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Master's thesis

The use of learners' L1 in English lessons: a valuable resource or a source of interference?

Bruk av elevers L1 i engelskundervisning: en betydningsfull ressurs eller kilde til forstyrrelse?

Grunnskolelærer 1-7

2MASTER17

2022

Acknowledgements

Norsk sammendrag

Gjennom bruken av intervju og spørreskjema har jeg utforsket læreres synspunkter og holdninger til å bruke elevers førstespråk som en ressurs. I tillegg har jeg utforsket hvordan både minoritets og majoritetsspråk kan bli implementert og brukt i fremmedspråksklasserommet og hva lærere rapporterer som fordeler og ulemper ved denne praksisen. Det ble tydelig at læreres holdninger og bruk av elevers førstespråk delvis var påvirket og tilknyttet de ideologier og den språkpolitikken som eksisterer i miljøet lærerne underviser i. Selv om det norske samfunnet har blitt flerspråklig så anerkjenner ikke den formelle lærerutdanningen og sentrale styringsdokumenter flerspråklighet tilstrekkelig, noe som medfører at lærere blir usikre på hvordan de kan bruke flerspråklighet som en ressurs. Ideologiene og styringsdokumentene som lærerutdanningen promoterer resulterte i at lærerne hovedsakelig brukte majoritetsspråklige elevers førstespråk som en ressurs, mens minoritetsspråklige elevers førstespråk ble ansett som et forstyrrende element. Lærerne anså det å bruke minoritet og majoritetsspråklige elevers førstespråk ulikt, og fant flest teoretiske ulemper og fordeler ved bruken av minoritetsspråk. Lærerne etterspurte dermed mer kunnskap om hvordan man kan bruke alle elevers førstespråk som en ressurs i engelsktimer. Lærerne rapporterte at alle elevers førstespråk positivt kunne påvirke elevenes evne til å forstå og vise sin kompetanse. Likevel mente lærerne at det kunne være krevende å finne balansen mellom bruken av målspråk og førstespråk, fordi ideologien om 'kun engelsk' sto sterkt. Dette medførte at lærerne følte at de gjorde noe galt når de måtte bruke elevenes førstespråk.

Abstract

Using interviews and questionnaires, I have analyzed teachers' beliefs and attitudes toward using learners' L1 as a resource. In addition, I have investigated how both minority and majority languages can be implemented and used in the foreign language classroom and what teachers report as benefits and challenges of this practice. It became clear that teachers' attitudes and use of learners' L1 are partly connected to ideologies and language policies within the society and the school. While the Norwegian society has become largely multilingual, the formal teacher education and educational regulations do not validate multilingualism enough, causing teachers to be unsure of how they can utilize plurilingualism as a resource. The ideologies and language policies promoted by the teacher education resulted in the teachers merely using majority language learners' L1 as a resource, while minority language learners' L1 were regarded as an interfering element. The teachers viewed the practice of using minority and majority language learners' L1 differently and found more theoretical challenges and benefits to the use of minority languages. As such, the teachers desired more knowledge on how one can utilize all learners' L1 as a resource in the foreign language classroom. The teachers reported that all learners' L1 was found to benefit the learners' abilities to understand and show their competence. The balance between the target language and L1 use was, however, found to be challenging, as the ideology of 'English-only' was so strong. This resulted in the teachers feeling guilty when having to use the L1.

Table of contents

Table of figures

1.   Introduction

Norwegian classrooms are becoming increasingly complex, where learners with different social, cultural, and linguistic backgrounds unite. The plurilingual complexity found in these classrooms can be an important resource, both linguistically and culturally, if the learners' plurilingual competence is considered an opportunity for them to achieve and develop linguistic competence, and not problematized as a barrier. To accomplish this, all branches of the education system must have a positive attitude and a resourceful view of plurilingualism, where teachers create room for all learners to evolve and flourish. Norway has a long history of being multilingual. With multiple dialects, two official languages (Sami and Norwegian), and two official types of Norwegian (Nynorsk and Bokmål), Norway is considered multilingual. In recent years, the phenomenon of globalization and migration has resulted in many additional languages being represented in the Norwegian society. These trends can also be found in the Norwegian classroom, as there is a steady increase in plurilingual learners that have proficiency in multiple languages (The Language Council of Norway, 2018, p. 37). Numbers provided by The Language Council of Norway (2018, p. 37) indicate that the plurilingual competence learners in Norwegian classrooms possess is not being validated and thematized by schools and teachers as some languages systematically are being excluded from the classroom. While plurilingualism has been considered an important and widespread aspect of individual language use, globalization has made it more so than ever (Cook, 2010, p. 43). In order to create a discussion around the challenges and possibilities of plurilingualism in the foreign language classroom, more research on this phenomenon is needed. Consequently, it has become important to research if and how teachers incorporate languages other than the target language in English lessons and their attitudes toward this practice. This master's thesis is thus about the implementation of learners' first languages (from here on referred to as L1) in English lessons, whether it is Norwegian or any other language, and teachers' perspectives on and attitudes toward such practices.

This thesis is centered around teachers' attitudes toward using learners' L1 and how they incorporate languages other than the target language in English lessons. As there has been conducted limited research focusing on teachers in a primary school context, this study provides valuable insight into the research field on teachers' perspectives on the use of learners' L1 as a resource in the English classroom. While international researchers have studied similar topics, the Norwegian context has been researched to a limited degree. In the

revised national curriculum, *Kunnskapsløftet 2020* (LK20), plurilingualism is acknowledged and highlighted as a resource (Ministry of Education and Research, 2019). However, whether the language repertoire of learners is used as a resource depends on the teachers. A normal assumption in Norwegian classrooms is that the teacher can support learners' acquisition of English by using Norwegian. Norwegian will often be the L1 of both the English teacher and many of the learners. However, the group of learners is diverse, and the linguistic background of the learners can vary. When Norwegian is used in English lessons, Norwegian learners might be given an advantage that learners with other L1 are not. The learners whose L1 is used as a resource can transfer their knowledge directly from their L1 to the target language. The process is more complicated for those whose L1 is excluded, as they might have insufficient language competence in all the languages used during the lesson. Learners who are still in the process of learning Norwegian must acquire multiple languages simultaneously, learn academic knowledge and skills, and integrate themselves culturally and socially into a new peer group (Paradis et al., 2011, p. 167). As the challenges these learners might face can be challenging, it is important that teachers find ways to use their linguistic knowledge as a resource. The present thesis will therefore study the use of all learners' L1, whether it is Norwegian or other languages, as a resource in English lessons.

From my personal experience during my teacher training, it has become clear that teachers are faced with high demands and challenges on multiple levels when the English subject curriculum and core curriculum emphasize the role of other languages in English education. Without specifying how and when teachers should incorporate other languages, it can be difficult for teachers to make plurilingualism a central value in their practice. The large freedom to choose which methods and approaches to use in the classroom can cause teachers to be insecure and afraid to challenge already established practices and attitudes. This could be problematic as the increasing sociocultural complexity demands teachers to evolve and think in new ways. The Norwegian teacher training program has limited focus on plurilingualism, leaving teachers on their own. As a result, the issue of incorporating all learners' languages as a resource in the English classroom is unsolved.

The purpose of this thesis is to shed light on the language complexity found in Norwegian classrooms, if important linguistic resources are left unused because of limited knowledge of other languages, and how learners' L1 can be used as a resource. The intention of this thesis is not to shame teachers or to point out their mistakes but rather to make teachers aware of the

areas of improvement regarding using plurilingualism as a resource in the language classroom. It becomes clear that the root of the problem is not teachers' lacking desire or willingness to incorporate other languages in the classroom but inadequate information and educational training on how to use them as a resource. Without guidelines and guidance, teachers are faced with yet another challenge but are not given the tools and the knowledge needed to solve it. The reader is asked to keep in mind that this research is based on teachers' beliefs and attitudes and not observed actions. As no observations have been conducted, the data and conclusions drawn from this thesis might not give an accurate picture of the reality found in the classroom.

1.1 Research questions and research design

Most research on plurilingualism in the classroom is focused on either the learners' perspectives or teachers' perspectives in secondary school or at higher levels. Consequently, research on the situation from the teachers' perspectives in the lower age groups is needed. I decided to specifically focus on the third and fourth grade, as it was thought that teachers in these age groups would rely on languages other than English, especially Norwegian, to a larger degree than older age groups. Further, the youngest grades have very limited hours of English teaching and were therefore not seen as suitable to research. I assume that the older the learners, the more the teacher can practice 'English-only' principles. As a result, it was necessary to find an age group where the teachers could use both the learners' L1 and English. While many learners are plurilingual and know more than one language, this research will focus on the implementation of the language that the learner learned first, which in many cases will be found to be their most used language in an everyday setting. The following research questions will be used to narrow the focus of this thesis:

- How can learners' L1 be used as a resource in the acquisition of English as an additional language in Norwegian lower primary schools?
- What do English teachers report as benefits and challenges when using languages other than the target language in English lessons?
- What are teachers' attitudes toward incorporating languages other than the target language in English lessons?

The revised curriculum emphasizes that plurilingualism must be considered a resource in learners' education, as one of the central values in the English subject is to allow all learners to "experience that the ability to speak several languages is an asset at school and in society

in general" (Ministry of Education and Research, 2019, relevance and central values). It does, however, not mention or indicate how and why teachers should use learners' L1 as a resource. This will be investigated through this thesis.

This master's thesis will mix methods through a sequential triangulation design. The combination of different methods and quantitative and qualitative approaches can provide a nuanced picture of the situation in English classrooms in Norway. The quantitative approach, achieved using questionnaires, is suitable to get an overview and map out a larger population (Gleiss & Sæther, 2021, p. 30). The qualitative approach of interviews, on the other hand, provides good opportunities to research issues the researcher would not have imagined beforehand and to gain insight into the participants' perspectives on specific topics that can later be used to develop new knowledge (Gleiss & Sæther, 2021, p. 30). Creswell & Plano Clark (2007) state that mixed methods research

> […] focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. (p. 5)

As the research design is sequential, the methods will be implemented in distinct stages, i.e. collecting and analyzing one type of data will be completed before the other type of data is collected (Creswell & Plano Clark, 2007, p. 81). The use of this design allows the researcher to first process quantitative data and then collect and analyze qualitative data that elaborates on the quantitative data obtained in the previous stage (Creswell & Plano Clark, 2007, p. 87). Through the use of sequential triangulation, the data collected through questionnaires and interviews are given a complementary role by strengthening each other's findings.

1.2 Defining important concepts

The term 'first language' has been given different definitions by different authors, and researchers frequently operate with contrasting interpretations and disagree on the labeling of languages. L1 is often used to refer to the first language an individual learned (Cunningham, 2018, p. 122). In a multilingual household, this definition could be problematic, as it is possible to learn multiple languages simultaneously (Cunningham, 2018, p. 122). According to Stern (1983, p. 9), the term L1, or first language, is frequently used as a synonym for native

language, mother tongue, primary language, and stronger language. However, Stern (1983, p. 11) highlights how the L1 of an individual is both "the language of early-childhood acquisition" and "the language of dominant or preferred use" (Stern, 1983, p. 11). An individual's L1 is thus the language they learned from early childhood, often in infancy, and a language in which they possess a high level of proficiency (Stern, 1983, p. 11). Stern's (1983) definition of L1 will be used in this study.

In this thesis, the term 'plurilingual' will be used to refer to individuals' competence and knowledge of different languages and their varieties (Council of Europe, 2006, p. 5). A plurilingual individual possesses language competence and skills in different languages and can communicate in multiple languages (Council of Europe, 2006, p. 5). The term does not determine how sufficient an individual must be in each language, nor the number of languages they must know to be considered plurilingual. Plurilingualism and multilingualism are terms often used interchangeably, but plurilingualism refers to languages "from the point of view of those who speak them. It refers to the repertoire of varieties of language which many individuals use" (Haukås & Speitz, 2020, p. 63). Multilingualism, on the other hand, "refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognized as a language or not" (Haukås & Speitz, 2020, p. 63). The term plurilingual will thus be used regarding individuals, while multilingual will be used when talking about concrete geographical areas or objects.

The terms 'minority language learner' and 'majority language learner' will be used in this thesis to distinguish between learners with different L1. In a Norwegian setting, learners who have Norwegian as their L1 are majority language learners as they "speak the dominant language of the society in which they live" (Paradis et al., 2011, p. 165). Based on definitions provided by Paradis et al. (2011, p. 165), learners with a different L1 than Norwegian are minority language learners. Paradis et al.'s (2011) terminology can be used regarding a learner's ability to communicate in different languages, however, for the sake of this thesis, the distinction between the two terms will be used with reference to L1 only.

1.3 The plurilingual turn in education in Norway

Plurilingualism has become an important topic in education over the last decades, both nationally and internationally. The Council of Europe (2020, p. 21) created 'The Common

European Framework of Reference for Language' (CEFR) to ensure a certain quality and degree of inclusive education. Norway and 46 other European countries are members of the Council of Europe, which use CEFR as a reference tool (Council of Europe, 2020, p. 27). 'The Common European Framework of Reference for Language' promotes the development of plurilingualism by fostering individuals to further develop pragmatic and linguistic competence and to gain an understanding of how languages differ (Council of Europe, 2020, p. 31). According to the Council of Europe (2020, p. 123), the initial aims of language education were modified with CEFR as the focus now is to disregard viewing the languages within the learner's repertoire in isolation. Accordingly, CEFR highlights how the aim of language education "is to develop a linguistic repertory, in which all linguistic abilities have a place" (Council of Europe, 2020, p. 123). This requires that learners are given opportunities to develop plurilingual competence and that plurilingual learners are met by teachers who view their competence as a resource rather than a source of interference.

In the revised curriculum, LK20, plurilingualism has been recognized in both the core curriculum and the English subject curriculum. The core curriculum emphasizes how one of the school's values is to create a learning environment where "[a]ll pupils shall experience that being proficient in a number of languages is a resource, both in school and society […]" (Ministry of Education and Research, 2017, 1.2). The English subject curriculum includes competence aims regarding learners' ability to explore and discover how the English language differs or relates to other languages the learners might know (Ministry of Education and Research, 2019). The increased emphasis on the development of learners' language identities in education is central in LK20. While plurilingualism was a part of the previous English subject curriculum, LK06, it has gained a more explicit role in LK20 (Ministry of Education and Research, 2019). This can be seen in the light of the growing diversity found in Norwegian society and the presence of different languages among learners.

The plurilingual turn in education can be said to reflect the plurilingual complexity found in Norwegian society. With the increasing focus on equality and inclusiveness in our society, it has become important to view plurilingualism as a resource. Consequently, teachers must acknowledge learners' linguistic competence and create a learning environment where all learners can succeed. Knowledge about the phenomenon of multilingualism and how plurilingual learners can use their language backgrounds as a resource is thus needed (Krulatz et al., 2018, p. 126). To ensure a successful plurilingual turn in education, "teaching strategies

that are explicit and inclusive for everyone should be implemented" (Krulatz et al., 2018, p. 123). Plurilingual education that validates every learner and realizes ideals of equal rights and equity requires that all learners, and their language identities, are valued and acknowledged (Krulatz et al., 2018, p. 126).

1.4 Phenomenology

This master's thesis uses a phenomenological approach to describe and explore teachers' thoughts, understandings, and experiences with a phenomenon (Johannessen et al., 2021, p. 166). The approach is often recognized as a suitable research approach in education, as it values the research subject's perspective and experience (Connelly, 2010, p. 127). By using relatively small sample sizes, phenomenological research tries to investigate the phenomenon in great detail to ensure the reader with an understanding of the issue at hand (Connelly, 2010, p. 127). The phenomenological approach is visible in most aspects of my research, the intention of which is to provide a nuanced and clear picture of the participants' understandings and experiences.

Connelly (2010, p. 127) distinguishes between descriptive and interpretative phenomenology, the latter of which is central in this thesis. While descriptive phenomenology attempts to ignore individuals' pre-assumptions to attain as objective findings as possible, interpretative phenomenology acknowledges how ideas and pre-assumptions are an important part of an individual and, as such, is aware of these understandings and how they could affect the study (Connelly, 2010, p. 127). Using an interpretative phenomenological approach, the goal of this research is consequently not to disregard any possible circumstantial understandings and how they might impact the results. The findings are subjectively based on the interpretations and understandings of both the participants and the researcher. Conclusions drawn from this research are hence not objective.

1.5 Thesis structure

This thesis consists of seven chapters. The present chapter has introduced my thesis and presented the background and the aims of my study. In chapter 2, theory will be used to describe plurilingual concepts and theoretical perspectives relevant to my research. Previous research on teachers' use of learners' L1, teachers' reported benefits and challenges with this

practice, and teachers' attitudes toward using learners' L1 will be presented in chapter 3, followed by a presentation of the methods used in the study in chapter 4. In chapter 5, there will be an overview of the study's empirical findings. The findings will further be discussed in chapter 6, considering the relevant theory and previous research presented in chapter 2 and chapter 3. Concluding remarks and an overall conclusion can be found in chapter 7.

2. Theory

The following chapter will present the theoretical framework for my research. My thesis will be conceptualized by providing information about regulations and ideologies that can impact teachers' desired teaching approaches and their attitudes toward using learners' L1 in English lessons. The chapter will further introduce central theoretical positions regarding plurilingualism and describe plurilingual concepts. The theory is relevant as it illustrates the complexity of plurilingual teaching and how teachers' attitudes and language choices are influenced by multiple factors. The theoretical aspects found in this chapter will be used to answer my research questions and to discuss my findings in chapter 6.

2.1 Language ideology and policy

Language ideologies and language policies within social groups are closely connected, as language ideologies influence language policies (Farr & Song, 2011, p. 654). McGroarty (2010) categorizes language ideologies as "abstract (and often implicit) belief systems related to language and linguistic behavior that affect speakers' choices and interpretations of communicative interaction" (p. 7). Individuals' attitudes, understandings, and use of L1 as a resource can be influenced and shaped by language ideologies and policies (Farr & Song, 2011; McGroarty, 2010). Farr & Song (2011, p. 654) emphasize how language policies impact what, when, where, and by whom languages are to be used and what linguistic aspects of the languages should be in focus. The language policy on which teachers decide to base their teaching will thus impact the material, methods, and teaching approaches used in the classroom. In addition, the language policy can be important when deciding which languages to include and the teacher's attitude toward including languages other than the target language. Accordingly, it is important to understand and be critical of the ideologies that influence pedagogical decisions.

Three language ideologies were presented by Ruíz in 1984. These plurilingual ideologies have different views on languages, the first of which views it as a problem, the second as a right, and the third views language as a resource (Ruíz, 1984). 'Language as a problem' is the orientation of those who view some languages as a hindrance or a liability, and the ideology often results in assimilation and a monolingual language policy (McNelly, 2015; Ruíz, 1984).

As the name would indicate, 'Language as a right' is concerned with the legal rights individuals are given to preserve, develop, and be educated in their L1 (McNelly, 2015, p. 12). As stated in the Norwegian Education Act (1998):

> Pupils attending the primary and lower secondary school who have a mother tongue other than Norwegian or Sami have the right to adapted instruction in the Norwegian language until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. If necessary, such pupils are also entitled to mother tongue instruction, bilingual subject teaching, or both. (§2-8.)

The Education Act §2-8. does not specify what 'sufficient proficiency' entails, hence, individual teachers and schools are given the power of interpretation. The paragraph also specifies that only those who do not have the ability to follow traditional Norwegian teaching are entitled to plurilingual teaching and instructions in their L1. The formulation of the paragraph accordingly expresses "a problem oriented and not a resource oriented view of plurilingualism" (Aarsæther, 2017, p. 39, my translation). Consequently, Aarsæther (2017, p. 39) concludes that the Norwegian Education Act is a transition model where a minority language learner's L1 is significant only for a short period until the learner has sufficient Norwegian competence. As a result, plurilingual learners with proficiency in Norwegian do not have the right to have their L1 be a part of their education. The third of Ruíz's (1984, p. 28) language ideologies, 'Language as a resource', fosters a plurilingual education that values languages as a strength (McGroarty, 2010, p. 17). Those who practice this orientation believe that the aim of plurilingual education is for the learners to be their plurilingual selves (McGroarty, 2010, p. 18). This ideology is advocated by Ruíz (1984) as it contributes "to a greater social cohesion and cooperation" (p. 28). To achieve this, nations must take plurilingualism seriously by creating an education program that fosters plurilingualism and allows all learners to participate and share their linguistic competence (McGroarty, 2010, p. 22).

2.2 Teaching approaches

In order to understand teachers' attitudes toward the implementation of other languages in English lessons, it can be valuable to know about the teaching approaches on which they base

their practice. According to Mahmud (2018, pp. 25–26), the Grammar Translation Method (GTM) is recognized as the traditional teaching approach when teaching an additional language. GTM is believed to promote a plurilingual perspective as the learner's L1 is given a facilitating role in the acquisition of the target language (Mahmud, 2018, p. 25). Consequently, GTM fosters a positive attitude toward plurilingualism by viewing it as a resource. While GTM is recognized as the leading plurilingual approach, it has been criticized by those who believe that the learner's L1 negatively affects language learning (Mahmud, 2018, p. 25). These critics will often support the Direct Method (DM), which advocates a monolingual approach to language teaching (Harmer, 2001, p. 132). DM is based on the idea that the learner's L1 should not be given a significant role in the classroom (Mahmud, 2018, p. 26). Cummins (2007, p. 223) further elaborates that the monolingual principle found in DM involves extensive use of the target language at the expense of the learner's L1. The practice found in DM has the intention of the teacher enabling all learners to think and use the target language "with minimal inference from L1" (Cummins, 2007, p. 223). The Direct Method has been highlighted as valuable in the foreign language classroom by providing learners with target language input and output (Hall & Cook, 2013, p. 7). However, Cummins (2007, p. 225) highlights how the approach cannot be supported by pedagogical evidence by stating that the use of learners' L1 is a necessary linguistic resource that benefits learners' abilities to acquire a new language. Consequently, the idea promoted by DM that a monolingual approach to foreign language learning is ideal is up for questioning.

According to Garcia & Lin (2017), it can be harmful to learners to be taught with a strictly monolingual approach "that reflects the language practices legitimized by the dominant group or the state" (p. 4). In multilingual societies where individuals have a different L1, it is not uncommon for teachers to base their practice on an 'English-only' policy or only implement some languages. While maximizing the target language exposure could have a positive effect on the learners, there are also disadvantages. Harmer (2001, p. 132) comments on how the learners' identity and self-esteem can be affected negatively if their L1 is banned from the classroom. Language is closely connected to an individual's perception of the world and how one communicates within it. An 'English-only' policy would thus give the learner the perception of speaking a language that is not regarded as valuable or given less value than the target language (Harmer, 2001, p. 132). Selecting to not use any of the learners' L1, or just some of them, in the foreign language classroom could give the learners the impression of

possessing linguistic competence that is not resourceful. Further, excluding learners' L1 from the English classroom will only make the learners feel that they are doing something wrong when relying on their L1, resulting in an understanding of their L1 being an interfering factor in the foreign language classroom. A teacher who values and uses learners' L1 as a resource in the classroom "supports and enhances the student's learning because they themselves are indirectly valued" (Lucas & Katz, 2011, p. 539). Consequently, teachers who base their teaching on the idea of 'English-only' do not sufficiently validate learners' identities and can give learners the impression of possessing knowledge and competence that is not valuable.

2.3   Theoretical positions of plurilingualism

Macaro (2001, p. 535) identifies three theoretical positions of L1 use in foreign language teaching. 'The Virtual Position' is a theoretical position that aims to exclude learners' L1 entirely. Supporters of this position struggle to see how the L1 can have a pedagogical value as the target language is best learned through that language only, and the L1 is therefore not given any room in the foreign language classroom (Macaro, 2001, 2009). The second theoretical position, 'The Maximal Position', agrees that the L1 is of little pedagogical value in the classroom (Macaro, 2001, p. 535). However, it distinguishes itself from 'The Virtual Position' as it recognizes that the learning and teaching conditions require teachers to resort to the L1 (Macaro, 2001, p. 535). While not considered the optimal situation, teachers in 'The Maximal Position' must use the L1 even though it is not desired (Macaro, 2009, p. 36). The last theoretical position is 'The Optimal Position', which acknowledges that there is pedagogical value with L1 use (Macaro, 2001, p. 535). This position highlights that "some aspects of learning may actually be enhanced by use of the L1" (Macaro, 2001, p. 535). It does, however, require that the teachers constantly explore new and better-suited pedagogical principles to always ensure that the use of L1 is justified (Macaro, 2001, p. 535). 'The Optimal Position' recognizes how learners' L1 can enhance and improve learners' proficiency in the target language, more so than the exclusive use of the target language (Macaro, 2009, p. 8). The three pedagogical positions of L1 use illustrate different positions and views of plurilingualism and the use of L1 in the foreign language classroom.

The three theoretical positions presented by Macaro (2001) illustrate nuances within DM and GTM. 'The Virtual Position' and 'The Maximal Position' align with the principles promoted

by DM, as the target language is regarded to have the most pedagogical value. While 'The Maximal Position' to a degree sees the necessity of L1 use, it emphasizes that monolingual teaching is the ideal approach. Consequently, the two theoretical positions visualize the range of complexity within DM as a teaching approach. On the other hand, 'The Optimal Position' has similarities with GTM by acknowledging the L1 as a resource in foreign language learning. 'The Optimal Position' does, however, emphasize how all educators must critically view their practice and constantly find justifications for using the L1 rather than the target language (Macaro, 2001, p. 535). As such, 'The Optimal Position' resembles GTM but lays heavier emphasis on the active role of the teacher to find justifications for their language choices.

2.4   Additive and subtractive plurilingualism

An individual develops additive plurilingualism when the acquisition of an additional language does not negatively impact or replace the L1 (Plüddermann, 1997, p. 18). Additive plurilingualism is therefore acknowledged as the process of further developing an individual's plurilingual competence and skills (Plüddermann, 1997, p. 18). An additional language is added to the repertoire of individuals, enriching their linguistic and cultural understanding and background. Consequently, additive plurilingualism evolves when all the languages within the individual's repertoire develop and impact the individual's language development in a complementary manner (Plüddermann, 1997, p. 18). Subtractive plurilingualism, on the contrary, "is characterised by the loss or erosion of a home or first language and culture" (Plüddermann, 1997, p. 18). Subtractive plurilingualism is developed when the languages within an individual's repertoire compete instead of complementing one another (Plüddermann, 1997, p. 18). Societies and educational facilities that only use and validate the majority language at the expense of minority languages, or legitimize the use of the target language only, foster subtractive plurilingualism (Plüddermann, 1997, p. 18).

The two perspectives on plurilingualism represent an 'either/or' and 'both/and' orientation to L1 and target language use (Cummins, 2000, p. 28). Additive plurilingualism advocates a 'both/and' orientation, where both the L1 and target language are implemented and used to ensure continual development in both languages. In contrast, subtractive plurilingualism fosters an 'either/or' orientation where the values of L1 and target language are only considered valuable when one of the languages is implemented. By advocating a "*both/and*

rather than an *either/or* orientation to L1 and L2", Cummins (2000) strongly emphasizes how the languages an individual knows can be used to "enrich each other rather than subtracting from each other" (p. 28).

2.5 Common Underlying Proficiency

Cummins' (2000, p. 175) 'Common Underlying Proficiency model' (CUP, Figure 1) is believed to provide an understanding of plurilingual learners' linguistic development. According to the model, using learners' L1 in the foreign language classroom positively affects the acquisition of the target language as the transportation of learners' language skills and knowledge from the L1 compensates for reduced target language exposure (Cummins, 2000, p. 188). The model further emphasizes that regardless of what L1 the learner has, it is possible to transfer the proficiency and skills from the L1 to the target language because "at a cognitive level, languages are not separate but connected with each other by means of a common underlying proficiency" (Cummins, 2017, p. 106). Allowing learners to transfer between their L1 and the target language, can help plurilingual learners to develop a greater metalinguistic awareness (Cummins, 2000, p. 191).
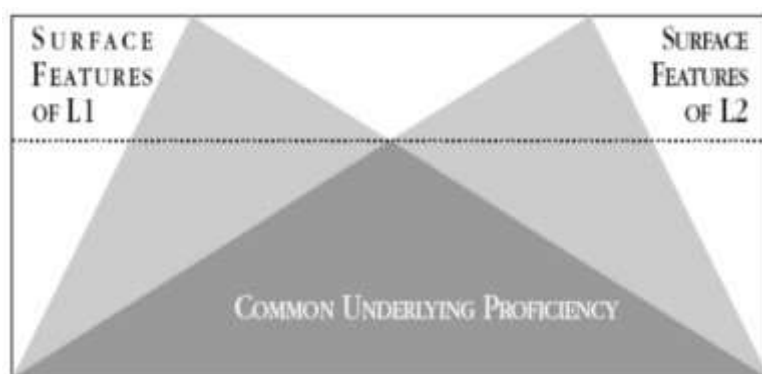
Figure 1 - The CUP model (Cummins, 2005, p. 5).

As illustrated in Figure 1, CUP assumes that there is a shared proficiency that forms the foundation under the languages' varying surface manifestations (Cummins, 2005, p. 5). The language knowledge connected to the L1 is interdependent of other languages. Regardless of how the languages might vary in terms of pronunciation, syntax, or grammatical structures, the underlying language proficiency of the learner can be transferred (Cummins, 2005, p. 3). By allowing learners to use their L1 as a resource, the learners can simultaneously develop proficiency in the L1 and the target language (Cummins, 2005, p. 5). Through this, the CUP

modal advocates the use of plurilingual instructional strategies, where learners are encouraged to make cross-language transfers and continue the development of their language awareness (Cummins, 2005, p. 7).

Ignoring the learner's L1 could negatively affect the linguistic knowledge and competence that the learner has in a specific language (Cummins, 2000, p. 194). The CUP model separates situations where learners are not being exposed to their L1 in such ways that allow them to sufficiently develop and learners in an environment that "provides sufficient stimulus for maintenance of L1" (Verhoeven, 1994, p. 383). The former harms learners' ability to become plurilingual, as their L1 is being neglected (Verhoeven, 1994, p. 383). In a multilingual society, the majority language learners are of an advantage as their L1 can be sufficiently developed because the learners receive constant L1 exposure. Minority language learners, on the other hand, might not be exposed to their L1 to the same degree. Hence, it is even more important to include their L1 in education. While the CUP model can be considered valuable in an increasingly multilingual classroom, it is important to realize that the model does not advocate the use of L1 only (Cummins, 2000, p. 194). An appropriate balance between L1 and target language use is required for learners to evolve in both languages. Cummins (2000) comments that natural activities based on CUP are to draw the learners' "attention to similarities and contrasts between their two languages" (p. 195). Such targeted activities enable learners to transfer between their languages, making them more aware and conscious of the linguistic options to choose from (Cummins, 2000, p. 195).

2.6 Translanguaging and code-switching

Garcia & Wei (2014) use the term translanguaging regarding "both the complex language practices of plurilingual individuals and communities, as well as the pedagogical approaches that use those complex practices" (p. 20). Krulatz et al. (2018, p. 137) state that translanguaging is a practice suitable in the multilingual classroom, as it enables plurilingual learners to incorporate their L1 in academic contexts. As a result, translanguaging as a pedagogical practice focuses on and supports the development of both the L1 and additional languages. Through the process of translanguaging, an individual makes the complexity of language visible by creating meaning, understanding, and knowledge by combining multiple languages (Garcia & Wei, 2014, pp. 20-21). Allowing learners to use translanguaging to

maximize their competence in all languages can result in faster acquisition of the target language and improved abilities to master academic concepts (Krulatz et al., 2018, pp. 139-140).

Translanguaging is sometimes confused with code-switching. However,

> […] translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire. (Garcia & Wei, 2014, p. 22)

Code-switching, thus, refers to the process of switching or alternating between different languages within or between sentences and is a practice within translanguaging (MacSwan, 2017, p. 168). Individuals who begin a sentence in one language before switching to another or who implement words or phrases from multiple languages within the same sentence, code-switch. Code-switching is often given a negative connotation, being stigmatized as an action that disturbs or violates language learning (Garcia et al., 2017, p. 20). However, code-switching is a common practice worldwide, especially among plurilingual individuals (MacSwan, 2017, p. 168). The practice of translanguaging, on the other hand, entails that plurilingual learners can shuffle and transfer between languages within their language repertoire to make the most of each learning situation (Haukås & Speitz, 2020, p. 68). Rather than viewing the linguistic repertoire of each language an individual knows as separate, translanguaging is used to describe the linguistic competence and repertoire comprised of all the learner's languages. As such, translanguaging allows learners to build on the language knowledge they already possess and use it as a resource to acquire new language competence. Garcia et al. (2017) emphasize that the main purposes of translanguaging are

> […] supporting students as they engage with and comprehend complex content and texts, providing opportunities for students to develop linguistic practices for academic contexts, making space for students' bilingualism and ways of knowing, and supporting students' bilingual identities and socioemotional development. (p. 7)

The inclusive learning environment that translanguaging requires validates plurilingual learners' competence and acknowledges that "the use of several languages in everyday

16

situations increasingly represents the norm in the societies we live in" (Burner & Carlsen, 2019, p. 89). Consequently, by creating room for learners to translanguage in the foreign language classroom, learners are encouraged to systematically use the linguistic repertoire from other languages as a resource (Burner & Carlsen, 2019, p. 92).

In the process of learning a new language, translanguaging and code-switching can help visualize similarities and differences between languages. In addition, translanguaging allows learners to "ask deep questions, and practice and play with language" (Garcia et al., 2017, p. 11). Excluding some languages and disallowing learners to translanguage in the classroom causes plurilingual learners to only be assessed on a small portion of their linguistic competence and repertoire, and places them at a disadvantage as their knowledge is viewed as a resource of interference (Garcia et al., 2017, p. 11). The implementation of translanguaging places plurilingual learners at the center, making the ability to know multiple languages the norm (Garcia et al., 2017, p. 12). As a result, translanguaging is an appropriate approach to incorporate in the classroom, as it can help plurilingual learners "to see themselves and their linguistic and cultural practices as valuable, rather than as lacking" (Garcia et al., 2017, p. 14). Rather than viewing learners' linguistic competence and the use of their L1 as an interfering element, translanguaging fosters a learning environment where linguistic competence is viewed as a resource.

2.7 L1 in the foreign language classroom

Harmer (2001, p. 134) advocates for the use of learners' L1, stating that L1 use only is counter-productive when used in situations and communicative tasks which have the intention of providing learners with the chance of trying to use the target language for themselves. In multilingual classrooms, it is common for the learners to have varying L1, and that the teacher does not share the L1 of all the learners. While the language complexity found in such classrooms can make the situation more challenging for the teacher, language teachers must show their "understanding of the learning process and discuss L1 and L2 issues with the class" (Harmer, 2001, p. 135). Accordingly, a balance between the target language and L1 use is considered necessary to ensure that learners are allowed to develop in both languages (Harmer, 2001, p. 134).

Paradis et al. (2011, p. 178) emphasize that the teacher can help especially minority language learners to continue their development and growth in their L1 by implementing it in school. By continuing to expose learners to their L1 in school, minority language learners are provided "with greater opportunities to develop high levels of bilingual proficiency" (Paradis et al., 2011, p. 178). A common assumption is that the implementation of other languages negatively affects the learner's acquisition of the target language. However, the use and exposure to learners' L1 can rather strengthen their proficiency in both the L1 and the target language (Lucas & Katz, 2011; Paradis et al., 2011). As proficiencies in different languages are closely connected, the concepts and knowledge learners require in one language can be transferred to another one. Language competence is accordingly interdependent, and knowledge possessed in one language can be used as a resource to learn an additional one (Cummins, 2000). Therefore, the teachers must be aware and critical of their own language practices and find ways to implement learners' L1 as a resource.

Harmer (2001, p. 135) comments on activities where teachers can use learners' L1 as a resource in the classroom. The activities proposed are translation and finding language similarities and differences by comparing languages, where the use of learners' L1 allows the learners to express themselves and talk about language in ways that otherwise would have been difficult (Harmer, 2001, p. 135). Using learners' L1 in the foreign language classroom can allow learners to express themselves fluently and use their prior knowledge, resulting in academic, linguistic, and cognitive development (Cummins, 2000; Harmer, 2001). In addition, it appears to have a positive impact on cognitive and academic abilities when schools allow learners to develop in multiple languages simultaneously (Cummins, 2000, p. 174). While this could benefit all learners, it can be especially helpful for less proficient learners as it allows them "to maintain interaction with more proficient language users and even access their higher-level knowledge" (Hall & Cook, 2012, p. 292).

While there are clear benefits of using learners' L1 in the foreign language classroom, Harmer (2001, p. 135) emphasizes that clear guidelines must be established for when the use of L1 is regarded as productive and when it becomes an interfering element. By making explicit guidelines for all learners, the teachers can control learning situations where they might not know what is being said. Further, the teacher must evaluate which settings and contexts it is useful to implement other languages and when it is appropriate to rely solely on the target

language. A learner with high target language proficiency might not need to use the L1 as a resource in the same way as a learner at the lower levels (Harmer, 2001, p. 135). The balance between L1 and the target language can be ensured by implementing plurilingual strategies that have a complementary position to traditional monolingual strategies (Cummins, 2005, p. 13). This would not only positively impact learners' ability to use and learn languages, but also create an environment that promotes "more cognitive engaged learning" (Cummins, 2005, p. 13). Such plurilingual strategies, clear guidelines, and individual factors must be considered when planning and executing lessons to ensure that learners acquire the best possible learning outcome.

2.8 Linguistically Appropriate Practice (LAP)

The Linguistically Appropriate Practice (LAP) is recognized as a suitable practice for the multilingual classroom. The practice builds on and encourages the use of learners' prior linguistic knowledge by using the L1 in the classroom (Chumak-Hortbatsch, 2012, p. 52). According to Krulatz et al. (2018, p. 240), LAP aims to build on the learners' starting point as the teacher actively promotes the maintenance and use of learners' L1 in the classroom. Such a practice will encourage deep learning, as new language knowledge "is integrated with their previously acquired knowledge so that they can automatically retrieve it and use it in new contexts, as well as build on it in their further language learning" (Krulatz et al., 2018, p. 240).

In a classroom environment where all language competence is seen as valuable, the teacher can encourage learners to use their prior knowledge to evolve, which could positively affect the group dynamic and the group's attitude (Harmer, 2001, p. 133). By implementing learners' L1, plurilingual learners are given the opportunity to make cross-linguistic connections based on the knowledge they already possess in other languages (Cummins, 2007, p. 229). Using the L1 as their starting point, the learners will attempt to see connections between what is familiar and unknown with their L1 and the target language. As learners naturally use their plurilingual competence to acquire new linguistic knowledge, Cummins (2007, p. 229) argues that teachers should base their teaching on a plurilingual teaching approach and use strategies and techniques to encourage all learners to make cross-linguistic connections between their L1 and the target language. To activate prior knowledge, the teacher must use the learner's L1 as the foundation and draw upon the knowledge that is marked and encoded in the L1 (Hall & Cook,

2012, p. 291). This is especially important with younger, reluctant learners that must feel that they can make valuable contributions, to ensure that they have a positive experience with learning a new language. Using their strongest ally, their L1, systematically to ensure understanding and continual growth can thus be regarded as an investment in the learner's attitude and motivation toward language learning (Butzkamm, 2003, p. 30).

In an increasingly diverse linguistic learning environment, LAP is an appropriate approach as "it invites teachers to reflect on their current practice, let go of 'tried and true' monolingual teaching and respond to the diversity of their classroom" (Chumak-Horbatsch, 2019, p. 41). Activities within LAP are primarily planned and conducted in the target language while simultaneously making active references to the capacity and knowledge of their L1 (Krulatz et al., 2018, p. 233). Collaborative work is often encouraged where learners are given space to share and discover language concepts (Chumak-Horbatsch, 2019, p. 44). The approach provides learners and teachers with a deeper understanding of language diversity and aims to guide every learner to develop intercultural competence and be prepared for a diverse society (Chumak-Horbatsch, 2019, p. 44). This is achieved through language activities such as translation, comparison, and translanguaging (Chumak-Horbatsch, 2019, p. 44). In doing so, LAP fosters an inclusive classroom practice where all learners' language abilities are valued with a plurilingual "focus allowing the use of students' home languages in the interest of student learning" (Krulatz et al., 2018, p. 233).

3.   Previous research

The following chapter will present previous research on plurilingualism and its use as a resource in the foreign language classroom. The chapter has four clear limitations. First, most of the studies have involved older age groups and participants with a range of proficiencies in the L1 and the target language. In contrast to my study, none of the presented researchers have focused on teachers who specifically teach third or fourth grade. Second, only two of the studies (Brevik & Rindal, 2020; Iversen, 2017) have been conducted in a Norwegian setting. Third, the researchers have different perspectives on the topic, where some studies focus on the learners' perception and others on the teachers'. Lastly, most of the researchers focus on the implementation of one specific language and not on all the learners' L1. Regardless of these four limitations, I believe that the research presented in this chapter is relevant, as the findings represent general practices and beliefs in multilingual classrooms. The lack of studies that focus on lower primary school teachers' perspectives on the use of all learners' L1 as a resource in a Norwegian setting rather points to the gap that this study seeks to fill.

3.1 The use of learners' L1

Researchers have discovered that learners' L1 can be used as a resource in the foreign language classroom when used to provide explanations of unclear English concepts (Hall & Cook, 2013; Marsella, 2020; Perdani, 2021; Taşçı & Ataç, 2020), explain vocabulary and grammar (Hall & Cook, 2013; Hanáková & Metruk, 2017; Marsella, 2020; Perdani, 2021, Wilden & Porsch, 2020), maintain control and discipline (Hall & Cook, 2013; Macaro, 2001; Marsella, 2020; Wilden & Porsch, 2020), create a positive, inclusive atmosphere (Hall & Cook, 2013; Marsella, 2020), give instructions (Hall & Cook, 2013; Hanáková & Metruk, 2017; Marsella, 2020; Perdani, 2021; Taşçı & Ataç, 2020; Wilden & Porsch, 2020), correct language errors (Hall & Cook, 2013; Perdani, 2021), assess and give feedback (Hall & Cook, 2013, p. 15), compare the target language and L1 by finding similarities and differences (Hall & Cook, 2013; Hanáková & Metruk, 2017), check and ensure learners' understanding (Hanáková & Metruk, 2017; Marsella, 2020; Perdani, 2021; Taşçı & Ataç, 2020), and code-switch and translate between the L1 and the target language (Brevik & Rindal, 2020; Taşçı & Ataç, 2020; Wilden & Porsch, 2020).

In their study on the use of L1 in the foreign language classroom, Hanáková & Metruk (2017, p. 387) identify that the participating teachers believed that L1 could be used to prevent misunderstandings, visualize L1 and target language differences, and save time. Hanáková & Metruk (2017) identify four factors that must be considered when talking about the balance between the use of learners' L1 and the target language: "students' level, previous experience, the stage of the course, and the stage of the lesson" (p. 383). Through observations and informal discussions with teachers, it was claimed that young learners, or learners with low proficiency in the target language, could be scaffolded by implementing their L1 as a resource (Hanáková & Metruk, 2017, p. 387). Doing so would allow these learners to participate actively, as the threshold for communication and understanding was lowered. In addition, it was believed that L1 use was most beneficial in the early stages of the course when the target language had not yet been taught extensively (Hanáková & Metruk, 2017, p. 387). Similar findings are identified by Taşçı & Ataç (2020, p. 660), whose observations and interviews reveal that the teachers believed that the use of L1 was especially necessary when working with younger learners, as they require constant reinforcement and have a short concentration span. The use of L1 was, in these instances, regarded as a necessity to ensure understanding.

Using questionnaires and interviews, Perdani (2021, p. 64) discovers that it is common for English teachers to use the L1 when teaching in multilingual classrooms to simplify communication with the learners. Further, Perdani (2021, p. 64) reports that the teachers found that L1 use made the learners more comfortable with learning the target language, as the learners' starting points and prior linguistic knowledge were acknowledged and validated. Perdani (2021) finds that teachers use L1 in three distinct "contexts of teaching; pre-teaching, whilst teaching, and post-teaching" (p. 64). The amount of L1 use was significantly higher in the 'whilst teaching' stage than in the two others, but the L1 was used continuously throughout the lesson (Perdani, 2021, p. 64). The use of L1 in the 'whilst teaching' stage was found to be especially beneficial when providing learners with an explanation of English grammatical concepts to ensure that they have understood the concepts correctly (Perdani, 2021, p. 63). However, the participants also stated using the L1 when explaining linguistic elements, correcting mistakes, instructing the learners, and clarifying the learners' comprehension (Perdani, 2021, p. 63). The use of L1 was found to be beneficial in all stages of teaching by

acknowledging the learners' prior knowledge and providing the learners with effective teaching.

A study by Bailey & Marsden (2017) provides valuable insight into how primary school teachers use learners' L1 as a resource and their attitudes in this regard. Bailey & Marsden (2017, p. 283) discover through observations, questionnaires, and interviews that minority languages were implemented in the English classroom to a limited degree, however, the teachers claimed to be willing to incorporate activities where minority language learners could use their L1 as a resource. The participants generally lacked confidence and an understanding of the importance of plurilingualism and "did not reference any academic benefits to promoting linguistic diversity but were more aware of the potential social benefits" (Bailey & Marsden, 2017, p. 283). The social benefits of the use of L1 could be to enrich the social interactions among the learners by allowing them to learn from each other, fostering intercultural competence. Bailey & Marsden (2017) observe an inconsistency in the teachers' reasoning for excluding learners' L1 from the English classroom. The teachers reported views that conflicted as to when L1 use was considered appropriate, as all levels of English proficiency could be used as a reason for not implementing learners' L1 in the teaching (Bailey & Marsden, 2017, p. 295). Teachers could argue that learners with low proficiency in the target language need extensive amounts of target language exposure, while high proficiency learners must practice and evolve by using the target language in different situations. One of the main findings in Bailey & Marsden's (2017) research is that "teachers, rather than dismissing home language use outright, seemed overall to be unaware of why and how they may use home languages. Lower willingness to implement activities tended to be associated with lower confidence levels" (p. 300). Bailey & Marsden's (2017) study thus identifies how teachers' usage of L1 is influenced by their confidence and competence toward using languages other than the target language, and that only some languages are actively used as a resource.

By using questionnaires, Wilden & Porsch (2020) find that the formal qualifications of the teachers impact the degree to which they use their L1 in the foreign language classroom. The lower qualifications the teachers have, the more likely they are to use the L1 in the foreign language classroom (Wilden & Porsch, 2020, p. 631). However, regardless of the degree of formal qualification, most of the participants expressed insecurity about their L1 use and the benefits or disadvantages this might have on their learners (Wilden & Porsch, 2020, p. 635).

The reasoning behind L1 use was often to scaffold learners with explanations of new words or grammatical structures by exploiting the connections between L1 and target language that learners often make mentally (Wilden & Porsch, 2020, p. 636). Further, Wilden & Porsch (2020, p. 637) identify that there was a consensus among the teachers that the use of learners' L1 should decrease while the classroom discourse in the target language increases. With younger learners, it can be resourceful to scaffold them by using the L1, but when the learners reach a certain level of target language proficiency, the L1 should be replaced by the target language. The researchers (Wilden & Porsch, 2020) conclude on a general tendency among the participants that "the higher the teachers self-assess their L2 (English) proficiency, the more often they use the L2 in the primary EFL classroom" (p. 654). Consequently, Wilden & Porsch (2020) argue that teachers who believe they have low proficiency in the target language or lower formal qualifications will use the L1 more than those with higher formal qualifications or self-assessed proficiency.

3.2 Benefits of using learners' L1

Researchers who have investigated the use of learners' L1 report on different benefits of this practice (Auerbach, 1993; Macaro, 2001; McMillan & Rivers, 2011). McMillan & Rivers (2011, p. 252) use questionnaires to research how incorporating learners' L1 is the best-suited approach for additional language learning, as it allowed learners to use the skills they have acquired in one language to make progress in another. The researchers (McMillan & Rivers, 2011) find that multiple of their participants believed that the use of learners' L1 could "facilitate and ensure successful communication between students and the teacher" (p. 255). In addition, learners' L1 were implemented as an aid to help learners with understanding and expressing ideas and concepts (McMillan & Rivers, 2011, p. 257). The teachers participating especially highlighted how the use of L1 could be beneficial and facilitate target language learning for less proficient and young learners (McMillan & Rivers, 2011, p. 257). In general, it was identified that most of the teachers participating believed that learners' L1 could have a positive role in target language learning and teaching.

Through their research on learners' use of their L1, Storch & Wigglesworth (2003) argue that "the use of the L1 may provide learners with additional cognitive support that allows them to

analyse language and work at a higher level than would be possible were they restricted to sole use of their L2" (p. 760). Storch & Wigglesworth (2003, p. 768) identify that the use of learners' L1 could allow learners to take control and fulfill tasks, allowing them to complete tasks at higher cognitive levels than would have been possible if only the target language was used. By drawing such conclusions, Storch & Wigglesworth (2003, p. 768) postulate that learners' who are allowed to use their L1 have better chances of developing proficiency in multiple languages by using their L1 to acquire additional languages. Similar conclusions were drawn by Auerbach (1993, p. 19). In an article, drawing on multiple projects and previous studies, Auerbach (1993, p. 19) concludes that the use of learners' L1 can facilitate the development and acquisition of English. Accordingly, Auerbach (1993, p. 19) argues that learners' L1 should have a role in foreign language education as L1 use validates learners' backgrounds and creates a secure environment where they can express themselves. Auerbach (1993) states that plurilingual education that incorporates learners' L1 can be particularly "effective for language minority students, whose language has less social status" (pp. 15–16). Including minority languages creates room for the learners to see the connections between the linguistic competence the learner already has and what is required to acquire the target language and validates the learners' backgrounds.

The limited time allocated to foreign language learning has been used as an argument for using L1 as a strategy to maximize language learning (Marsella, 2020; Perdani, 2021). By observing and interviewing teachers, Marsella (2020, p. 16) finds that using the L1 is especially beneficial for the teacher to provide clear instructions in a timely manner and remain in control of the teaching situation. The use of the L1 was further found to allow learners to "build interpersonal relations among the class participants" (Marsella, 2020, p. 16). Learners who were allowed to use their L1 in the foreign language classroom could interact and share linguistic competence, enriching the learners' understanding and respect toward other languages and one another. Accordingly, benefits connected to classroom management and social learning were highlighted (Marsella, 2020, p. 16). When the English subject is allocated little time, the teachers might find themselves in a stressful situation where they must hurry when introducing and explaining material. It might be easy to rely on and use the L1 to explain and make sure that everyone understands, as using the L1 rather than the target language can help teachers to save time when providing efficient instructions and commands (Perdani, 2021,

p. 60). Marsella (2020, p. 16) concludes that it is impossible to prevent the L1 from directly or indirectly being a part of the foreign language classroom, and in consequence, the teacher should find methods to use it as a resource. To do so, a positive attitude and a repertoire of possible plurilingual teaching methods are necessary.

3.3 Challenges of using learners' L1

McMillan & Rivers (2011, p. 255) argue that using learners' L1 in the foreign language classroom entail less target language exposure and that excluding L1 use would result in learners having to practice, negotiate and use the target language more. While the use of L1 was argued to simplify classroom management, having to repeat and negotiate target language instructions would benefit the learners and their ability to acquire the target language (McMillan & Rivers, 2011, p. 255). One of the participants in the study commented how in a multilingual classroom, it is unfair to translate and incorporate some languages and exclude those the teacher does not know (McMillan & Rivers, 2011, p. 256). To give all learners equal opportunities to understand and keep up, the teacher claimed that it was necessary to only use the common language, being the target language. Other challenges associated with the use of learners' L1 in the foreign language classroom were the challenge of finding an ideal balance between the target language and L1, learners not being challenged to evolve in the target language, and the challenge of helping learners to develop communicative skills in the target language (McMillan & Rivers, 2011, p. 256). The research conducted by McMillan & Rivers (2001) accordingly illustrates some challenges that teachers associate with using learners' L1 as a resource in the foreign language classroom and how these challenges influence the degree to which other languages are implemented in teaching.

In his study on teachers' and learners' perceptions of L1 use, Mahmud (2018) uncovers that almost every teacher participating in the interviews or questionnaires believed "that the use of L1 might habituate students into using L1 all the time" (p. 31). Most of the teachers interviewed further claimed to not "prefer to use L1 as it does more harm than benefit", thus stating that the use of L1 should ideally be as limited as possible (Mahmud, 2018, p. 31). The teachers expressed a negative attitude toward the use of learners' L1 in English lessons, stating that target language exposure is necessary to enrich learners' repertoire and understanding of

the language (Mahmud, 2018, p. 32). Extensive use of learners' L1 was found to result in the learners being too comfortable and not having to try to understand what was being said in the target language (Mahmud, 2018, p. 31). As a concluding remark, Mahmud (2018) comments that the benefits and challenges of L1 use "could be assumed to depend on the time, place and manner of its use and how successful the teacher is in conveying the message when he needs to cater to different learner styles and abilities" (p. 33). As such, Mahmud (2018) highlights how the challenges and benefits of using L1 in the foreign language classroom depend on multiple factors that the teacher must consider when deciding when and how to implement languages other than the target language.

3.4 Teachers' attitudes toward L1 use

Using questionnaires and interviews, Hall & Cook (2013, p. 11) investigate the use of learners' L1 in English classrooms internationally and teachers' attitudes toward this practice. The researchers (Hall & Cook, 2013) identify a clear correlation between teachers' attitudes toward other languages and the degree to which they are used as a resource:

> […] the extent to which own-language use occurs in a class depends on the attitudes of teachers and learners towards its legitimacy and value in the ELT classroom, and many studies report a sense of guilt among teachers when learners' own languages are used in class. (p. 10)

The context of the research referred to by Hall & Cook (2013) emphasizes the Direct Method (DM) as the ideal teaching approach, where any other language than the target language should be excluded from the classroom. The plurilingual complexity found in the classroom can however require that teachers use the L1 to effectively communicate with the learners (Hall & Cook, 2013, p. 10). As a result, the contradiction between the ideals of DM and the reality of the teaching situation leaves teachers feeling inadequate and guilty when having to rely on languages other than the target language (Hall & Cook, 2013, p. 10). Similar conclusions are drawn by Auerbach (1993), who finds that teachers who use learners' L1 in English lessons have problems with trusting and viewing their practice as resourceful because "the English-only axiom is so strong" (p. 14). Having to rely on and use the L1 is viewed as a failure and is

a factor that has been found to cause guilt because the teachers believe that the learners need as much target language exposure as possible (Auerbach, 1993; Copland & Neokleous, 2011; Taşçı & Ataç, 2020). Through interviews and observations, Copland & Neokleous (2011) discover that the teachers' guilt could be a reason for the teachers' "contradiction between stated belief and classroom routines" as the teachers were left "feeling damned if they use L1 and damned if they do not" (p. 271). According to Taşçı & Ataç (2020, p. 664), teachers claim to have a positive attitude toward using the L1 while simultaneously not wanting the L1 to take over. Target language only was the ideal choice, but the use of L1 was found to be valuable, and sometimes necessary, when working with young learners. The teachers thus recognized the need for a balance between the target language and L1 use, by viewing the use of the L1 in the foreign language classroom as both a necessity and an undesired act (Taşçı & Ataç, 2020, p. 664).

3.4.1 Factors affecting teachers' attitudes

A teacher's beliefs and attitudes toward L1 use in the foreign language classroom can be influenced by many factors, such as personal experiences, linguistic competence, experiences from teaching and teacher training, regulations and policies, and the beliefs and attitudes of others, including superiors and colleagues (Lee & Oxelson, 2006; McMillan & Rivers, 2011; Wilden & Porsch, 2020). McMillan & Rivers (2011) find that teachers' attitudes and beliefs toward plurilingual practices might be influenced ideologies and "by the expected reactions of important others, such as students, colleagues, and administrators" (p. 259). Teachers could fear how others would view their plurilingual practices and avoid using important linguistic resources in the classroom. According to McMillan & Rivers (2011), the fundamental fear among the teachers of not having a commonly accepted teaching practice could result in teachers who have a positive attitude toward the use of learners' L1 feeling "pressured to exclude the L1 from the classroom" (p. 259). Consequently, teachers who are positive toward using plurilingualism as a resource might feel that the school's policy or colleagues' attitudes negatively impact their desire to include learners' L1. However, Wilden & Porsch (2020) identify that even if the official policy, language ideology, or the colleagues in the teacher's circle have a negative attitude toward the use of learners' L1, "many teachers believed that occasional use of their learners' L1 could enhance their L2 learning" (p. 636). In this regard, Wilden & Porsch (2020, p. 636) emphasize that even teachers teaching in environments where

plurilingualism is viewed as an obstacle can develop a positive attitude toward the implementation of learners' L1. Accordingly, the attitude of the society does not necessarily influence the teachers' attitudes negatively, but it can be of significance.

Teachers' attitudes and practices toward allowing learners to maintain and use their L1 have been found to correlate with the teachers' proficiency in languages other than the target language (Lee & Oxelson, 2006, p. 464). Plurilingual teachers are considered to be "significantly more likely to implement practices that encouraged and affirmed students' home language and cultures in the classroom than monolingual English speaking teachers" (Lee & Oxelson, 2006, p. 464). Through questionnaires and interviews, Lee & Oxelson (2006, p. 464) discover that teachers that had experienced the benefits of being plurilingual generally were more sensitive and understanding toward L1 maintenance issues and expressed being more supportive and willing to encourage and assist L1 maintenance and development. Consequently, it has been identified that teachers' attitudes toward using learners' L1 as a resource can be influenced by their plurilingual experiences and plurilingual proficiency.

Different researchers have investigated the connection between teachers' attitudes toward the use of L1 in the classroom and their individual experiences with languages (Gilham & Fürstenau, 2020; McMillan & Rivers, 2011). Gilham & Fürstenau (2020, p. 39) observe how teachers' experiences and interactions with other languages in their society can impact the teachers' attitude and understanding of learners' L1 as a resource. It was discovered that teachers who have positive connotations of multilingual societies and plurilingual individuals are more likely to develop a more positive attitude toward using these languages as a resource in the classroom (Gilham & Fürstenau, 2020, p. 39). Further, Gilham & Fürstenau (2020, p. 39) conclude that the ideologies that teachers are surrounded with influence the degree to which other languages are used and whether the teachers view plurilingualism as a resource. The researchers (Gilham & Fürstenau, 2020, p. 39) claim that language teachers often are exposed to ideologies that view some languages as superior while other languages are labeled as unsuitable for the classroom. The negative attitudes toward plurilingualism and certain languages in such ideologies are likely to have an impact on teachers' practices and attitudes toward speakers of other languages and whether these languages are used as a resource in the classroom. Researchers (Gilham & Fürstenau, 2020; Storch & Wigglesworth, 2003)

emphasize that teachers are selective when deciding which languages to integrate, where languages considered not prestigious are viewed as less important and are consequently excluded from the classroom. In general, language teachers view the L1 of the majority as more prestigious than the L1 of the minority (Gilham & Fürstenau, 2020; Storch & Wigglesworth, 2003). Gilham & Fürstenau (2020, p. 47) also find that the school system's structure can restrict teachers' ability and opportunity to integrate languages, as teachers are bound by the restrictions of the curriculum. As a result, it was revealed that the school's policy, combined with teachers' experiences with other languages and ideologies, impacts the teachers' ability to use the plurilingual complexity as a resource and their attitudes toward such practices.

In their research, Lee & Oxelson (2006) discover that "teacher educational programs can influence teacher attitudes" (p. 466). Teacher education programs and their perception of the ideal teacher might influence the teachers' beliefs and attitudes. For some it might be challenging to cross the perspectives promoted by teacher education, causing teachers to develop negative attitudes toward the implementation of other languages or perspectives that contradict the ones promoted by teacher education. It was identified that teacher education programs are lacking important plurilingual aspects and foster an 'either/or' orientation to L1 and target language (Lee & Oxelson, 2006, p. 463). Similar conclusions are drawn by Copland & Neokleous (2011, p. 271), who report that the attitudes behind the teacher's language choices in the classroom are complex, where the teacher's understanding of plurilingualism and language development matters. The teacher's understanding and attitude could in these situations be influenced by their teacher education and the values and principles it fosters.

3.4.2 The influence on learners' attitude

Teachers' attitudes toward learners' L1 influence learners' attitudes toward and understanding of the importance of maintaining their language identity (Lee & Oxelson, 2006, p. 468). Lee & Oxelson (2006, p. 464) comment that when teachers communicate that only some languages are appropriate in the classroom by excluding languages they do not know, learners can get the perception that some languages are less important. Even teachers who do not have proficiency in the learner's L1 can have a positive impact on the learner's understanding of the value of other languages. In fact, teachers who view and treat learners' L1 as a resource

and show that they are interested in other languages can have a positive effect on the learners' desire and willingness to maintain their L1 (Lee & Oxelson, 2006, p. 456). Regardless of proficiency and ability to communicate in the learner's L1, teachers must therefore recognize and acknowledge the importance of L1 "proficiency in the lives of their students and […] their own personal stance and beliefs toward students' heritage languages and its maintenance" (Lee & Oxelson, 2006, p. 456). As important role models, teachers are in the position to impact the attitudes of learners toward actively maintaining their L1 and whether they consider their L1 as a resource or liability. Teachers inspired by DM who teach based on a monolingual approach could give learners the impression that the L1 is less important than the target language (Lee & Oxelson, 2006, p. 456). Teachers with a positive attitude, who can convey to learners that plurilingualism is positive and that all language knowledge is useful, can transfer their positive attitude to the learners, making them value their competence and language.

Through interviews with minority language learners in Norway, Iversen (2017) investigates the negative cycle of attitudes toward L1 use between teachers and learners. Teachers who have a negative attitude toward using learners' L1, especially minority languages, do not encourage or support plurilingual learners' development. In consequence, the learners develop negative attitudes toward their L1 and its role in academic settings. Iversen (2017, p. 40) finds that minority language learners in Norwegian classrooms view their L1 as of little value. Multiple learners expressed having teachers who forbade the use of minority languages, causing the learners to hide their L1 use from the teacher or not use it at all (Iversen, 2017, p. 42). None of the learners participating in the study could "report any attempts by their teachers to take their multilingualism into consideration in the English teaching" (Iversen, 2017, p. 43). The exclusion of learners' plurilingual competence in the foreign language classroom emphasizes that some teachers do not view learners' L1 as a resource, which could influence the learners' attitude toward their L1 negatively. Consequently, a cycle is created where the teacher's negative attitude toward the use of L1 influences the learners' attitude and their ability to maintain and further develop their L1.

3.5 Translanguaging

In his study on translanguaging in foreign language acquisition, Ali (2021) observes that the use of learners' L1 "allows the students to achieve conceptual clarity through translanguaging"

(p. 21). As translanguaging allows learners to integrate and combine skills and competence developed in the L1 with new linguistic concepts of the target language, Ali (2021) discovers how translanguaging "constructs what Cummins has revealingly preferred to call 'common underlying proficiency'" (p. 21). By highlighting and using the common underlying proficiency between the learner's L1 and the target language, translanguaging enables plurilingual learners to make transfers from their L1 to their understanding and acquisition of the target language (Ali, 2021, p. 21). According to Ali (2021), his findings conclude that translanguaging aids learners in the acquisition of the target language by building upon the languages' common underlying proficiency. The researcher (Ali, 2021, p. 24) emphasizes that translanguaging is an effective approach to use in a multilingual classroom, as it allows learners to transfer skills and knowledge while acquiring the target language. Ali (2021, p. 21) therefore claims that translanguaging simplifies target language acquisition.

Using video observations and surveys, Brevik & Rindal (2020, p. 937) reveal that English teachers in Norwegian schools do not encourage learners to use their plurilingual competence in lessons. The teachers mainly used the target language, with sporadic contributions of the majority language, Norwegian (Brevik & Rindal, 2020, p. 939). The researchers (Brevik & Rindal, 2020, p. 939) identify that the teachers used the majority language to scaffold learners' comprehension by translating or providing additional explanations. However, minority languages were not used in these instances (Brevik & Rindal, 2020, p. 939). Translanguaging was further found to be beneficial in a multilingual classroom as young learners require a balance between exposure to the target language and other languages they know (Brevik & Rindal, 2020, p. 946). As learners have different proficiency in the target language, it can be difficult to teach purely in the target language when the learners have not yet acquired sufficient competence to interact in the target language. It is, therefore, necessary that teachers balance the use of the target language and the L1 by using translanguaging and viewing all languages as a resource.

4. Methodology

This study has combined typical qualitative and quantitative approaches to highlight both general and individual views and attitudes toward using learners' L1 as a resource in English lessons, how other languages can be an asset in the classroom, and what strategies teachers use to integrate other languages. While quantitative research focuses on quantifiable factors, qualitative research is concerned with reasons and is centered around gaining an understanding of the research subjects (Sjøvoll, 2018, p. 24). The quantitative data will provide a general interpretation and understanding of the research questions, while the qualitative data further explains and elaborates the quantitative results by going in-depth on the informants' views (Creswell & Plano Clark, 2007, p. 87). Combining these approaches made it possible to study the issue of incorporating learners' L1 in English lessons in-depth while at the same time providing a more general understanding of English teachers' practices and attitudes in a Norwegian context.

The research in this thesis is theoretically based and driven by typical qualitative perspectives, but it incorporates a quantitative component that has a complementary function (Morse, 1991, p. 121). The combination of quantitative and qualitative approaches is used to eliminate the individual methods' weaknesses (Creswell & Plano Clark, 2007, p. 62). Through sequential triangulation, interviews and questionnaires have been used in different stages. Morse (1991) comments that sequential triangulation involves that the "results of one method are essential for planning the next method" (p. 120). The purpose of sequential triangulation is to obtain complementary findings that strengthen each other through different methods (Morse, 1991, p. 122) The stages (Figure 2) will be described below.
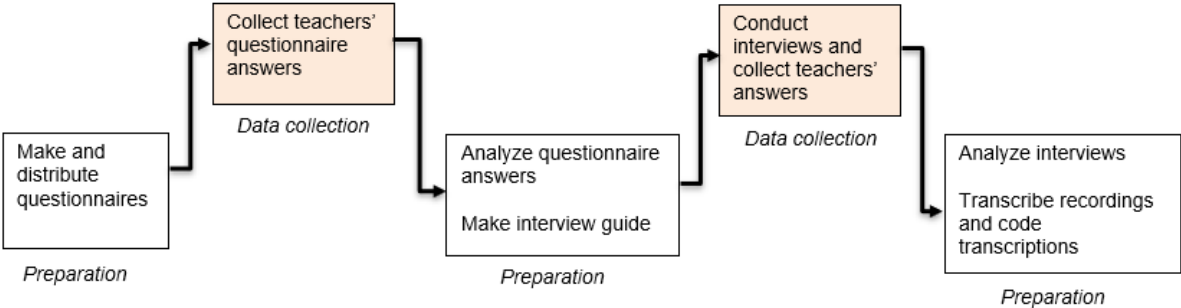
Figure 2 - Data collection sequence.

The methods employed in this study have been approved by the Norwegian Center for Research Data (NSD, Appendix 1), and the questions in the interview guide and questionnaire were created based on their criteria. Every interviewee and questionnaire respondent participated voluntarily and received information about their rights and the project according to NSD's guidelines before any data was collected.

4.1 Stage 1 – Questionnaire

The first stage of data collection was carried out through a questionnaire. Questionnaires allowed teachers from a large geographic area to answer questions related to using learners' L1 as a resource. The questionnaire was created in 'Nettskjema' (Appendix 2). 'Nettskjema' is a digital tool created by the University of Oslo that is acknowledged as one of the safest ways of collecting research data (https://nettskjema.no/). The questionnaire was sent by email to different schools in Norway which were selected based on their geographic location. As a result, schools in every county in Norway were given the chance to participate in the questionnaire. A total of 108 schools were contacted, and each school was asked to further distribute the questionnaire to the English teachers teaching third or fourth grade at their school. Altogether, 17 respondents filled in the questionnaire. The questionnaire was in Norwegian and anonymous as no personal information was collected.

Questionnaires are a highly structured research method since the layout and questions must be planned in detail before collecting data to ensure that useful information is acquired (Gleiss & Sæther, 2021, p. 143). Before distributing the questionnaire, a test study was conducted. Six people completed the test study and provided feedback on the formulation of the questions and the layout of the questionnaire. The information gained from the test study was used to reformulate and clarify questions that could be misinterpreted or that were formulated in a complicated manner. The edited questionnaire was sent out to schools by email. The email informed the teachers about their rights, the purpose of the project, and how the data would be used (Appendix 3). Since the email was my only communication with the participants, it was crucial that it prevented any misunderstandings by providing clear instructions and that it explained the purpose and intention of my project and the questionnaire (Gleiss & Sæther,

2021, p. 157). In addition, the email included the specifications for the participants, which were English teachers that currently taught third or fourth grade or have taught these grades within the last couple of years. To ensure the respondents' anonymity, the respondents gave their consent by submitting the questionnaire instead of doing so in writing.

The questionnaire was designed to create an overview of general attitudes and usage of different languages in the English classroom. To achieve this, the questions were a mixture of open- and closed-ended questions. Open-ended questions were considered important to allow teachers to freely answer questions regarding their thoughts and experiences. The closed-ended questions, on the other hand, were meant to narrow the possible answers for the respondents and were selected with the intention of saving the respondents' time. Closed-ended questions are time-demanding to design and require careful consideration, but they allow the researcher to easily compare the answers (Gleiss & Sæther, 2021, p. 150). The downside of closed-ended questions is that they can be leading or have too few options, causing the respondents to feel that they must choose something they would not have answered otherwise (Gleiss & Sæther, 2021, p. 150). Such leading questions can impact the reliability of the data negatively (Brinkmann & Kvale, 2015, p. 281). While closed-ended questions are time consuming for the researcher, open-ended questions are so for the respondents as they must write answers using their own words. The use of open-ended questions makes it hard to compare and analyze the answers statistically, which is one of the strengths of closed-ended questions (Gleiss & Sæther, 2021, pp. 150–151). The combination of closed- and open-ended questions was selected intentionally to save the respondents time while at the same time providing them with the opportunity to elaborate and explain in detail (Gleiss & Sæther, 2021, p. 151). Some of the questions started as closed-ended questions, where the respondents clicked on the answer option most suitable for them. Based on their answer to this question, they would receive an open-ended question in which the respondents had to elaborate and provide reasons for their response. The questionnaire consisted of 21 questions, 13 of which were closed-ended. The combination of open- and closed-ended questions provided both qualitative and quantitative data.

4.1.1 Analysis of findings

The respondents were given two months to complete the questionnaire, after which the questionnaire was closed and the process of analyzing the answers started. The combination of open- and closed-ended questions allowed me to collect both qualitative and quantitative data, which were analyzed in different manners. Gleiss & Sæther (2021, p. 158) remark that open-ended questions to which the respondent must respond in their own words provide qualitative data that must be coded. I decided to code and group my findings into categories to simplify the process of comparing the answers. The respondents that expressed similar beliefs and attitudes were grouped together, as well as those who shared similar practices. Consequently, it became easier to contrast and study the results in light of each other. The coding was based on the essence of the statements. The most frequently used codes were 'comparison of languages', 'ensure understanding', 'collaborative work', 'translation', 'time use', 'more knowledge', 'demanding of teachers', and 'digital resources'. The closed-ended questions, on the other hand, were not coded by hand, as 'Nettskjema' provided statistics of the respondents' answers to the closed-ended questions. The statistical analysis used on the closed-ended questions was a univariate analysis, where the respective percentage and the number of teachers that answered each option was counted (Gleiss & Sæther, 2021, p. 160). I felt that the statistical analysis provided by 'Nettskjema' was sufficient, and therefore did not analyze the closed-ended questions further. From a researcher's perspective, the use of closed-ended questions allowed me to easily analyze and compare the different answers. The open-ended questions were more challenging to analyze, however as there were not too many respondents, the process was manageable. Using the digital software 'Nettskjema', the answers from the questionnaire were collected in a systematic manner that made it easy to compare what each respondent had answered. Therefore, limited time was devoted to analyzing the questionnaire.

After having analyzed both the quantitative data from the closed-ended questions and the qualitative data from the open-ended question, I got an overview of relevant aspects to research further in the interviews. The findings from the questionnaire were thus used to create my interview guide. This was done with the intention that a selected number of teachers would reflect on similar questions to the ones in the questionnaire and questions created based on the findings from the questionnaire.

4.1.2 Limitations and strengths

There are both limitations and strengths of using questionnaires that could impact the results and their reliability and validity. Gleiss & Sæther (2021, p. 158) emphasize that the structure of a questionnaire is far from flexible and that there is no room for altering the questionnaire once it has been sent out. Especially the use of closed-ended questions can result in the respondents feeling like there is no room for them or their beliefs and experiences (Gleiss & Sæther, 2021, p. 158). Without providing the respondents with the opportunity to express themselves freely, there is a possibility that the findings will be based on wrong assumptions about the issue being researched. In such a case, the questionnaire could sustain and emphasize misinterpretations and stereotypes that the respondents do not stand behind (Gleiss & Sæther, 2021, p. 158). To reduce this limitation, the selection of questions was kept to a minimum with the intention of making it easy and manageable for all respondents to answer. It is possible that this has resulted in more respondents completing the questionnaire. However, it could also be argued that the results were not nuanced enough, as more questions may have been needed to allow the respondents to share their truths. With limited questions, obligatory questions were crucial to ensure that I gathered enough data. Making questions obligatory requires that enough answer options are created so that the respondents feel that they can answer truthfully and that the respondents can find an answer option that is suitable for them. It is, nevertheless, difficult to be sure that this happened.

An ethical challenge with questionnaires is the dynamic between the respondents and the researcher as they will never meet. As a result, it can be difficult to provide the respondents with necessary information about the project to ensure that they have understood what they are giving their consent to (Gleiss & Sæther, 2021, pp. 157–158). It is also impossible for the researcher to ensure the respondents' understanding of the questions, which could result in a misinterpretation of the respondents' answers. The formulation and organization of the questions are crucial in determining whether the questionnaire will be able to provide valuable answers (Gleiss & Sæther, 2021, p. 167). However, the process of formulating good questions that are easy to understand, sensitive toward the respondent, and manageable to answer was difficult. My questions were changed and altered multiple times, with new ones being added and others being removed. The validity of the questionnaire was attempted to be strengthened by doing a test study. The test study provided useful tips on which type of questions to include,

but as individuals are different it is impossible to ensure that every respondent will understand the questions in the same way. The validity of the research method can thus be questioned.

The anonymous aspect of the questionnaire could be both a limitation and a strength. As the respondents were teachers, it was important to respect their teacher confidentiality. Confidentiality can be maintained in an anonymous questionnaire, as the answers given by the respondents are not connected to teachers' or learners' names or other personal information (Gleiss & Sæther, 2021, p. 158). As no names or contact information were collected, the respondents might have felt that they could express their honest opinions, even if they would be regarded as controversial or pedagogically wrong. However, anonymous questionnaires prevent the researcher from asking clarifying follow-up questions, so important information could be lost. Gleiss & Sæther (2021, p. 157) state that both the time and the place the respondent chooses to complete the questionnaire can be of significance for the kind of answers they provide. A respondent in a stressful environment or in a place where others disturb or impact the respondent's desire to be honest can result in answers that are incomplete or false. If the respondent chooses to answer the questionnaire during a short break, it might be difficult to formulate full sentences that make sense for the researcher when analyzing. As it was an anonymous questionnaire, information about the time and place in which the respondent conducted the questionnaire was unknown to me when analyzing the findings. Consequently, this limitation could not be eliminated.

An important limitation of the use of questionnaires in this study was the low response rate. It was generally difficult to get teachers to complete the questionnaire. With a low response rate, it can be questioned whether the questionnaire provided any useful quantitative data that can be generalized. The initial aim behind the choice of the questionnaire was to provide quantitative data that could be used to nuance the situation on a general level. However, with a relatively low response rate, generalization could be challenging. Another limitation of a lower response rate is how it can affect the reliability of the data. Punch (2003) mentions how a low response rate can make it hard to interpret whether "the responses received are representative of the sample chosen or are in some way biased" (p. 46). However, Punch (2003, p. 43) highlights that a high quantity of data is not a necessity for good results and that a small-scale, more targeted sample can provide useful data. Ideally, the response rate would be higher, but the data collected through the questionnaire is valuable as it provides an

understanding of English teachers' perspective of learners' L1 as a resource seen from a larger, diverse population of teachers. Morton et al. (2012, p. 107) discuss how research shows that a low response rate, in some cases, can provide more accurate results than a high response rate. It all depends on the respondents of the questionnaire and their abilities to interpret the questions, convey their thoughts and beliefs in an understandable matter, and the detail in which they answer. The results from the questionnaires provide an understanding of a trend that can be believed to apply to other English teachers in Norway as well. Therefore, the findings are thought to be statistically generalized and of value.

The language of the questionnaire could be both a limitation and a strength. For teachers with low proficiency in Norwegian, it could perhaps be challenging to understand the questions correctly and not feel restricted by the language when answering. The thought process behind the choice of Norwegian was that most English teachers in Norway are native speakers or have native-like proficiency in the Norwegian language. It was thus believed that most of the participants would be able to understand and answer in Norwegian. It is however possible that some teachers felt that they could not complete the questionnaire because of its language. The process of translating the questionnaire, the consent form, the contact email, and the information about the project was, however, thought to be too time-demanding for this research project.

4.2 Stage 2 – Interviews

The second stage of the research consisted of qualitative, one-on-one interviews with five English teachers. The teachers interviewed taught English in third or fourth grade, but many of them also taught other grades. I did not require that the teachers had formal education, but it was expected that they had experience teaching in the English classroom. The interviewees all had formal English education with 30 or more credits and had taught English for 1.5–26 years. The teachers participating in the questionnaire were not the same individuals that were interviewed. While it is often advocated to use the questionnaire to find relevant interview subjects, the process of doing so was challenging. As I wanted to conduct the interviews in person, the geographical area in which I could find participants was limited. I, therefore, decided to send the questionnaires to schools nationally and find teachers who could participate in the interview locally. In addition, Morse (1991, pp. 121–122) states that there is

limited reasoning behind choosing to use the same subjects for both the interview and the questionnaire samples, as the general purpose of the research would not be affected.

The qualitative interview attempts to gain an understanding of the world seen from the interviewees' point of view and to unfold the meaning behind their experiences (Brinkmann & Kvale, 2015, p. 3). Interviews were selected as a method based on the assumption that they would give access to the interviewees' experiences and attitudes. The interview was semi-structured, with an interview guide (Appendix 4) including suggestions of questions and an overview of relevant topics (Brinkmann & Kvale, 2015, p. 156). As reported by Brinkmann & Kvale (2015, p. 31), a semi-structured interview is a combination of the dialogue found in an open conversation and a closed-ended questionnaire. It uses an interview guide centered around specific themes and suggested questions, but the interviewer has the freedom to alter the questions depending on the direction of the conversation (Brinkmann & Kvale, 2015, p. 31). A semi-structured interview was selected to create a more natural setting of interactions, where the dialogue could take unexpected turns and new and interesting topics could be found. Semi-structured interviews create leeway for the interviewer to take control and focus the conversation on interesting topics (Brinkmann, 2018, p. 579). Prior to the interview, a pilot study was conducted with one teacher and two teacher students. After the pilot study, the interviewees were asked to comment on their experience as interviewees and how they interpreted the questions. This useful information allowed me to make changes to my interview guide and be more aware of my role as an interviewer.

The contact with the interviewees was through email, where they received information about the project and their rights (Appendix 5). The interviewees were given the choice between having the interview in Norwegian or English, all of them wanted to have the interview in Norwegian. The interview was recorded and later transcribed, in Norwegian. A timeframe of 30 minutes was allocated to each interview, but the recorded material had a duration of approximately 15–20 minutes. Based on a recommendation from Johannessen et al. (2021, p. 116), the interviewees could decide the location of the interview and the time. This was done with the intention of giving the interviewees the possibility to pick a location that they were comfortable with, which could impact the answers they provided. All the teachers wanted to have the interviews in meeting rooms at their schools. Every interview had the same setup, where the teachers were informed about the research topic, the purpose of the interview, and

how the interview would be recorded and analyzed (Brinkmann & Kvale, 2015, p. 154). After this briefing, the interviewees were asked whether they had any questions regarding the interview before I started asking questions.

All the interviewees received information about the project and their rights weeks before the interviews were conducted. Before the interview started, the interviewees were informed again about their rights and how their answers would be used. Their consent was collected in writing. The interviewees were ensured that their anonymity would be protected through the whole research process and that the recordings would be deleted once the research paper was submitted (Brinkmann & Kvale, 2015, p. 213). Before asking any questions, the interviewees were informed that if there were any questions they could not, or were not comfortable with answering, this would be respected without having to provide any explanations. This was done out of respect for the interviewees (Gleiss & Sæther, 2021, p. 94). As the interviewees were teachers that possess personal information about their learners, it was important for me to clarify that I did not want any information that would validate their teacher confidentiality, as stated in the Education Act §15-1 (1998). The teachers were thus told not to mention anyone by name and to speak about their practice in general terms. The interviewees were told that if they wanted a copy of the transcription of their interview, this could be sent to them by mail. Only one of the teachers expressed wanting to see their transcription, but the teacher did not want anything to be deleted so the transcription has been kept in its original form.

4.2.1 Analysis of findings

The interviews were recorded using 'Nettskjema', and the audio was later transcribed by me. The recording and transcription formed the basis for the material later analyzed (Brinkmann & Kvale, 2015, p. 32). As the interviews were conducted in Norwegian, it felt natural to transcribe them in Norwegian as well. The transcriptions can be found as appendices (Appendix 6–10), but parts of the transcriptions have been anonymized to ensure the interviewees' anonymity. Consequently, identifiable background information has been hidden according to NSD's guidelines. The transcriptions were done as close to the recording as possible. To ensure that the transcription was as accurate and reliable as possible, I listened to the recordings repeatedly and compared them to my written transcriptions (Brinkmann & Kvale, 2015, p. 211). Brinkmann & Kvale (2015, p. 204) state that a transcript can be defined

as a translation from an oral discourse into a written discourse. The intention of transcribing interviews is to allow the interviewer to closely analyze the data (Brinkmann & Kvale, 2015, p. 206). The data from each interview was later grouped and coded to see similarities and differences in the teachers' answers. The interviews were coded through Nvivo. Nvivo is a software that allows researchers to analyze, code, and systematically organize qualitative data. Once the transcriptions were coded and grouped, the statements could be compared and evaluated. Relevant quotes from the transcripts were later translated from Norwegian to English, and as this thesis is not concerned with discourse analysis, typical conversation fillers were removed.

As the transcriptions were in Norwegian, I analyzed the findings using Norwegian. The codes presented in this thesis have been translated into English. The coding of the transcription was deductive and inductive (Grenness, 2020, p. 69). Based on previous research and personal assumptions, I assumed that codes such as 'translanguaging', 'attitudes', and 'resources' could be relevant. I, therefore, chose these codes and worked deductively to find the part of the transcription that could fit in each code. When analyzing, I found it relevant to divide the code 'attitudes' into teachers' attitudes and learners' attitudes. Other codes were created based on the transcription. Such inductive coding allowed me to nuance the conversation with the interviewees. The most frequent inductive codes were 'use of Norwegian, 'use of English', 'use of other L1', 'control', 'time', and 'knowledge of learners' L1'. The coding used when analyzing the interviews resembled the one used for the analysis of the questionnaire in the previous stage.

4.2.2 Limitations and strengths

A limitation of interviews as a method is the uncertainty of whether the answers given by the interviewees are true. Without the possibility to observe the interviewees' actions, the researcher must trust their words. As the interviewees are having a direct interaction with the interviewer, they might be tempted to portray themselves how they think that researcher wants them to be. Consequently, interviews have often been criticized on the assumption that "the subjects' reports may be false" (Brinkmann & Kvale, 2015, p. 287). The relationship between the interviewer and interviewees can impact the conversation and cause the interviewee or interviewer to feel nervous or anxious. Some questions require that the interviewee feels

comfortable with the interviewer, so an atmosphere must be created that allows the interviewees to be honest. This can be challenging when interviewing strangers, as the researcher is likely meeting the research subjects for the first, and last, time. A strength with interviews is the active role of the interviewer, as the interviewer can ask the interviewees to clarify statements as well as ask follow-up questions. While this requires that both interviewer and interviewee are comfortable asking questions, it is necessary to ensure that useful data is collected. All the interviewees were unknown to me, and the first time we met was when the interview was held. As there was no established relationship between the interviewer and the interviewees, the interviewees might not have been comfortable with telling the truth and being honest. It could also be uncomfortable for me to challenge the interviewees by making them elaborate on their statements. As a result, the interviewees might have provided me with false statements, and there might have been instances where I should have questioned or asked the interviewees to elaborate further.

While interviews have the intention of creating an authentic conversation with the informants, there is an asymmetrical power relation in interviews (Brinkmann, 2018, p. 588). It is the interviewer that initiates the conversation, decides the topic and questions, and terminates the interview (Brinkmann, 2018, p. 588). An interview is thus "not a conversation between equal partners, because the researcher defines and controls the situation" (Brinkmann & Kvale, 2015, s. 6). Consequently, the dialogue in interviews is considered 'one-way' as it is the interviewer's job to ask questions and the interviewee's role to provide answers (Brinkman, 2018, p. 588). These roles are well-known, which could result in the interviewees hesitating to ask clarifying questions needed to understand the interviewer's questions. The use of open-ended questions was selected, as I assumed that the interviewees would be more comfortable with expressing their opinions when they were allowed to reflect and elaborate themselves. It was also important to clarify for the interviewees that it was not viewed as negative if they asked any questions or wanted me to reformulate my questions. This was done in an attempt to give the interviewees some of the 'power' of the conversation.

Brinkmann (2018) highlights the instrumental role of an interview by stating that "the interview is an instrument in providing the researcher with descriptions, narratives, and texts, which the researcher then interprets and reports according to his or her research interests" (p. 588). The conversation can thus be perceived as staged and unnatural. As the interview has a

clear intention, it is acknowledged as a manipulating dialogue where the interviewer could try to obtain information from the interviewees by "engaging in the unethical affair of 'faking friendship'" (Brinkmann, 2018, p. 588). To make the dialogue as natural as possible, the interviewees were explicitly reminded of my role as the interviewer and encouraged to freely express their opinions. The interviewees were also reminded about their role in my research and my intention with the interviews. By making this explicit, the interviewees were aware of the manipulated nature of the conversation and its purpose.

It is important to consider the monopoly the interviewer has as the interpreter of the interview. Once the interview is finished, the interviewer has the privilege to analyze, describe and interpret the meaning of the interviewee's words (Brinkmann, 2018, p. 589). The interviews in this study were transcribed as close to the interview as possible. No notes were taken, and my memory thus played an important role. However, a transcribed text is a simplistic version of the interview where body language and facial expressions are eliminated (Brinkmann & Kvale, 2015, s. 155). While a strength found in interviews is the fact that the interviewer can read the body language of the interviewee, perhaps making it easier to steer away from sensitive questions and to 'read the room', this aspect becomes lost in the transcription. The transcriptions are consequently a very simplified version of the actual conversation that cannot illustrate the nuanced situation of the interview. The transcriptions have been included as appendices (Appendix 6–10) in this thesis to ensure transparency and to visualize and strengthen my interpretations of the interviewee's answers.

4.3 Validity of the results

Brinkmann & Kvale (2015, p. 282) comment on how validity is centered around whether the research method used can investigate what it intends to investigate. The validity of a method must permeate the research process in its entirety, and "does not belong to a separate stage of an investigation" (Brinkmann & Kvale, 2015, p. 283). As a result, it is important that researchers ensure a degree of validity through every stage of the investigation (Noble & Smith, 2015, p. 35). The validity of this research was to a degree ensured through different stages. The interviewees were given the opportunity to respond and comment on the transcription of their interview. Doing so allowed the interviewees to validate that their statements were true and that they believed that they had accurately expressed themselves.

Both interviewees and questionnaire respondents were also presented with definitions of unclear concepts and phenomena, and they were asked to define and elaborate on the concepts they themselves used. Additionally, any possible biases were acknowledged in the analysis and sampling to ensure that the results were valid (Noble & Smith, 2015, p. 35). Further, the decision of using triangulation as my research design was done with the intention of validating the data collected in the interviews and the questionnaires (Noble & Smith, 2015, p. 35).

A test and pilot study were conducted before interviewing the teachers and sending out the questionnaire. Even though the test and pilot studies provided useful information and feedback on the layout, composition, and formulation of the questions, it is impossible to know whether the respondents understood and interpreted the questions in the same way. The last question of the interviews and the questionnaire was open-ended, so the respondents could comment on any questions or add final thoughts. This was done to create an additional space where the respondents could express themselves and not be left with the feeling of having more to say but nowhere to say it. Doing so allowed the interviewees and respondents to get their point across as they were given one last opportunity to state their beliefs.

5.   Empirical findings

This study aims to explore English teachers' use of learners' L1 as a resource in English lessons, and their attitudes toward this practice. The findings presented in this chapter have been collected through five interviews and a questionnaire with 17 respondents. The questionnaire respondents were 17 English teachers teaching third or fourth grade. Out of the 17 respondents, 16 had Norwegian as their L1, and respondent 17 had native-like proficiency in Norwegian. The interviewees were five English teachers that taught third or fourth grade, all of whom had Norwegian as their L1. Teacher 1 and Teacher 2 stated that they taught at self-claimed multilingual schools that actively wanted to use the diversity among the learners as a resource. The rest of the interviewees did not.

While the data was collected in sequences, they will be presented and analyzed together. The interviews and the questionnaire provided complementary data. As such, it felt natural to not separate them because the findings elaborate on each other. The questions and topics in both the interviews and the questionnaire were relatively similar, but the interviewees were asked more follow-up questions and given greater room to elaborate. The data material is composed of both qualitative and quantitative data, where the qualitative material is given the most emphasis. The quantitative findings collected through personal interviews and the questionnaire will be presented first, which will contextualize the situation in Norwegian classrooms. Then follows a section that presents the qualitative findings. Qualitative findings regarding majority and minority languages will be presented separately, a distinction that felt natural as most of the interviewees and respondents themselves distinguished between practices regarding using majority and minority language learners' L1.

5.1 Quantitative findings

5.1.1 Knowledge of learners' L1

To understand the relevance of the teachers' answers regarding the use of and attitudes toward the use of learners' L1, the respondents and interviewees were asked whether they knew what languages their learners have as their L1. All the interviewees stated to have knowledge of their learners' L1, and 13 of the respondents answered the same in the questionnaire. The last

four questionnaire respondents were unsure as to the L1 of all their learners. All interviewees and 15 respondents reported having learners with a L1 that the teachers could not communicate in.

5.1.2 Use of learners' L1

The questionnaire asked if the teachers consciously used the learners' L1 as a resource. The majority (14 respondents) claimed to do so, and three claimed to not use learners' L1 consciously. The teachers were not told to distinguish between the use of Norwegian and any other languages, thus making it impossible to know what language the teachers were thinking of when answering. The interviewees all expressed making conscious decisions on what languages to use and the timing of the different language usage. However, they did not state that they made these decisions about languages other than Norwegian and based on their elaborative comments it can be assumed that most of them were thinking about the use of Norwegian only.

In the questionnaire, the teachers were asked to what degree they used Norwegian in their English lessons. On a Likert scale from 1 to 10, ranging from never to all the time, the teachers were to rate the degree to which they relied on Norwegian in their teaching (Figure 3).
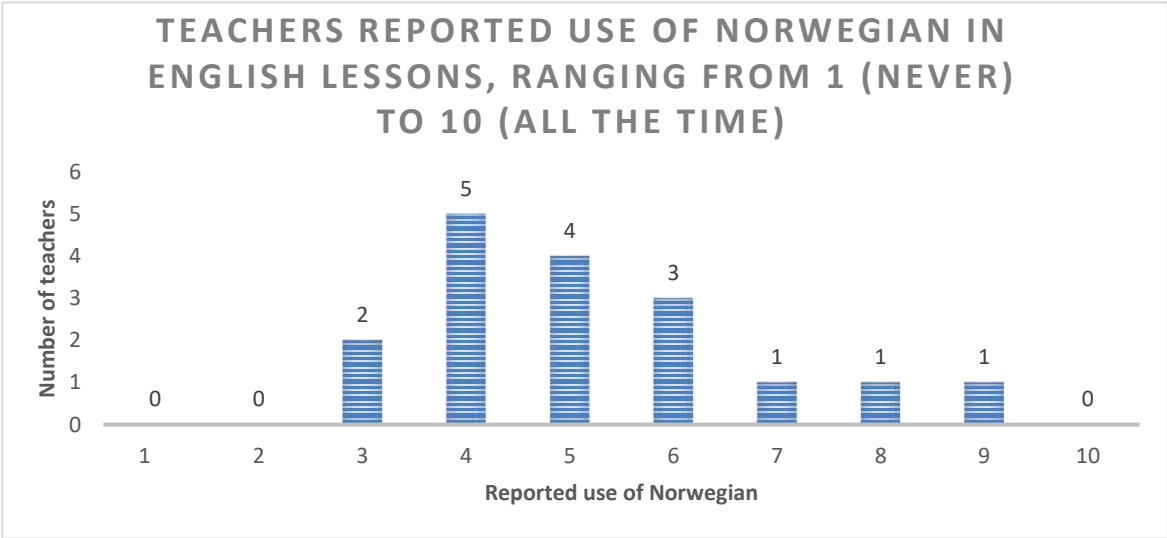
Figure 3 - Teachers reported use of Norwegian.

With a mode of 4 and a mean of 5.18, this finding shows that Norwegian is used consistently in the respondents' English lessons. Similar numbers could be found in the interviews, and thus, the use of Norwegian may be thought to be a general practice of the target group as none of the teachers participating in this study claimed to exclude the use of Norwegian. Based on the assumption that English teachers in Norwegian classrooms rely heavily on their own L1 and the majority language learners' L1, it was of interest to ask the respondents whether they incorporated all their learners' L1 in their English lessons (Figure 4).

Figure 4 - Teachers' incorporation of all learners' L1.

Figure 4 illustrates that most of the respondents claimed to not incorporate the L1 of all their learners. The interviewees and questionnaire respondents reported that they, generally, to a limited degree, actively incorporate L1 other than Norwegian in English lessons. Other languages were merely used by the learners themselves in communication with each other and when given the freedom to translate from their L1. But even this practice was seldom allowed by the teachers. The questionnaire asked the respondents to rate the degree to which they used minority languages in English lessons from never (1) to all the time (10) (Figure 5).
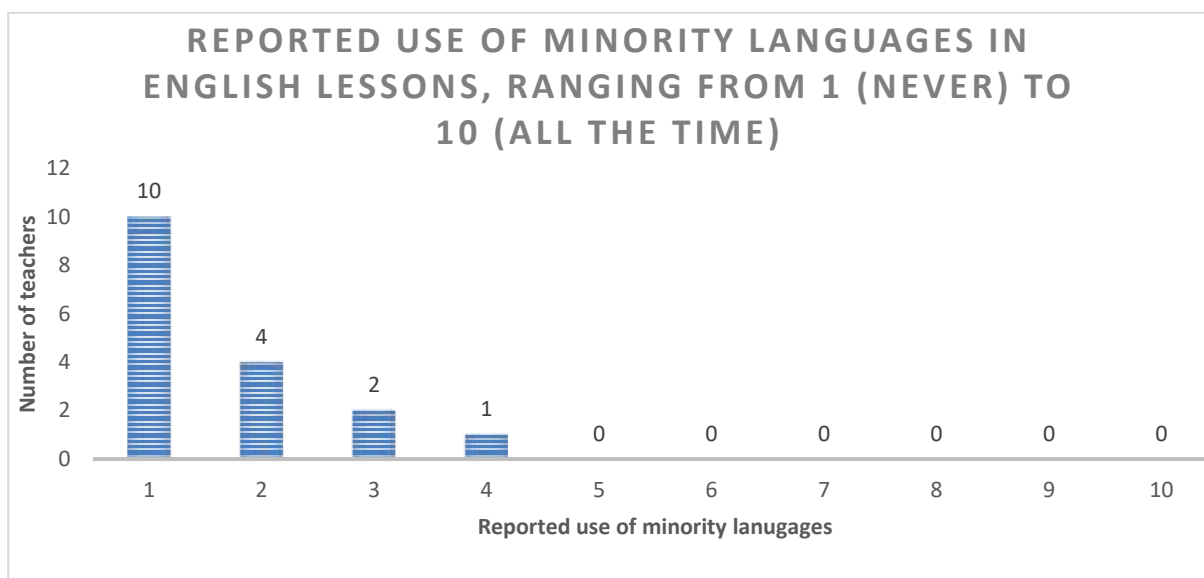
Figure 5 - Teachers reported use of minority languages.

With a mode of 1 and a mean of 1.65, it became clear that the teachers use languages other than Norwegian and English to a very limited degree in their lessons.

Based on the findings presented in Figures 4. and 5., it was important to allow the interviewees to further elaborate on the subject. The interviewees were thus asked whether they include languages they do not know themselves in English lessons. Four of the interviewees expressed that they did not systematically do so, giving reasons such as lack of knowledge, fear of losing control and that it takes time away from English learning. Two out of these four teachers expressed that they occasionally implement simple words or phrases from the learners' L1 but that it was not a regular practice. Only one of the interviewees claimed to use languages other than Norwegian and English as a resource and commented how it is an important aspect of validating learners' identities and acknowledging the competence that learners already possess. Overall, the interviewees expressed using the minority languages in their classrooms to a larger degree than the respondents. However, it was not a regular part of their practice or something that they consciously planned to implement in their teaching.

5.1.3 Lack of knowledge

In the questionnaire, the teachers were asked whether they believed they had the knowledge they thought was needed to incorporate all learners' L1 as a resource in English lessons. A small majority of nine respondents (Figure 6) answered that they did not possess this

knowledge. Five of the teachers believed that they had this knowledge, while three were unsure. As there is no definition or common understanding of what knowledge is needed to use other languages as a resource, the question did not specify what knowledge is required of a teacher to use all learners' L1 as a resource. Therefore, the answers are based on the teachers' assumptions of required knowledge. As a result, the question allowed the respondents to reflect on what competence they thought was needed. The findings consequently provide valuable insight into the teachers' understanding of their own plurilingual competence and highlight that there are areas of improvement in their competence.
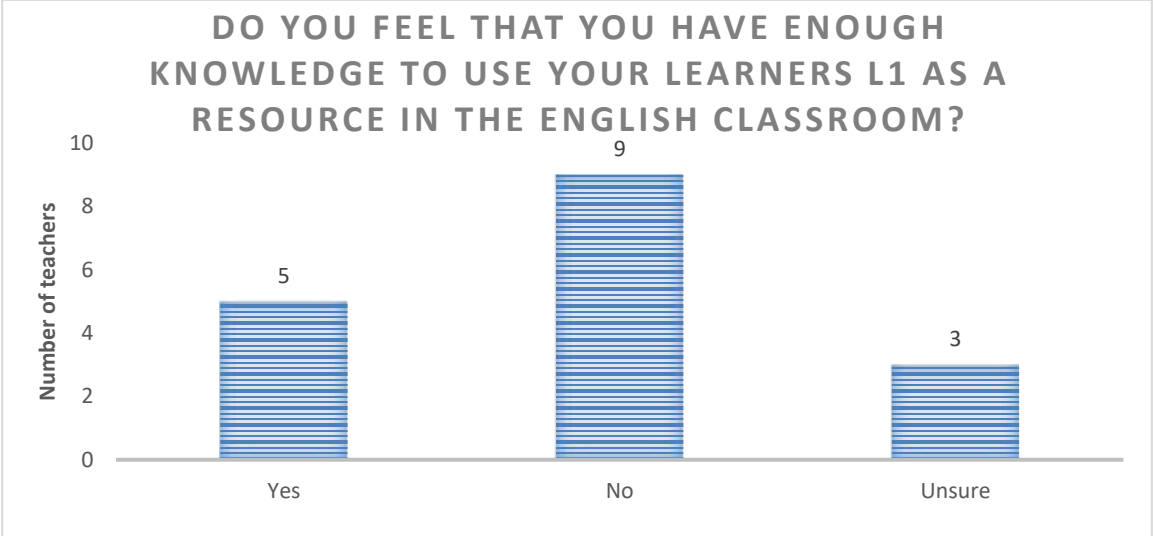
Figure 6 - Teachers reported knowledge.

The questionnaire asked the respondents what the teachers themselves thought they needed more knowledge of to use all learners' L1 as a resource in the English classroom. Out of the 17 respondents, 12 expressed that they needed more knowledge about their learners' languages, how to use them, more educational training, and the plurilingual resources available for teachers and learners. The five interviewees expressed similar beliefs, claiming that it could be difficult to find appropriate ways to implement minority languages in a resourceful way. The interviewees were further asked whether they were comfortable using all learners' L1 as a resource, to which three claimed to be so, and two claimed not to. The two interviewees that were uncomfortable with using other languages claimed that they would become comfortable if they knew the languages themselves, would receive educational guidance, or if they could get help from a teacher with proficiency in the specific language.

5.1.4 The importance of incorporating L1

The questionnaire asked the teachers whether they thought it was important to incorporate the learners' L1 in English lessons. While parts of the questionnaire could paint a picture of teachers who disregarded the use of minority language learners' L1, this question provides a more positive outlook on the use of learners' L1. As can be seen in Figure 7, ten of the respondents saw the incorporation of learners' L1 as valuable.
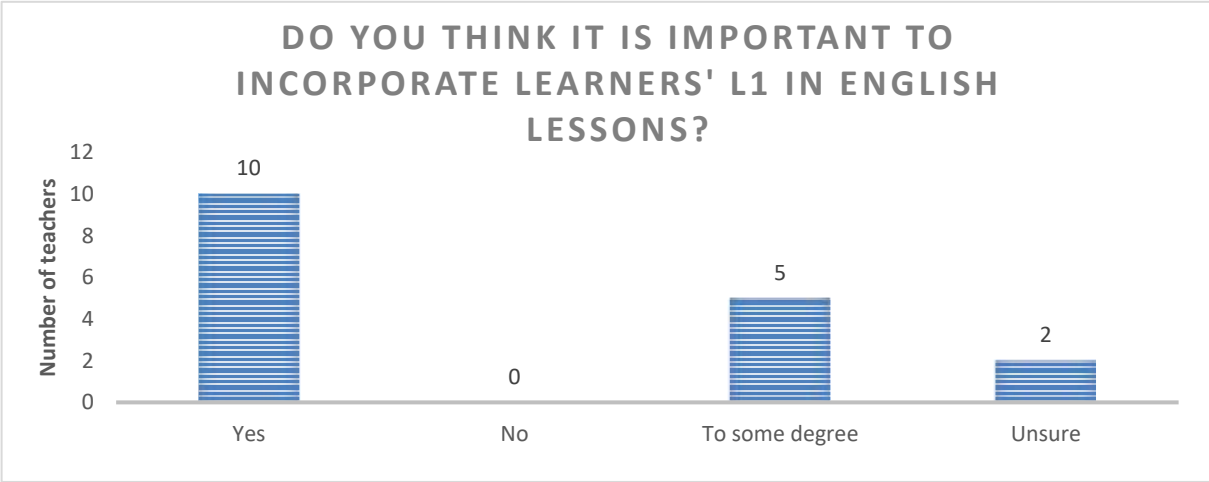
Figure 7 - Teachers reported attitude toward incorporating learners' L1.

This was also reflected in the interviews, as four of the interviewees expressed that learners' L1 should have a role in English lessons. The last of the interviewees was apprehensive about the subject and stated that it could be beneficial but not a necessity. It is, nevertheless, worth mentioning that the question does not specify what language the L1 is, and it is therefore impossible to know whether the teachers have answered on the assumption that this language was Norwegian or whether they have thought of all the languages represented in the class. Based on the teachers' further comments, it could be assumed that some of them were thinking of Norwegian. Despite this, the valuable aspect of this question and its finding is that no informant expressed that learners' L1 should be excluded from the English classroom, and it can thus be interpreted as the teachers viewing learners' L1 as a resource.

5.2 Qualitative findings

5.2.1 Majority language learners

Ways of using majority language learners' L1

All 17 respondents and the five interviewees stated that Norwegian was used in their lessons, but to varying degrees. While providing different reasons as to the purpose of using Norwegian, the teachers commonly stated that Norwegian was used to ensure that all learners understood and to make sure that the learners were 'on the same page'. Some teachers believed that translating and providing explanations in Norwegian would provide all learners with the necessary information to do tasks or to understand. Other teachers expressed that they merely used Norwegian when giving instructions and conducting classroom management, giving the use of Norwegian a supportive role. Teacher 2 (Appendix 7) stated that the learners were encouraged to translate sentences, tasks, and commands from English to Norwegian. Over half of the questionnaire respondents commented on similar practices, where translation and comparison between Norwegian and English were central. Allowing learners to translate the teacher's statements was acknowledged as a way for the teacher to assess the learners' understanding, allow the learners to see the connection between the English and Norwegian language, and ensure understanding.

All five of the interviewees expressed that Norwegian was used to communicate messages and to give instructions orally. Written use of Norwegian was not mentioned as a common practice. The degree to which Norwegian was used varied, but none of the teachers claimed to only use Norwegian or the target language. A combination of the two languages was regarded as beneficial and necessary for both the learners to understand and the teacher's ability to convey messages and have control. The teachers commonly believed that in a setting where the teacher could decide when, how, and the purpose of the use of Norwegian, the learners could use Norwegian as a resource to learn English.

Multiple interviewees and respondents commented how the use of Norwegian allowed learners to participate to a larger degree, as the threshold for communication was lower. Some of the teachers highlighted how they would talk to their learners in English but that the learners

could respond in Norwegian. While this could not only allow the learners to express their opinions on English topics in a more advanced vocabulary, the teachers emphasized that it could also be a way for the teacher to assess the learner's English comprehension. Teacher 3 (Appendix 8) and Teacher 5 (Appendix 10) stated that the use of Norwegian was essential for learners to complete tasks, and the teachers encouraged the learners to implement Norwegian words when the English word was unknown. The teachers thus allowed the learners to code-switch by varying between languages and translanguaging where necessary, to participate in conversations and demonstrate understanding.

Reported challenges of using the majority language learners' L1

As all the teachers had Norwegian as their L1 or native-like proficiency in Norwegian, none of the teachers claimed that it was challenging to use Norwegian in the English classroom. However, several teachers commented that the target language was the ideal language to use. The teachers shared the perception that Norwegian use in the English classroom could interfere with the acquisition of English and that extensive use of Norwegian should be avoided. Despite this, the teachers stated that it was difficult to accomplish, and Norwegian was given a supportive role by the teachers. Teacher 5 stated that Norwegian had to be implemented in English lessons to make the material understandable for the learners, but that too much Norwegian use would make it challenging and difficult for learners to engage in trial and error with the English language. It was, as such, regarded a necessity that needed to be balanced to positively affect the learners' language acquisition. Some of the teachers expressed uncertainty about whether the use of Norwegian was more positive than negative and found it challenging to balance the use of Norwegian and English and to know what languages to use when. Multiple teachers emphasized that there was too little time devoted to English teaching and that it, therefore, was important to maximize the learners' opportunity to practice and develop their English skills. As a result, it was regarded as negative that learners spent valuable time using Norwegian instead of English.

Some of the teachers expressed that allowing learners to use Norwegian could result in the learners not challenging themselves or being challenged by the teacher. Instead of communicating in English, the teachers feared that allowing learners to use Norwegian could result in them not challenging themselves to use the target language. Using Norwegian was seen as an easy way out of a complicated situation. Some of the teachers also commented how

the learners would mirror the teacher's language practice, and if the teacher relied heavily on the use of Norwegian, the learners would copy the teacher. As a result, the teachers had experienced that if they used some Norwegian during English lessons, the learners would use more Norwegian than in a lesson where the teacher relied more on English. Thus, the teachers found it challenging to use Norwegian without negatively impacting the degree of Norwegian use among the learners.

Reported benefits of using the majority language learners' L1

The teachers claimed that the use of Norwegian would benefit all learners, as it could allow them to understand English concepts and expressions that otherwise would have been unattainable. The teachers were mainly concerned about the positive impact the use of Norwegian had on the teachers' ability to save time and convey messages effectively. A common statement in the interviews and the questionnaire was that the teachers used Norwegian in English lessons to ensure that all learners understood and to give the learners necessary information effectively. The statement was repeated systematically, and it was the most used reasoning and justification for the use of Norwegian in the English classroom. The use of Norwegian was therefore regarded as a resource the teacher could rely on to ensure learners' understanding and to efficiently use the limited time available.

It was highlighted in both the interviews and questionnaire that the use of Norwegian could allow the learners to participate and engage in conversations about the English language or current topics. The teachers had experienced that some learners were apprehensive about participating in conversations, as it was challenging for them to communicate using English. The use of Norwegian in such settings allowed the learners to ask questions, make comments and share their knowledge with the class. As the teachers in this study could communicate in Norwegian, they stated that the use of Norwegian among learners could be beneficial as the teachers could participate and interfere in the conversations if necessary. As a result, the teachers commented that the use of Norwegian could allow learners to learn and share their knowledge in a language they were comfortable with and that the teacher could understand what the learners were saying and take control over the conversation.

5.2.2 Minority language learners

All five interviewees and 13 of the respondents expressed knowing what their learners' L1 was. In addition, all interviewees and 15 of the questionnaire respondents responded that they had learners with an L1 that the teachers could not communicate in. It was thus relevant to discover whether minority language learners' L1 were included in English lessons and how these languages could be used as a resource.

Ways of using minority languages

The respondents were asked to elaborate on how teachers could use languages they cannot communicate in as a resource in the English classroom. To answer this question the teachers were asked to either comment based on personal experience or how they imagine that these languages could be used. Ten of the respondents commented how translation and comparison between languages by finding linguistic differences were suitable approaches to use minority language learners' L1 as a resource. Some of the teachers in the questionnaire and the interviews expressed that, when working with specific topics or words, the learners were at times allowed to translate or provide examples of the equivalent in their L1. This was believed to give the individual learner a sense of achievement, as well as give all learners a positive plurilingual attitude and perspective. A respondent mentioned the use of personal 'dictionaries' where minority language learners could translate from English to their L1. Similar ways of using minority languages were highlighted in multiple interviews. A different respondent expressed how the class would collectively translate vocabulary to all the languages represented in the class. This way of implementing other languages was seen as valuable for both the individual learner and the collective class, where understanding and awareness were emphasized. Teacher 2 (Appendix 7) reported trying

> […] to include everyone so that they can contribute with something to say, a sentence or a word, in their own language. (my translation)

Teacher 2 commented that such use of minority language learners' L1 required that there had been developed a safe learning environment, where everyone's knowledge and skills were respected and acknowledged as valuable. Teacher 2 was one of the few teachers in the study that commented on how minority languages could be used in oral activities led by the teacher.

55

The rest of the participants in this study highlighted individual writing practices or peer activities without the teacher.

On the question of how the teacher can implement all languages, regardless of their own communicative skills, two digital resources were highlighted as useful; barneboker.no (https://barneboker.no/) and morsmal.no (https://morsmal.no/). In addition, a teacher commented on 'the multilingual library' (https://dfb.nb.no/) and how this could allow reluctant plurilingual learners to develop a joy for reading. Barneboker.no and 'the multilingual library' are digital resources that focus on reading and include books and texts translated into different languages. Morsmal.no provides teachers with plurilingual materials that can be used in different subjects. These resources were seen as valuable and essential when trying to implement minority language learners' L1 in English lessons. However, Teacher 3 (Appendix 8) commented that it could be challenging to work with such digital resources when teaching English to the whole class, but that it worked well when having smaller groups or individual work. Nine of the participants in this study desired more information about such digital resources and how these could be implemented as an aid to use all learners' L1 as a resource.

One of the most common ways to use the learners' L1 in English lessons was in collaborative peer work. While commenting that this strategy required trust, the teachers stated that it could be used to allow learners to learn from each other. Two interviewees and four respondents commented that they would allow learners with the same L1 to collaborate to solve English tasks. During these collaborative tasks, the learners could interact in their L1. Multiple teachers commented that collaborative peer work challenged the teacher's ability to control the activity. Teacher 1 (Appendix 6) commented that during such collaborative tasks, the learners would share what they had talked about with her, which gave the teacher an overview and control of where the discussion was going.

Reported challenges of using the minority language learners' L1

In general, the teachers saw more challenges with the use of minority languages than with the use of Norwegian. As all interviewees and 15 respondents stated that they had learners with L1 the teachers themselves could not communicate in, a common belief among the teachers was that it would be challenging to incorporate these languages as they could not use the languages themselves. Teacher 5 commented on only using Norwegian and English because

these were the languages within the teacher's repertoire. Other languages were not used by the teachers or implemented in the lesson as the teacher did not master them. Similar issues were addressed by multiple teachers, and some stated that using the time to incorporate minority languages would take away from the precious time allocated to English teaching. The teachers concluded that it would require too much time to plan, prepare and implement minority language learners' L1. As with the use of Norwegian, Teacher 1 expressed a fear of how incorporating minority languages could impact the acquisition of English negatively. With limited time to work with English, the teacher felt that they had to prioritize English at the expense of other languages.

As with the use of the majority language in English lessons, Teacher 3 stated that the use of minority language learners' L1 would make it difficult for the learners to challenge themselves and give them fewer opportunities to practice their English competence. The teacher highlighted how minority language learners would need practice in using both Norwegian and English. When given the opportunity to use their L1, the teacher feared that the learners would use this language extensively and in situations where it perhaps would not have been necessary. The teacher did not want the learner's L1 to be an easy way out of challenging language situations. As such, the teacher wanted minority language learners to use either English or Norwegian and not their L1.

Four of the respondents commented that the use of minority languages in English lessons could make the learners confused. By incorporating many different languages, one was afraid that the younger learners might find it hard to distinguish and separate different languages from each other. Specifically having the younger learners in focus, the teachers highlighted that it was important to simplify the lessons, and the implementation of other languages could make both the learners and the teacher confused. To avoid any confusion, five of the participants in this study commented how code-switching was discouraged between minority languages and the target language. While one questionnaire respondent commented how code-switching while writing could scaffold the individual learner, some of the teachers believed that minority language learners should not confuse themselves or others by code-switching between their L1 and the target language.

The teachers found it challenging to use minority language learners' L1 because of insufficient knowledge about their learners' L1 and how these could be used in the classroom. Some of the teachers requested information about concrete resources that could be used to implement all learners' L1, while others wanted knowledge on how to use minority language learners' L1 as a resource. This general lack of knowledge affected the use of learners' L1 negatively as it often was excluded from the classroom. Certain teachers explicitly mentioned the lack of focus on plurilingualism in their teacher education. Teacher 2 had recently graduated and commented that the teacher education had not prepared teachers for the multilingual classroom by giving them the needed skills and information required to feel comfortable with using other languages. Both Teacher 2 and some questionnaire respondents thus felt that the formal teacher education had not prepared them for using the plurilingual complexity as a resource in English lessons.

Some teachers highlighted that excluding minority languages in English lessons was a school problem rather than a teacher problem. These teachers believed that the school's lack of focus on plurilingualism and language inclusion made it difficult for the teachers to spend time and energy finding ways to implement minority languages in their teaching. Teacher 1 and Teacher 2 worked at schools that prided themselves on being self-reported 'multilingual schools', and while having a positive attitude toward learners with a different L1, only one of these teachers expressed using all learners' L1 as a resource systematically in English lessons. It can therefore be questioned whether the school's reported attitude and policy on plurilingualism is of practical significance.

Certain teachers were apprehensive about incorporating minority languages in their lessons, stating that it would result in the teacher losing control over the teaching situation. This was especially the understanding regarding oral use of learners' L1. Their attitudes toward the use of learners' L1 in writing were, in general, more positive. Teachers 2 and Teacher 4 commented that the teacher would lose control of the teaching situation if minority language learners could use their L1 and that it would be difficult to understand and interpret what the learners talked about if they were allowed to use a language the teacher did not understand. Similar opinions were shared by eight of the questionnaire respondents that expressed concern regarding the teachers' ability to control, understand and guide the learners in different languages. Multiple teachers in the questionnaire and the interviews commented how they

could not communicate in all their learners' L1, and as they would not be able to understand or respond to the learner's dialogues, the languages were excluded altogether.

Six of the respondents and Teacher 4 (Appendix 9) emphasized social challenges and commented how the use of minority languages in English lessons could emphasize the differences among the learners and create a division between 'us' and 'them'. The teachers feared how this could result in minority learners feeling different and that it could make it challenging for them to accept who they are and where they come from.

Reported benefits of using minority language learners' L1

The teachers reported different benefits regarding using minority language learners' L1. While some of the teachers highlighted the benefits for the individual learner, others emphasized how it could benefit the whole class and the social dynamic within it. Teacher 2 highlighted the important principle of giving all learners equal treatment and argued that using minority learners' L1 as a resource could make all learners feel included and valued in a larger group. When the majority language was used in English lessons, it was equally important to use the minority languages as well. Four of the respondents expressed similar beliefs, stating that excluding some languages and implementing others could provide the learners with an understanding of their language being a liability and not a resource. These teachers believed that every language should be treated similarly, to ensure an equal education.

Multiple respondents commented that incorporating minority languages in English lessons was a way of allowing learners to learn from each other and develop an understanding and respectful attitude toward those who are different. The use of minority language learners' L1 was found to make all learners curious about different languages and create an attitude among the learners that plurilingualism is valued and positive. Terms such as 'diversity' and 'equality' were highlighted by many respondents and interviewees. Teacher 2 commented on how the learners could learn from each other and get first-hand experience with different languages. Several teachers highlighted that the use of minority language learners' L1 would allow the learners to respect the diversity within the classroom and thus foster a positive plurilingual attitude among the learners.

The teachers reported that languages are an important part of an individual's identity and, as such, highlighted that incorporating minority language learners' L1 validates and acknowledges the learner's language background. Teacher 1 expressed how all languages should be valued in English lessons, as it validates and strengthens plurilingual learners' identity development. Six of the respondents reported similar beliefs and saw the importance of language acknowledgment. The use of minority languages would allow the learners to become aware of their own language knowledge and competence and allow everyone to experience plurilingualism as a resource.

Some of the teachers stated that implementing minority language learners' L1 could be beneficial, as it would allow learners to see connections between a language they are proficient in and the target language. Teacher 2 argued that it could make English learning more meaningful and informative when the teacher uses the learner's L1 as the starting point. A questionnaire respondent expressed similar beliefs and commented that the use of learners' L1 as a resource could strengthen learners' ability to learn English, as they could transfer and further develop their prior linguistic knowledge. In addition, multiple teachers expressed that using minority languages in English lessons could help the minority language learners to develop in their L1. By reporting that the use of minority languages in the classroom could allow learners to use their prior knowledge to see how languages can be connected and evolve in both their L1 and English, the teachers viewed the use of minority languages as beneficial.

Teacher 2 commented that using minority language learners' L1 as a resource in the English classroom could make learners more eager to learn English and allow them to look forward to these lessons. Allowing the learners to express themselves in their L1, the teacher stated, could result in them being less afraid to communicate in class as the learners could demonstrate their language competence. The same teacher also expressed that the use of learners' L1 could result in minority language learners being more motivated to learn a new language and that they develop a positive attitude toward English learning. The teacher further claimed that learners who are allowed to develop and become stronger in their L1 could experience it being easier to learn English by connecting the two languages.

5.2.3 Teachers' attitudes toward incorporating languages other than the target language

As individuals' attitudes can be difficult to define and categorize, there were no direct questions in the questionnaire regarding teachers' attitudes toward using learners' L1 in English lessons. Only the interviewees were explicitly asked about their attitudes toward implementing learners' L1. The following findings are therefore taken from the interviewees' direct answers and the respondents' comments and statements given to other questions that might indicate the teachers' attitudes. The reader is asked to keep this in mind when reading the following findings.

While all the teachers expressed using the majority language in English lessons, they expressed both positive and negative attitudes toward this practice. The use of Norwegian was by some seen as a necessity, a supportive resource, and a bad habit that ideally should be avoided. Only two of the teachers in this study stated that the use of Norwegian was purely beneficial, and it was common for the teachers to feel guilty when using Norwegian. Teacher 3 (Appendix 8) expressed a sense of shame when having to reveal that Norwegian was used just as much as English since her teacher's education had made it explicit that only English should be used:

> I must work with me self to accept that I do not only speak English. I think it is difficult, because the theoretical side of it […] emphasize that we really only should speak English the whole lesson. (my translation)

Other teachers expressed a similar sense of guilt regarding the use of Norwegian, highlighting a general attitude among English teachers that the target language is the only legitimate language to be used in lessons. The use of Norwegian was justified by claiming that Norwegian optimized the time devoted to English teaching, made it easier for teachers to convey instruction and messages more clearly, and allowed the learners to express themselves in a more advanced vocabulary. However, the teachers believed that the ideal language use was target language only.

Multiple of the respondents and interviewees implied that they had a positive attitude toward incorporating learners' L1 in English lessons as long as it did not affect the learners' acquisition of English negatively. The teachers believed that using the learners' L1 could allow

61

the teacher to save time when giving instructions as they would not need to reformulate and elaborate on statements in English and make it easier for learners to formulate questions and statements in writing and orally. On the other hand, many teachers believed that the limited time allocated to English teaching required that English was the only language used. Incorporating any L1 would negatively affect the learners' amount of English training and thus their language development. The teachers were consequently afraid that the use of learners' L1 in English lessons could make it harder for the learners to acquire the English language, resulting in a partly negative attitude toward implementing learners' L1.

Four of the five interviewees expressed that learners' L1 should be implemented in English lessons and claimed to have a positive attitude by viewing learners' L1 as a resource. Some teachers, on the other hand, commented that a monolingual approach was the ideal teaching approach. However, even these teachers claimed to use Norwegian in certain settings, such as giving instructions or explanations, but only to save time and to make everyone understand. Teacher 4 (Appendix 9) stated that he discouraged the learners from using Norwegian:

> Teacher 4: If you can't come up with English words or expressions that you can communicate to your classmate, then you won't communicate in Norwegian either
> Interviewer: no?
> Teacher 4: then there will not be a conversation. Then you will have to sit and look each other in the eyes for the next 15 seconds. (my translation)

The teacher thus expressed a negative attitude toward the use of learners' L1 and believed that the learners should not be given a chance to rely on their L1 because the target language must be used if learners are to succeed in learning English.

The teachers generally had a negative attitude toward using minority language learners' L1. When describing ways to use these languages, the teachers often commented on practices where the learners used the languages individually or in collaboration with other learners. Seldom did the teachers express that they saw a reason why the teachers should use these languages themselves. Five of the participants in this study also expressed that it was not their job as English teachers to use or incorporate any language other than English. These teachers believed that minority language learners would be given the chance to use their L1 as a

resource outside the English classroom, and therefore did not believe that they had to be concerned with these languages.

The teachers expressed having a positive attitude toward gaining more knowledge about their learners' L1 and how to use all languages as a resource. While not using all learners' L1 actively, some of the teachers stated that they would want guidance and information on how to do so. The teachers believed that it could be easier for them to feel comfortable with implementing minority language learners' L1 in English lessons if they were given the knowledge of how to do it in a successful manner. This could be viewed as having a positive attitude and that the teachers see the need for improvement and what it would require of them to improve.

Out of all the interviewees, Teacher 1 (Appendix 6) expressed the most positive attitude toward the use of all learners' L1 in English lessons. The teacher recognized that learners could use their L1 as a resource to develop English competence and that the multilingual classroom enriched the learners' understandings and attitudes toward other languages. The teacher emphasized that

> […] for some, the road might go from Polish to English rather than from Norwegian to English. (my translation)

In this statement, Teacher 1 acknowledged how every learner has different starting points, validating the learners' plurilingual competence and resources.

Learners' attitudes toward using their L1

While this master's thesis has focused on the teacher's perspective, it is also worth reflecting on learners' attitudes toward using their L1 as several teachers used their learners as a justification for their language decisions. Multiple teachers expressed that minority language learners became embarrassed when their L1 was highlighted, as that made them appear different from the rest. The learners' alleged negative attitude toward the use of their own L1 was used by some teachers as a reason why minority languages should be excluded from the classroom. Teacher 4 gave this reasoning in the interview and further claimed that the older the learners became, the more they desired to be like the rest. Other teachers commented on similar problems and elaborated that they believed there was a shift after fourth grade where

the learners did not want their L1 to be included for fear of appearing different. Five of the questionnaire respondents commented on related issues and believed that a possible negative result of implementing all learners' L1 could be that minority language learners were given a negative stigma. On the other hand, the teachers that had learners who wanted to share and use their L1 used this as an argument why learners' L1 should be implemented in English lessons. It thus became clear that the teacher's interpretation of minority language learners' attitudes toward using their L1 could impact whether the teacher implements their L1 as a resource or not.

6. Discussion

This thesis has focused on three research questions:

- How can learners' L1 be used as a resource in the acquisition of English as an additional language in Norwegian lower primary schools?
- What do English teachers report as benefits and challenges when using languages other than the target language in English lessons?
- What are teachers' attitudes toward incorporating languages other than the target language in English lessons?

To answer these research questions, five teachers were interviewed, and 17 teachers filled in a questionnaire. Both methods allowed the teachers to reflect on their use of languages other than the target language and their attitudes toward this practice. The following chapter will discuss the findings considering the previous research and relevant theory already presented.

6.1 The use of learners' L1

Most of the teachers reported being conscious of when they used the learners' L1 in English lessons and claimed to use learners' L1 in classroom management, to give instructions and explanations, to ensure understanding, translate between the L1 and the target language, and in collaborative work with learners who shared their L1. The ways of using learners' L1 in the foreign language classroom thus correspond to those identified by Brevik & Rindal (2020), Hall & Cook (2013), Hanáková & Metruk (2017), Perdani (2021), and Taşçı & Ataç (2020). The implementation of L1 in English lessons was believed to make it easier for the learners to participate and share their knowledge in meaningful conversations. Consequently, the teachers reported activities within the Linguistically Appropriate Practice (LAP) by allowing learners to discover the connections between languages by making references to their L1 (Krulatz et al., 2018, p. 233). While the teachers commented on different activities and practices where languages other than the target language were used, their further comments made it appear as if the teachers were referring to the use of Norwegian only. Minority languages were found to be too challenging or outside the teacher's competence causing minority language learners' linguistic competence to be excluded from the classroom. Some of the teachers commented

that they would avoid using languages other than Norwegian when giving explanations or instructions in English lessons to avoid confusing the learners and to save time. As such, plurilingual strategies were mainly used with the majority language learners' L1. It could be questioned how this would impact minority language learners. While using only the majority language could be resourceful for the learners who have sufficient proficiency in that language, learners with limited proficiency might be at a disadvantage. Therefore, the teachers' emphasis on the use of majority language learners' L1 only could result in minority language learners being neglected, leaving them deprived of the opportunity of having their L1 used as a resource. Since languages are a central part of an individual's identity, it is important that the teacher validates and acknowledges every learner's linguistic competence by using all languages as a resource (Lee & Oxelson, 2006, p. 468). By making plurilingual competence the foundation in the foreign language classroom, learners can develop in both their L1 and the target language. Basing language teaching on the Direct Method (DM) could accordingly harm the learners whose L1 is never implemented as a resource. The effect could perhaps be especially unfortunate when some languages are implemented and used as a resource, while others are not. It is therefore important that teachers are aware of the effect their practice might have on the learners, and that all learners are given equal treatment.

As in the study by Wilden & Porsch (2020, p. 636), code-switching was emphasized by some of the teachers as a hypothetical method to implement all learners' L1 in English lessons. An interesting finding was how some teachers could be positive toward majority language learners code-switching between Norwegian and English, while minority language learners were discouraged from code-switching. One of the teachers commented how the learners code-switched between Norwegian and English to formulate sentences and participate in conversations. Other teachers feared their ability to control the situation if minority language learners were allowed to code-switch and accordingly provided 'self-centered' reasoning as to why only majority language learners were permitted to code-switch. While it appeared as if code-switching was conducted between English and Norwegian only and that it was an uncommon practice among the teachers, it was highlighted as a theoretically suitable activity for all learners to show their linguistic competence and understanding. Allowing learners to switch and transfer between languages breaks down the barrier between their L1 and the target language and creates room for translanguaging (Garcia & Wei, 2014, p. 20). The common underlying proficiency between the learners' languages is thus used to allow the learners to

see the connections between the languages they know and how all linguistic competence can be viewed as a resource (Ali, 2021; Cummins, 2000). In addition to lowering the communicative threshold for learners, code-switching provides learners with the opportunity to interpret foreign words based on the context of the sentence. Code-switching can therefore be used to scaffold learners to communicate and interact in the target language and is a suitable strategy to use learners' L1 as a resource.

One of the most used ways of incorporating learners' L1 in English lessons was to highlight the differences between the learner's L1 and English by comparing the languages, a practice that has been found to be common in additional research as well (Brevik & Rindal, 2020; Hall & Cook, 2013; Taşçı & Ataç 2020). As one of the reported challenges with using learners' L1 was that minority language learners did not want their L1 to be included in English lessons for fear of appearing different, it can be worth questioning whether the practice of emphasizing the differences between languages can strengthen the learners' desire not to use their L1. Using the learners' L1 as a resource only when showing contrasts between languages could reinforce the learner's language insecurity and explicitly show all learners how some learners differ from the rest. It can perhaps be especially problematic if few learners share the same L1, as they might feel alone and isolated from the class. Although it is necessary to explore how languages differ, focusing on similarities could be a way of using learners' L1 that has a more positive effect on the learners, allowing them to view their linguistic competence as a resource. By focusing on similarities rather than differences, the common underlying proficiency (Cummins, 2000, p. 175) between the target language and the L1 will become visualized, causing the learners to see how they can utilize the competence they already have in their L1 when learning the target language.

Not surprisingly, the teachers in this study commented on different practices and ways of using the majority language and minority languages. As discovered in Brevik & Rindal (2020, p. 939), it appeared as if minority languages were implemented in English lessons on rare occasions and that the only language other than English being used on an everyday basis was Norwegian. The incorporation of Norwegian was found to be a resource for both the teacher and the learners, making it easier to successfully communicate and save time. Multiple teachers repeatedly justified the use of Norwegian by stating that all learners would understand, while at the same time stating to have learners with different L1 and varying

proficiency in Norwegian. The use of minority languages, on the other hand, was mainly used by the individual learner or in collaborative work, and the teachers found it challenging to use these languages themselves. As advocated in LAP (Chumak-Hortbatsch, 2012, p. 52), the teachers viewed the use of collaborative peer work as an appropriate approach that could exploit minority language learners' L1 as a resource. However, it appeared as if the teachers became insecure about their ability to stay in control when the learners were allowed to collaborate. Multiple teachers stated that one of the learners in the group would be an interpreter by summarizing for the teacher what the learners had discussed. This was a way for the teacher to be in control of the teaching situation. As several teachers believed that using minority languages challenged their ability to control all learners, it became apparent that some teachers viewed the implementation of the majority language as a resource while minority languages could be a source of interference.

While previous research (Wilden & Porsch, 2020, p. 631) has identified a correlation between teachers' formal qualifications and their use of L1, this study cannot be used to make such claims. As all the participants in this study were qualified to teach English, it is not possible to comment on whether formal qualifications influence whether the teachers view their learners' L1 as a resource or source of interference. However, the teachers in this study believed that their teacher education had not prepared them for the multilingual classroom, and they were unsure of their competence and abilities and the best plurilingual practice. Similar insecurities have also been discovered by Wilden & Porsch (2020, p. 631). The teachers believed that they did not have the qualifications required to use all learners' L1 as a resource. While the teachers' formal qualifications gave them competence in the target language and the majority language, minority languages were neglected. All teachers used the majority language as a resource actively, and for some it could be difficult to find an appropriate balance between the target language and the use of the majority language. Minority languages, on the other hand, were seldom used, as the teachers' formal qualifications did not provide them with language competence in all languages. As such, the teacher education promoted the use of some languages at the expense of others, making it hard for the teachers to find appropriate ways to incorporate all learners' L1 as a resource. Since the participants in this study shared the same educational background, it is impossible to compare the attitude and practice of those with formal qualifications to those without. However, the teachers' critique of their teacher education can illustrate that more

qualifications than what is provided by the teacher education are believed to be necessary for teachers to use all learners' L1 as a resource. While the formal qualifications provided by the teacher education could make it easier for the teachers to rely on their L1 and the L1 of the majority, a higher degree of formal qualifications was considered essential for the teachers to be able to incorporate languages they could not communicate in.

6.2 Reported benefits and challenges of L1 use

The teachers found both benefits and challenges regarding using languages other than the target language in English lessons. The reported benefits and challenges outlined in sections 5.2.1 and 5.2.2 correspond to those discovered by researchers such as Mahmud (2018), McMillan & Rivers (2011), and Storch & Wigglesworth (2003). This section will therefore rather focus on the differences in benefits and challenges discovered between the use of majority and minority language learners' L1.

6.2.1 Minority language learners' L1

The teachers could generally find more hypothetical benefits and challenges with the use of minority language learners' L1 than the majority language. This finding was interesting considering that the teachers reported using the majority language more than the minority languages. The use of the majority language was mainly considered to benefit classroom management, when teaching grammar and vocabulary, and ensuring understanding, while the use of minority languages could benefit the individual learner's development and the whole class. As in Bailey & Marsden (2017, p. 283) and Marsella (2020, p. 16), the social benefits regarding the use of learners' L1 were stated as a reason to use all the L1 represented in the class as a resource. The teachers believed that highlighting the learners' linguistic backgrounds could allow the learners to develop respect and tolerance for the diversity within the group. It appeared as if the teachers were more focused on how the use of minority languages mainly could benefit the social interaction in the class, learners' ability to develop intercultural competence, and the individual's identity development. The use of minority languages was believed to enrich the learning situation by providing the learners with authentic, meaningful encounters with different individuals. The teachers justified the use of the majority language by giving more 'selfish' reasons, such as saving time and simplifying classroom management.

Thus, it appeared as if the teachers were concerned with how they could benefit from using the majority language themselves and not so much with how the learners could benefit. The majority language was consistently used, but not reported as being extremely beneficial for the learners. The minority languages, on the other hand, were rarely used but regarded as beneficial for learners to develop linguistically and socially. Since minority languages were used to a limited degree in English lessons, the teachers might have believed that the challenges of using minority languages outweighed the benefits.

The teachers found it challenging to use minority languages in the same manner as they used the majority language. Some of the teachers highlighted how learners' L1 was an important aid for the teachers to provide all learners with clear messages and elaborative comments. The value of learners' L1 in such settings has also been found beneficial by McMillan & Rivers (2011, p. 257). While using all learners' L1 and creating room for translanguaging was theoretically believed to benefit the learners linguistically and academically, the teachers in this study commented how it was challenging to use the minority language learners' L1 in practice. This finding mirrors those by Brevik & Rindal (2020, p. 939) and consequently illustrates common assumptions within the target group. The teachers generally believed that they were not qualified to use the languages they did not know as a resource. In consequence, the teachers' fear of not being qualified to use both minority and majority languages as a resource resulted in the teachers viewing languages they did not know as a source of interference, causing these languages to be excluded from the foreign language classroom or only used on rare occasions.

6.2.2 Learners' L1 as the starting point

The plurilingual complexity found in classrooms today is an invaluable resource as learners bring with them experiences, beliefs, and opinions that form a foundation on which further learning can occur (Harmer, 2001, p. 176). By using the learner's prior knowledge and the common underlying proficiency (Cummins, 2000, p. 175) between languages as a resource, teachers can help learners reach their full potential. Some of the participants in this study commented on the importance of using learners' prior knowledge as the starting point and claimed that this was one of the benefits of implementing and using all learners' L1. This is supported by Perdani (2021, p. 64), who finds that the use of learners' L1 makes learners more

comfortable as they can see the connection between known and unknown linguistic aspects. By emphasizing how it could be beneficial to use the learners' L1 as the starting point, the teachers highlighted the Grammar Translation Method (GTM) as a theoretically appropriate teaching approach (Cummins, 2007, p. 229). The teachers commented that using learners' L1 could be beneficial as the learners' prior knowledge would then be the starting point for continued language learning. Using the learners' prior knowledge in such manners creates room for the learners to transfer linguistic and conceptual knowledge between the L1 and target language. The desire to use the learners' L1 as the starting point is essential within LAP in multilingual classrooms, as learners' prior knowledge is validated, acknowledged, and used as a resource for the learners to further develop in the target language and the L1 (Krulatz et al., 2018). While the common underlying proficiency is central for all languages, the teachers only commented on the use of minority languages in this regard. However, it is not unlikely that the teachers found it beneficial to use the majority language learners' prior knowledge when teaching English as well.

To foster additive plurilingualism, it is important to use the learners' L1 to allow learners to develop linguistic and cognitive growth in both the L1 and the target language (Plüddermann, 1997, p, 18). Especially with younger learners, it is important to prevent the learners from losing proficiency in their L1. The limited implementation of minority language learners' L1 can be problematic, as these learners might not encounter or use their L1 much within their community. As stated in The Education Act (1998, §2-8.), language learners with a minority L1 are only given L1 education until they have attained sufficient knowledge and competence in the Norwegian language. The plurilingual competence of minority language learners with some Norwegian skills might consequently weaken as their competence in the L1 is being neglected. To ensure continual development in the target language and the learners' L1, teachers must use the learners' linguistic knowledge and competence from their L1 as the starting point by finding appropriate methods and ways of implementing learners' L1 as a resource.

6.2.3 Ability to remain in control

Multiple teachers commented that the use of majority and minority languages affected the teacher's ability to remain in control. As in previous research (Hall & Cook, 2013; Macaro,

2001), the teachers expressed that using the majority language allowed them to control the teaching situation effectively, as both the teacher and learners understood. While neither Macaro (2001) nor Hall & Cook (2013) distinguished between languages the teachers could communicate in and languages they could not, the participants in the present study viewed this as two separate practices. The ability to stay in control of the learning situation was used as an argument to exclude minority languages, as the teachers were afraid of losing control when incorporating languages they could not communicate in. It became apparent that the teachers' desire to stay in control prevented them from using all learners' L1 as a resource. The teachers thus viewed the use of minority languages as an interfering element that negatively affected the teacher's ability to control the activities and the learners. In other words, the use of majority language learners' L1 was thought to benefit the teacher's ability to control, while the reverse was the case with the use of minority language learners' L1.

As recommended by Harmer (2001, p. 135) and Cummins (2005, p. 13), clear guidelines and plurilingual strategies regarding L1 use might help the teacher to remain in control. Clear guidelines would give the use of target language and the use of L1 a purpose by guiding the learners as to when, how, and the reasoning behind L1 use. Other than excluding minority language learners' L1 and limiting the use of the majority language, it did not appear as if the teachers had guidelines regarding L1 use in the foreign language classroom. The lack of L1 guidelines could be a possible reason as to why the teachers found it challenging to implement learners' L1 without losing control, as both the teacher and the learners were unaware of why, when, and how they should use their L1.

6.2.4 Intercultural competence

In our diverse society, learners must experience being in environments where plurilingualism is viewed as a resource. Implementing and using learners' L1 as a resource can foster intercultural competence and give learners insight and understanding of other languages. It can also allow the learners to experience the challenges that plurilingualism can present, giving them a greater understanding and respect for those who face such challenges daily. Like in Bailey & Marsden (2017, p. 283), multiple teachers commented how the implementation of languages other than the target languages could make the learners more aware of the linguistic and cultural diversity that exists in our modern society. This was especially emphasized

regarding using minority languages in English lessons. However, drawing on previous experiences and personal beliefs, the teachers thought that it would be challenging to implement minority languages without the learners feeling like the odd one out. The teachers did not want to promote a 'us vs. them' perspective and used this as an argument for excluding minority languages. As identified in Iversen (2017, p, 42), the teachers reported that many plurilingual learners did not want their L1 to be implemented in English lessons for fear of their differences being emphasized. However, one can question whether minority language learners, especially those who are less proficient in both the majority and target language, feel different from the rest whether their L1 is implemented in the foreign language or not. Teachers who exclude the use of these learners' L1 might exacerbate the challenging situation for minority language learners. Rather than prohibit learners from using their L1, the teachers should therefore create learning situations that acknowledge and foster plurilingual competence by allowing the learners to learn from each other and develop a fundamental respect for others.

6.2.5 The time aspect

The limited time allocated to English teaching was used as an argument as to how the use of learners' L1 could be both beneficial and challenging, a finding that corresponds to the finding by Bailey & Marsden (2017, p. 295). As identified by Hanáková & Metruk (2017, p. 387), the teachers used the limited time available as a reason why teachers must use learners' L1, i.e. to ensure efficient learning and to save time. Simultaneously, the teachers emphasized the importance of maximizing the available time for learners to practice and be exposed to the English language. The participants mainly used the time aspect as a justification for the use of Norwegian, while simultaneously expressing that the use of any language other than English could impact the learners' ability to acquire English on time negatively. The belief reported by the teachers that the use of L1 could impact the learners' ability to acquire the target language negatively is supported by McMillan & Rivers (2011, p. 256). In our modern society where learners are constantly connected to the outside world, it can be questioned how valid this argument currently is. Some of the participants in this study commented how their learners knew more English than the teacher realized. Learners' interactions with English through social media and modern technology result in a proficiency that is strongly affected by the learners' exposure to extramural English. As a result, I would argue that learners in our modern

multilingual society do not need the same amount of exposure to the English language in school as previously because they are systematically being exposed to it elsewhere. As exposure to extramural English creates room for implicit learning, individuals are given the opportunity to read and listen to large quantities of English. Rather than extensive amounts of English exposure in school, I believe that English teachers should use their learners' plurilingual competence to create lessons that activate and build on the knowledge they already possess. Implementing the learners' L1 will in this setting not be viewed as negative but rather intensify the learners' understanding, causing additive plurilingualism by building on the learner's prior knowledge (Plüddermann, 1997, p. 18). As young learners in Norway might, in extreme cases, encounter more English than their L1 outside school, the need for target language exposure in English lessons might not be as great as previously. I thus argue that the 'English-only' paradigm promoted by the Direct Method (DM) should be replaced with 'The Optimal Position' (Macaro, 2009, p. 535) as the limited time allocated to English teaching requires efficient teaching that uses the learners' L1 as a resource by finding an appropriate balance between the target language and L1 use. Doing so will allow the learners to develop in both their L1 and the target language and allow them to see how their L1 can be used as a resource.

6.3 Teachers' attitudes toward implementing learners' L1

6.3.1 Shame and guilt

The findings in this study support the findings presented by Auerbach (1993), Copland & Neokleous (2011), and Hall & Cook (2013), as the teachers participating in my study expressed shame and guilt when having to include learners' L1 in English lessons. It became clear that the teachers were worried about how their competence and didactic abilities could be judged by others if they went against the 'common language policy' of the school or their education, findings that are supported by previous research (Lee & Oxelson, 2006; McMillan & Rivers, 2011). The expression of guilt regarding L1 use could be seen in light of the growth of DM, which emphasizes extensive use of the target language and the exclusion of other languages (Mahmud, 2018, p. 26). DM can perhaps be interpreted as the beginning of an equal language practice, where only the target language is emphasized, and all other languages are given equal space – being no space at all. However, the present study and previous research

74

(Brevik & Rindal, 2020; Taşçı & Ataç, 2020) illustrate how teachers find it challenging to not rely on the L1 at all in the foreign language classroom. In addition, it is worth reflecting on whether the exclusion of all languages, including Norwegian, is a setback, as the individual's linguistic competence is being viewed as a source of interference. It is questionable whether it is appropriate to exclude learners' languages and backgrounds as Norwegian schools are supposed to foster inclusion and equality (Ministry of Education and Research, 2017). While there are good reasons behind an 'English only' approach, teachers are left feeling inadequate when having to resort to L1 use, and the learners are deprived of the opportunity to use their L1 as a resource. The pressure from the teacher education and the ideology on which it is based can therefore negatively affect the teacher's attitude toward the use of learners' L1 as a resource, by advocating a language policy that views L1 use as a source of interference. As a result, teachers are left feeling ashamed and guilty when having to resort to using languages that are not viewed as didactically appropriate.

6.3.2 Insecurity and lack of knowledge

The findings in this study illustrate how English teachers in Norwegian schools are unsure of their knowledge and ability to include other languages in English lessons. Just as in the study conducted by Bailey & Marsden (2017, p. 300), the teachers expressed insecurities regarding the use of languages they could not communicate in themselves. The teachers acknowledged that they needed more competence and a better understanding of how plurilingualism could be used as a resource in English teaching and further expressed being unaware of why and how to use learners' L1 as a resource. The lack of focus on plurilingualism in the teacher education was highlighted as a reason why the teachers did not have the required knowledge and competence to prevent the learners' L1 from becoming a source of interference. In CEFR (Council of Europe, 2020) and the newly revised curriculum, LK20 (Ministry of Education and Research, 2019), plurilingualism is highlighted as an asset and resource in education. It is thus worth questioning why the formal teacher education in Norway advocates the use of DM as the optimal teaching approach. None of the participants in this study claimed that their teacher education had particularly prepared them for the plurilingual complexity that they encounter in the classroom. Consequently, the teachers expressed an attitude toward incorporating learners' L1 that was affected by discomfort and hesitation. As a result, the teacher education does not realize the plurilingual values and principles found in important

regulations, as it advocates a teaching approach that neglects plurilingualism, causing teachers to become insecure about their insufficient plurilingual knowledge and competence. This insecurity and lack of knowledge could cause the teachers to deprive learners of their right to have their plurilingual competence being used as a resource.

6.3.3 Different attitudes toward majority and minority L1

Through the questionnaire and the interviews, it became clear that the teachers had different attitudes and opinions regarding implementing, on the one hand, majority language learners' L1, and on the other, minority language learners' L1. Generally, majority language learners' L1 was actively used as a resource, while minority language learners' L1 were often excluded. Some teachers emphasized that it was not their job to implement minority languages in English lessons. The teachers claimed that minority language learners who needed it would be covered by the Education Act (1998, §2-8.) and get help outside the English classroom. The teachers were influenced by the ideology of 'Language as a right' (Ruíz, 1984, p. 28) but believed that it was not the job of an English teacher to use minority language learners' L1 as a resource. As a consequence, Aarsæther's (2017, p. 39) transition model became visible in practice, where the teachers believed that minority languages should be used only until the learners have acquired sufficient competence in the majority language. To a large degree, the attitudes and beliefs toward the use of minority language learners' L1 presented by these teachers fostered subtractive plurilingualism (Plüddermann, 1997, p. 18) by advocating a practice where minority language learners had to leave their linguistic competence in the L1 behind. Majority language learners were, on the other hand, given greater room to develop additive plurilingualism (Plüddermann, 1997, p. 18), illustrating the differences in practice between minority and majority language learners. The challenges and difficulties the teachers associated with the use of minority languages, in general, resulted in a common belief and attitude among the teachers that minority languages were of little pedagogical value in English lessons in Norwegian schools while the majority language was a resource.

The data collected in this thesis might have identified the common belief and attitude among the teachers of an 'either/or' orientation toward the use of learners' L1 and target language. The teachers believed that the target language was the ideal language choice in the foreign language classroom but that incorporating L1 elements were necessary to ensure successful

classroom management and teaching. However, the teachers struggled to see how the combination of L1 and target language use could be beneficial outside of classroom management, saving time, instructional practicalities and ensuring understanding, a finding that corresponds to that found by Lee & Oxelson (2006, p. 463). The 'either/or' orientation is often found in multilingual classrooms, as an appropriate balance between the target language and L1 can be difficult to achieve (Cummins, 2000, p. 175). Therefore, teachers will often create separate activities or give different purposes to the use of L1 and the target language, where the use of L1 is often given a supportive role. The plurilingual complexity in modern foreign language classrooms does, nonetheless, require that teachers develop a positive attitude that views all linguistic competence as a resource. Accordingly, teachers must find appropriate ways of using the target language in combination with all learners' L1, where the languages support and build on each other. As emphasized by Cummins (2000, p. 28), the 'either/or' orientation can negatively impact learners' plurilingual development, causing subtractive plurilingualism. Instead of maintaining and developing both languages in a 'both/and' orientation, learners are losing proficiency in their L1. Fostering a plurilingual attitude among teachers built on a 'both/and' orientation could allow all learners to use the languages within their repertoire to enrich each other, causing additive plurilingualism (Cummins, 2000, p. 28). In order to do so, the teachers must view both minority and majority language learners' L1 as a resource and find appropriate ways to implement all learners' plurilingual competence by balancing the use of the target language and the L1.

As for Macaro's (2001) theoretical positions of plurilingualism, all three positions could be found in the teachers' attitudes or their practices. None of the teachers excluded L1 use entirely, because translation and explanations in the majority language were believed to simplify the instructions and classroom management. The teachers' elaborative comments also emphasized that learners' L1 could be a resource for the teacher, the individual learner, and the whole class. By doing so, the teachers saw the value of using learners' L1 as a resource. Regarding using the majority language, Norwegian, the teachers' practices and attitudes were within 'The Maximal Position', claiming that it was a necessity but not a desirable act (Macaro, 2001, p. 535). On the other hand, when asked about the use of minority languages in the English classroom, multiple teachers expressed practices within 'The Virtual Position' by excluding minority language learners' L1 entirely (Macaro, 2001, p. 535). While minority language learners' L1 often were excluded from the classroom and regarded as too difficult to

implement as a resource, the teachers generally believed that the use of all learners' L1 was beneficial. Their attitudes might thus have been within 'The Optimal Position' by finding some value of L1 use, but their action of excluding certain languages validated that 'The Virtual Position' was central. While the teachers felt that they could not use all learners' L1 as a resource actively, they wanted more knowledge on how all languages could be implemented. Their attitudes thus mirrored the one found in 'The Optimal Position'. It is consequently possible to claim that the teachers express different positions of plurilingualism regarded their attitudes and their practice, as the teachers' attitudes were more inclusive and positive than their practice.

6.3.4 Factors affecting teachers' attitudes

It seems as if language ideologies and school policies could affect teachers' attitudes toward using learners' L1 as a resource, but that it was not the main factor. Multiple teachers expressed that they had been taught that a monolingual teaching approach was best suited in the foreign language classroom. The teachers viewed the use of Norwegian as a necessity to ensure learners' understanding but ideally wanted to only use the target language. Despite this belief, the teachers' attitudes and practices made it appear as if the teachers in practice used both the Grammar Translation Method (GTM) and the Direct Method (DM) in the multilingual classroom. While majority language learners' L1 was incorporated and used as a resource in the acquisition of the target language, minority language learners' L1 were often excluded. As a result, it appeared as if minority language learners were taught with DM while majority language learners were taught with GTM. The teachers wanted to base their teaching practice on DM and claimed that target language exposure was vital, but in practice, GTM became central as translation and comparisons between the target language and Norwegian frequently were conducted to ensure understanding. Seldom did the teachers use the same teaching approach with both minority and majority languages, as the teachers believed it to be too challenging to implement all learners' L1 as a resource. The differences between the use of majority and minority language learners' L1 illustrate how teachers could view the use of majority language learners' L1 as a resource while minority language learners' L1 as a source of interference. The teachers' attitudes toward implementing majority and minority language learners' L1 were thus not the same.

As in Gilham & Fürstenau (2020, p. 39) and Wilden & Porsch (2020, p. 636), it appeared as if the teachers' attitudes were partly influenced by the teaching approaches and ideologies in the society in which they taught. While the teachers could find both benefits and challenges with the use of majority and minority languages, the teachers strongly believed that the use of languages other than the target language could be challenging for both the teacher and the learners. As such, the ideology of 'Language as a problem' (Ruíz, 1984, p. 28) became visible in practice. Multiple teachers also argued that L1 use was undesirable, and they wanted to follow the 'English-only' policy highlighted in their teacher education even though it was thought to be impossible. While the teachers found more challenges with the use of minority languages than the majority language, the teachers generally believed that implementing any language other than English could negatively impact the learners' abilities to acquire the target language. The teachers were influenced by a monolingual ideology and believed that using languages other than English could hinder the learners' ability to acquire the target language. It is thus possible to interpret the teachers' attitudes toward using learners' L1 as a resource as negative, even when they claimed to have a positive attitude.

While language ideologies and policies could influence the teachers' attitudes, it became clear that it was not necessarily a crucial element. Two out of the five interviewees taught at self-claimed 'multilingual schools' that declared to value learners' plurilingual backgrounds. The two teachers expressed being more positive toward the use of all learners' L1. However, when commenting on their practice, it became apparent that the teachers to a limited degree actively implemented all learners' L1. As a result, the finding contradicts those by McMillan & Rivers (2011, p. 259) and Wilden & Porsch (2020, p. 636), who found that language ideologies and the policy of the school have a significant influence on the teacher's practice. Language ideologies and language policies could impact the teachers' attitudes and understandings by strengthening the pre-assumptions of the teacher. The pre-assumptions can be affected either positively or negatively, depending on the beliefs and opinions of central ideologies and policies. However, the findings show that the teachers found a practice that worked for them and their class. While most of the teachers emphasized that DM was the ideal teaching approach, the teachers viewed it as essential that Norwegian was implemented to ensure understanding. Hence, the teachers' usage and attitudes toward L1 use were to a large degree affected by the requirements of the classroom and the teachers' understanding of how to best

teach the target language based on the teachers' judicial assessment, rather than language ideologies and schools' policies.

As all participants in this study except one had Norwegian as their L1, it is difficult to say whether this study supports the researchers (Gilham & Fürstenau, 2020; Lee & Oxelson, 2006) who have discovered that the teachers' experiences with plurilingualism and plurilingual background affect their attitudes toward using learners' L1 as a resource. However, most of the teachers currently had learners with a minority language as their L1. Further, the teachers would most likely have encountered plurilingual individuals within their community. While it is possible to believe that the teachers' attitudes could have been affected by the multilingual society that they are in, the findings in this study cannot be used to make such claims. It did also not appear as if the teachers' proficiency in other languages affected their attitudes toward using learners' L1 as a resource in the English classroom. While Lee & Oxelson (2006, p. 464) discovered that plurilingual teachers had a more positive attitude toward using plurilingualism as a resource than monolingual teachers, this was not reflected in my research. Over half of the teachers participating in my research could communicate in three or more languages, making them plurilingual. However, they did not report incorporating learners' L1 more or having a more positive attitude than the other teachers. Hence, this research cannot be used as justification for teachers' own experience and plurilingual background positively impacting the teachers' attitude toward and use of learners' L1 as a resource.

6.3.5 The cycle of negative attitudes

While this study has not focused on the learners' perspective, it is worth reflecting on whether the teachers' decisions to exclude some languages might impact the learners' attitude and understanding of the value of their L1. Even though none of the teachers explicitly claimed to have a negative attitude toward using learners' L1, it is possible to interpret the exclusion of some languages in this way. Considering the findings presented by Lee & Oxelson (2006, p. 456) and Iversen (2017, p. 40) that teachers' attitudes influence learners' attitudes, teachers must have a positive attitude and find appropriate ways to implement all learners' L1 as a resource. By only implementing some languages, teachers might unintentionally foster an attitude among the learners where some languages are given more value and regarded as suitable to use in the classroom. It is possible that this will result in minority language learners'

being uncomfortable with using their L1 or that they develop a negative attitude toward their own L1. By actively implementing all learners' L1 and creating an environment where every language is respected, all learners may become comfortable with using their L1 as a resource and develop a positive attitude toward L1 maintenance. Rather than rarely using minority language learners' L1, the teachers should actively implement all languages so often that the learners do not feel that they are given special treatment or being singled out when they suddenly are allowed to use their L1. Systematic use of all learners' L1 might thus be significant for both teachers and learners to develop a positive attitude toward plurilingualism, as the learner's linguistic competence in L1 and target language is acknowledged and validated. By systematically attempting to create a learning environment where plurilingualism is fostered and viewed as a resource, all learners can develop positive attitudes toward using their linguistic competence.

7. Concluding remarks

7.1 Summary and conclusion

Following international tendencies, the Norwegian society has become largely multilingual. The trend is reflected in the classroom, and learners at primary school must manage to communicate in multiple languages and know how to balance them appropriately. The plurilingual complexity found in schools and classrooms has resulted in plurilingual learners becoming the norm. The newly revised curriculum (Ministry of Education and Research, 2019) and CEFR (Council of Europe, 2020) mirror this, stating that the school must allow all learners to experience that being plurilingual is a resource and not a source of interference. It does however appear as if the positive plurilingual perspective promoted by official regulations has not been transferred into the classroom, and that the benefits and opportunities associated with plurilingualism are not being exploited to their fullest. As a result, the aims of important regulations are not being reached.

The present thesis provides insight into the challenges and benefits teachers encounter when faced with the linguistically diverse classrooms of our society. My research might not present groundbreaking findings, as previous research has studied similar issues with comparable findings. However, my thesis differs from previous research as the participants are English teachers teaching third or fourth grade in Norwegian schools. The findings, therefore, present valuable information on the plurilingual situation in lower primary schools in a society that is increasingly growing in linguistic diversity. Through the use of a mixed-method design using both interviews and questionnaires, I have researched how English teachers incorporate learners' L1 in English lessons and their attitudes toward this practice. By doing so, the thesis has answered the following research questions:

- How can learners' L1 be used as a resource in the acquisition of English as an additional language in Norwegian lower primary schools?
- What do English teachers report as benefits and challenges when using languages other than the target language in English lessons?
- What are teachers' attitudes toward incorporating languages other than the target language in English lessons?

The plurilingual practice reported by the participating teachers partly aligns with LAP, as collaborative work, translation, comparison, and translanguaging were central activities and approaches using learners' L1 within the classroom. The most mentioned ways of using learners' L1 as a resource were in classroom management and when translating or comparing the L1 to the target language. The use of L1 was also found to be a resource in explaining vocabulary and grammatical concepts and ensuring learners' understanding. This thesis has demonstrated how English teachers in Norwegian schools mainly use the majority language as a resource in English lessons to save time, simplify instructions, and conduct efficient classroom management. Minority language learners' L1 were seldom used as the teachers reported being uncomfortable with implementing languages they could not communicate in themselves. While the teachers found the use of learners' L1 to be beneficial, they also experienced challenges. The teachers claimed that incorporating languages other than the target language could make them lose control over the teaching situation and take precious time away from target language learning. The teachers further feared that L1 use could harm the learners' ability to learn English. On the other hand, the teachers believed that using learners' L1 could positively impact the individual learner's development and the social environment of the class. By highlighting how the use of L1 could improve the learners' self-esteem and attitude toward their L1 as well as their ability to connect the language competence they already have with the target language, the teachers believed that using learners' L1 was beneficial in theory but a challenge in practice. The teachers expressed both positive and negative attitudes toward using all learners' L1 as a resource, however, their actions of excluding languages they did not know would indicate that the teachers have a negative attitude toward implementing all learners' L1. As such, the teachers could see both benefits and challenges with implementing languages other than the target language in English lessons and did not view the process of using learners' L1 as purely a resource or strictly as a source of interference.

This thesis builds on what has already been researched and can be supported by researchers in multiple areas. Consequently, my research validates the international research that has been conducted and provides valuable insight into the Norwegian context in lower primary school. The most important findings in this research are the teachers' clear distinction between majority and minority languages and the teachers' willingness to obtain more knowledge on how learners' L1 can be used as a resource. In this study, it became clear that teachers viewed

the use of the majority language learners' L1 and the use of minority language learners' L1 as two distinct practices. When used to an appropriate degree, most teachers commented that the use of Norwegian could benefit all learners, making it easier for them to understand and to be understood. On the other hand, the teachers expressed a more negative attitude toward using minority languages, fearing that it could result in the teacher losing control as the learners could take advantage of the teacher's limited ways of communicating in the language. The use of minority languages was mainly thought to positively impact the learners socially and individually. As such, the use of majority language learners' L1 was thought to benefit the learners' understanding and the teacher by making classroom management easier and instructions simplified, while the use of minority language learners' L1 was thought to benefit the individual learner's development and the class's understanding and attitude toward plurilingualism. Knowledge about resources, approaches, and methods was highlighted as improvement areas, making it clear that Norwegian teacher education does not sufficiently prepare teachers for the linguistic complexity found in Norwegian classrooms at present. By building on previous research and drawing own empirical conclusions, it is possible to claim that the 'English-only' language policy is inappropriately advocated by Norwegian teacher education, causing teachers to exclude other languages from the classroom and to feel inadequate and guilty when having to resort to the majority L1. As such, valuable plurilingual competence and resources are being wasted and an attitude that views the use of learners' L1 as interfering is fostered.

The findings in this study could be seen to reflect the multilingual society that Norway has become where individuals with different sociocultural backgrounds unite. The thesis emphasizes the importance of researching plurilingualism in the classroom, and consequently argues that teachers in multilingual classrooms must "see the L1 as a positive factor in the class rather than as a negative factor to be endured" (Cook, 1999, p. 202). It became apparent that the teachers' attitudes and practices might be influenced by language policies and ideologies within their society and community. Regardless of teaching approach or language ideology within the society, teachers must however be critical of their practice and the effect it has on their learners. Viewing and using learners' L1 as a resource could impact learners' ability to learn the target language positively, by allowing learners to actively build on the conceptual and linguistic knowledge they already have from their L1. Using the common underlying proficiency between languages in such manners could result in easier target

language acquisition and strengthen the learners' L1 competence. The quantitative and qualitative data collected in this research illustrate the complexity of plurilingual learners in modern classrooms. Thus, teachers must be critical of established policies and ideologies that contradict the reality found in the classroom. In a society that constantly changes and evolves, teachers and educators have a responsibility to do so as well.

Considering the impact teachers as role models have on learners' perceptions of themselves, teachers must develop a positive attitude toward plurilingualism and find ways to implement learners' L1 as a resource in the foreign language classroom. As found in previous research (Iversen, 2017; Lee & Oxelson, 2006), teachers' attitudes toward the use of learners' L1 are significant and can affect the learners' attitude toward their L1. Consequently, teachers must be aware of their practice and attitude, as they can help learners to foster additive plurilingualism by having a positive attitude. A finding in this study was that the teachers reported that plurilingual learners did not want their L1 to be highlighted as it made them different. As a result, I would argue that the teachers might not have systematically attempted to create a learning environment where plurilingualism is fostered and viewed as a resource, and where all learners are given the opportunity to use their L1 actively. Every learner should experience that their linguistic competence is valued and useful.

Previous research on the matter supports many of the claims made in this thesis, reporting on similar attitudes and practices to the ones identified by my research. Accordingly, the issues and practices highlighted are relevant internationally making it appropriate to raise critiques toward the lack of focus on plurilingualism in the teacher education. The empirical findings, theory, and previous research presented in this study emphasize the importance of teachers to evolve and take plurilingualism seriously. Finding ways to penetrate learners' underlying linguistic proficiency and build on their prior knowledge will be essential in our modern society. Teachers must make translanguaging become the standard pedagogical practice by enabling all learners to use their L1 as a resource in the acquisition of an additional language. In addition, teachers must utilize the time allocated to English teaching by using the learners' linguistic competence as the starting point and advocating a Linguistically Appropriate Practice. By doing so, learners can feel validated and thrive socially and academically.

The goal of this phenomenological research was not to criticize the participants. As illustrated in previous research, the findings correspond to those found in different multilingual countries and show common practices within the foreign language classroom. Rather, this thesis aimed to show that there are areas for improvement and that teachers are not given the competence and knowledge needed to use all learners' L1 as a resource. While the thesis as a whole can give some guidance, I must admit that after five years of formal teacher education and having researched the matter, I am still unsure as to how an English teacher systematically can use all learners' L1 as a resource. As a result, I stand behind the participants in this study who found it challenging to know how to utilize learners' L1 as the resource that it can be. It is probably unrealistic to expect English teachers to actively use all learners' L1 in lessons. However, the increased diversity within the learner group requires teachers that are critical of their own and established practices and that have a positive attitude toward plurilingualism. By doing so, all learners' linguistic competence can be seen as a resource and not as a source of interference.

7.2 Future research and limitations

While this research thesis has discovered new perspectives in a Norwegian context and further supported previous research, more research is needed on how primary school teachers use learners' L1. As identified in previous research, I too discovered that the ideology and policy of the school could impact the teachers' attitude and use of L1. It would be interesting to investigate the degree to which the school's policy is of significance to the teacher's use of learners' L1. It would thus be relevant to research how the language policy advocated by regulations and the school affects English teachers' attitudes toward and the ways of using learners' L1 in the foreign language classroom. Future research could also investigate whether the society in which the schools are found, for example, the county or the city, impacts whether the teachers use all their learners' L1. It may be fair to assume that areas with a high plurilingual complexity might work more actively to implement all learners' L1 and that the teachers in these areas have a more positive attitude toward using learners' L1 than teachers from areas with few plurilingual learners. This could be researched further.

This research has several limitations. The thesis has had the teachers' perspectives in focus, however, the teachers occasionally commented on the perspectives of learners. As the learners were not given the chance to answer for themselves, it can be questioned whether their

perspective should have been excluded entirely. Further, this study has few participants, and while they provided valuable insights into the research questions, the findings cannot be thought to represent everyone, i.e. be generalizable to the whole population. By supporting my findings with previous research, I argue that the empirical findings of this thesis can be thought to be representative of common practices and attitudes among English teachers in Norwegian schools. However, the low response rate makes it hard to draw any final, general conclusions. Without observations, it is also impossible to know whether the teachers have answered based on the reality of the classroom or if they have commented on what they believe or wish that they do. As a result, there are some uncertainties about the validity of this study.

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Appendix 1 – NSD Approval

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

367566

Prosjekttittel

The role of learners' L1 in the English as a foreign language classroom – a study of Norwegian English teachers' use of learners L1.

Behandlingsansvarlig institusjon

Høgskolen i Innlandet / Fakultet for lærerutdanning og pedagogikk / Institutt for humanistiske fag

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

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Prosjektperiode

01.09.2021 - 14.06.2022

Vurdering (1)

14.09.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 14.09.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TAUSHETSPLIKT
Vi minner om at lærere har taushetsplikt, og det er viktig at intervjuene gjennomføres slik at det ikke samles inn opplysninger som kan identifisere enkeltelever eller avsløre taushetsbelagt informasjon. Vi anbefaler at du er spesielt oppmerksom på at ikke bare navn, men også identifiserende bakgrunnsopplysninger må utelates, som for eksempel alder, kjønn, navn på skole, diagnoser og eventuelle spesielle hendelser. Vi forutsetter også at dere er forsiktig ved å bruke eksempler under intervjuene. Du og læreren har et felles ansvar for det ikke kommer frem taushetsbelagte opplysninger under intervjuet. Vi anbefaler at du minner læreren om taushetsplikten før intervjuet starter.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 14.06.2022.

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

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

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

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

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

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

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

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

(art. 32).

Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

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

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

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

Lykke til med prosjektet!

Appendix 2 – Questionnaire

Obligatoriske felter er merket med stjerne *

Har du 30, eller mer, studiepoeng i engelsk? *

☐ Ja

☐ Nei

På hvilket trinn har du engelskundervisning? *

Du kan krysse av inntil 3 svaralternativer

☐ 1.trinn

☐ 2.trinn

☐ 3.trinn

☐ 4.trinn

☐ 5.trinn

☐ 6.trinn

☐ 7.trinn

Hva er ditt førstespråk? *

Førstespråk er her brukt som betegnelse på ditt 'hovedspråk', det vil si språket du lærte først og bruker mest i din hverdag.

Hvilke språk kan du kommunisere med? *

Kommunisere er her brukt som språk du kan forstå og som du selv kan gjøre deg forstått med

Vet du hvilke språk elevene dine har som førstespråk? *

☐ Ja

☐ Nei

☐ Usikker

Har du elever med førstespråk som du selv ikke kan kommunisere med? *

Kommunisere er her brukt som språk du kan forstå og som du selv kan bli forstått med

☐ Ja

☐ Nei

☐ Usikker

Hvor mye norsk bruker du i dine engelsktimer? *

På en skala fra 1-10, hvor 1 er aldri og 10 er hele tiden.

1   2   3   4   5   6   7   8   9   10

Verdi [   ]

Har du erfart at ditt førstespråk ble brukt som en ressurs i din egen utdanning? *

Enten som barn eller i voksen alder

☐ I stor grad

☐ I noe grad

☐ I lite grad

☐ Ikke erfart

Bruker du bevisst dine elevers førstespråk som en ressurs i engelsktimer? *

☐ Ja

☐ Nei

Hvordan bruker du bevisst elevenes førstespråk som en ressurs? *

ⓘ Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «Bruker du bevisst dine elevers førstespråk som en ressurs i engelsktimer?»

Hvorfor bruker du ikke elevenes førstespråk i din undervisning? *

ⓘ Dette elementet vises kun dersom alternativet «Nei» er valgt i spørsmålet «Bruker du bevisst dine elevers førstespråk som en ressurs i engelsktimer?»

Inkluderer du førstespråket til alle elevene i klassen din? *

Både de språkene du selv kan kommunisere med, og eventuelle språk du ikke kan kommunisere med

☐ Ja

☐ Nei

☐ Usikker

98

Hvor ofte bruker du andre førstespråk enn norsk og engelsk? *

På en skala fra 1-10, for 1 er aldri og 10 er hele tiden

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Verdi [ ]

Føler du at du har nok kunnskap til å bruke dine elevers førstespråk som en ressurs i klasserommet? *

☐ Ja

☐ Nei

☐ Usikker

Hvordan kan du inkludere de førstespråkene du selv ikke kan kommunisere med? *

Svar enten basert på egen erfaring eller hvordan du tenker at læreren kan bruke de førstespråkene han ikke selv kan som en ressurs i engelsktimer

Føler du at du har erfaringen som trengs for å bruke dine elevers førstespråk som en ressurs i klasserommet? *

☐ Ja

☐ Nei

☐ Usikker

Synes du det er viktig å integrere elevenes førstespråk i klasserommet? *

☐ Ja

☐ Nei

☐ Til en viss grad

☐ Usikker

Synes du det er verdt tiden og innsatsen det krever å inkludere andre språk i din engelskundervisning? *

☐ Ja

☐ Nei

☐ Usikker

99

Hva tror du at du trenger for å kunne bruke elevenes førstespråk som en ressurs i klasserommet? *

Hvilke positive utfall kan bli resultatet av at elevenes førstespråk blir inkludert i engelsk undervisning? *

Hvilke negative utfall kan bli resultatet av at elevenes førstespråk blir inkludert i engelsk undervisning? *

Har du noen avsluttende kommentarer, eller noe du vil utdype? *

Takk for dine svar og at du tok deg tiden til å delta i min spørreundersøkelse!

Appendix 3 – Information about questionnaire

Vil du delta i forskningsprosjektet

"The role of learners' L1 in the EFL classroom – a study of Norwegian English teachers' use of learners L1."

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å forske på engelsklæreres holdninger mot og bruken av elevenes førstespråk i undervisningen. I dette skrivet gis informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Min masteroppgave har som formål å utforske hvordan lærere på 3. og 4. trinn bruker og inkluderer andre språk i sin engelskundervisning. Ved hjelp av spørreundersøkelse ønsker jeg å belyse den flerspråklige situasjonen i norske klasserom, og hvordan viktige språklige ressurser kan bli benyttet til sitt fulle potensiale Dette vil bli gjort gjennom å svare på følgende problemstillinger:

- How can learners' L1 be used as a resource in the acquisition of English as an additional language in Norwegian lower primary schools?
- What do English teachers report as benefits and challenges when using languages other than the target language in English lessons?
- What are teachers' attitudes toward incorporating languages other than the target language in English lessons?

Hvorfor får du spørsmål om å delta?

Lite forskning på flerspråklighet i klasserommet er rettet mot småtrinnet, og du som engelsklærer på 3.-4. trinn vil være er et viktig bidrag for å fylle dette tomrommet. Jeg ønsker å ha deg med i mitt forskningsprosjekt, fordi du sitte på nyttig informasjon om den flerspråklige situasjonen i ditt klasserom. Din erfaring med engelskundervisning er viktig for å kunne nyansere bildet av språkbruken som finner sted i engelsktimer.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et digitalt spørreskjema. Det vil ta deg under 15 minutter å delta i undersøkelsen. Spørreskjemaet inneholder spørsmål om din bruk av andre språk i undervisningen, utfordringer du har opplevd/kan se for deg ved å bruke elevers førstespråk og dine holdninger mot å bruke flerspråklighet som en ressurs. Opplysningene registreres elektronisk og du vil være anonym.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Jeg vil bare bruke opplysningene om deg til formålene som det har blitt fortalt om i dette skrivet. Alle opplysninger behandles konfidensielt, og i samsvar med personvernregelverket. Opplysningene gitt av deg vil kun være tilgjengelig for meg og mine to veiledere fra Høgskolen. Spørreundersøkelsen vil bli

laget og gjennomført gjennom 'Nettskjema'. Nettskjema leveres av Universitetet i Oslo og er en sikker løsning for datainnsamling. NSD Personvernombudet anerkjenner Nettskjema. Du vil holdes anonym gjennom hele forskningsprosessen, og vil dermed ikke kunne gjenkjennes i publikasjonen. På oppdrag fra Høgskolen i Innlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene slettes når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2022.

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

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

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

- Høgskolen i Innlandet ved Ragna Gording (tlf: ███████, ████████@hotmail.com) eller min veileder Gjertrud Flermoen Stenbrenden (tlf: ████████, ████████@inn.no)
- Personvernombud til Høgskolen i Innlandet: Anne Sofie Lofthus (tlf: ████████, ████████@inn.no)

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

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

Med vennlig hilsen

Ragna Gording
(Forsker)

Samtykkeerklæring
Ved å svare på undersøkelsen samtykker du til å delta i spørreundersøkelsen, at dine opplysninger vil bli behandlet helt til prosjektet avsluttes, og at du har gjort deg forstått med prosjektet «The role of learners' L1 in the EFL classroom – a study of Norwegian English teachers' use of learners L1».

Appendix 4 – Interview guide

Tema 1: Generell informasjon

- Hvilket trinn underviser du på? Har du undervist engelsk på andre trinn også?
- Hvor lenge har du undervist i engelsk?
- Har du 30 studiepoeng i engelsk?

Tema 2: Den språklige situasjonen i klasserommet

- Er ditt førstespråk norsk?
- Kan du kommunisere med andre språk enn norsk og engelsk? (Ja/Nei)
- Vet du hva førstespråket til alle dine elever er? (Ja/Nei)
    - Hvordan har du fått denne informasjonen?
- Har du elever med et førstespråk du ikke selv kan kommunisere med?

Tema 3: Bruken av elevenes førstespråk i undervisning

- Inkluderer du andre språk enn ditt førstespråk og engelsk i dine engelsktimer?
    - Hvorfor/hvorfor ikke?
- Er du bevisst på språkvalgene du tar i engelskundervisningen din?
- I hvilke situasjoner brukes elevenes førstespråk i undervisningen?
- Har du opplevd at dine elever bruker sitt førstespråk uoppfordret i engelsktimer?
    - Kun elever som snakker norsk eller elever som snakker andre språk?
    - Er det positivt eller negativt?
- Oppfordrer du til at elevene bruker sitt førstespråk i engelsktimer?
- Hvilke utfordringer medfører det at elevene får bruke sitt førstespråk i engelsktimer?
- Hvilke fordeler kan det resultere i?

Tema 4: Læreres holdninger til brukes av førstespråk

- Ser du på det å bruke dine elevers førstespråk i engelskundervisning som en fordel eller en ulempe? Hvorfor?
- Er du komfortabel med å bruke elevenes førstespråk i engelskundervisningen?
    - Hvorfor, hvorfor ikke?
    - Hva skal til for at du føler deg komfortabel?

Er det noe at det vi har snakket om i dette intervjuet som du mener er spesielt viktig? Er det noe mer du har lyst til å tilføye, utdype eller kommentere?

Appendix 5 – Information about interviews

Vil du delta i forskningsprosjektet

"The role of learners' L1 in the English as a foreign language classroom – a study of Norwegian English teachers' use of learners L1."

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å forske på engelsklæreres holdninger mot og bruken av elevenes førstespråk i undervisningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Min masteroppgave har som formål å utforske hvordan lærere på 3. og 4. trinn bruker og inkluderer andre språk i sin engelsk undervisning. Ved hjelp av intervju ønsker jeg å belyse den flerspråklige situasjonen i norske klasserom, og hvordan viktige språklige ressurser ikke blir benyttet til sitt fulle potensiale. Dette vil bli gjort gjennom å svare på følgende problemstillinger:

- How can learners' L1 be used as a resource in the acquisition of English as an additional language in Norwegian lower primary schools?
- What do English teachers report as benefits and challenges when using languages other than the target language in English lessons?
- What are teachers' attitudes toward incorporating languages other than the target language in English lessons?

Hvem er ansvarlig for forskningsprosjektet?

Høgskolen i Innlandet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Lite forskning på flerspråklighet i klasserommet er rettet mot småtrinnet, og du som engelsklærer på 3.-4. trinn vil være er et viktig bidrag for å fylle dette tomrommet.

Jeg ønsker å ha deg med i mitt forskningsprosjekt, fordi du sitte på nyttig informasjon om den flerspråklige situasjonen i ditt klasserom. Din erfaring med engelskundervisning er viktig for å kunne nyansere språkbruken i engelsktimer.

Det er totalt 3-4 lærere som vil bli intervjuet, og dine oppfatninger, holdninger og erfaringer som engelsklærer vil være viktige i prosessen med å svare på forskningsspørsmålene.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du vil bli intervjuet. Det vil ta deg ca. 45 minutter. Intervjuet vil inneholde spørsmål om din bruk av andre språk i undervisningen, utfordringer du har

opplevd/kan se for deg ved å bruke elevers førstespråk og dine holdninger mot å bruke flerspråklighet som en ressurs. Svarene dine fra intervjuet vil bli registrert gjennom lydopptak, men vil behandles anonymt. Det vil ikke samles inn noen bakgrunnsopplysninger eller direkte identifiserende opplysninger.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Opplysningene gitt av deg vil kun være tilgjengelig for meg og mine to veiledere fra Høgskolen. Lydopptaket vil bli gjort gjennom 'Nettskjema'. Nettskjema leveres av Universitetet i Oslo og er en sikker løsning for datainnsamling. NSD Personvernombudet og Regionale komiteer for medisinsk og helsefaglig forskningsetikk (REK) anerkjenner Nettskjema.

Du vil holdes anonym gjennom hele forskningsprosessen, og vil dermed ikke kunne gjenkjennes i publikasjonen.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene slettes når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2022. Alle lydopptak vil slettes så snart oppgaven er levert.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskolen i Innlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Høgskolen i Innlandet ved Ragna Gording (tlf: ███████, █████████@hotmail.com) eller min veileder Gjertrud Flermoen Stenbrenden (tlf: ████████, ████████████@inn.no)
- Vårt personvernombud: Anne Sofie Lofthus (tlf: ████████, ██████████@inn.no)

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

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

Med vennlig hilsen

Ragna Gording
(Forsker)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «The role of learners' L1 in the English as a foreign language classroom – a study of Norwegian English teachers' use of learners L1», og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju

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

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(Signert av prosjektdeltaker, dato)

Appendix 6 – Transcription Teacher 1

**** - anonymisert   I – Intervjuer   L - Lærer

1: I - Til å begynne med så ønsker jeg da å ønske eller takke deg for at du ønsker å bidra. Det betyr veldig mye og det vil være viktig for å belyse den språklige kompleksiteten som finnes i engelsk undervisning i norsk skole

2: L – Ja

3: I – ehm. Intervjuet har da som formål å få en oversikt over om og hvordan læreres kunnskap og kjennskap til elevers førstespråk ehm påvirker i hvilken grad disse språkene blir inkludert i engelskundervisning ehm videre vil intervjuet prøve å belyse ehm mulige fordeler og ulemper med det å inkludere elevers førstespråk, enten det er norsk eller andre språk, i engelsk undervisning sett fra et lærersperspektiv.

4: L – eh ja

5: I – Intervjuet vil da bli tatt opp. Det er da et sikkert databehandlingssystem ehm så det er godkjent fra både NSD og Høgskolen, så det skal være helt trygt ehm, også vil jeg da transkribere opptaket senere. Eh, og dersom du ønsker innsyn i transkripsjonen så er det bare å ta kontakt så sender jeg det så fort jeg får gjort det

6: L – Ja, det hadde vært gøy å sett det bare.

7: I – Ja

8: L - Ikke for å kontrollere eller sånn, men hvis jeg ser at jeg har gått helt ut av eh

9: I – Ja

10: L – hvis jeg har uttalt meg helt over stokk og stein så hadde det vært fint hvis jeg fikk se

11: I – Det skjønner jeg. Det kommer til å ta litt tid

12: L – Det skjønner jeg.

13: I – men jeg skal få sende det så fort jeg har fått gjort det

14: L – Ja

15: I – Ja. Ehm, så ønsker jeg absolutt ikke noe informasjon som du føler strider med din taushetsplikt …

16: L – Nei. Nei, det gir jeg ikke

17: I – Så dersom spørsmål … Dersom jeg stiller spørsmål som du føler at du ikke vil svare på så er det bare å si ifra

18: L – Mhm

19: I – Så skal jeg selvfølgelig ta hensyn til det. Ehm, jeg tenkte at jeg bare skulle starte med litt sånne generelle spørsmål, eller generell info

20: L – Mhm

21: I – Du underviser på både på tredje og fjerde i engelsk?

22: L – Ja.****, ****, **** og **** underviser jeg i engelsk

23: I – ja, det er jo supert. Ehm, hvor lenge har du undervist i engelsk?

24: L – Jeg har jobbet som lærer på denne skolen siden **** og da har jeg hatt engelsk i hele den perioden.

25: I – Ja, men da har du mye erfaring og det er jo supert. Ehm, har du da 30 studiepoeng i engelsk?

26: L – Ja, det har jeg.

27: I – Ja, supert. Ehm, er ditt førstespråk norsk?

28: L – Ja

29: I – Ja, eh kan du kommunisere med andre språk enn norsk og engelsk?

30: L – nei. Jo, jeg kan kommunisere på tysk men det gjør seg ikke for offentligheten.

31: I – Nei, men det er greit. Eh, vet du hva første språket til alle elevene du har er?

32: L – Ja

33: I – Ja. Eh, er dette informasjon du har fått fra elevene selv, foreldre eller fra skolen?

34: L – det varierer jo. Nå vil jeg ha det fra foreldrene selv, tidligere fikk jeg det ikke fra foreldrene og da måtte jeg innhente det selv

35: I – ja

36: L – jeg har også flerkulturelle, eh eller jeg har utdanning i ***** og jeg har et … en **** med **** som førstespråk

37: I – Ja, men det er jo veldig fint det. Ehm, skal vi se. Føler du at du inkluderer andre språk enn ditt førstespråk, som da er norsk, og engelsk i dine engelsktimer?

38: L - Ja, til dels.

39: I – Ja. Ehm, hvorfor velger du å inkludere disse andre språkene?

40: L – eh, jeg mener at dette har veldig mye med identitetsutvikling hos elevene å gjøre og ettersom vi er jo en flerkulturell skole med en velkomstklasse …

41: I – mhm

42: L – Så bruker jeg ganske mye tid i forhold til at elevene får opp bevissthet om eget språk og at de har flere ferdigheter enn det skolen etterspør da

43: I – ja. Eh, er du bevisst på de språkvalgene du tar i engelskundervisningen, når du velger å bruke norsk, engelsk og disse andre språkene?

44: L – Ja, jeg tror det.

45: I – ja. Og er det noen spesielle situasjoner du kan tenke på hvor du velger å bruke de ulike språkene elevene kan?

46: L – **** tror jeg at jeg er veldig bevisst på det

47: I – ja, men det er jo veldig fint. Eh, skal vi se. Eh har du opplevd at elevene dine bruker sitt førstespråk uoppfordret?

48: L – Ja, jeg opplever at elever bruker sitt førstespråk eh uoppfordret i uformelle sammenhenger eh

49: I – ja

50: L – men at de særlig kanskje når det kommer til fjerde trinn kan være mere sjenert og ønske å ikke eksponere språket. Dette er da en ting som fortsetter da litt oppover i skolen da – ønske om å være lik de andre blir sterkere og sterkere

51: I – ja, det ser jeg jo. Eh, har du for eksempel hørt at de elevene som ikke har norsk som sitt eh førstespråk bruker det førstespråket de kan enten til å tenke for seg selv eller …

52: L – Ja.

53: I – ja

54: L – og veldig ofte inn i noen grad har man jo elever for eksempel du kan ha to elever som har eh **** som førstespråk, altså et **** språk …

55: I – mhm

56: L – da vil de kommunisere seg i mellom …

57: I – ja

58: L – også vil den av dem som snakker best norsk kanskje kommunisere til meg

59: I – ja, det er jo veldig fint. Ehh, ser du på det at elevene bruker sitt førstespråk enten til å kommunisere med hverandre eller bare tenke seg, eh uoppfordret, ser du på det som noe positivt eller negativt?

60: L – Jeg ser på det som noe positivt …

61:   I – ja

62:   L – og jeg tenker at det er … viss du tenker at det er det språket som er nærmest hjerte til barnet så vil det være lettest for dem å uttrykke seg på det språket

63:   I – hm. Eh, oppfordrer du bevisst til at elevene kan bruke sitt førstespråk?

64:   L – I noen … ved noen anledninger gjør jeg det, i noen anledninger begrenser jeg det …

65:   I – ja

66:   L – i forhold til for eksempel eh sosiale settinger ute der man kan få en litt sånn eksklusiv og litt sånn uklar funksjon i forhold til samspill med andre elever …

67:   I – mhm

68:   L – da det blir sånn at du vet ikke helt hva man blir kalt for eksempel …

69:   I – ja

70:   L – da kan jeg begrense det, men ellers ikke

71:   I – nei, eh … hvilke utfordringer kan det medføre at elevene får bruke sitt førstespråk i engelsktimer?

72:   L – hvis du tenker på engelsk som førstespråk så er det jo ingen utfordringer tenker jeg, men i forhold til elever som heller vil uttrykke seg på polsk enn engelsk så vil jo det på en måte heller stoppe litt den innlæringen av engelsk som jeg er ute etter som engelsklærer da …

73:   I – mhm

74:   L – Så da vil jeg begrense polsken da, for eksempel i denne undervisning sammenhengen

75:   I – ja, men du kan se at det er noen fordeler det kan resultere i også?

76:   L – ja. Åpenbare fordeler, for i riktig gamledager så var det … så hadde man jo faktisk krav på opplæring på eget morsmål

77:   I – ja

78:   L – og jeg mener at det at det er tatt ut er med på å gjøre flere skoletapere, ikke blant de engelskspråklige men blant barn med andre språk

79:   I – ja, mhm. Eh, sånn generelt, om jeg har forstått deg rett, så vil jeg jo anta at du ser på det som en fordel at de får bruke sitt førstespråk i engelskundervisning men at det også kan ha noen ulemper dersom det blir for mye av det.

80:   L – ja. Det er jo viktig for meg at når det er engelskundervisning så er det engelsk de skal lære …

81:   I – mhm

82:   L – men for noen går da kanskje veien gjennom polsk til engelsk i stedet for gjennom norsk til engelsk, hvis norsk også er et fremmedspråk

83:   I – ja

84:   L – så det tenker jeg man bare må heie på

85:   I – mhm. Eh, føler du at du er komfortabel med å bruke elevenes førstespråk i engelskundervisning, sånn at du selv på en måte oppfordrer til det eller føler du at det kan medføre at du på en måte mister litt kontroll over hva de snakker om for eksempel da hvis de ikke snakker på norsk?

86:   L – Nå er det jo litt spesielt at jeg jobber fra **** til****, da har du veldig mye større kontroll over elever …

87:   I – mhm

88:   L – Enn når de blir eldre …

89:   I – ja

90:   L – sånn at det oppleves ikke som, som noe problem for meg men jeg ser at det kan være problematisk når det kommer til mellomtrinnet og ungdomsskolen …

91:   I – Ja

92:   L – jeg ser at da kan du miste den oversikten som jeg tenker at jeg har som småskolelærer da

93:   I – ja, mhm. Eh um, det var egentlig de spørsmålene jeg hadde så sånn avslutningsvis så ønsker jeg å spørre om det i intervjuet og det vi har snakket om er noe du synes er litt spesielt viktig å få frem da, som du står for eller?

94:   L – ja, jeg tenker at det er veldig viktig å få, nå var jo utgangspunktet litt de som selv har engelsk som førstespråk, og jeg tenker at jeg har hatt flere elever som har engelsk som førstespråk som ikke har ønsket å ha utvidet eller tilpasset plan …

95:   I – ja

96:   L – de har på en måte heller fått lov til å blomstre litt med sin engelsk uten at jeg har sagt «You have to write an essay about this» …

97:   I – mhm

98:   L – «But everyone else must write five sentences", altså at de har fått lov til å hvile litt i den engelsken …

99:   I – mhm

100: L – og det kan nok hende hvis du tenker litt sånn, litt mere simplistisk på det at kanskje noen ville tenkt at de burde vært pusha mer …

101: I – ja

102: L – jeg har ikke tenkt det. Jeg har tenkt at der får du på en måte lov til å blomstre i det, for veldig mange som har engelsk som førstespråk er ikke nødvendigvis så flinke i alle andre skolefag, for eksempel norsk, så at de heller har fått hvile i den og utvikle seg med det at de har blitt løfta mye i klassen og at jeg sier liksom 'oi hvordan skal vi si det' sier jeg til en elev uten, selv om jeg vet kanskje hvordan jeg hadde sagt det …

103: I – mhm

104: L – så er det han som sier det

105: I – mhm

106: L – og andre ganger når jeg faktisk ikke vet hvordan jeg vil si det eller, for eksempel i minecraft eh verden …

107: I – ja

108: L – at jeg spør den eleven at han vil komme …

109: I – ja

110: L – så da tenker jeg at min tilrettelegging har ikke vært å gi dem andre lekse og sånt, jeg har i de senere årene spurt både elever og foresatte om de har ønsket det, men det har de stort sett ikke

111: I – nei, men da er det jo enighet om det i hvert fall

112: L – ja

113: I – det er jo veldig fint. Eh, er det noe mer du har lyst til å tilføye, utdype eller kommentere?

114: L – nei, det som jeg tenker er viktig for alle engelsklærere, du skal sikkert bli engelsklærer tenker jeg …

115: I – mhm

116: L – det er jo det at de får lov til å … å uttrykke seg mye på sitt nivå. Jeg tenker at det å få elevene til å snakke, da spiller det ingen rolle hvor godt de snakker engelsk …

117: I – mhm

118: L – men den kommunikative delen, at det er en veldig viktig del og da har jeg på en måte læringsbrett, det tenkte jeg at jeg kunne vise deg uten at du har på opptak da …

119: I – ja

120: L – men læringsbrett der elever har som oppgave, nå har jeg elever som har gått **** uker i ****klasse …

121: I – ja

122: L – og de har hatt sin første innlesing av engelsk i … til denne uken

123: I – ja

124: L – så jeg tenkte at bare, det tenkte jeg at jeg kunne vise deg for å vise på en måte spennet …

125: I – ja det vil jeg gjerne se

126: L – og der har jeg også en *** elev, eller en elev med **** og **** som førstespråk også har jeg elever som til de grader ikke er engelsk kyndige

127: I – mhm

128: L – men det tenker jeg at det å få elever til å tørre å bruke språket, det er mye viktigere enn at de kan skrive 'beautiful' og …

129: I – ja

130: L – 'butterfly' riktig liksom

131: I – ja, absolutt. Skal vi se, ja da tenkte jeg å stoppe opptaket.

Appendix 7 – Transcription Teacher 2

**** - anonymisert   I – Intervjuer   L - Lærer

1: I – da har jeg en liten introdusjon der jeg da ønsker å takke deg for at du ønsker å bidra – det vil jo være viktig for at jeg skal kunne skrive min masteroppgave og for å belyse den språklige kompleksiteten som finnes i … i engelskundervisning i norsk skole. Eh, intervjuet har da som formål å få en oversikt over om og hvordan læreres kunnskap og kjennskap til elevers førstespråk, enten det er norsk som de har som førstespråk eller andre språk, påvirker i hvilken grad disse språkene blir inkludert. Eh, videre vil intervjuet forsøke å belyse mulige fordeler og ulemper med det å inkludere elevers førstespråk i engelskundervisning, sett fra et lærerperspektiv. Intervjuet vil da bli tatt opp, det er et sikkert databehandlingssystem som er godkjent av både Høgskolen i Innlandet og også NSD, så det skal være helt trygt. Eh også vil jeg transkribere opptakene etterpå, så dersom du har lyst til å få en kopi av transkripsjonen så kan jeg sende den på mail … eh, det vil ta litt tid selvfølgelig men det er absolutt noe jeg kan gjøre. Eh, intervjuet vil ta under 30 minutt, også ønsker jeg bare å tydeliggjøre at jeg ikke ønsker noe informasjon som strider med din taushetsplikt så dersom du føler at det er noen spørsmål som du ikke vil eller kan svare på så er det bare å si ifra – det vil jeg selvfølgelig ta hensyn til. Eh, da tenker jeg jeg starter med litt sånn generell info. Eh, hvilket trinn underviser du på i engelsk nå?

2: L – Fjerde trinn.

3: I – Fjerde trinn. Eh, har du undervist i engelsk på noen andre trinn enn fjerde?

4: L – mhm, så tredje og fjerde trinn

5: I – mhm, ja. Eh, hvor lenge har du undervist i engelsk?

6: L – Nei, det blir, mm, si **** år da

7: I – **** år ja. Og eh, har du 30 studiepoeng i engelsk?

8: L – ja

9: I – Ja, men det er jo supert

10: L – mhm

11: I – Ehm. Er ditt førstespråk norsk?

12: L – Mhm

13: I – ja. Og kan du kommunisere med andre språk enn norsk og engelsk?

14: L – Eh, litt på tysk

15: I – ja?

16: L – ja

17: I – Er det sånn at du føler at om du har en tysk elev liksom kan snakke litt med den på tysk?

18: L – Ja

19: I – ja. Eh, vet du hva førstespråket til alle elevene dine er?

20: L – Ehm. Jeg tror det.

21: I – ja?

22: L – mhm

23: I – Er det informasjon som du har fått fra elevene selv eller som du har plukka opp, eller som skolen har gitt deg?

24: L – Eh, nei det blir som skolen har gitt meg

25: I – ja?

26: L – mhm

27: I – ehm, og har du elever som ikke har norsk som førstespråk nå i engelsk?

28: L – ja.

29: I – ja. Ehm. Inkluderer du andre språk enn ditt førstespråk, som da er norsk, og engelsk i dine engelsktimer?

30: L – Ehm. Ikke … vil ikke si at jeg på en måte … eh … gjør det til enhver tid i hver engelsktime, men jeg prøver å eh inkludere alle sånn at de kan bidra med noe å si, en setning eller et ord, på sitt språk da

31: I – mhm, ja. Hvorfor velger du å inkludere disse andre språkene når du gjør det?

32: L – Nei altså jeg tenker jo at … eh … altså at jo bedre du er i et språk desto bedre er du på å lære et nytt ett, tenker jeg. Dersom du er trygg på ditt eget språk så er det lettere å trekke sammenhenger mellom det og engelsk da …

33: I – mhm

34: L – eh, også tenker jeg at det er mmm i forhold til at unga skal føle seg inkludert og at dems språk også er viktig på en måte, at dem skal få lov til å gi en liten bit av sitt språk i timen da og liksom være stolt av det …

35: I – ja

36: L – alt må ikke være på norsk. Kanskje de kan lære andre eh medelever noen ord eller setninger da

37: I – mhm

38: L – da føler jeg at ofte, da blir dem litt sånn stolte

39: I – ja

40: L – mhm

41: I – det vil jeg tro dem blir. Eh, er du bevisst på språkvalgene du tar i engelsktimen din, når du for eksempel velger å bruke norsk eller … eller engelsk eller disse andre språkene?

42: L – eh, når jeg velger å gjøre det?

43: I – ja?

44: L – Ja, jeg prøver jo å prate engelsk egentlig hele tida.

45: I – mhm

46: L – eh, så det jeg tenker er … hvordan skal ungene kunne lære seg engelsk – det er jo at vi bruker språket mye og tørr å bruke det mye og tørr å prøve og feile litt da …

47: I – mhm

48: L – så … i hvert fall det jeg lærte på skolen var at vi må bruke språket nærmest hele tida …

49: I – mhm

50: L – for da lærer du mest.

51: I – ja

52: L – mhm

53: I – er det noen spesielle situasjoner hvor du ser at det kan være fordel å kanskje bruke førstespråkene til elevene?

54: L – Eh det blir jo kanskje hovedsakelig når jeg skal forklare oppgaver da, hva dem skal gjør … eh jeg prøver som regel å ta det på engelsk først men jeg ser jo fort om det er noen som ikke skjønte helt og ikke henger helt med også sier jeg for eksempel 'hva var det jeg sa nå?' 'kan noen oversette?' 'hva er det jeg prøver å … hva er det jeg forklarte på engelsk … kan noen oversette for meg?'. Eh, også forklare det på norsk, 'ja okei men da tar jeg det en gang på norsk – dere skal gjøre det og det', bare sånn at jeg ser at alle får med seg beskjeden og kommer i gang da

55: I – ja.

56: L – mhm

57: I – Eh, har du opplevd at elevene du har, har brukt sitt førstespråk, enten det er norsk eller et annet språk, uoppfordret i engelsktimer?

58: L – Ja. Eh, det blir jo hovedsakelig engelsk da, at kanskje ikke jeg har avklart helt hvilket språk de skal svare på eller eh om de skal snakke norsk eller engelsk, men på morsmål så er ikke det noe som jeg opplever mye …

59: I – nei

60: L – i hvert fall. Ehm, kanskje dem har lyst til å fortelle 'ja, på mitt språk betyr det' også sier de det på sitt morsmål men når vi har engelsk så er det veldig sånn 'det er engelsk og norsk vi har' …

61: I – mhm

62: L – så det er ikke så mye vi integrerer morsmålet da

63: I – nei

64: L – også er det også noen som synes det er litt sånn flaut, for de er jo enda ganske små, og mange har jo kanskje ikke helt skjønt det med at å være stolt over eget språk og nasjonaliteten sin, det er kanskje noe som blir tydeligere når dem blir større da

65: I – mhm

66: L – Enten hvisker at de ikke vil si det, men altså om dem får lov så synes jo bare vi andre at det er lærerikt og at det er artig å høre …

67: I – ja

68: L – hva det er på ulike språk.

69: I – mhm

70: L – mhm

71: I – Eh, ser du da på det … eller forstår jeg deg rett at du ser at det er både positivt og negativt at de bruker sitt førstespråk i engelskundervisning, hvis det på en måte påvirker engelsk innlæringa så blir det negativt men det er også positivt at … det at de … det kan være identitetsutviklende?

72: L – mhm, ja jeg tenker jo at det … hvis dem er trygg på sitt førstespråk så er det jo lettere for dem å lære engelsk…

73: I – mhm

74: L – så jeg tenker at all aktiviteten, uansett hvilket språk det er så fremmer jo det at de får med seg det de skal og at de bidrar i timene og er aktive og følger med …

75: I – mhm

76: L – så jeg tenker at det er positivt, også ser jeg jo at hvis det … hvis morsmålet dems plutselig skulle tatt litt over og … og fokuset ligger litt på feil plass så er det jo ikke noe spesielt positivt.

77: I – nei.

78: L – men, jeg tenker at spesielt muntlig aktivitet som er styrt da av lærere er jo bare positivt

79: I – mhm

80: L – egentlig

81: I – mhm

82: L – mange tørr jo ikke å prate så mye og nei er redd for å si feil og sånt så man må bare oppfordre dem til å tørre å prøve

83: I – mhm. Eh, ja. Kan du se noen spesielle utfordringer som kan komme som et resultat av at elever får bruke sitt førstespråk, enten for deg som lærer eller eleven sin skyld?

84: L – Nei … jeg tenker at om man bruker morsmålet mer enn norsk så er det vanskelig for meg å … å følge med da på en måte … at dem oversetter riktig eller at de får gjort det de skal eller at de skjønner opplegget, altså hvis jeg ikke skjønner hva de sier så kan jeg ikke kontrollere det de gjør på en måte …

85:	I – mhm
86:	L – Så de har jo … jeg vet ikke om jeg kan si litt om det da, de har jo eller de elevene med ulike morsmål hvor foreldra vil det, så har de jo GNO …
87:	I – ja
88:	L – grunnleggende norskopplæring. Så mye av det her som du spør om nå får de jo da med GNO læreren sin …
89:	I – mhm
90:	L – hvor det er mye mer fokus på å bruke morsmål da, hvor de har lekse på å oversette norsk, engelsk og morsmål …
91:	I – ja
92:	L – så det … mye av det arbeidet er liksom utenfor timene
93:	I – ja
94:	L – så det er liksom ikke noe vi ser så mye av … eh … i felles klasse da
95:	I – mhm
96:	L – men nå … hva spurte du om egentlig? Svarte jeg på det, eller var det bare noe helt annet?
97:	I – Nei, du svarte på det.
98:	L – det er greit
99:	I – Det gjorde du absolutt. Eh, kan du se noen fordeler som det kan resultere i at elevene får bruke sitt førstespråk i engelsktimer?
100:	L – jeg tenker at motivasjon for å lære da, at de kanskje synes det er litt sånn stas å kunne lære engelsk på den måten ved å bruke morsmålet sitt som en … eh … knagg å henge ting på. Hvis de er veldig sterke og trygge på morsmålet så kanskje det er lettere for dem som da har et annet morsmål enn norsk å lære seg engelsk ved å koble de to språkene deres sammen da …
101:	I – mhm
102:	L – at de får enda mer forståelse ved å bruke morsmålet så … men det … sånn jobber jo GNO lærerne litt mer da
103:	I – mhm
104:	L – med da enn det vi gjør, men jeg tenker at det … hvis de er trygge, trygge rammer rundt seg hvor dem på en måte forstår og ja, det er på en måte bare positivt
105:	I – mhm
106:	L – det spiller ingen rolle om det er norsk eller om det er morsmål noen ganger da når man skal lære språk
107:	I – mhm
108:	L – hva funker for dem liksom?
109:	I – ja
110:	L – mhm
111:	I – eh, sånn generelt ser du da på det å bruke elevers førstespråk i engelsk som en fordel eller en ulempe, hvis du tar en litt sånn grov fordeling?
112:	L – nei, da tenker jeg at det er en fordel …
113:	I – ja?
114:	L – ser ikke noe negativt med det egentlig
115:	I – nei?
116:	L – nei.
117:	I – ehm, hvis du skulle prøve å inkludere flere, eller alle, elevenes førstespråk, selv de du ikke kunne, hadde du følt deg komfortabel med det?

118: L – Ja. Jeg tror at hvis vi på en måte har et godt arbeidsmiljø og en god liksom aksept i klassen, for eksempel at folk er forskjellige og er fra forskjellige steder og har forskjellige bakgrunner, at vi på en måte kan lage et trygt og godt læringsmiljø hvor vi kan eh … på en måte eh … ikke på en måte feire men at vi kan på en måte heie litt oppunder mangfoldet da …

119: I – mhm

120: L – så … jeg tror det kan være artig og motiverende for egentlig de fleste

121: I – mhm

122: L – at de kan få lov til å bidra med noe, eller en del av de og sånt ikke får vist seg så mye på skolen ellers da, at de jobber i små grupper og det er på en måte de GNO elevene som ser mest av hverandre men at de kanskje kan få delt litt i et fellesskap for vi har jo … på denne skolen her så er det jo … det er en multikulturell skole, så vi har veldig mye mangfold, vi har liksom **** nasjonaliteter, jeg har ikke sjans til å vite eller huske alle …

123: I – nei

124: L – så vi har jo markeringer… FN dagen hadde vi markering og da får jo unga spørsmål, noen av dem da, om de har lyst til å gjøre en spesiell ting eller bære et flagg i fra sin nasjonalitet og sånn, og da ser man at unga blomstrer og synes det er så stas da å få veive med et **** flagg eller **** eller uansett liksom hvor de er fra …

125: I – ja

126: L – så synes de det er så artig da, å vise frem det. Så jeg tror det er noe positivt som de kan glede seg til i timene, det kan gjøre at det blir mer muntlig aktivitet og at de tørr å si mer, også er det liksom vår oppgave at vi gjør det miljøet trygt og godt sånn at de tørr å dele litt …

127: I – mhm

128: L – av seg selv og av familien sin og sånt. Så det … nei, jeg tror det er egentlig … burde jobba mer sånn kanskje.

129: I – ja, men det er jo en bra innstilling å ha i hvert fall. Avslutningsvis så ønsker jeg da å spørre om det er noe av det vi har snakka om som du synes er spesielt viktig å på en måte få fram og som du står for?

130: L – eh, nei altså jeg tenker jo at … eh vi må på en måte legge litt vekt på at vi bor i Norge og at det er flest nordmenn men alle … alle nasjonaliteter er like bra og like riktig da …

131: I – mhm

132: L – og at det skal være like stor respekt og sånn hvor hverandre uansett hvilken bakgrunn du har, også tenker jeg at vi lever i 2021 og mangfold blir jo bare større og større, at vi må … vi må huske at det er en ressurs da og ikke noe negativt …

133: I – mhm

134: L – og at vi må bare … ja folk er bare forskjellig og folk har gode sider og sammen er vi bedre tenker jeg da. Vi kan lære mye av hverandre også … ja … vi er på en måte … altså mobbing og rasisme og sånne tullete ting det skal vi ikke ha, for det er bare tull.

135: I – mhm

136: L – her så er det … generelt i samfunnet da at folk er faktisk like mye verdt og det synes jeg vi er flinke med å jobbe mot på denne skolen her …

137: I – ja

138: L – Så ja, kanskje det.

139: I – mhm

140: L – Mangfold er bra. Ikke noe dårlig eller skummelt eller negativt – det er bare positivt

141: I – ja

142: L – mhm

143:   I – Da har ikke jeg noen flere spørsmål, jeg vet ikke om du har noe du vil tilføye eller kommentere?

144:   L – nei, nå føler jeg egentlig jeg har prata mye.

145:   I – Ja? Da skal jeg stoppe disse.

Appendix 8 – Transcription Teacher 3

**** - anonymisert   I – Intervjuer   L - Lærer

1:   I – eh, da ønsker jeg å ønske deg velkommen og takke deg for at du ønsker å bidra i min masteroppgave …

2:   L – mhm

3:   I – det betyr mye og ditt bidrag vil være viktig for å belyse den språklige kompleksiteten som kan oppstå i engelskundervisning …

4:   L – ja

5:   I – og som jeg da ønsker å … eh forske på i min masteroppgave.

6:   L – mhm

7:   I – Intervjuet har som formål å få en oversikt over om og hvordan læreres kunnskap og kjennskap til elevers førstespråk, enten det da er norsk som de har som førstespråk eller andre språk, påvirker i hvilken grad disse språkene blir inkludert.

8:   L – mhm

9:   I – videre vil intervjuet forsøke å belyse mulige fordeler og ulemper med det å inkludere elevers førstespråk i engelskundervisning …

10:   L – mhm

11:   I – sett fra et lærerperspektiv.

12:   L – mhm

13:   I – Intervjuet vil da bli tatt opp. Eh, det er da et sikkert databehandlingssystem som er godkjent av både høgskolen og av NSD – så det skal være helt trygt. Også vil jeg i ettertid da transkribere intervjuet så dersom du vil ha en kopi av transkripsjonen så er det bare å sende meg mail på det så kan jeg sende det.

14:   L – mhm

15:   I – Eh, intervjuet tar ca. eh 20 minutter, så det er ikke et veldig omfangene … også ønsker jeg bare til slutt å tydeliggjøre at jeg ikke ønsker noe informasjon som du føler strider med din taushetsplikt …

16:   L – mhm

17:   I – så dersom det er noen spørsmål du føler at du ikke kan eller vil svare på så er det bare å si ifra, for det er helt greit.

18:   L – mhm

19:   I – eh, da lurer jeg på hvilket trinn du underviser på i engelsk?

20:   L – tredje klasse.

21:   I – tredje. Og har du undervist i engelsk på noen andre trinn enn tredje?

22:   L – ja, jeg har undervist i ****, ****, **** og for en god stund tilbake så har jeg vært eh på noen andre trinn og. Men først og fremst småtrinnet.

23:   I – ja. Eh, hvor lenge har du undervist i engelsk?

24:   L – egentlig så har jeg undervist i engelsk i eh … hele veien, for det er mange som ikke ønsker … eh som føler jeg litt usikre på engelsk og det har jeg aldri vært. Eh, så jeg har egentlig undervist i engelsk selv om jeg ikke har hatt kompetanse og [hehe], utover lærerutdanningen …

25:   I – mhm

26:   L – også tok jeg da i forbindelse … med kompetanseløftet så tok jeg da engelsk for 1–7 på ****, for **** år siden.

27:   I – ja

28:   L – mhm

29:   I – mhm. Eh, så da har du nå 30 studiepoeng i engelsk?

30:   L – mhm.

31:   I – ja, supert. Eh, er ditt førstespråk norsk?

32:   L – ja

33:   I – ja. Føler du at du kan kommunisere med andre språk enn norsk og engelsk?

34:   L – Tysk.

35:   I – ja? Så viss du har en elev som snakker tysk så føler du at du kan …

36:   L – mhm

37:   I – snakke med den på tysk? Ja?

38:   L – mhm

39:   I – eh, vet du hva førstespråket til alle elevene dine er?

40:   L – ja, altså … eh, det er noen ganger jeg kan blande litt men altså … landet, men **** og ****
og ****

41:   I – ja.

42:   L – mhm

43:   I – er det informasjon som du har fått fra skolen, eller foreldrene til elevene eller eleven selv?

44:   L – ja altså jeg er også **** lærer på skolen …

45:   I – ja

46:   L – så jeg kjenner … har elevene i … i annen språk

47:   I – ja

48:   L – mhm

49:   I – eh, har du elever … ja du har da elever som ikke har norsk som førstespråk også? Eller?

50:   L – eh, alle disse elevene … eh blir jo ansett som norsk som førstespråk i og med at de ikke går
på noe opptaks- eller inntaksskole egentlig, men det er jo … det er jo de elevene som har **** og
de som har **** på … i vårt trinn, de prater jo **** og **** hjemme …

51:   I – mhm

52:   L – men de, jeg er faktisk litt usikker hva jeg skal si er dems førstespråk for de prater jo
selvfølgelig da norsk hele tiden på skolen, så … de er jo, de følger jo … eh den vanlige
norskplanen egentlig i opplæringen sin

53:   I – ja

54:   L – de har ikke … det er bare viss de hadde gått på … eh inntaksskolen at man kan si at de har en
egen plan for … eh for opplæring kan du si i annenspråk så derfor så er det jo norsk … det er jo
det førstespråket, førstespråket dems er jo norsk egentlig

55:   I – ja?

56:   L – jeg vil jo si det

57:   I – ja

58:   L – ja

59:   I – mhm. Eh, inkluderer du andre språk enn da norsk som er ditt førstespråk og engelsk i dine
engelsktimer?

60:   L – eh, det er nok veldig, veldig sjeldent. Altså det kan jo være hvis det er et tysk ord, at jeg kan
'drodle' litt rundt at mange ord er universelle da…

61:   I – mhm

62:   L – det kan nok være. At jeg kan komme inn på, men ikke … jeg har ikke noe fokus på det

63:   I – nei?

64: L – men det jeg derimot har fokus på, føler jeg selv, særlig etter den … etter kompetanseløftet og bevisstgjøringen rundt det at … det derre lingua … English lingua altså at du på en måte … eh at du har … at English er på et måte et kommunikasjonsspråk da, og at du ikke nødvendigvis trenger å ha Oxford English …

65: I – mhm

66: L – men at du kan snakke indisk-engelsk eller altså du … du snakker … den bevisstgjøringen er jo på en måte blitt mye sterkere, men andre språk enn engelsk og norsk er det vel ikke vanlig at jeg bruker …

67: I – nei

68: L – men engelsk i form av mange dialekter da

69: I – mhm

70: DET RINGER INN -

71: L – det ringer inn [latter]

72: I – ja, jeg har ikke hørt sånn ringeklokke før

73: L – den er veldig vanskelig å høre ute, men godt å høre her

74: I – ja. Eh, er du bevisst på språkvalgene du tar i engelskundervisning, for eksempel når du velger å bruke norsk og når du velger å bruke engelsk?

75: L – eh, ja jeg er bevisst på den måten at jeg … før jeg startet opp så … i år for eksempel og også i fjor så har jeg ambisjoner om å prate mye mer engelsk enn det jeg faktisk gjør …

76: I – mhm

77: L – så … og det … vi blir jo trent på det her i engelskundervisningen nå, at vi skal snakke mye mer engelsk enn det jeg faktisk gjør, og det må jeg bare være ærlig å innrømme, og det går jo på at jeg møter så mye … eh, hva skal jeg si for noe … eh, elever som da møter meg med 'jeg forstår ikke' og 'hæ' og … og særlig de svakeste elevene faller veldig fort av og jeg får dem ikke med meg …

78: I – mhm

79: L – eh, og jeg tenker jo at mange kunne hatt mye mer nytte av at jeg prata engelsk men da mister jeg så mange … er følelsen jeg har da.

80: I – mhm

81: L – så, jeg er bevisst på å prate mye engelsk i timene men i praksis så … så altså jeg tar meg i det hele tiden at jeg skal prøve å gjøre det, men i praksis så må jeg også prate, dessverre, på de første, andre, tredje klassetrinnene, også en del norsk.

82: I – ja

83: L – mhm

84: I – mhm

85: L – særlig instruksjoner og sånt.

86: I – ja

87: L – mhm

88: I – da er rollen da bak … eller intensjonen bak denne norsk bruken at alle skal få med seg …

89: L – ja

90: I – det du sier?

91: L – ja

92: I – ja? Mhm

93: L – og få gjort arbeidsoppgavene og skjønne … henge med nok til å … da blir det mye fokus på ord selvfølgelig, og litt for lite fokus på setninger og sånne ting, men jeg har det med så jeg vil jo si at jeg har det med meg og at jeg er bevisst på det. Men … men praksisen, eller det praktiske

oppi det hele gjør at jeg ofte … eh må ty til norsk, men det hende seg rett som det er at jeg sier at det er greit at jeg snakker engelsk også svarer de på norsk for eksempel …

94: I – mhm

95: L – hvis det er vanskelig … mhm

96: I – ja. Eh, har du noen gang opplevd at elevene dine har brukt sitt førstespråk enten det er norsk eller andre språk uoppfordret i engelsktimen, enten viss de sitter for seg selv eller hvis de snakker med hverandre eller?

97: L – ja, norsk ihvertfall.

98: I – ja?

99: L – det bruker de mye uoppfordret.

100: I – ja

101: L – dem … det ligger ikke naturlig for dem å snakke … å ta engelsk i engelsktimen

102: I – nei?

103: L – eh, men andre språk altså **** og **** hører jeg ikke

104: I – nei

105: L – nei

106: I – eh, ser du på det som noe negativt eller positivt at de bruker sitt førstespråk i engelsktimene?

107: L – eh ja det går litt på det som jeg sa ista at jeg ideelt sett så … så skulle jeg gjerne ha hatt engelsk snakkende barn i klassen, men jeg … um, så det er liksom tosidig, det er jo negativt … at de ikke får den dialogen på engelsk i bedre stand, samtidig så er det jo viktig at dem … om de blander så tenker jeg … blander engelsk og norsk, om dem bruker det dem har for å … for å kommunisere kan du si da, om det så bare er ett ord på engelsk også er det … resten blir på norsk …

108: I – mhm

109: L – så tenker jeg at det blir kommunikasjonen jeg er opptatt av da.

110: I – ja.

111: L – og da, da synes jeg egentlig at det er positivt at dem gjør det

112: I – mhm

113: L – mhm. Men det kan … fallgruven er jo at det blir for mye av det

114: I – mhm

115: L – at de får for lite engelsk kommunikasjon da

116: I – ja?

117: L – mhm

118: I – eh, er det situasjoner hvor du selv oppfordrer elevene til å for eksempel bruke norsk da eller de andre språkene i kommunikasjon med deg?

119: L – jeg oppfordrer vel ikke til å bruke norsk, men det … det kommer av seg selv. Eh, det er nok heller at jeg oppfordrer til å bruke engelsk …

120: I – ja

121: L – mhm. Og de andre morsmåls … de som har andre morsmål de … eller førstespråk eventuelt da, de oppfordrer jeg ikke til at de skal bruke

122: I – nei?

123: L – nei.

124: I – mhm. Eh, kan du se noen utfordringer som kan medføres eller være et resultat av at elevene får bruke sitt førstespråk, for deg som lærer eller for elevenes skyld?

125: L – eh, resultat … positivt resultat tenker du på eller?

126: I – Nei, bare utfordringer … så negativt da.

127: L – ja. Ja, det negative er at hvis jeg slipper opp for det så velger de jo det som er enklest for dem og det vil jo være deres førstespråk, og da vil de jo få mindre trening i å … på en måte tvinge seg selv i å tenke på et annet språk og kommunisere på et annet språk. Så … eh, jeg tror i veldig stor grad så forstår unger i dag veldig mye engelsk, mye gjennom filmer og spill og sånne ting, um og dermed så er jo grensen til å egentlig snakke også mye mer nærliggende enn kanskje tidligere så jeg tror at jeg kunne pusha mer um, og sånt sett så er det jo negativt at jeg lar dem få snakke sitt … snakke norsk da.

128: I – mhm

129: L – eh, fordi jeg tror faktisk mange elever i dag skjønner mye mer enn jeg skjønner at dem skjønner og, um mhm. Også er det store variasjoner i klassen som gjør at jeg likevel legger meg på et sånn nivå som … eh alle skal forstå …

130: I – mhm

131: L – og da blir det en del norsk.

132: I – ja

133: L – og de får snakke på en del norsk og. Mhm

134: I – ja. Eh, sånn generelt ser du på det å bruke elevenes førstespråk i engelskundervisningen som en fordel eller ulempe, hvis du skal sette liksom … enten eller?

135: L – mhm. Nei, jeg ser på det som en fordel. Jeg tror, ehm, ja. Jeg tror, ehm, veien til å lære et annet språk, hvis du liksom blir dynket i det hele tiden, la oss si at de hadde bodd i et land … eh i England eller, så helt klart da lærer man mye fortere. Det er ikke noe tvil om det.

136: I – mhm

137: L – men sånn som den norske skolehverdagen er hvor jeg i tredje klasse har egentlig … altså jeg har en ****time og en vanlig time, altså det er knapt to timer engelsk i uka …

138: I – ja

139: L – og den ****timen er kort …

140: I – mhm

141: L –Og i **** er det en halv time og i **** er det en time…

142: I – ja

143: L – da kan du ikke dynke elevene i språk, og hvis jeg da kjører på, snakker engelsk hele tiden så får jeg ikke med meg elevene, så jeg ser ikke som … som den engelskundervisningen jeg har lagt opp med så lite eksponering av språket da, så skulle jeg gjerne ha snakket engelsk hele tiden men da tror jeg at jeg hadde mistet mange

144: I – mhm. Ja, hvis du hadde hatt elever som har, eller hadde hatt, et annet førstespråk enn norsk …

145: L – mhm

146: I – hadde du da vært komfortabel med å bruke det førstespråket de har i engelskundervisning?

147: L – jeg tenker jo at hvis jeg hadde hatt elever som var bedre i … i, la oss si tysk da, som jeg kan …

148: I – mhm

149: L – så hadde det ikke vært noe problem eller noe som helst i veien for det nei.

150: I – nei?

151: L – å oversatt og forklart og … og snakket på dems språk. Men det er klart at jeg har jo et problem når det gjelder **** og **** for det kan jeg ikke.

152: I – mhm

153: L – så da … da, i engelskundervisningen da så blir det veldig begrensa. Det de kan gjøre er at jeg har noe som kalles 'barnebøker.no' …

154: I – mhm

155: L – som er et sånn som de av og til får leselekse i, og der kan de velge ****språk og der kan de velge **** …

156: I – ja?

157: L – også kan de høre det både på … kan du si morsmålet sitt og norsk og engelsk

158: I – ja?

159: L – mhm. Så den … det er den eneste … det eneste nettstedet som jeg kan bruke hvor jeg liksom kan eventuelt bruke det som … eh som ressurs. Jeg vet ikke om du har sett det, men det er veldig fint da i forhold til … ehm, det her da [viser meg nettressursen 'barnebøker.no' på sin iPad]. La oss si at jeg tar den boka her …

160: I – mhm

161: L – også bare endrer jeg språk. La oss si at jeg har et arabisk språk …

162: I – ja

163: L – så kan vi da på en måte [spiller av en arabisk lydfil] … også kan vi da endre det til, endre språket til for eksempel bokmål så kan de høre det på det [spiller av en norsk lydfil]

164: I – ja

165: L – og vi kan også bruke det kan du si på … på engelsk da [spiller av en engelsk lydfil]

166: I – ja

167: L – så den er fin, men det er jo … ikke sant det er litt begrensa til bruk likevel i en time, hvor du har 25 elever …

168: I – ja

169: L – som er, men sitter jeg en til en for eksempel så kunne jeg brukt denne her mye mer …

170: I – mhm

171: L – og det bruker jeg litt i ****, så da kan jeg bruke det litt og sånne ting men ja… den… det er det eneste programmet jeg kjenner som er veldig fint på det der da

172: I – ja.

173: L – ja. Det er ikke så, mhm. Ja

174: I – eh, føler du at elevenes førstespråk har en plass i engelskundervisning?

175: L – eh, førstespråket?

176: I – ja?

177: L – ja, absolutt.

178: I – ja? Mhm. Eh, da … sånn avslutningsvis så ønsker jeg å spørre om det er noe av det vi har snakket om som du synes er spesielt viktig eller som du har lyst til å på en måte fremheve at … at du står for eller?

179: L – mhm. Ja altså jeg må liksom jobbe litt med meg selv med å akseptere at jeg ikke bare prater engelsk. Akkurat det synes jeg er vanskelig, fordi at fagsiden av det … eh, er jeg veldig tydelig på også nå som jeg har tatt etterutdanning også, på at vi egentlig bare skal prate engelsk hele timen…

180: I – mhm

181: L – som engelsklærer. Også må jeg liksom jobbe litt med meg selv i forhold til hva jeg tenker er riktig eller ikke riktig der, for jeg … eh, jeg tenker at det er helt helt sikkert det riktige sånn forskningsmessig at … og som sagt det vi snakket litt om å dynke elevene i språket … eh, men jeg synes det er litt fremmendt for virkeligheten, når virkeligheten er at jeg har, som jeg sier, la oss si en time i andreklasse, knapt to timer i tredje … jeg har **** elever … eh, ja da er det veldig vanskelig å dynke elevene i engelsk og det jeg heller prøver å være bevisst på er at vi … vi har veldig lav terskel i engelskundervisningen for å snakke høyt, så når jeg spør så er det ikke noen som rekker opp hånda, det er veldig sjeldent.

182: I – mhm

183: L – da er det veldig sånn; alle svarer samtidig

184: I – ja

185: L – vi har mye kor. Vi prøver … jeg prøver å få de til å snakke sammen – onionrings; at de liksom går å prater og sånne ting … eh, men de er små og de er mange og … og eh, jeg er en lærer

186: I – mhm

187: L – så … så alle de typ praktiske tingene her sånn … eh, og det er veldig lite engelsk …

188: I – ja

189: L - lite engelsktid med dem, så det gjør at det i praksis er veldig vanskelig å … å holde på engelskkommunikasjon hele tiden og at det førstespråket dems må brukes, og med førstespråket så tenker jeg da på norsk da

190: I – ja, mhm

191: L – mhm

192: I – jeg har ingen flere spørsmål nå, men jeg vet ikke om det er noe du har lyst til å utdype eller kommentere, eller om du føler at du har fått sagt det du vil si?

193: L – nei, jeg har vel egentlig fått sagt det … det dilemmaet jeg sa ista

194: I – mhm

195: L – det synes jeg er et lite dilemma, og jeg kan tenke meg at det …eh, altså virkeligheten er, altså i småskolen er … altså det hadde vært veldig interessant å visst, kanskje blitt enda mer bevisst på det selv eller eventuelt motsatt at man hadde fått forskere som, som sier at … som kom inn i skolen og veiledet i forhold til hvordan vi skal løse akkurat det der da

196: I – mhm

197: L – for det synes jeg er vanskelig

198: I – ja.

199: L – eh, men jeg er bevisst på det og som sagt så får de også leselekse i engelsk hver uke

200: I – ja

201: L – og det tror jeg er veldig nyttig

202: I – mhm

203: L – fordi at nå er det mye snakk om lekser og sånne ting, men jeg er veldig … om dagen, men jeg tenker leselekse i norsk selvfølgelig men også i engelsk er superviktig, for vi når ikke ut til alle elevene når det er så store klasser og … så leselekse hver uke som dem får, jeg kan jo vise deg det har sånn hvordan leksa dems er [viser leselekse på sin iPad].

204: I – ja

205: L – det er jo mye diskusjon rundt lekser nå, og det er godt mulig den skriftlige leksa ikke trenger å være … eh, ja her er leksene forsovet [viser leseleksa]. Siste uka nå så har dem … ja så har dem en skrivelekse som de skal sende til meg på Onenote.

206: I – ja

207: L – da skal dem lese, og da kan de hende jeg har lest inn en sånn her [viser et innspilt lydopptak av skriveleksa]. Også skal det hjelpe dem, også … men den skriveleksa er jeg litt usikker på hvor mye dem … liksom trenger, men den her [viser leseleksa] har de hver uke … som jeg viste deg ista. Den har jeg tro på. De har leselekse

208: I – mhm

209: L – at vi går igjennom da, kan du si, også skal de lese tre ganger. Altså den er amerikansk men det tenker jeg spiller ingen rolle.

210: I – nei

211: L – og at de leser tre ganger

212: I – ja

213: L – det … den der tror jeg er viktig. Lese og lytte samtidig

214: I – mhm

215: L – jeg trøster meg litt med at det dekker litt opp den kommunikasjonsbiten som jeg synes mangler inni timene

216: I – ja

217: L – på grunn av, ja de tingene jeg sa da

218: I – ja

219: L – så det, det håper jeg på at. Og det har de hver uke ser du [viser oversikt over tidligere ukers lekse]. Kanskje man kunne droppet den skriveleksen da. Det gjelder bare å holde seg på den, fordi at … så hender det også at jeg legger med sånn at de skal lytte til en sang eller sånne ting [viser på sin iPad]

220: I – ja

221: L – så, um, ja. Jeg tenker at jeg kanskje prøver å dekke opp litt der da, men men jeg synes det er litt vanskelig å forholde meg til at jeg skulle ha snakket engelsk hele tiden

222: I – ja, men jeg tror det er veldig mange som kjenner igjen det problemet

223: L – mhm

224: I – det er store krav som stilles til engelsklærere når det er lite tid og …

225: L – ja.

226: I – mye å gå igjennom

227: L – også det der med å dynke dem i engelsk når du har liksom så mange elever og mange andre utfordringer også, ikke sant, du … veldig mye uro, ikke sant elever som ikke er engasjert, som ikke … eh ja, så jeg tror, skulle vi liksom ha fått til det der med å dynke elevene i engelsk, altså bare bruke engelsk så tror jeg at vi måtte ha hatt tillatt en litt mere … eh nivådelt undervisning å

228: I – mhm

229: L – og jeg har elever som hadde klart å hørt meg snakke engelsk hele tiden, helt klart. Og det er jo litt dumt at jeg ikke kan snakke engelsk hele tiden når jeg vet at jeg har en god pott elever som faktisk kunne taklet det

230: I – mhm

231: L – men da vil de elevene som synes engelsk er forferdelig vanskelig og har veldig mye motstand og som i tillegg kanskje er de elevene som er veldig krevende …

232: I – ja

233: L – urolige, finner på mye tull og tøys, ødelegger, bråker, de vil bare … det dobler seg

234: I – ja

235: L – hvis jeg da, for da faller dem helt av … så må du velge da

236: I – mhm

237: L – mhm. Så det er et litt sånn dilemma

238: I – ja.

239: L – men men, sånn er det.

240: I – ja.

241: L – okei, nei da har jeg ikke mer å si.

242: I – nei? Da stopper jeg opptaket

Appendix 9 – Transcription Teacher 4

**** - anonymisert   I – Intervjuer   L - Lærer

1:   I – eh, til å begynne med så ønsker jeg da å takke deg for at du ønsker å bidra i min masteroppgave. Det betyr veldig mye og bidraget du kommer med i dag vil være viktig for å belyse den språklige kompleksiteten som kan oppstå i engelskundervisning i norsk skole, og det er jo det jeg prøver å forske på …

2:   L – ja

3:   I – eh, intervjuet har da som formål å få en oversikt over om og hvordan læreres kunnskap og kjennskap til elevers førstespråk påvirker i hvilken grad disse språkene blir inkludert i engelskundervisning. Videre så vil intervjuet forsøke å belyse mulige fordeler og ulemper som kan oppstå når man velger å inkludere elevers førstespråk i engelskundervisning, sett et lærerperspektiv. Intervjuet vil da bli tatt opp gjennom et sikkert databehandlingssystem og det er godkjent av både Høgskolen og også NSD, så det skal være helt trygt. Også kommer jeg til å transkribere opptaket senere, så om du ønsker en kopi av transkripsjonen så er det bare å ta kontakt på mail, så kan jeg sende det. Eh, intervjuet vil ta ca. 20 minutter og … også ønsker jeg bare å tydeliggjøre at jeg absolutt ikke ønsker noe informasjon som du føler strider med din taushetsplikt så om det … om du føler at det er spørsmål du ikke kan eller vil svare på så er det bare å si ifra så skal jeg ta hensyn til det.

4:   I – ja. Eh, hvilket trinn underviser du på i engelsk?

5:   L – fjerde.

6:   I – fjerde. Har du undervist engelsk på noen andre trinn også?

7:   L – alle trinn.

8:   I – alle trinn? Supert. Hvor lenge har du undervist i engelsk?

9:   L – ****år

10:   I – ja, eh har du 30 studiepoeng i engelsk?

11:   L – 60

12:   I – 60? det er jo fantastisk. Eh, er ditt førstespråk norsk?

13:   L – ja

14:   I – ja? Føler du at du kan kommunisere med noen andre språk enn norsk og engelsk?

15:   L – tysk.

16:   I – ja? Hvis du har en tysk elev så føler du at du kan snakke litt med den på tysk?

17:   L – ja.

18:   I – ja? Eh, vet du hva førstespråket til alle elevene du har i engelsk er?

19:   L – ja

20:   I – eh, er det informasjon som du har innhentet selv eller som du har fått av skolen eller av elevene eller?

21:   L – nei, jeg har jo fått det av skolen.

22:   I – ja?

23:   L – mhm

24:   I – mhm. Har du elever som ikke har norsk som førstespråk?

25:   L – ja.

26:   I – føler du at du inkluderer andre språk enn norsk og engelsk i engelsktimene dine?

27:   L – nei.

28: I – nei? Er det en spesiell grunn til at du ikke gjør det?

29: L – nei.

30: I – nei? Er du bevisst på språkvalgene du tar i engelskundervisning? Når du for eksempel velger å bruke norsk og når du velger å bruke engelsk?

31: L – ja, 80 prosent av tilfellene ja.

32: I – ja? Er det noen spesielle situasjoner hvor du kanskje velger å bruke mer norsk enn engelsk?

33: L – Åja.

34: I – ja?

35: L – eh, mange ganger det. Hvis man skal forklare grammatikk …

36: I – ja

37: L – hvis man skal gjøre og forklare spesielle definisjoner og uttrykk, og faste uttrykk på engelsk …

38: I – mhm

39: L – som kanskje ikke har noen naturlig oversettelse … eh som omhandler norske fraser eller engelske 'chunks'

40: I – ja? Er da hensikten med å bruke norsk at alle skal forstå?

41: L – ja, det er fordi … en ting at alle skal forstå men en annen ting er … eh de med … de som ikke har norsk eller engelsk som førstespråk lettere forstår, men også det at jeg slipper å forklare det for mange ganger

42: I – ja

43: L – det er jo lettere. Om det nødvendigvis er … bedre pedagogiske vet jeg ikke

44: I – nei?

45: L – det føles alltid bedre

46: I – ja?

47: L – fordi alle forstår norsk.

48: I – ja. Man har jo litt begrensa tid med engelsk

49: L – ja nei, man har begrensa tid også kan det jo være selvfølgelig for å gjøre det enkelt

50: I – mhm.

51: L – eh, enkelte spill, enkelte øvelser og enkelte samarbeidsoppgaver som også kan forklares på norsk bare for å gjøre det fortere

52: I – mhm. Mhm eh, har du opplevd at elevene dine, enten de har norsk som førstespråk eller noe annet språk, har brukt det språket uoppfordret i engelsktimer? At de bare begynner å snakke på sitt eget språk?

53: L – ja. Noen begynner på sitt eget språk, da kan det jo være ****

54: I – ja?

55: L – fordi jeg har to i klassen som snakker det og de snakker jo det sammen innimellom

56: I – ja?

57: L – så de må jeg stoppe. Men det har ingenting med engelsk å gjøre

58: I – nei? Det er liksom litt utenom det faglige?

59: L – det er ingen som plukker opp engelsk som klasseromsspråk

60: I – nei. Eh, ser du da på det som noe negativt at de begynner å bruke sitt førstespråk i engelsktimene?

61: L – ja.

62: I – ja? Eh, oppfordrer du …

63: L – men det er jo fordi de som regel ikke prater om noe som har med engelsk å gjøre

64: I – nei? Da er det liksom litt … ja?

127

65:   L – snakker om friminuttet eller ett eller annet, hadde de snakket om engelsk så hadde det vært noe annet

66:   I – ja?

67:   L – men det får jo jeg aldri kontrollert

68:   I – nei, det er det da. Det er jo utfordringen. Eh, er det noen situasjoner hvor du oppfordrer elevene, kanskje spesielt de som har norsk da, til å bruke sitt førstespråk? Til å snakke norsk i engelsktimen?

69:   L – nei,

70:   I – nei?

71:   L – nei. Det gjør jeg ikke. Jeg oppfordrer dem til å snakke engelsk …

72:   I – mhm

73:   L – og pålegger dem også innimellom det. Eh, men det er klart det er lite pålegg i første, andre, tredje og fjerde

74:   I – ja?

75:   L – det er lettere i femte, sjette, sjuende å være hardere på at denne samtalen skal foregå på engelsk

76:   I – mhm

77:   L – hvis du ikke kommer opp med noen ord og uttrykk her på engelsk som du kan formidle til kameraten din, ja så blir det ikke på norsk heller

78:   I – nei?

79:   L – da blir det ikke samtale. Da får dere sitte og se hverandre i øynene i de 15 sekundene

80:   I – ja? Mhm

81:   L – ja

82:   I – eh, kan du se noen utfordringer som kan være resultatet av at elever får bruke sitt førstespråk i engelsk?

83:   L – nei. Ja og nei. Det er ikke nødvendigvis noen utfordringer med å bruke sitt eget førstespråk. Hvis dem er etnisk norske så forstår jo jeg norsken og da kan jeg være med på samtalen og hanke dem inn og bla bla bla. Hvis de ikke er det og bruker et annet morsmål …

84:   I – mhm

85:   L – så får jo ikke jeg kontrollert det, så sant det ikke er engelsk, tysk, svensk eller dansk

86:   I – mhm

87:    L – eh, så det er jo så. Hvis de snakker for eksempel da **** eller **** som jeg har hatt, så har jeg ingen mulighet for å korrigere eller gjøre noen ting

88:   I – mhm

89:   L – utfordringen er … ja og nei

90:   I – ja. Eh, kan du se noen mulige fordeler det kan resultere i?

91:   L – ja. Det er klart de kan rydde opp i små misforståelse de

92:   I – mhm

93:    L – sitter to … jeg har to **** nå som prater sammen innimellom. Det er klart at hvis jeg er sikker på, eller at de klarer å rydde opp i misforståelser, så må de gjerne prate ****. Eh, men jeg har ingen mulighet for å sjekke dem da, men det kan man jo håpe på

94:   I – mhm

95:   L – at … jeg vet at hun ene innimellom klarer å formidle og forklare for den andre, for han er nyere, om en del ting.

96:   I – mhm

97:	L – og jeg kan be henne gjøre det også, da skjer det. Men det er igjen ikke noe spesielt på engelsk å gjøre
98:	I – nei?
99:	L – det gjør jeg i alle fag
100:	I – ja.
101:	L – også i engelsk da.
102:	I – ja
103:	L – men det hender jo også … alle andre enn kanskje de som snakker **** har jo en viss forståelse av engelsk når det kommer til skolen
104:	I – mhm
105:	L – så de kan jo … inn … det er mange hemmer på at de kan mer engelsk enn mine gamle elever. Men de **** elevene de kan mindre.
106:	I – ja
107:	L – men vi har jo **** og … eh to ****, **** og fra **** – de kunne jo ganske mye engelsk
108:	I – ja?
109:	L – så da ble det jo en fordel for dem så slags, så de hjalp jo til og hjalp hverandre og prøvde både norsk og engelsk
110:	I – mhm
111:	L – og utforsket litt
112:	I – ja. Eh, sånn generelt hvis du skulle si at det å bruke elevers førstespråk enten er en fordel eller en ulempe, ville du da ha sagt at det var en fordel eller ulempe? Sånn grovt fordelt.
113:	L – ah, hvis vi … da vil jeg heller dele det opp. Eh, det … de … det er sikkert en fordel når de er veldig små
114:	I – mhm?
115:	L – første til fjerde klasse
116:	I – ja?
117:	L – også blir den fordelen overgått tror jeg, for de … eh er såpass store i femte og sjette og oppover at de bør klare engelskvarianten og norskvarianten. Så spiller det selvfølgelig inn også hvor lenge de har vært i Norge …
118:	I – ja?
119:	L – hvor gode er de på norsk?
120:	I – mm
121:	L – forstår ikke disse her eller er spesielt flinke i norsk, ja da kan kanskje førstespråk være fornuftig
122:	I – ja?
123:	L – men igjen det er umulig for meg uten … **** som førstespråk å forstå eller hjelpe dem på den måten da
124:	I – mhm
125:	L – så da blir det jo hovedgreia første og andre året og, å lære dem norsk
126:	I – ja
127:	L – for da blir nødvendigvis alle andre fag, andre valg
128:	I – ja
129:	L – det blir nedprioritert da
130:	I – ja
131:	L – kunne dem hatt … alt fra engelsk til matte til hva som helst, blir nedprioritert, med unntak av de praktisk teoretiske og friminutt da

132: I - mhm

133: L - for det må dem ha, og der lærer dem mest uansett.

134: I – ja

135: L – skulle hatt gym i seks timer i ett år, da hadde de lært norsk mye fortere. For da prater dem. Og da hadde de også lært engelsk fortere

136: I – ja?

137: L – ja

138: I – mhm. Eh, føler du sånn generelt at elevers førstespråk har en plass i engelskundervisning?

139: L – Nei, det er ikke hovedregelen.

140: I – nei?

141: L – nei. Ja det går godt fint uten, men jeg tror ikke det er negativt. Jeg tror bare ikke den positive innvirkningen … eh er ikke nødvendigvis så stor.

142: I – nei

143: L – det gjør nok ingenting og det kan sikkert være en del gode, positive argumenter for, som det å rydde opp i ting, forklare ting bla bla bla. Men … menne jeg tror det går passe bra uten også går det kanskje passe bra + med

144: I – ja. Mhm. Eh, avslutningsvis så ønsker jeg å spørre om det er noe av det vi har snakket om som du mener er spesielt viktig, eller som du føler at du … på en måte står for da når det kommer til bruk av førstespråk i engelskundervisning?

145: L – nei. Det er det vel egentlig ikke, for da blir det veldig synsing. Så mange elever … eh har man ikke … er det ikke med andre språk i ****regionen … da må man ned til ****

146: I – mhm

147: L – så nei, jeg har ikke det. Det er bare at for eksempel det at et godt hint innimellom må det være når man driver med innlæring av fraser og chunks eller gloser eller hva det nå enn skal være, at man også får de til å skrive setninger på sitt morsmål

148: I – mhm

149: L – at de skriver på engelsk, skriver oversettelsen på norsk – det er det de alle gjør, men de skulle kanskje også fått lov til å skrive vedsiden av sitt eget morsmål

150: I – ja?

151: L – at de får lov til det. Det har jeg gjort med hell innimellom og andre ganger uten hell på den måten at de synes bare at de må gjøre mer.

152: I – ja

153: L – 'det er urettferdig' ja

154: I – ja

155: L – det kommer helt an på elevtypen

156: I – mhm

157: L – noen synes jo det er kult …

158: I – ja?

159: L – å skrive på sitt eget språk, andre blir liksom små flau fordi de må skrive på **** eller **** ikke sant

160: I – ja. Har du sett noe forskjell liksom på alderen ut ifra hvem som blir flau og hvem som ikke blir flau, eller er det bare sånn generelle forskjeller?

161: L – det er første til sjuende klassinger så …

162: I – ja

163: L – jeg har jo sjeldent hatt første og andre, der er problemet at det er mye mindre engelsk, så det blir jo fra tredje og oppover, og det er alle sammen tenker jeg

164: I – ja

165: L – sånn sett hvis det skal være noe forskjell så blir det jo de yngste minst flau, det er liksom flauere i sjuende

166: I – ja. Da har ikke jeg noen flere spørsmål

167: L – perfekt

168: I – yes. Da avslutter jeg opptaket.

Appendix 10 – Transcription Teacher 5

**** - anonymisert   I – Intervjuer   L - Lærer

1: I – sånn. Da ønsker jeg til å begynne med å ønske deg velkommen og takke deg for at du ønsker å bidra i min masteroppgave. Det betyr mye og det bidraget du kommer med vil være viktig for å belyse den språklige kompleksiteten som kan oppstå i engelskundervisning, og det er det jeg prøver å forske litt på.

2: L – mhm

3: I – intervjuet har da som formål å få en oversikt over om og hvordan læreres kunnskap og kjennskap til elevenes førstespråk påvirker i hvilken grad disse språkene blir inkludert i engelskundervisning, og det er da enten det er norsk de har som førstespråk eller eventuelt andre språk.

4: L – mhm

5: I – videre så vil intervjuet forsøke å belyse mulige fordeler og ulemper som kan oppstå når man velger å inkludere elevenes førstespråk og det vil da være sett fra et lærerperspektiv. Intervjuet vil bli tatt opp … eh det er da gjennom et sikkert databehandlingssystem som er godkjent av både høgskolen og også NSD, så det skal være helt trygt.

6: L – mhm

7: I – også vil jeg transkribere intervjuet i ettertid. Så om du ønsker en kopi av transkripsjonen så er det bare å sende meg en mail så kan jeg sende det så raskt som mulig

8: L – ja

9: I – eh, intervjuet vil ta 15-20 minutter …

10: L – mhm

11: I – litt avhengig av svarene.

12: L – mhm

13: I – også ønsker jeg bare å tydeliggjøre at jeg ikke ønsker noe informasjon som strider med din taushetsplikt så om det er noen spørsmål du føler at du ikke kan eller vil svare på så er det bare å si ifra. Yes.

14: L – mhm

15: I – eh, hvilket trinn underviser du på i engelsk?

16: L – fjerde.

17: I – fjerde?

18: L – mhm

19: I – har du da undervist på noen andre trinn enn fjerde også? Eller?

20: L – Ja, nå har jeg hadde de her fra ****klasse …

21: I – ja

22: L – så det er **** året jeg har denne gruppa her, også har jeg hatt **** trinn mye tidligere og ja… egentlig alle klasser har jeg hatt

23: I – ja

24: L – ja

25: I – mhm. Hvor lenge har du undervist i engelsk?

26: L – I **** år tenker jeg

27: I – ja?

28: L – ja

29: I – har du 30 studiepoeng i engelsk?

30: L – eh ja, jeg har fordypning i engelsk fra **** så …

31: I – ja

32: L – ja. Mhm

33: I – supert.

34: L – mhm

35: I – eh, er ditt førstespråk norsk?

36: L – ja

37: I – ja? Føler du at du kan kommunisere med noen andre språk enn norsk og engelsk?

38: L – nei

39: I – nei?

40: L – det vil jeg ikke si [latter]

41: I – nei. Vet du hva førstespråket til alle elevene du har i engelsk er?

42: L – ja.

43: I – ja?

44: L – mhm

45: I – eh, er dette informasjon som du har innhenta selv eller som du har fått av skolen eller foreldrene til elevene eller?

46: L – eh… det eh, altså nå… jeg kjenner de jo så godt holdt jeg på å si. Altså jeg … det her er jo også klassa jeg har hatt på **** året

47: I – ja

48: L – ja, så sånn fra ****klasse så … så har jeg … det er jo gjennom å bli kjent med foreldra og elevene …

49: I – ja

50: L – at jeg finner ut, og det er jo noen språk som eh … det er språk som jeg aldri hadde hørt om [latter]

51: I – ja?

52: L – ja, så det er … ja men det er sånn man vet uansett om jeg skulle hatt engelsk eller ikke

53: I – ja

54: L – ja, mhm

55: I – eh, da har du elever som ikke har norsk som …

56: L – mhm

57: I – førstespråk? Ja. Føler du at du inkluderer andre språk enn norsk og engelsk i dine engelsktimer?

58: L – eh … det er vel mest norsk og engelsk ja

59: I – mhm?

60: L – ja.

61: I – ja

62: L – fordi at det er det jeg på en måte får beherska … som man behersker selv også. Eh, så akkurat i forhold til engelskundervisning så er det nok det.

63: I – mhm

64: L – men sånn generelt ellers så har vi jo, om ikke så mye fokus på språket så hvertfall landet …

65: I – mhm

66: L – vi har en familie i ja, så det er en del av på en måte … opptatt av at det skal være … eh, å verdsette mangfoldet …

67: I – ja

68: L – i en klasse, og jeg har jobbet mange år i **** og da var det jo et fåtall av ungene som var fra Norge.

69: I – mhm

70: L – akkurat

71: I – ja.

72: L – så det er … det er spennende da.

73: I – mhm, veldig. Eh, er du bevisst på språkvalgene du tar i engelsk? Når du for eksempel velger å bruke norsk og når du velger å bruke engelsk?

74: L – ja. Jeg bruker jo engelsk i hovedsak

75: I – ja?

76: L – og det er jo hele tida … eh og, og heller spille ut veldig med kroppen …

77: I – mhm

78: L – kroppsspråk og, ja og oversatt, og det må jeg fortsatt å

79: I – ja

80: L – det som må oversettes må jeg oversette

81: I – ja

82: L – men prøver når de ikke skjønner, å prøve først å forklare på engelsk …

83: I – mhm

84: L – og det er … ja jeg synes de er kjempeflinke

85: I – ja?

86: L – ja

87: I – eh, utenom det å oversette som du nevnte, er det noen andre situasjoner hvor du tenker deg at det kan være en fordel å kanskje bruke norsk da som jeg vil tro mange elever har som førstespråk?

88: L – hva tenker du på da? Hva mener du?

89: I – sånn i engelskundervisning når du velger å bruke norsk, er det spesielle situasjoner som du tenker at det er en fordel å bruke norsk?

90: L – eh … ja, det er vel mer at jeg litt sånn intuitivt ser … når de ikke skjønner.

91: I – mhm

92: L – når jeg trenger å på en måte forsterke det eller å få med den siste

93: I – ja

94: L – vil jo ha med alle, så det vil skifte litt egentlig

95: I – mhm

96: L – det kan … altså vi, vi bruker jo også norsk når vi skal oversette og jobbe med teksten, men også i, i leker og oppdrag vi sendes ut på, så må jeg … det blir, det brukes mest … det er ingen informativ om at det alltid brukes norsk men at jeg, når jeg ser at de ikke forstår det ved engelsk forklaring heller …

97: I – ja

98: L – så må jeg jo hjelpe de

99: I – ja. Da er hensikten på en måte å få alle på samme …

100: L – ja, for å få med meg alle

101: I – ja

102: L – for det er veldig stort gap i, i nivå

103: I – mhm

104: L – ja

105: I – mhm. Har du opplevd at elevene dine har brukt sitt førstespråk, enten det da er norsk eller et annet språk, uoppfordret i engelsktimen? Enten hvis de snakker med noen andre eller for seg selv?

106: L – ja. Absolutt, og det gjør de ofte. Også har jeg jo også sagt at det er greit, jeg. Hvis de skal, jeg er liksom opptatt av at de skal være trygge på å bare prøve …

107: I – mhm

108: L – og bare tørre å snakke engelsk

109: I – ja

110: L – hvis jeg sier at hvis du har noe du skal fortelle om men så mangler et ord inni der, hvis du skal fortelle om en traktor også vet du ikke hva de er, så sier jeg 'snakk engelsk også putter du inn det norske ordet også kan jeg hjelpe deg'.

111: I – ja.

112: L – i stedet for at du sitter og prøver å lage hele setningen ferdig

113: I – mhm

114: L – så de gjør det jo … det blir jo ganske morsomme setninger og, når det kommer inn norske ord midt inni, og innimellom så gjør jo jeg det og fordi at som jeg sier til dem at engelsk er jo ikke mitt førstespråk heller så jeg, det er masse jeg ikke kan

115: I – mhm

116: L – så … og da gjør jeg det samme og det synes ungene er kjempemorsomt når jeg da blir nødt til å putte inn noe norsk, så kan vi google sammen og finne det

117: I – mhm

118: L – ja

119: I – ja

120: L – så det er noe med det å ikke være … vi må vise at vi og ikke kan alt og gjør feil og

121: I – mhm

122: L – ja, så det at jeg uttalte turkis på engelsk helt feil og klasse syntes det var kjempemorsomt, for jeg hører ganske ofte, mhm ja [latter]

123: I – [latter], ja. Men da tolker jeg det som at du ser på det som noe positivt at de kan bruke litt norsk eller de andre språkene?

124: L – ja absolutt, ja. De må … jeg ser på det som en nødvendighet

125: I – ja?

126: L – eh, og det gjelder jo de sterkeste elevene i engelsk også …

127: I – mhm

128: L – de … de trenger det for å få flyt, for å tørre, for å … for at engelsk skal være liksom et … for at det skal være et fag for elevene da

129: I – mhm

130: L – ellers blir det veldig sånn stivt å sitte og bare prøve når du veit at du kan … at det er riktig fra start til slutt da

131: I – ja

132: L – så det er … det ser jeg på som bare fint, men … men mest mulig engelsk selvfølgelig

133: I – ja

134: L – ja

135: I – ehm, er det sånn at det er noen situasjoner hvor du selv oppfordrer elevene til å bruke sitt førstespråk i engelsktimene?

136: L – ja, det må jo være dersom de skal sitte to og to, hvis de får beskjed om å snakke om noe da på engelsk også er det da kanskje en … en som er veldig sjenert eller ja, så kan jeg jo oppfordre enkelte til å gjøre det

137: I – mhm

138: L – og sier 'da sier du det på norsk' så kanskje den andre kan hjelpe deg med å finne noen av de ordene på engelsk

139: I – ja

140: L – så det blir jo … alt blir jo sånn for å inkludere

141: I – ja

142: L – for å få alle med så må man liksom hele tiden lage nivåer av forventningene. Ja

143: I – eh, kan du se noen utfordringer som det kan medføre at elevene får bruke sitt førstespråk? Hvis det blir mye norsk for eksempel?

144: L – eh … ja. Det kan jo bli en sånn hvilepute, at de, ja at de ikke tørr å, eller at det blir … hvis det blir for mye norskprat også så tenker jeg at da, de går liksom glipp av, de trenger liksom å bli dynka i engelsk hele tiden

145: I – mhm

146: L – med så mye som mulig. Eh, og jeg ser jo selv at sånn som i den ene klassa jeg har så har vi jo hatt … fått **** elever som ikke kunne norsk når de kom hit …

147: I – ja

148: L – de kunne flytende **** …

149: I – åja

150: L – ja så det var jo kjempe pluss sånn sett da, når det først var på en måte språklige utfordringer med norsk da

151: I – mhm

152: L – så den klasse har fått en kjempe mulighet, for de har jo måtte snakke engelsk… eh, uten at de måtte tenke at det skulle være så riktig

153: I – mhm

154: L – så, men nei utfordringen er jo at viss det åpnes opp for mye norsk så blir det … ja skummelt å tørre å prøve da, og vi trenger jo øve på ordstilling og det å skjønne at norsk og engelsk er bygd opp helt ulikt. De trenger å trene på det

155: I – ja?

156: L – ja

157: I – mhm

158: L – så det … også må man tørre å ha forventinger også, for de kan så mye og de kan mye mer engelsk enn jeg kunne hvertfall på denne alderen her, så det … ja de, ja … å la de snakke masse norsk i engelsken tenker jeg blir dumt det og

159: I – mhm

160: L – ja … så det er balanse hele tiden og en tilpasning

161: I – ja?

162: L – ja, for klasse er så variert på en måte

163: I – mhm

164: L – mhm

165: I – eh, på den andre siden kan du da se noen fordeler som det kan resultere i?

166: L – å få bruke norsk?

167: I – mhm

168: L – ja, det er litt som jeg sa ista og at det vil hjelpe de som er usikre

169: I – mhm

170: L – som ikke tørr å prøve og som da ikke ville ha fått deltatt muntlig for eksempel

171: I – ja

172: L – og også egentlig skriftlig, hvis de skal skrive setninger fra et bilde eller ja … så viss de ikke får putte inn noe norsk så da gjør de ingenting da. Så det, jeg tror man på en måte må føle på det hele veien og tilpasse, og det er jo egentlig det hele læreryrket er og, vi må tilpasse de ulike ungene vi har hele tiden …

173: I – mhm

174: L – og av noen så kan man forvente, og det sier jeg ofte 'nei du skal skrive bare norsk, nei engelsk mener jeg'

175: I – mhm

176: L – eh også sier jeg 'du kan få lov til å ta med når du trenger norske ord så bruker du det'

177: I – ja

178: L – så det må være ulike beskjeder til ungene og det gjelder jo, det har jo alle fag og det er en del av hverdagen til ungene og. De … de aksepterer at det er sånn, fordi vi er forskjellige og ja

179: I – mhm

180: L – det, mhm

181: I – mhm. Eh, sånn generelt ser du på det at elevene får bruke sitt førstespråk som en fordel eller ulempe?

182: L – jeg tenker at det er en fordel for å få alle med, for å gi alle tilpasset opplæring og det de har krav på, de har rett til å få det. Eh … også er kunsten da det å klare å … å også tørre å utsette de for så mye engelsk at at det går fremover da …

183: I – mhm

184: L – at det ikke blir for mye norsk i engelsktimen så tenker jeg ungene taper litt på det

185: I – ja

186: L – eh, og … men sånn som de ungene som da har **** som språk eller andre språk som jeg ikke behersker i det hele tatt så … de får jo på en måte, de får jo ikke noe ut av det i det hele tatt da

187: I – nei

188: L – så det er jo på en måte … de må jo bruke sitt andrespråk for å lære sitt tredjespråk

189: I – ja, det er akkurat det …

190: L – så de har jo kjempe utfordringer da

191: I – mhm

192: L – men det er sånn de opplever jo i alle fag. Eh, så der får jeg ikke gitt den da

193: I – nei

194: L – nei, så de lider jo litt under det. De har jo ikke den fordelen som de med norsk … og jeg ser jo det at de som da har norsk som førstespråk bruker jo … de bruker det når de trenger det for å få jobba med engelsk.

195: I – ja

196: L – mens de da som kommer fra **** de får ikke gjort det

197: I – nei

198: L – og det … ja. Så det er en ulempe for dem da

199: I – ja?

200: L – ja.

201: I – er det noe, i en sånn situasjon hvor du har elever som du kanskje ikke kan det språket de snakker best, er det noe du kan se kan eller et forbedringspotensial liksom noe som kan gjøre det

enklere for deg å bruke det da? Hva som skal til før du er komfortabel med å bruke dems
førstespråk?

202: L – for meg å skulle bruke dems?

203: I – ja?

204: L – eller hva mente du?

205: I – hva som skal til for at du er komfortabel med å skape rom sånn at de får brukt sitt førstespråk?

206: L – ja, det … det som vi har gjort litt da er at de, nå er jeg heldig med at det er to spesielt da som har samme morsmål …

207: I – mhm

208: L – eller førstespråk. Og de har har fått lov til å … men samtidig så … eh de har fått lov til å snakke **** i engelsktimen

209: I – mhm

210: L – det som er heldig med det er at de snakker flytende engelsk også for de er ganske likegode for de har bodd litt i **** land og før så da … de … det er kanskje ikke den typiske eleven heller

211: I – mhm

212: L – som kommer fra et annet land da, men men klart det … åssen skulle man fått lagt til rette for det ellers? Det … hvis man har en elev da med i klassen med et annet språk så tenker jeg at det er store … ganske vanskelig …

213: I – mhm

214: L – da må man jo, eh… da må man jo ha med tolk da.

215: I – ja

216: L – det bruker vi jo i foreldresamtalene … det kunne jo vært en ide. Eh, i **** så hadde vi jo morsmålslærere som var …

217: I – ja?

218: L – deltakende i alle timer husker jeg, det er jo mange andre som … og da ble jo det brukt. Det har jeg ikke tenkt på før nå egentlig …

219: I – nei?

220: L – hvor aktive de var … da brukte vi jo de lærerne hele tiden som et slags menneskelig mellomledd

221: I – mhm

222: L – og det ungene her, det … nå er jo det mer vanlig i **** enn her, der det er flere tospråklige elever. Men her er det jo ikke noe bruk av tolk i undervisningen …

223: I – nei?

224: L – eller morsmålslærere, så det … det kunne vært noe. Det er egentlig en litt interessant tanke

225: I – ja?

226: L – ja. For det er klart det er en kjempe fordel når du skal lære engelsk å få uttrykke og prøve deg frem og spørre og blande litt

227: I – mhm

228: L – ja. Det var et godt poeng.

229: I – ja? Eh, føler du at elevers førsteplass, eh førstespråk [latter] har en plass i engelskundervisning?

230: L – [latter]. Ja, absolutt.

231: I – ja?

232: L – jeg tror det er en nødvendighet. Eh, ja jeg tenker det og selv når et barn flytter et år til utlandet så kommer de, og de har de ikke fått brukt det da, også kommer de tilbake å snakke flytende

138

233: I – ja

234: L – det er klart da blir du … du lever i det, så her har vi ikke den samme muligheten til å overøse dem med det som det. Så så klart i undervisningen så må de nesten få bruke førstespråket sitt

235: I – mhm

236: L – som en del av det ja

237: I – ja?

238: L – ja, også må vi … jeg vet ikke … hvis jeg ikke styrer det så snakker de bare norsk

239: I – ja

240: L – og de … fort så må jeg bare innom å bare 'nei nå var det for mye, nå var det bare norsk her, nå må dere oppe over', for det er mer behagelig

241: I – ja

242: L – det krever mindre selvfølgelig når det er lettere. Ja

243: I – mhm.

244: L – men ja, det er en kombinasjon av … jeg tenker 80/20 kanskje

245: I – ja?

246: L – jeg tenker liksom det må være begge deler også er det ulikt fra barn til barn

247: I – ja

248: L – mhm

249: I – mhm. Avslutningsvis så ønsker jeg da å spørre om det er noe av det vi har snakket om i dette intervjuet som du mener er spesielt viktig eller som du på en måte står litt for?

250: L – eh, ja jeg tenker jo at det å faktisk … det er jo den tilpasningen som jeg er veldig opptatt av da. At de skal alle … at alle elevene skal ha muligheten til å oppleve mestring

251: I – ja

252: L – og få til, og merke selv etterpå … en ting er at vi voksne kan si at vi ser utvikling, men at de skal føle deg selv

253: I – mhm

254: L – eh, så, nei det er veldig interessant akkurat det med … og det snakker vi jo mye om på huset her og, lærere og pedagoger, hvor mye engelsk man skal snakke i engelsktimene. Eh, og det er vel en sånn, jeg vil si at det er en enighet om at man skal snakke mest mulig engelsk, men at … alle lar jo ungene få snakke norsk

255: I – ja

256: L – du er nødt til det. De må få … de må jo få uttrykke seg på sitt tryggeste språk

257: I – mhm

258: L – for å kunne lære seg etter hvert å kunne gjøre det mer og mer på engelsk

259: I – mhm

260: L – og man ser jo det at de allerede nå i fjerde så synes jeg de er … eh de skjønner mye og de, også må de av og til spørre … hvis de ikke skjønner så må de spørre på engelsk

261: I – ja

262: L – og prøve å forklare. Og går det ikke så er det på norsk. Ja

263: I – ja

264: L – Ja. Så det er vel den tilpasningen som jeg synes er viktig, også var det litt interessant det som vi kom innpå helt på slutten … det med hva med de som ja har **** eller har **** som sitt førstespråk

265: I – mhm

266: L – hvordan kunne man tilrettelagt mere for de, ja?

267: I – ja, for dems vei til engelsk blir jo litt mere …

268: L – det er kjempetungt, og de har jo da masse andre på en måte utfordringer, de skal lære alt nytt og kanskje også den egne kulturen. Så det er jo … ja, snakk om … imponerende unger som får til mye altså, alt det de står i

269: I – absolutt

270: L – og kommer hjem også har de foreldre som ikke forstår ukeplanen, ikke forstår leksene, så men vi tilpasser jo så mye som mulig, jeg synes det er kjempespennende

271: I – ja?

272: L – å jobbe med de familiene, og ser på dem som en stor ressurs i klassen

273: I – mhm

274: L – å ha barn fra forskjellige … barn med forskjellig bakgrunn da

275: I – ja

276: L – så det … ja. Men det var litt interessant. Det skal jeg ta med meg litt videre faktisk

277: I – ja?

278: L – for det tenkte jeg der … der glipper det kanskje litt

279: I – ja men det er jo fort gjort å tenke at hvis du snakker på norsk så får du med deg alle men …

280: L – ja

281: I – det er jo kanskje noen som ikke henger like godt med da heller

282: L – ja, også er det noen av de som har bodd i Norge i mange år, gått i norsk barnehage men fortsatt så er det begreper og uttrykk

283: I – mhm

284: L – og jeg ser jo at så fort mamma kommer så snakker de jo … eh et annet språk igjen

285: I – ja

286: L – nei, så de velger jo ikke norsk der heller, så det er jo åpenbart at det språket ligger i hjertet da

287: I – mhm

288: L – enda mer, så ja det var interessant

289: I – ja. Jeg har ikke noen flere spørsmål, så med mindre du har noe du har lyst til å tilføye eller kommentere så …

290: L – nei, jeg tror egentlig jeg oppsummerte litt sånn akkurat nå

291: I – mhm. Supert, da tenker jeg at jeg bare stopper intervjuet.