegian to explain or organize the activities. Theo (G7) mentioned during his interview that he sometimes needed to use Norwegian when explaining bigger tasks and activities because some would struggle if he did not do it. This was also observed during an activity where students had to move around in circles, and Theo (G7) explained where they had to move in Norwegian because many of the students were confused. Martin (G7) emphasized that "the activity must not fall apart because the students do not understand" while discussing why the use of Norwegian is sometimes necessary for the lesson.

The observations and field notes also reported that Norwegian was used to maintain discipline. Hanna (G6) used reprimands for not doing what they were supposed to do or breaking other rules. For example, "Sett deg opp og ta av deg hetten [Sit up and take of your hood]" or "Nå gir jeg dere en sjanse til å vise at dere kan jobbe sammen



[Now I'll give you one chance to show me that you can work together]." At the end of one of the observed lessons, students started wandering around the classroom and disturbing other students. Hanna (G6) ended this lesson by telling the students in Norwegian that this was unacceptable behavior. In the 7<sup>th</sup>-grade classroom, there were not as many reports of disciplining in the observations and field notes. One noticeable instance was during a class discussion in the Step 3 group. Maria (G7) asked the students about something they had read as homework. Halfway through, only half of the group was participating. She stopped the discussion by telling them in Norwegian that she expected the rest of the group to participate as this was a part of their homework.

#### **4.3.1.4 Using Norwegian for Casual Conversations**

In both 6<sup>th</sup> and 7<sup>th</sup>-grade groups, observations and field notes reported instances of casual conversations in Norwegian. Such conversations typically occurred when students had completed an activity and were waiting for new instructions as to what to do next. Many students conversed casually in the TL during this time. Hanna (G6) expressed in her interview that she permitted small talk in lessons, so long as it was in the TL. This was also evident in the observations and field notes. Whenever students conversed casually in Norwegian, Hanna (G6) would remind them to use English. The same was observed in the 7<sup>th</sup>-grade groups, where Maria (G7), Theo (G7), and Martin (G7) regularly advised their students to speak English if they initiated casual conversations in their HL. In the Step 1 group, Martin (G7) allowed students to engage in non-academic conversations in Norwegian, as he acknowledged that they were not yet proficient enough in the TL.

#### **4.3.2 Urging Students to Speak in English**

When examining the purposes for using HL(s), it was apparent that the teachers were the ones who decided when the students were allowed to use the TL and the HLs. The observation protocol recorded statements where the teachers reminded the students to speak English several times each lesson and would start their lesson by telling their students that they were in English class and should therefore speak in the TL.

The four teachers said they instructed their students on which languages to use. The three teachers from 7<sup>th</sup> grade, Maria (G7), Theo (G7), and Martin (G7), stated that they told their students to speak in the TL and reminded them to do so throughout the lesson. The data collected confirmed this and revealed that all three teachers often asked the students to repeat a sentence in English or switch their conversations to English. Seven of their students stated that their teachers decided which languages they were allowed to use. One student explained that they determined because they chose to only speak in English even though they were permitted to use Norwegian sometimes. Another stated that nobody decided because they could choose between Norwegian and English.

Hanna (G6) also voiced that she instructed her students on when to use the different languages. She said, "As a standard, I allow the students to small talk as much as they want during English class as long as they speak in English. Therefore, the English lessons are often the quietest." As mentioned, her lessons would be English-only lessons after Easter, and during her lessons, it was observed that she prompted students to speak English as soon as they entered the classroom. The observations also revealed that similarly with the 7<sup>th</sup>-grade teachers, she asked the students to repeat sentences in English. Hanna (G6) specified that it depended on the student whether she would ask them to repeat something in English. This was consistent with the observations and field notes recorded from her lessons. Seven of her students stated that Hanna (G6) was the

one who decided on what languages they were supposed to use. In contrast, one of her students said he determined which language he spoke since he was able to speak the languages.

During the observations, it was revealed that there was a difference in language use between the three leveled groups. Maria (G7), the Step 3 teacher, explained that she would use more Norwegian when she taught her regular class compared to her Step 3 group. This was also noted in the observations. In Step 3, most students were speaking in English and would be asked to switch to English if they started to talk in Norwegian. Maria (G7) further noted that the number of tasks and amount of work was more significant in Step 3 compared to the other groups. During his interview, a student from Step 2 stated that he used to be part of Step 3, but the amount of work was too much for him, and he was therefore placed into Step 2 instead. The students in Step 3 noted that there were higher expectations, and they described their lessons as an all-English approach with more advanced English.

In Step 1, the lessons relied on more usage of Norwegian than the others. Martin (G7) explained, "I have some students that struggle with finding words in Norwegian and need the instructions and the small talk among themselves in Norwegian." This was also echoed in the observations and field notes. In one of the lessons, it was recorded in the field notes, "Most of the talking in this lesson was done in Norwegian by both the teacher and the students." Martin (G7) also pointed out that most of the students in Step 1 struggled with speaking English aloud in their regular classes. The observation and field notes showed that these students only spoke English to their desk mates during activities and would not speak aloud to the rest of their class. While in Step 1, all students spoke aloud in their group. The student that was interviewed from Step 1 noted that they got more help when they had lessons in their Step 1 group. Theo (G7) expressed that in Step 2 lessons, it was easier to adapt the lessons and help them at their fluency level. He elaborated, "In my middle level, they are not as proficient as the ones in Step 3, and we are able to meet them at their level." The students from the Step 2 group said that they got more adapted lessons in their groups.

#### 4.3.3 Students' Preferences on Language Use

During interviews, students were asked what they would choose if they were given the authority to decide when they could use the TL and HL, as it was evident through the data that the decision rested with their teachers. Three students answered that they would like to use HLLs when asking questions. Five students mentioned that they would like explanations to be offered in their HLLs. One student preferred the introduction of new topics in Norwegian, and another argued that causal conversations should be in Norwegian. A further student contended for the unrestricted use of their HLLs, yet two students preferred lessons to be conducted entirely in the TL. Despite the desire for HL explanations, questions, or conversations, all students agreed that they wished most of their lessons to be in the TL.

### 4.4 Research Question 3: Multilingual Approaches in the Norwegian EAL Classroom

The third research question attempted to explore if teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how? The study aimed to assess the teachers' and students' beliefs on whether multilingual approaches could optimize their experiences. The findings

highlighted an absence of multilingual practices among teachers, with only one of them incorporating languages other than Norwegian into their teaching. Additionally, it emerged that students held divergent attitudes toward multilingual pedagogies, with both positive and negative sentiments expressed.

#### 4.4.1 Teacher Attitudes Toward Multilingual Practices

The teachers' backgrounds and experiences were examined to gain a better understanding of where their attitudes could stem from. They were also asked about their personal experiences, including HLs in the classroom, since there were six different HLs in 7<sup>th</sup> grade and twelve in 6<sup>th</sup> grade in addition to Norwegian. In addition, there were questions about the national curriculum and its connection to multilingualism.

##### 4.4.1.1 Multilingualism in Educational Background

None of the teachers had undertaken multilingual pedagogies as part of their educational background in English. Two of the teachers, Maria (G7) and Hanna (G6), had a master's degree in English and could not recall any multilingual courses or literature throughout their education. Theo (G7) had English course credits and reported a lack of multilingual training. Martin (G7) did not have any credits in English. Maria (G7), Theo (G7), and Hanna (G6) all stated that their educational background had affected their preference to use as much English as possible in their lessons. Hanna (G6) said, "I remember we were taught about methodology, for example, dramaturgy. We were taught methods to get them to speak and use English." Despite the lack of exposure to multilingual pedagogies, Hanna (G6) and Maria (G7) recognized the benefits of including other languages in language teaching. However, Maria (G7) stated that this was more beneficial when the students were younger, while Hanna (G6) was more positive about including it for both younger and older students. Theo (G7) and Martin (G7) expressed doubts about the benefits of including other languages but were open to the possibility. Additionally, they were also concerned about including languages in which they themselves were not fluent.

##### 4.4.1.2 Including Multilingual Practices in the EAL Classrooms

When asked about how they could include their students' HLs in their lessons, the 7<sup>th</sup>-grade teachers had slightly different answers. Martin (G7) admitted that he did not have enough competence to answer the questions about multilingualism. Theo (G7) expressed that it could be "fun" for the students to include their HLs, but he was unsure how he could include them and how they would help the students if the languages differed. He stated, "I would rather they include that in Norwegian classes because the focus should be on English." When it came to the national curriculum, he was unsure about what the national curriculum stated about multilingualism. However, he said creating room for their HLs in school was important. Maria (G7), on the other hand, expressed that she would like more guidelines about how and when to use HLs in the lessons. Maria (G7) said that she thought it was most beneficial for younger students regarding specific vocabularies, such as counting and colors. This is how she had included their HLs and would, therefore, not include it now other than webpages where students could translate between English and their HL. Maria (G7) claimed that her students usually did not want to show their skills in their HL. She stated, "Students don't want to be different. To stand out." However, she was open to suggestions and regarding ways on how include them for older students. Still, she insisted that students' sentence structure could be wrong if they included their HL, thus hindering TL acquisition, and

therefore, she found it best only to use English. Theo (G7) shared similar concerns about the role of HLs in hindering TL acquisition.

Hanna (G6) stated that she included her students' HLs in the classroom quite often. She said, "I ask them, what would this be in your mother tongue?". Hanna (G6) further explained that she included their languages to compare grammatical words and the structure of the language, which "can benefit the students with those mother tongues as well as the other students." According to Hanna (G6), some of her students needed their HLs to be included more than others. When asked about her thoughts on the national curriculum, she admitted that she was uncertain about what it was stated about multilingualism.

#### 4.4.2 Student Attitudes Toward Multilingual Approaches

The students' attitudes were explored to gain insight into their perspectives toward including their HLs in the classroom but also the possibility of including a language other than Norwegian in a multilingual classroom. Unfortunately, though there were 12 different HLs in the 6<sup>th</sup> grade and six in 7<sup>th</sup> grade, it was not possible to get interviews with many students that shared different HLs. Out of the eight students interviewed from 6<sup>th</sup> grade and nine from 7<sup>th</sup> grade, only three had other HLs than Norwegian. However, all students were asked about the possibility of including other HLs in their classrooms.

In 6<sup>th</sup> and 7<sup>th</sup> grade, all students stated that they used Norwegian and English during English lessons. They all said that they did not use other HLs when asked if they use languages other than those two. There were wide-ranging answers when the students were asked about including the HLs in the English lesson. Six out of eight students among 6<sup>th</sup>-graders were positive about including different HLs in the lessons. Two students from 6<sup>th</sup> grade did not want to use other languages than English in their lessons. While many of 6<sup>th</sup>-graders were positive, most of the 7<sup>th</sup>-graders were negative. Seven out of nine students were negative and argued that it would be difficult and would only work if the teachers were fluent in those languages. One also expressed fear of being excluded if the students that shared HLs were allowed to use them. Another student argued that other languages should only be used in specific language classes where that was the TL. The two students that were positive argued that it could be used for translations and could be helpful for the other students with those HLs.

One boy from 6<sup>th</sup>-grade was asked if he thought it would be beneficial to include his HL, Dutch, in the classroom. He said, "It could have helped me, if I used Dutch. I am not sure how, though." He further explained that it would be strange because no one would understand him, and he felt confident enough to use English and that he did not necessary need Dutch or Norwegian. The student having Spanish as her HL was unsure about it was possible to include her HL and how that would be beneficial. One student had English as his HL, and the question was, therefore, irrelevant.

### 4.5 Summary

The results of the study showed that most teachers and students viewed Norwegian as a valuable resource in the EAL classroom. However, they also believed that instruction should be predominantly conducted in English to enhance language proficiency. There were no multilingual pedagogies included in the 7<sup>th</sup> grade, but Hanna (G6) stated that she included HLs in her 6<sup>th</sup>-grade classroom. Though some students were positive about including HLs, others were skeptical, including some teachers. It was discovered that

Norwegian was used to facilitate communication and logistics in both grades. Still, the teachers urged students to try to use English as much as possible.

# 5 Discussion

## 5.1 Introduction

The aim of this study was to examine EAL teacher and student attitudes toward the use of HLs in the Norwegian EAL classroom and ascertain the purposes for which HLs are employed. Additionally, the study sought to explore teachers' and students' perceived preparedness to incorporate languages other than the majority language Norwegian and the TL English into their lessons. The study ventured to explore three research questions: a) What are EAL students' and teachers' attitudes toward the use of HL(s) in the Norwegian EAL classroom? b) When and for what purposes is/are the HL(s) used during teaching? c) Do teachers and students think that multilingual approaches to teaching can be implemented in the Norwegian EAL classroom? If so, how? The outcome of the analysis is discussed in reference to Chapter 2's literature review and the researcher's interpretations and reflections.

The results revealed that the four teachers and all their students believed that English-dominant teaching was ideal. The teachers often reminded students to use the TL and urged them to employ it as much as possible. Nonetheless, the participants also acknowledged the utility of Norwegian in the EAL classroom. Only one of the four teachers used other HLs in class, while two teachers were uncertain about the benefits of including additional languages. Furthermore, three teachers were unaware of the new statements on multilingualism in LK20, while one teacher expressed a desire for clearer guidelines on how to implement multilingual pedagogies. Prior research highlighted the importance of multilingual teaching strategies in Norwegian EAL classrooms, as required by LK20's expectations and the possibility of learners using their entire linguistic repertoire (Krulatz et al., 2018; Neokleous et al., 2022; Vikøy & Haukås, 2021).

The study also highlighted participants' lack of understanding and confidence regarding the benefits of multilingual teaching approaches in language acquisition. The present chapter discusses these findings to better understand attitudes and practices in the EAL classroom and considers the pedagogical implications. The four teachers had no educational background in multilingual pedagogies. The findings indicate that teachers lack the competence and guidance necessary that would allow them to incorporate multilingual pedagogies into their teaching, which leads to their preference for using only English and Norwegian. This finding is consistent with prior research (Krulatz et al., 2018; Neokleous et al., 2022; Surkalovic, 2014). Therefore, the thesis discusses the responsibility of educational institutions to support educators in addressing linguistic diversity in line with the national curriculum LK20 (2020) and Education Act (1998).

## 5.2 Attitudes Toward Using HLs in the EAL Classroom

The findings revealed that the four teachers and their students preferred English as the dominant language in the EAL classroom. However, all the teachers and 15 out of 17 students recognized the benefits of including the Norwegian HL but at the same time three of the teachers and nine of the students were skeptical about including other HLs.

### 5.2.1 Monolingual Ideologies in the EAL Classroom

Prioritizing maximal exposure to the TL has long been regarded as the optimal teaching approach (Hall & Cook, 2012; Howatt & Smith, 2014). The findings revealed that this approach might still be considered as the optimal teaching approach in EAL classrooms in Norway. Maria (G7) and Hanna (G6) expressed that students learn best through using the TL, and it was essential to employ it as much as possible. Theo (G7) and Martin (G7) shared the same belief. The students were also prompted to use as much English as possible during their lessons. Hanna (G6) chose to adopt an all-English approach after Easter to prepare them for their future life. When asked about this decision during the interview, she said that this was to push them to speak more English and to prepare them for secondary school. The teachers' beliefs could also be connected to Krashen's (1992) Input Hypothesis, which favored language immersion and was interpreted by teachers as avoidance of HL instruction (Shin et al., 2020). Other studies also revealed that teachers favored an all-English approach despite current literature embracing the multilingual turn (Hall & Cook, 2012; Neokleous & Ofte, 2020; Shin et al., 2020).

According to Maria (G7), there is a "switch" that students can access to speak in English. The "switch" would either be on Norwegian or English, and "the less you speak Norwegian in English class, the easier it is to keep the "switch" on English" (Maria, G7). This switch could be connected to the belief of languages being separated and instead of one linguistic repertoire. This idea does not align with Cummins' (1979) and current multilingual approaches focusing on a unified linguistic repertoire as opposed to separating languages (Haukås & Speitz, 2020), including the concept of translanguaging in teaching (García & Lin, 2017).

In summary, all teachers expressed a homogenous view on the importance of using the TL as much as possible. According to Neokleous et al. (2022), factors that influence beliefs and classroom practices are their education, teachers' experiences as learners, teaching experience and national, language ideologies and perceived values of learners' HLs. It can be argued that this may be connected to the notion of communicative competence which Rindal (2014) argued was the concept that has influenced the former curriculum, LK06, the most, with an explicit focus on communicating in English. The teachers represented in this study would have been exposed to this curriculum through as either pre-service teachers or in-service teachers. The three teachers from 7<sup>th</sup> grade started working as teachers before the LK06, and Hanna (G6) started working two years after it was implemented. Additionally, Theo (G7), Maria (G7), and Hanna (G6) stated that their educational background affected their preference to use as much English as possible in their lessons. Hanna (G6) specifically mentioned that "I remember we were taught about methodology, for example, dramaturgy. We were taught methods to get them to speak and use English." According to Neokleous et al. (2022), research has demonstrated that teachers may be resistant to adopting new ideas and interventions if these are in conflict with what was taught during their training. Additionally, most teachers grew up in a monolingual classroom and will not have any personal experience with the multilingual turn in education (Young, 2014). Growing up in the 80s and 90s, they would also have been influenced by their own teachers when they started learning English themselves. Altogether this may have influenced their monolingual attitudes.

### 5.2.2 Students' Perspectives on the Monolingual Ideologies

In line with the teacher perspective unearthed in the study, the students all highlighted that English should be the dominant language in the classroom. When asked the reasons behind their beliefs, one student stated, "Because it is an English lesson, and in English lessons, we should speak in English" (Boy, G6). All nine students from 7<sup>th</sup> grade had positive attitudes toward being prompted to use the TL while the 6<sup>th</sup>-grade students had mixed attitudes ranging from positive to annoyed. However, seven out of eight 6<sup>th</sup> graders thought an English-exclusive lesson was a good idea.

Since it was observed that teachers prompted students to speak only in English during their lessons, it was not easy to identify if these were beliefs based on their own thoughts or if they mirrored their teachers. The students could be saying it because they thought it was the right thing to do given that was their teachers' beliefs. As Papanastasiou (2002) and Keeves (1992) found, teachers directly or indirectly influenced student attitudes. The students observed in this study were constantly reminded that the goal of English lessons was to speak as much of the TL as possible which could be interpreted as the optimal approach by the students.

### 5.2.3 Using the majority language (Norwegian) to Ease Teaching

The data revealed that all four teachers and 15 out of the 17 students expressed positive attitudes about including the Norwegian HL as a resource in the EAL classroom even though they preferred English as the dominant language of instruction. The most frequent statements revolved around Norwegian being a helpful tool to gain a better understanding or ensure that instructions were understood.

The students were exposed to a level of TL they could understand with some support from the teachers in form of translation or paraphrasing. Maria (G7) recognized that she used less Norwegian in the Step 3 group lessons where the students had high proficiency in English while Martin (G7) relied more on Norwegian in his Step 1 lessons because of their lower proficiency in English. All nine students from 7<sup>th</sup> grade favored the choice of having lessons in groups based on proficiency levels once a week. One student stated, "in Step 3, I can use more advanced language. I usually have to simplify it if I sit next to someone not in the Step 3 group in regular lessons" (Girl, G7). The student from Step 1 said, "I think it is good because the ones that do not know that much English can get more help from their teacher" (Boy, G7).

It was observed that the teachers used Norwegian for translations and explanations, reprimands, and logistics. The three teachers from 7<sup>th</sup> grade stated that they mainly used Norwegian for explanations and translations to make sure that their students understood the main content. Hanna (G6) also explained that she used Norwegian for explanations and found it especially beneficial for students with other HLs to ensure comprehension. The students used Norwegian to ask questions, for translations, and casual conversations. During their interviews, five students stated that they preferred explanations to be offered in their HLs and three students answered that they would like to use HLs when asking questions. One student preferred the introduction of new topics in Norwegian while another argued that casual conversations should be in Norwegian. One student contended for the unrestricted use of their HLs, yet two students preferred lessons to be conducted entirely in the TL. All except two students appreciated being allowed to use Norwegian during their lessons and found that it was helpful in learning the TL. However, students were told to speak in the TL as much as possible especially during casual conversations (except during Step 1 lessons).



All four teachers recognized the resourcefulness of the Norwegian language. However, they stressed that the use of Norwegian as a resource did not include all students, since some did not necessarily need Norwegian because of their English proficiency. It could thus be argued that they recognized Norwegian as a necessity to ensure comprehension of their lessons rather than approaching HLs purposefully to optimize language teaching. This was also found in a study by Neokleous et al. (2022). In addition, the 7<sup>th</sup> grade teachers chose to divide their students into three groups based on their proficiency level to differentiate instructions. This indicates that the teachers saw Norwegian as an aid for weaker students that an all-English approach could not ensure.

The teachers' positive expressions toward the use of HLs seem somewhat contradictory to the attitudes described in 5.2.1 above. This inconsistency could be attributed to the HL being viewed as a means to acquire proficiency in the TL, rendering it unnecessary in the future. However, this contradicts the fundamental principles of the multilingual approach, which recognizes the importance of developing HLs and enabling students to reach similar proficiency levels in the TL (Cummins, 1979; Haukås & Speitz, 2020). Nevertheless, teachers and students expressed reservations about incorporating other HLs than Norwegian, implying Norwegian was treated as a tool for achieving fluency in the TL rather than fostering TL development alongside their other HLs, as translanguaging advocates (García & Lin, 2017). These attitudes may stem from reluctance to embrace novel ideas that challenge their established training which focused on communicative competence (Neokleous et al., 2022; Rindal, 2014).

#### 5.2.4 Attitudes Toward Incorporating Other HLs

All the students participating in this study could follow instructions in Norwegian and did not require any adapted HL education or bilingual teaching following the Norwegian Education Act (1998). However, several different HLs were present in the classrooms (Table 1; Table 2). According to the national curriculum for English, the students are expected to recognize connections between English and other languages they know, in addition to experiencing that being multilingual is an asset (Norwegian Directorate for Education and Training, 2020). Yet, when the students were asked, they all stated that they never used languages other than English and Norwegian. This was also found in a study by Iversen (2017), where students claimed their teachers rarely encouraged them to use their HLs as a resource.

6<sup>th</sup> and 7<sup>th</sup>-grade students were asked about their thoughts on possibly including other HLs. Six out of eight students in 6<sup>th</sup>-graders were positive to include the other HLs in the lessons. However, seven of the nine 7<sup>th</sup>-graders argued that it would be difficult and only work if the teachers were fluent in those languages. One also expressed fear of being excluded if the students that shared HLs were allowed to use them. Another student argued that other languages should only be used in specific language classes where that was the TL. Two positive students expressed that it could be used for translations and be helpful for the other students with those HLs.

Three of the students who were interviewed spoke other HLs than Norwegian. The two students from 6<sup>th</sup> grade spoke Spanish and Dutch, while the student from 7<sup>th</sup> grade spoke English. For the student that spoke English, the question about incorporating his HL was irrelevant as his HL was also the TL. One of the other students had never considered including her HL, but the student with the Dutch HL stated he thought it could be helpful though he was unsure as to how. However, he expressed that it might feel

“strange” as the other students would not understand him, and since he felt confident in English, he did not necessarily need to use it.

Both international and Norwegian studies have reported that students presented positive attitudes toward including their HL (Krulatz et al., 2016; Neokleous et al., 2022; Shin et al., 2020; Tsagari & Dikaou, 2015). Most students were positive about including their own HL (Norwegian), but some did not see how other HLs would be beneficial. If students are expected to employ their linguistic repertoire, it could be argued that students need to understand the potential benefits, such as developing language proficiency in all languages and promoting identity and diversity awareness (García & Wei, 2014; Krulatz et al., 2018; Neokleous et al., 2020). Additionally, by implementing the multilingual approach of translanguaging that encourages HL integration, minority languages are allowed in the classroom, which can foster a more just society (García & Kleyn, 2016). These potential benefits are expected to be promoted by their teachers in compliance with the current curriculum (Norwegian Directorate for Education and Training, 2020).

When asked if and how they could include their students’ languages in their lessons, the two male teachers of 7<sup>th</sup> grade answered that they did not include other HLs than Norwegian. Theo (G7) and Martin (G7) further revealed that they were uncertain if including the students’ HLs was beneficial. Additionally, Theo (G7) stated that it was important to create room for students’ HLs in school but would include them in Norwegian lessons instead. Maria (G7) said that she had included them for vocabulary lessons when they were younger but did not do it now that they were older, apart from letting students use web pages where they could translate. She was open to suggestions if there were ways to include them for older students but at the same time, she insisted that including their HL could hinder students’ TL acquisition. Theo (G7) expressed similar concerns. In addition, all three teachers argued that there were limited English lessons each week and, therefore, limited opportunities to use TL in the classroom and that use of TL was prioritized. Similarly, research revealed that participants cautioned that implementing HLs can lead to overuse and dependence on HLs and lack of exposure to the TL (Izquierdo et al., 2016; Neokleous et al., 2022; Rolin-Ianziti & Varshney, 2008; Turnbull, 2001). Hlas’s (2016) research further found that there was uncertainty about where HLs were genuinely helpful in the EAL classroom, indicating that HL should not be used as a guaranteed resource. These disadvantages could be avoided by adequately preparing educators to resourcefully use HLs as tools and mediators in EAL classrooms.

Hanna (G6) claimed that she included her students’ HL while teaching grammar or the structure of the language. She found it could benefit both the students speaking those HLs and the others. According to Shin et al. (2020), most language teachers acknowledged the usefulness of HLs in the EAL classroom. At the same time Hanna (G6) saw the benefits of including HLs, she preferred an all-English classroom which she implemented after easter. Interestingly, none of her students could recall using other HLs than Norwegian in her lessons. A study by Haukås (2016) found that despite positive attitudes toward multilingualism, teachers may not always encourage its practice, and collaboration opportunities among teachers across languages remain limited. Other studies have found that although teachers recognize the potential benefits of HLs, they may encounter difficulties implementing multilingual pedagogies (Krulatz et al., 2018; Myklevold, 2021; Neokleous et al., 2022).

In a study by Iversen (2017), students stated that their teachers rarely encouraged them to use their HLs as a resource in the classroom. Thus, Iversen (2017) suggested that students' lack of encouragement to use their HLs as a resource in the classroom may contribute to negative attitudes towards their HL. In 7<sup>th</sup> grade, where most (7 out of 9) students were negative about including other HLs, the teachers were also skeptical and stated that they did not include the HLs. However, in 6<sup>th</sup> grade, Hanna (G6) stated that she included HLs most (6 out of 8) students were positive about including the HLs. Studies on teachers' attitudes toward using HLs have found that students do not always share their teachers' attitudes (Neokleous et al., 2022; Nukuto, 2017; Shin et al., 2020). However, this study found that most students agreed with their teachers.

The findings clearly suggest that monolingual ideologies in the EAL classrooms were observed. The four teachers and all the students preferred an English-dominant classroom and regarded maximal exposure to the TL as the optimal teaching approach. However, the majority language (Norwegian) was regarded as a valuable tool to ensure comprehension. Nonetheless, this recognition of Norwegian could be considered necessary to ensure comprehension of their lessons rather than approaching HLs purposefully to optimize language teaching. At the same time, only one teacher chose to include the other HLs, and in 7<sup>th</sup> grade, both teachers and students were skeptical of the potential benefits. The lack of competency could be a result of this skepticism.

### 5.3 Lack of Competency in Multilingual Pedagogies

The teachers in the study expressed a gap in their education related to how to use multilingual approaches.

LK20 (Norwegian Directorate for Education and Training, 2020) has broadened the expected goals for teachers and students with regards to developing their multilingual proficiency. The curriculum emphasizes the importance of being able to speak multiple languages and its benefits in both school and society (Norwegian Directorate for Education and Training, 2020). However, implementing these goals and expecting desired attributes from students to become global and multilingual individuals has been challenging for Norwegian EAL teachers (Neokleous et al., 2022; Neokleous & Ofte, 2020; Surkalovic, 2014), particularly for those who graduated before multilingual pedagogy training became the norm in Norway. This section explores the support available to EAL teachers and how it could be improved to help them feel more equipped and confident in working with linguistically diverse students. Overcoming the language-as-a problem stance (Vikøy & Haukås, 2021) and providing teachers with adequate skills is crucial to supporting EAL teachers. Furthermore, this section discusses viability and realism of the Norwegian curriculum and presents suggestions for revisions or implementations in teaching policies or teacher education programs.

#### 5.3.1 Teachers' Lack of Competency and Future Suggestions

None of the teachers had multilingual pedagogies as a part of their educational background in English. They had all obtained their degrees 15 to 24 years ago. Theo (G7) and Martin (G7) expressed doubts about the benefits of including other languages but were open to the possibility. However, Hanna (G6) and Maria (G7) recognized the benefits of including other languages in language teaching. Maria (G7), Theo (G7), and Martin (G7) all expressed concerns similar to what Vikøy and Haukås (2021) described as a language-as-problem stance. Instead of seeing the HLs' valuable role when learning foreign languages, they were concerned about how the HLs could hinder TL acquisition.

Theo (G7) and Martin (G7) were also concerned about including languages in which they themselves were not fluent. Furthermore, Hanna (G6), Maria (G7), and Theo (G7) stated that their educational background influenced their preference to use as much English as possible in their lessons. In addition to Hanna (G6), neither of the male teachers were certain about what the national curriculum stated about multilingualism and HLs in the EAL classroom. Maria (G7) expressed that she would have liked guidelines on implementing them in the EAL classroom.

Studies have shown that Norwegian EAL teachers have difficulties in implementing multilingual pedagogies (Neokleous et al., 2022; Neokleous & Ofte, 2020; Šurkalović, 2014). This study echoes previous studies (Neokleous et al., 2022; Vikøy & Haukås, 2021) that highlighted concerns about multilingual practices in diverse classrooms. Revising teacher education programs and providing support to EAL teachers should be prioritized to meet the growing demands of linguistically diverse environments. Although the LK20 curriculum contains multiple statements and competence aims related to multilingualism, there is a lack of definition regarding what encompasses linguistic diversity and multilingualism (Norwegian Directorate for Education and Training, 2020). To achieve multilingual classroom practices, educators must be aware of the theories and benefits of employing them. Further research is needed to determine where to start implementing knowledge of multilingual practices and how to measure their effectiveness.

Furthermore, the curriculum does not provide official guidelines as to how to interpret these competence objectives and statements (Norwegian Directorate for Education and Training, 2020). Even though the curriculum expresses an encouraging and inclusive stance, it "does not mean that equitable conditions in the classroom are guaranteed. It is a tall order for teachers to ensure that all learners' educational needs are met" (Krulatz et al., 2018, p. 123). Šurkalović (2014) further argued that revising curriculum and educational practices is necessary to provide teachers with the relevant and adequate competence to support students. Schools should be provided with resources, and courses for in-service teachers should be organized to help educators employ the HLs in the EAL classrooms. Educators and students can work purposefully in linguistically diverse environments by making multilingual teaching practices the new norm.

## 6 Conclusion

The classrooms in Norway have become more culturally and linguistically diverse. The Norwegian Ministry of Education and Research has recognized this phenomenon by revising the national curriculum and outlining statements as to how multilingualism can enhance classroom learning and relationships (Norwegian Directorate for Education and Training, 2020). Therefore, this thesis aimed to explore attitudes toward the HLs, the purposes for which the HLs were used, and whether the multilingual approaches could be fostered in the EAL classroom. By analyzing interviews, observations, field notes, and relevant literature, the researcher has identified concerns and areas for improvement regarding multilingual pedagogies in Norwegian EAL classrooms. Despite a small sample size, the themes that emerged from the analysis are consistent with previous research findings (Neokleous et al., 2022; Neokleous & Ofte, 2020; Shin et al., 2020; Vikøy & Haukås, 2020). This final chapter provides suggestions for improving EAL teaching and identifies areas for future research. This field is still under-researched in Norway, especially concerning student attitudes toward incorporating HLs. Additionally, this chapter acknowledges the limitations of the research project and addresses any concerns that may arise from it.

### 6.1 Main Findings

The qualitative analysis revealed that teachers and their students idealized English-dominant teaching and believed that instruction should be predominantly in English to enhance TL proficiency. However, the study also found that most teachers and students recognized the value of the Norwegian HL in the EAL classroom. Yet, the teachers admitted inadequate knowledge of how to include other HLs. None of the four teachers had a multilingual teaching background, and only one teacher reported incorporating HLs in class. The study identified concerns regarding the teachers' lack of competence and uncertainty about the benefits of multilingual pedagogies. The teachers' use of Norwegian HL was for simplifying the teaching process rather than effectively utilizing students' linguistic repertoires.

### 6.2 Limitations of the Study

The thesis aimed not to conclude with findings that could be applied to every EAL classroom and context but to explore attitudes and purposes for which HLs were employed. Due to the small sample size, it is unclear whether the findings could be generalized to other EAL classrooms. A larger study would need to be conducted to gather data from a more diverse pool of Norwegian teachers and students throughout Norway. Additionally, it would have been advantageous to solicit input from newly educated teachers with less than 15 years of experience.

A more diverse student demographic would also be beneficial, as multilingual pedagogies would be more relevant to groups with varying HLs. Even though there were several different HLs in the classrooms, the researcher could only interview three students with HLs other than Norwegian. If more linguistically diverse students were part of this study, the outcomes could have been different. If this study were to be replicated, some revisions to the interview guides and a larger sample size to provide additional

perspectives and attitudes could have been implemented. Adding two or three more teachers and students could expand the data corpus and ensure a broader range of perspectives. Additionally, more longitudinal studies with more observations would have been beneficial to go more into depth.

### 6.3 Future Research and Suggestions

The findings of this study raise questions about how EAL teachers in Norway can improve their abilities in meeting the needs of diverse classrooms and fulfilling the expectations of LK20 (Norwegian Directorate for Education and Training, 2020). Although the need for change is evident, the specific changes required remain unclear. Nonetheless, suggestions based on previous research and current findings that may promote the effective use of HLs were presented.

The researcher proposes that in-service training should include multilingual strategies that incorporate the HLs, even if the teacher lacks proficiency in some of those languages. The study indicated that the classroom environment often prioritized English, marginalizing other languages. The Norwegian HL was incorporated to ease teaching but was not based on specific pedagogies. In order to promote multilingual pedagogies, educators should be encouraged and supported by school administrations and municipalities through resource allocation, training seminars, and workshops.

Future research should evaluate how teacher education programs adapt to current curriculum and if newly graduated teachers have the competency to incorporate multilingual pedagogies in their classrooms. Šurkalović (2014) found that pre-service teachers did not feel prepared to teach English as a third language, which will be the case for an increasing number of students. Further research could provide insight into whether the updated curriculum and extended teacher training programs enhance teachers' abilities to work effectively in diverse environments. Teacher education programs should also focus on enabling teachers to teach English in diverse classrooms and integrate Norwegian and other minority languages into their teaching. Another topic that may merit further discussion is the term *morsmål* [mother tongue] in Norwegian. This thesis refrained from using the term *mother tongue* as it implies that a person's preferred language is their mother's, which is not always the case (Hall & Cook, 2012). In Norway, the most common term for HLs is *morsmål* while the term *hjemmespråk* [home languages] that presents a more accurate portrayal of a person's linguistic repertoire has not gained an attraction in academia.

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# Appendices

**Appendix A:** Informational letter – teachers, Norwegian and English

**Appendix B:** Informational letter – students, Norwegian and English

**Appendix C:** Interview guide – teachers

**Appendix D:** Interview guide – students

**Appendix E:** Observational protocol

## **Appendix A: Information letter - Teachers**

# **Vil du delta i forskningsprosjektet “Interactions in Norwegian EAL classrooms”**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å utforske holdningene til lærer og elever i forhold til interaksjoner i klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### **Formål**

Formålet mitt med denne studien er å undersøke handlinger knyttet til interaksjoner i klasserommet. Dette gjelder både lærere og elever sine handlinger og refleksjoner rundt engelskundervisningen. Klassen(e) vil bli observert under engelskundervisningen. I etterkant av observasjonen vil læreren og elevene bli intervjuet og bli stilt spørsmål knyttet til studiets formål.

Dette er en studie som utføres i sammenheng med min master ved Grunnskolelærerutdanningen 1-7 ved NTNU.

### **Hvem er ansvarlig for forskningsprosjektet?**

Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

### **Hvorfor får du spørsmål om å delta?**

Prosjektet fokuserer på elever og lærere på mellomtrinnet (5.-7. trinn).

### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet vil du bli bedt å delta på et individuelt intervju. Intervjuet vil foregå på skolen din. Det vil bli tatt opp elektronisk. Du vil bli bedt om å svare på omtrent 10 spørsmål som vil handle om dine personlige meninger om klasseromsinteraksjon i engelskklasserommet. Intervjuet vil vare i ca. 30 minutter. Du kan velge å hoppe over spørsmål om det er spørsmål du ikke ønsker å svare på. Intervjuet vil bli gjort på norsk eller engelsk etter hvilket språk du er mest komfortabel med å bruke.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Du kan velge å ikke svare på enkelte spørsmål og likevel være med i resten av studien.

## **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Informasjon som blir samlet inn i forbindelse med prosjektet og som kan identifisere deg vil bli værende konfidensiell. Intervjuene blir tatt opp anonymt og vil bli oppbevart konfidensielt. Under intervjuet vil du ikke bli bedt om å oppgi navnet ditt, navnet på skolen eller hvor skolen ligger.
- Informasjonen vi samler om deg vil bli kodet med et falskt navn (pseudonym). Oversikten over navnet på deltakere, kontaktinformasjon og de respektive kodene vil bli oppbevart separat fra resten av datamaterialet. Alt av datamateriale vil bli oppbevart på et sikkert sted som bare er tilgjengelig for prosjektleder.
- Resultatene som blir presentert i prosjektet vil ikke inneholde noe som kan avsløre identiteten din.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes? Prosjektet vil etter planen avsluttes innen 01.07.23 når oppgaven er godkjent. Personopplysninger og opptak vil bli slettet/destruert etter prosjektet er avsluttet.

## **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

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

## **Dine rettigheter**

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

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

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

- Norges teknisk-naturvitenskapelige universitet ved Georgios Neokleous på [georgios.neokleous@ntnu.no](mailto:georgios.neokleous@ntnu.no)
- Norges teknisk-naturvitenskapelige universitet ved Kristina Vangen Natlandsmyr på [krisnat@ntnu.no](mailto:krisnat@ntnu.no)
- Vårt personvernbud Thomas Helgesen ([thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no))

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

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

Med vennlig hilsen

Georgios Neokleous  
(Forsker/veileder)

Kristina Vangen Natlandsmyr  
(student)

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Interactions in Norwegian EAL classrooms» og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mine opplysninger kan oppbevares og behandles frem til prosjektet er avsluttet, innen 01.07.2023

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(Signert av deltaker, dato)

# **Are you interested in taking part in the research project “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 entail.

## **Purpose of the project**

You are invited to participate in a research project where the main purpose is to explore actions related to interaction in the classroom. This includes both teacher and student actions and reflections related to English education. The class(es) will be observed during English sessions. After the observation the teacher and students will be interviewed, and asked questions related to the study`s purpose.

This is a study connected to my master`s thesis in Primary School Education at NTNU.

## **Which institution is responsible for the research project?**

Norwegian University of Science of Technology (NTNU) is responsible for the project.

## **Why are you being asked to participate?**

The project focuses on students and teachers in middle school (5<sup>th</sup> -7<sup>th</sup> grade).

## **What does participation involve for you?**

If you choose to participate in this project, you will be asked to partake in an individual interview. The interview will be conducted at your school. It will be recorded electronically. You will be asked to answer approximately 10 questions which will revolve around your personal opinions about classroom interactions in the English classroom. The interview will take approximately 30 minutes. You can choose to skip questions that you do not feel comfortable answering. The interview will be conducted in either Norwegian or English depending on which language you prefer using.

## **Participation is voluntary**

Participation in the project is voluntary. If you choose 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 choose to skip individual questions and still take part in 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).



- The information that is collected in relation to this project and which can identify you will remain confidential. The interview will be recorded anonymously and will be stored with sufficient data protection protocols. During the interviews you will not be asked to state your name, the name of your school or the location of your school.
- The information we collect from you will be recorded anonymously under a fictitious name (pseudonym). Information of names, contact information and respective codes will be stored separately from the rest of the data material. All data will be safely stored where only the project leader has access.
- The results which will be presented in the projects 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 by 01.07.23. 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 be 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 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 has NSD – The Norwegian Centre for Research Data AS assessed that the processing of personal data in this project meets requirements in 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](mailto:georgios.neokleous@ntnu.no)
- Norwegian University of Science and Technology via Kristina Vangen Natlandsmyr at [krisnat@ntnu.no](mailto:krisnat@ntnu.no)
- Our Data Protection Officer: Thomas Helgesen ([thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no))

If you have questions about how data protection has been assessed in this project, contact:

- Data Protection Services, by email: ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) or by telephone: +47 53 21 15 00.

Yours sincerely,

Georgios Neokleous

(Researcher/supervisor)

Kristina Vangen Natlandsmyr

(Student)

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## Consent form

I have received and understood information about the project «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 of the project, by 01.07.2023

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(Signed by participant, date)

## **Appendix B: Information letter - Students**

### **Vil du delta i forskningsprosjektet “Interactions in Norwegian EAL classrooms”**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å utforske holdningene til lærer og elever i forhold til interaksjoner i klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Formålet mitt med denne studien er å undersøke handlinger knyttet til interaksjoner i klasserommet. Dette gjelder både lærere og elever sine handlinger og refleksjoner rundt engelskundervisningen. Klassen(e) vil bli observert under engelskundervisningen. I etterkant av observasjonen vil læreren og elevene bli intervjuet og bli stilt spørsmål knyttet til studiets formål.

Dette er en studie som utføres i sammenheng med min master ved Grunnskolelærerutdanningen 1-7 ved NTNU.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Prosjektet fokuserer på elever og lærere på mellomtrinnet (5.-7. trinn).

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet vil du bli bedt å delta på et individuelt intervju. Intervjuet vil foregå på skolen din. Det vil bli tatt opp elektronisk. Du vil bli bedt om å svare på omtrent 10 spørsmål som vil handle om dine personlige meninger om klasseromsinteraksjon i engelskklasserommet. Intervjuet vil vare i ca. 30 minutter. Du kan velge å hoppe over spørsmål om det er spørsmål du ikke ønsker å svare på. Intervjuet vil bli gjort på norsk eller engelsk etter hvilket språk du er mest komfortabel med å bruke.

Foreldrene dine kan be om å få se intervjuguiden før intervjuet gjennomføres.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Du kan velge å ikke svare på enkelte spørsmål og likevel være med i resten av studien.

## **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Informasjon som blir samlet inn i forbindelse med prosjektet og som kan identifisere deg vil bli værende konfidensiell. Intervjuene blir tatt opp anonymt og vil bli oppbevart konfidensielt. Under intervjuet vil du ikke bli bedt om å oppgi navnet ditt, navnet på skolen eller hvor skolen ligger.
- Informasjonen vi samler om deg vil bli kodet med et falskt navn (pseudonym). Oversikten over navnet på deltakere, kontaktinformasjon og de respektive kodene vil bli oppbevart separat fra resten av datamaterialet. Alt av datamateriale vil bli oppbevart på et sikkert sted som bare er tilgjengelig for prosjektleder.
- Resultatene som blir presentert i prosjektet vil ikke inneholde noe som kan avsløre identiteten din.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes? Prosjektet vil etter planen avsluttes innen 01.07.23 når oppgaven er godkjent. Personopplysninger og opptak vil bli slettet/destruert etter prosjektet er avsluttet.

## **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

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

## **Dine rettigheter**

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

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

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

- Norges teknisk-naturvitenskaplige universitet ved Georgios Neokleous på [georgios.neokleous@ntnu.no](mailto:georgios.neokleous@ntnu.no)
- Norges teknisk-naturvitenskaplige universitet ved Kristina Vangen Natlandsmyr på [krisnat@ntnu.no](mailto:krisnat@ntnu.no)
- Vårt personvernbud Thomas Helgesen ([thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no))

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

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

Med vennlig hilsen

Georgios Neokleous  
(Forsker/veileder)

Kristina Vangen Natlandsmyr  
(student)

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Interactions in Norwegian EAL classrooms» og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

Jeg samtykker til at mitt barn sine opplysninger kan oppbevares og behandles frem til prosjektet er avsluttet, innen 01.07.2023

Barnet sitt navn (BLOKKBOKSTAVER):

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(Signert av foresatte, dato)

## **Are you interested in taking part in the research project “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 entail.

### **Purpose of the project**

You are invited to participate in a research project where the main purpose is to explore actions related to interaction in the classroom. This includes both teacher and student actions and reflections related to English education. The class(es) will be observed during English sessions. After the observation the teacher and students will be interviewed, and asked questions related to the study's purpose.

This is a study connected to my master's thesis in Primary School Education at NTNU.

### **Which institution is responsible for the research project?**

Norwegian University of Science of Technology (NTNU) is responsible for the project.

### **Why are you being asked to participate?**

The project focuses on students and teachers in middle school (5<sup>th</sup>-7<sup>th</sup> grade).

### **What does participation involve for you?**

If you choose to participate in this project, you will be asked to partake in an individual interview. The interview will be conducted at your school. It will be recorded electronically. You will be asked to answer approximately 10 questions which will revolve around your personal opinions about classroom interactions in the English classroom. The interview will take approximately 30 minutes. You can choose to skip questions that you do not feel comfortable answering. The interview will be conducted in either Norwegian or English depending on which language you prefer using.

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 choose 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 choose to skip individual questions and still take part in 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).

- The information that is collected in relation to this project and which can identify you will remain confidential. The interview will be recorded anonymously and will be stored with sufficient data protection protocols. During the interviews you will not be asked to state your name, the name of your school or the location of your school.
- The information we collect from you will be recorded anonymously under a fictitious name (pseudonym). Information of names, contact information and respective codes will be stored separately from the rest of the data material. All data will be safely stored where only the project leader has access.
- The results which will be presented in the projects 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 by 01.07.23. 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 be 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 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 has NSD – The Norwegian Centre for Research Data AS assessed that the processing of personal data in this project meets requirements in 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](mailto:georgios.neokleous@ntnu.no)
- Norwegian University of Science and Technology via Kristina Vangen Natlandsmyr at [krisnat@ntnu.no](mailto:krisnat@ntnu.no)
- Our Data Protection Officer: Thomas Helgesen ([thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no))

If you have questions about how data protection has been assessed in this project, contact:

- Data Protection Services, by email: ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) or by telephone: +47 53 21 15 00.

Yours sincerely,

Georgios Neokleous  
(Researcher/supervisor)

Kristina Vangen Natlandsmyr  
(Student)

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## Consent form

I have received and understood information about the project «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 of the project, by 01.07.2023

Child`s name (CAPITAL LETTERS):

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(Signed by guardian, date)



## Appendix C: Interview guide – Teachers

### Intervjuguide lærer [Interview guide – teacher]

Deltakeren kan når som helst velge å avbryte intervjuet eller velge å ikke svare på spørsmål. Før man skrur på opptaket er det viktig at man sjekker at man har tillatelse fra deltakeren til å ta opptak av samtalen. Det er også viktig å understreke at man ikke vil oppgi navnet/identiteten på deltakeren og at det er viktig at man ikke nevner navnet sitt eller navnet på skolen.

[The participant can at any moment choose to terminate the interview or choose to skip any questions. Prior to turning on the recorder it is important to check that you have permission to record the discussion. It is also important to underline that you do not intend to disclose the participant`s name or identity and it is therefore important that the participant won`t mention their name or the name of the school]

1. Hvor mange år har du jobbet som lærer? [How many years have you worked as a teacher?]
2. Hvilket trinn og hvilke fag underviser du på? [Which grade and subjects do you teach?]
3. Hvilke språk snakker eller forstår du? [Which languages do you speak or understand?]
4. Hvilke meninger har du om hvilke språk som skal brukes i engelskundervisningen? [What are your attitudes on which languages should be used when teaching English?]
5. Hvis du bruker ulike språk i undervisningen, hva er det som bestemmer hvilket språk du bruker når? [If you use different languages during teaching, what decides which languages you use and when?]
6. Når mener du det er nødvendig å bruke norsk eller andre morsmål/hjemmespråk i undervisningen? Når mener du at det ikke er nødvendig å bruke det? [When do you think it is necessary to use Norwegian or other mother tongue/home languages in class? When do you think it is not necessary to use it?]
7. Instruerer du elevene om hvilket språk de skal bruke i undervisningen? Når og hvorfor? [Do you instruct your students on what languages to use during teaching? When and why?]
8. Om du har elever med et annet morsmål/hjemmespråk enn norsk, hvordan kan du bruke det som en ressurs for eleven sin læring? [If you have students with another mother tongue/ home language than Norwegian, how can you use it as a resource for the student`s learning?]
9. I hvilken grad tenker du at utdanningen din har påvirket dine holdninger til hvilke språk som skal brukes i engelskklasserommet? [To what degree do you think that your education has affected your attitudes toward which languages should be used in the English classroom?]
10. *Spørsmål knyttet til observasjon [Questions related to observations]*
11. *Spørsmål knyttet til observasjon [Questions related to observations]*
12. *Spørsmål knyttet til observasjon [Questions related to observation]*

## Appendix C: Interview guide – Students

### Intervjuguide elev [Interview guide – student]

Deltakeren kan når som helst velge å avbryte intervjuet eller velge å ikke svare på spørsmål. Før man skrur på opptaket er det viktig at man sjekker at man har tillatelse fra deltakeren til å ta opptak av samtalen. Det er også viktig å understreke at man ikke vil oppgi navnet/identiteten på deltakeren og at det er viktig at man ikke nevner navnet sitt, læreren sitt navn eller navnet på skolen.

[The participant can at any moment choose to terminate the interview or choose to skip any questions. Prior to turning on the recorder it is important to check that you have permission to record the discussion. It is also important to underline that you do not intend to disclose the participant`s name or identity and it is therefore important that the participant won`t mention their name, their teacher`s name or the name of the school]

1. Hvilket trinn går du på? [Which grade are you in?]
2. Hvilke språk snakker eller forstår du? [Which languages do you speak or understand?]
3. Hvilket/hvilke språk snakker du hjemme, med andre familiemedlemmer eller med venner? [Which language(s) do you speak at home, with other family members or with friends?]
4. Hvor lenge har du lært engelsk? Lærer du andre språk på skolen? [How long have you been learning English? Do you learn any other foreign languages at school?]
5. Hvilket/hvilke språk bruker du i engelsktimene? [Which language(s) do you use in English classes?]
6. Hvis du bruker forskjellige språk i undervisningen, hvem er det som bestemmer når du får bruke de ulike språkene? Når og hvordan? [If you use different languages during classes, who decides when you use the different languages? When and how?]
  - a. Hvilke/hvilket språk liker du/er du mest komfortabel med å bruke? Hvorfor? [What language(s) do you like/are you most comfortable using? Why?]
7. Får du lov til å bruke {sett inn språk} i timene? Hjelper det deg å lære engelsk? Hvis ja, på hvilken måte? [Are you allowed to use {insert language} during classes? Does it help you learn English? If yes, how?]
8. Hvilket/hvilke språk bruker læreren din i engelsktimene? Om læreren din bruker flere språk, når bruker de hvilket språk? [Which language does your teacher use during English lessons? If they use more than one language, when do they use which language?]
9. Synes du at lærere og elever bør unngå å bruke andre språk enn engelsk i engelsktimene? Hvorfor/hvorfor ikke? [Do you think teachers and students should avoid the use of other languages than English in English classes? Why/why not?]
10. *Spørsmål knyttet til observasjon [Questions related to observations]*
11. *Spørsmål knyttet til observasjon [Questions related to observations]*
12. *Spørsmål knyttet til observasjon [Questions related to observations]*

## Appendix E: 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:

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Student Use of the

MT: \_\_\_\_\_

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

Translation: \_\_\_\_\_

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Explaining/Revising Aspects of the English Language:

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Jokes: \_\_\_\_\_

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Praise: \_\_\_\_\_

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Qs+As: \_\_\_\_\_

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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: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

***Section F: Additional Notes***



 **NTNU**

Norwegian University of  
Science and Technology