



Faculty of Education

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# **Multilingual Vocabulary Strategies**

Use of Knowledge Sources and Inference Strategies by  
Multilingual Tamil Learners of English

**Master of Didactics of Culture and Language**

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## Abstract

The focus of this thesis is on what cross-linguistic facilitating and inhibiting factors influence multilingual speakers of Tamil and Norwegian in English vocabulary acquisition. Transfer is known to play a major role in multilingual language acquisition. In this case study I have looked qualitatively at high proficiency multilingual English speakers and their self-reported vocabulary strategies (and knowledge sources) in meeting with unknown English words in a text and compared it to thinking-out-loud protocols of how they dealt with unknown lexis in a reading experiment. The findings suggest reading strategies and guessing from sentence-level context as well as control strategies (context and dictionary), and cross-linguistic transfer of English/Norwegian cognates as facilitating factors in inferencing. As anticipated from the literature and the participants self-reported use of Tamil, they did not use Tamil much in their inferencing of unknown lexis. This is discussed in terms of language topology and psychotypology as well as task specificity. In this study I argue that certain qualities and experiences of these learner's multilingual background contribute to their heightened metalinguistic awareness. Language awareness is discussed in relation to Herdina and Jessner's (2002) Dynamic Model of Multilingualism and theories on metacognition and suggested here as a facilitating factor in how they deal with unknown vocabulary. The fact that even these highly competent learners barely used knowledge of morphology may indicate this as an area which need didactic attention. I suggest that morphological awareness could be taught in relation to international words or Norwegian/English cognates which would benefit all students who use Norwegian as support language including multilingual students with topological unrelated languages in their portfolio.

## Sammendrag

Denne oppgaven har som fokusområde tverrspråklige faktorer som fremmer tilegnelse av engelsk ordforråd hos flerspråklige talere av tamil og norsk. Tverrspråklig overføring er kjent for å spille en viktig rolle i flerspråklig språktilegnelse. I denne casestudien har jeg sett kvalitativt på selvrapporterte ordforrådsstrategier i møte med ukjente engelske ord i tekster hos flerspråklige engelsktalende med høy kompetanse. Jeg har så sammenlignet dette med protokoller fra høyttenkning under lesing for å se hvilke strategier og kunnskaper om språk de bringer til torgs, og hvilke språk de aktiverer i prosessen med å tyde ukjente engelske ord. Funnene tyder på at disse elevene overfører lesestrategier og gjetting fra kontekst på setningsnivå samt tverrspråklige engelske/norske kognater, og kontrollstrategier (kontekst og ordbøker). Som forventet fra litteraturen og deltakernes rapportering fra intervjuer brukte disse elevene ikke mye tamil språksammenligning i møte med ukjent engelske ord. Dette diskuteres med tanke på topologisk distanse språk imellom, psykotypologi samt oppgavespesifisitet. I denne studien argumenterer jeg for at visse kvaliteter ved disse elevenes flerspråklige bakgrunn bidrar til økt språkbevissthet. Denne språkbevisstheten diskuteres i forhold til Herdina og Jessners (2002) *Dynamic Model of Multilingualism* samt teori om metakognisjon og er foreslått her som en tilretteleggende faktor i tilegnelsen av engelsk ordforråd. Det faktum at selv disse svært kompetente elevene knapt brukte kunnskap om morfologi kan tyde på at dette er et område som trenger didaktisk oppmerksomhet. Jeg foreslår at undervisning i morfologisk oppbygging av internasjonale ord eller norske/engelske kognater kan øke språkbevissthet som kan komme alle elever som bruker norsk som støttespråk til gode, inkludert flerspråklige elever med språkbakgrunn i topologiske urelaterte språk.

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## List of Abbreviations

BICS– Basic Interpersonal Communication Skills

CALP– Cognitive Academic Language Proficiency

CLI – Cross Linguistic Interaction

DMM– Dynamic Model of Multilingualism

EFL– English as Foreign Language

ESL– English as Second Language (used in contexts where English is the societal language)

L1– First Language (mother tongue)

L2– Second Language Learned

L3– Third Language Learned

L4– and beyond = Additional Foreign Languages learned

LLS – Language Learning Strategies

Ln– Foreign Language (as opposed to second language) in European model.

LTM– Long Term Memory

RQ1= Research Question 1

RQ2 = Research Question 2

SLA– Second Language Acquisition

STM– Short Term Memory

TSL– Third Language Acquisition

# 1. Introduction

This Master's dissertation involves multilingualism and learning strategies connected to vocabulary learning in the EFL classroom. Although I value multilingualism and have myself frequently drawn on previous language learning while learning new languages, I nevertheless find it harder to support pupils with language backgrounds very different to my own. Our language classrooms are increasingly populated by multilingual pupils from different parts of the world, who speak a wide assortment of languages already to various degrees. The overarching aim of this investigation is to support these pupils better in activating their existing language knowledge as an aid in vocabulary acquisition. I would like to look at what strategies and knowledge sources competent multilingual students in upper secondary English studies use to see if we can learn something from them. What languages do they activate in novel language learning situations? There is little research on vocabulary strategies and learning in multilingual learners where the target language is very different from the mother tongue. Overall there is little Language Acquisition (LA) research involving non-occidental languages (Christiansen et al., 2022).

## 1.1 The Norwegian Context

In the new curriculum it is stated that all pupils should experience knowledge of several languages as an advantage in school (Norwegian Directorate for Education and Training, 2020). One learning objective in the new English subject curriculum for upper secondary school describes the student's ability to "use knowledge about the interrelationship between English and other languages the student knows in language acquisition" [my translation] (Norwegian Directorate for Education and Training 2020, p. 8). This formulation could be read as an acknowledgment of the increasing multi-ethnic diversity of Norwegian classrooms and insists on multilingualism as a resource in learning. It is also a furthering of a European Language policy instituted by the Common European Framework of Reference for Languages (Council of Europe, 2001) which promotes the learning of modern European languages (plural) to enhance communication across linguistic and cultural borders in Europe. Although, learning of English starts early in Norwegian schools, some students in Norwegian classrooms already speak several other languages before they start learning English as the official L2. There are roughly 300 minority languages registered in Norway (Wilhelmsen, Holt, Kleven, Risberg, 2013). It follows that English (usually second language for most students in Norway) is L3 or

L4 for many students from ethnic minority backgrounds. Naturally, there will also be a significant variation as to whether Norwegian or the mother tongue is the dominant language. This could depend on whether the students are first or second generation. The implication, either way, is that these students already have experience in learning another language when they start learning English. The nature of their language knowledge, however, will vary.

### 1.1.1 Previous Research in Norway

In Oslo, toward the end of the 1990's there was an overrepresentation of minority language pupils who received special education in schools (Nordahl and Overland, 1998). In his doctoral thesis Aagaard (2010) points to the language factor as one of the reasons minority language students relatively speaking have poorer learning outcomes. He claims that some of these students start school with an insufficient vocabulary and conceptual apparatus in both mother tongue and Norwegian, which puts them at a disadvantage, and that their learning difficulties often get misdiagnosed as cognitive deficits, because of poor multilingual competence in school and a testing battery intended for Norwegian speakers.

Iversen (2017) reported a great variety in whether minority students in secondary schools found their L1 (first language) useful in the learning of English (L3). The majority rejected the idea of using L1 as an asset in their English language learning. Iversen points to the lack of teacher support in students' L1 as an important environmental factor for why they held this belief. Other research on Norwegian language teacher's competence in supporting multilingualism suggest that English teachers who work with multilingual pupils have little formal competence in supporting these pupils and teaching to multilingual classrooms (Surkalovic 2014; Krulatz and Dahl 2016; Haukås 2016; Krulatz, Steen-Olsen, and Torgersen 2018).

Hasselgård (2018) interviewed second year undergraduate students of English at the University of Oslo on whether language learners could benefit from similarities and differences between their L1, and the language learnt. The perceived similarity of Norwegian and English, and their topical closeness was identified by the students as a facilitator of positive transfer between the languages, but they conceded that to progress at advanced levels, metacognitive knowledge of difference is vital, and that negative transfer should be offset by explicit instruction on language difference (Hasselgård, 2018).

A curriculum development project carried out by researchers at NTNU in Norway has looked specifically at ways to develop teaching strategies that foster intercultural and multilingual competence (Krulatz, Steen-Olsen & Torgersen, 2018). They introduced identity texts to

cultivate intercultural citizenship and multilingual literacy. The project was deemed successful in raising awareness of different languages and cultures within the classroom and changing attitudes toward pupil's home language. However, challenges remain around literacy skills. The authors call for a more explicit encouragement to use the home languages in the Norwegian English classroom- to build on the student's home language and literacy skills rather than replacing it (Krulatz et al., 2018, p.15).

## 1.2 Research Questions:

Although, we cannot expect teachers to have even a rudimentary knowledge of all the languages spoken by our pupils, we can perhaps learn from pupils and previous multilingual research on how to foster multilingual awareness in the multilingual classroom. Canagarajah, (2013) encourages teachers to draw on the practices that students bring to the classroom. I want to look at this subject in relation to vocabulary learning, because I think our meeting with new words naturally invite comparative strategies and opportunities for multilingual approach to learning. What strategies do students with diverse linguistic multilingual backgrounds employ, what knowledge sources (morphology, interlingual cognates, context, or grammar) do they draw from, and what are some of the factors that may affect their strategy use in vocabulary acquisition? I condensed this into two research questions:

RQ1: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? (What strategies and knowledge sources do they employ?)

RQ2: What are some of the factors that may influence their ability to deal with unknown words in a text?

In my study I want to look at high performing multilinguals to see if we can learn something from their approach to vocabulary. Based on best practice rationale, I want to look at what successful multilinguals do, what makes them good learners and what is characteristic of their language experience and background. Do they perceive their multilingualism as an advantage (in the way that the curriculum encourages us to think), and if so, what does that advantage entail?

I chose Tamil-speakers as my research subjects, as their mother tongue is far removed from both English and Norwegian. Tamil belongs to the Dravidian language family and has to start with a very different syllabic alphabet, a host of verbal forms and grammatical cases (which Norwegian and English has largely lost) and uses agglutination (morphological ending tagged on in sequences at the back of the word) to indicate cases (Eriksen 2019, p.161). The syntax

in most simple sentences is also mainly Subject-Object-Verb (SOV)<sup>1</sup> compared to Norwegian and English SVO-order. According to Eriksen (2019, p.155-156) Tamil is also a diglossic language which means that there are two language forms, where the formal/ written language differs substantially from the vernacular used in everyday speech.

I want to see how and if these student's literacy skills manifested in their English learning, but also what factors might influence their ability to use language comparison strategically. In view of the latter, I will present a literary review of theory and recent research on the topic of multilingualism, strategy use and inferencing to be able to discuss what they do considering what is known about how the multilingual language background influence language learning.

## 2. Theoretical Background and Previous Research

This chapter starts with a general overview of language terminology (section 2.1) and an attempt to separate bilingualism from multilingualism. Section 2.2 gives a brief account of the purported multilingual benefit in terms of language learning and proceeds to outline two models of multilingual development (section 2.3) which also informs the discussion on these learner's ability to transfer knowledge between languages. The primary focus is on metacognition (section 2.4) and vocabulary (section 2.5) in cross-linguistic transfer of previous knowledge in the language learning situation which informs the discussion on how these learners deal with unknown words in a text (RQ1). Section 2.6 and 2.7 are literature reviews of aiding and constraining factors in multilingual language learning and research of lexical inferencing which informs the discussion on RQ2 of what factors may influence their ability to deal with unknown words and give this thesis a comparative context.

### 2.1 Language Terminology: Bilingualism and Multilingualism

The field of multilingualism has recently expanded into many areas and is still therefore going through a process of convergence in terms of specifications and usage of terminology (Kemp 2009, p.12). There is no real consensus in the literature on multilingualism of how to define the terms that are used to label an area of such complexity. Like Kemp (2009), Jessner (2008b, p.17) sees this confusion and plethora of terminology as a result of multilingualism belonging to different research traditions. SLA research has studied multilingualism and the comparative effects of one language over another (cross-linguistic interference with an

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<sup>1</sup> <http://ccat.sas.upenn.edu/plc/tamilweb/book/chapter6/node1.html>

emphasis of negative transfer) whereas bilingualism research stems from a sociolinguistic theoretical background. Jessner (2008) urges that we need to see these two fields in relation to each other when we study third language acquisition. This is also one of the aims of this contribution. In much research literature the focus on English learned in an instructional environment does not distinguish between users of two or more languages. This is potentially problematic as there may be qualitative differences between speakers of one, two, three or more languages in how they acquire additional languages. This section attempts to define the terms: bilingual, multilingual and plurilingual respectively to tease them apart, but also because they are frequently used interchangeably in the research literature.

There is a noticeable divergence in the literature in how many languages are referred to for 'bilingual' and 'multilingual' respectively. Grosjean (1989, p.4) defines bilinguals as people who use two or more languages in their everyday lives. Grosjean (1989, p.1) holds the holistic view that a "bilingual is not the sum of two complete or incomplete monolinguals", but a learner with a "unique and specific linguistic configuration". However, this view does not recognize the possible difference in knowing two or three languages when it comes to language learning.

Similarly, Herdina and Jessner (2002, p.52) see multilingualism as command and/or use of two or more languages by the speaker and sees bilingualism as a variant of multilingualism. However, like Grosjean they concede that the bilingual/multilingual is a communicator with communicative competence sufficiently for everyday life, and not the sum of two complete or incomplete monolinguals (Herdina and Jessner 2002, p.59).

Seeing bilingualism as a variant of multilingualism is potentially problematic as there may even be qualitative and quantitative differences between individuals who speak two languages and people who speak three languages. There may be more opportunity for cross-linguistic transfer, as well as potentially more interference and competition for candidates in retrieval of lexis, for example. Therefore, most language researchers now use multilingual for users who know three or more languages (Kemp 2009p. 15). This is the definition that this thesis upholds.

Auer and Wei (2007, p.7) describe many variants of multilingualism, and concede that because a multilingual speaker will use different languages for different purposes, a multilingual will not necessarily be equally proficient in the different languages spoken. Individuals who live in predominantly monolingual countries and within homogenous speech communities can also according to Auer and Wei (2007, p.6) be multilingual.

In Norway, where, in addition to Norwegian, English is taught from an early age and a third language (Spanish, French or German) is introduced later in secondary school pupils are encouraged to become multilingual. In this case, the term sequential multilingual can be used. This is also a consequence of the European Union's emphasis on multilingual education. Sometimes, in this context, individual multilingualism is referred to as plurilingualism while Multilingualism refers to a society's use of more languages (Jessner 2008, p.15). This is the definitions advocated by the Council of Europe, (2001). This means that multilingualism may be attained by schools by offering more than one foreign language on the syllabus, to encourage plurilingualism (an individual's gradual accumulation of several languages to various degrees of competence). In this context all upper secondary pupils in Norwegian schools could be considered plurilingual.

Many children grow up with parents who speak different languages to the dominant language community, either through economic migration or having fled their country of origin as refugees. Some acquire their languages consecutively through the education system while others come from language communities where bilingualism is the norm and may be exposed to more than two languages from birth. Some longitudinal studies (see Maneva, 2004) suggest that children can acquire up to four languages natively, i.e., naturally through the home environment, rather than through deliberate instruction in school.

There is in other words a very wide spectrum of multilingual acquisition and use patterns which means that the complexity and routes to multilingualism is exponentially increased from bilingual acquisition routes studied in Second language Acquisition (SLA).

Many researchers (Cenoz, Hufeisen, and Jessner 2001; Cenoz and Hoffman 2003; Cenoz 2003) are convinced that Third Language Acquisition (TLA) differs significantly from SLA in many aspects and that differences and similarities of these different research fields need a closer scrutiny.

For the purposes of this thesis, I will keep to the term multilingual to differentiate the students for whom mother tongue are different to Norwegian, from sequential plurilinguals who, according to the Council of Europe's definition, define the pupil population at large in Norwegian upper secondary schools.

## 2.2 The Purported Multilingual Benefit

Cenoz (2013) reports that multilingual learners having gone through the process of learning an L3 (L4 or L5) describe other languages as a useful asset they draw on in acquiring the new

language. In the same article (Cenoz 2013, p.75) reviews several studies of third language acquisition and finds an overall advantage of bilingualism when learning an L3. In the case of studies comparing immigrant learners of an L3 and non-immigrant learners of an L2 (monolingual learners) similarly confirm the advantage of bilingualism when learning an L3, however the conclusion is not as unequivocal as is the case in bilingual programmes. She attributes this to other variables that may put the immigrant learner at a disadvantage like socioeconomic status or other social and cultural factors. It is also worth noting from Cenoz' review (2013, p.77) that the advantages for bilinguals in L3 learning is easier to observe in research studies that focus on overall L3 achievement and test a multitude of dimensions of proficiency over narrow studies focusing on a specific aspect. From this, she concludes that multilingualism is just one of many variables affecting L3 learning and may even be hidden by those variables. Cenoz (2013) therefore calls for studies with better control of other variables which considers the social context as well as cognitive aspects of multilingualism's influence on L3 acquisition. Most of these studies are also carried out with multilinguals whose various languages are relatively closely connected topologically.

In terms of multilingual benefit, there is a growing body of research (see Bialystok 2011, for review) that balanced bilinguals and multilinguals outperform monolinguals in tasks involving executive control. This may be because bilinguals/multilinguals have extensive practice in managing attention to jointly activated competing languages, however this is a hotly debated issue. Although not conclusive, this points to advantages that may also influence my research subjects. Knowing other languages may be helpful in the process of learning the target language English and controlling competing languages in output.

### 2.3 Models of Multilingual Development

In his seminal paper on Linguistic Interdependence and the Educational Development of Bilingual Children, Cummins (1979) proposed that a cognitive and academically beneficial form of bilingualism could only be attained if the first language (L1) was adequately developed. This is referred to as the threshold hypothesis. The hypothesis explains the relationship between bilingualism and cognition and posits that to profit from cognitive advantages: heightened metalinguistic awareness, creative and divergent thinking, communicative sensitivity and further language learning, the learner needs to develop a certain level of proficiency in both languages.



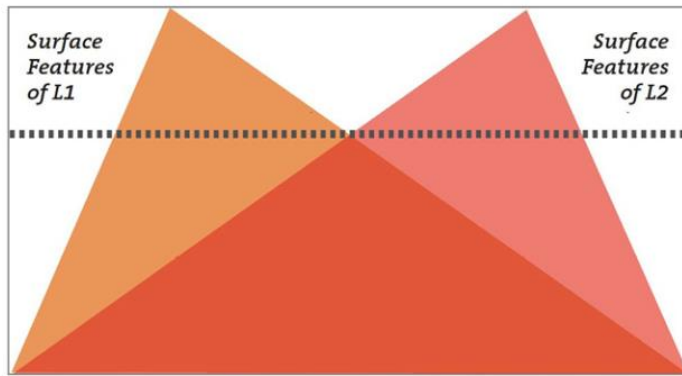


Figure 1: Dual Iceberg representation of bilingual proficiency (CUP-model) from Cummins (2021, p.34)

This is what he refers to as additive bilingualism. Cummins (1991) later developed the interdependence hypothesis to highlight the interrelatedness between various factors in the language acquisition process. Cummins (1991, p.1) distinguishes between attribute-based (cognitive and personal variables like motivation and aptitude) and input-based (environmental factors like quantity and quality of L2 input) aspects of proficiency. A key feature in his conceptualisation of second language acquisition is that there is a common underlying proficiency of cognitive and linguistic abilities. This implies that there are certain commonalities of languages which facilitate transfer of linguistic features and skills across languages. See

Figure 1.

This model presupposes that L1 background serves as the basis for schemata of L2. When both languages are adequately supported bilingual children can thus use the knowledge of one language to learn another. The threshold level is indicated by the stapled line. Translated into a multilingual setting this model illustrates how all languages within our linguistic repertoire interact with and influence each other (Jessner, 2008a). This is in keeping with Cook's (2003, p.11) ideas about the integration continuum which "sees the language system of the L2 user as a whole rather than as an interaction between separate components".

### 2.3.1. BICS and CALP

Cummins (1980) also made a distinction between different kinds of language proficiencies that are very relevant to the immigrant experience in EFL setting. He claims that there is a fundamental difference between Basic Interpersonal Communicative Skills (BICS) the everyday language that everyone develops early in their own language and Cognitive/Academic Language Proficiency (CALP) which is a specialized language register gradually

learned at school which includes specialized vocabulary, grammatical and discourse structures. He maintains that a sound and equal learning outcome in school presupposes a language mastery which goes far beyond the everyday language of BICS, and that immigrant children, because of less exposure, and therefore less developed vocabulary in the majority language (School language) may be at a disadvantage. They have a double learning burden in that they both need to develop their language and learn the subjects. Cummins developed the model for Common Underlying Proficiency which builds on the BICS/CALP distinction to explain the “fact that common crosslinguistic conceptual and academic proficiencies underlie the obvious different surface manifestations of each language” (Cummins 2021, p.34). See Figure 1.

A Canadian research paper by Swain, Lapkin, Rowan & Hart, (1990) support the claim that literacy in one’s mother tongue enhances third language learning. Furthermore, their results suggest that knowledge of literacy skills in one’s mother tongue is as important as whether one is currently making use of them, which supports the notion of linguistic interdependence. Although, transfer, in their findings were least likely to occur with surface level/language specific aspects of language- i.e., the mother tongue had no statistical bearing on the number of grammatical or non-homophonous spelling errors the students were making in their L3. This implies that the interdependent factors are knowledge and process. This hints to the importance of strategies in cross-linguistic transfer. These findings are in keeping with similar studies of immigrant or minority language children’s acquisition of L2 in America reported in Swain et al., (1990), which also point to a strong link between mother tongue literacy and academic success in the target language (read L2).

The implications of these findings suggest that the currently favoured classroom practice of using the target language exclusively in foreign language instruction and strictly separating target language from first or second language may be flawed. Cummins (2000) argues for a multilingual approach where bilingual instruction strategies can be used together with monolingual strategies, to give students the opportunity to use transferrable knowledge across available languages.

### 2.3.2 A Dynamic Model of Multilingualism (DMM)

Herdina and Jessner (2004) proposed the Dynamic Model of Multilingualism (DMM) influenced by Dynamic Systems Theory as a model that would explain the complex character of multilingual development. This model informs my own project and becomes prevalent in

the later discussion. The model is in part derived from Diane Larsen-Freeman (1997) who proposed that the study of dynamic, complex nonlinear systems is meaningful in second language learning (SLA). Within this framework, language learning should be viewed as a dynamic complex, open-ended, feedback-sensitive, and adaptive system which is sensitive to initial conditions (home environment) and self-organization (motivation). In short, learning languages bears some relation to chaos theory and nonlinear processes occurring in nature. The analogy can, according to Larsen-Freeman (1997, p.142) be a useful metaphor for appreciating the complex nature of languages and the often-non-linear process of language acquisition which also includes absence of learning (language fossilization) and attrition due to the many interacting sub-systems at play in the process. Many challenges in learning can be tied to the learner's language background, amount, and quality of feedback from teacher and environment, as well as the learner's cultural background and reasons/motivation for learning a foreign language (Larsen-Freeman 1997, p.152). Foreign language learning is, in this view, a complex process with no clear beginning, middle and end (as the target language is also continuously evolving) but can instead be seen as a nonlinear system characterized by many feedback loops at various levels involving many different agents and sub-systems, which in turn affect the progress. With this conceptualization in mind, we cannot learn anything about the complex system of language acquisition by studying its various components in isolation (pre- and post-test) but need to be aware of how they interact. The traditional components of language acquisition are lexis, orthography, phonology, semantics, morphology, syntax, discourse, and pragmatics. However, they will also involve initial conditions or sociolinguistic variables like language background, home environment, motivations for learning a new language, age and level of acquisition, literacy in the mother tongue—the number of languages already learned and to what level and to what use. It is the sensitivity to the latter initial conditions that Herdina & Jessner, (2002) saw as an important feature of multilingual development. Initial conditions are important factors/determinants for multilingual development.

“According to the DMM, the development of a multilingual system changes over time and is non-linear, reversible...and complex”. Furthermore, ... “it depends on social, psycholinguistic and individual factors, apart from the different forms of contexts in which language learning takes place” (Jessner 2008b, p.25). Notably, the DMM assumes the interdependence of psycholinguistic systems (open and depending on psychological and social factors).

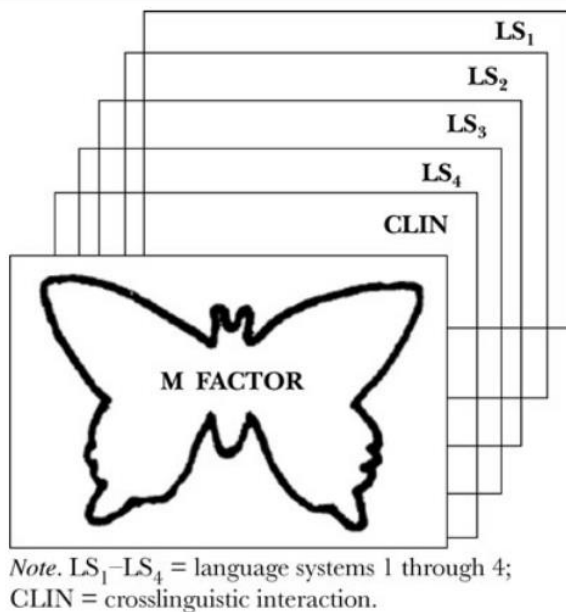


Figure 2, The M (multilingualism) factor in the DMM, from Jessner (2008, p.275)

This approach defines multilingual proficiency as the dynamic interaction between the various psycholinguistic systems, crosslinguistic interaction and the M-factor. (See Figure 2) The latter refers to all the effects in multilingual systems that distinguish a multilingual from a monolingual system- such as meta-linguistic and metacognitive awareness. The key variable here, is metalinguistic awareness (Jessner 2008b, p.26).

Jessner (2008b) posits that this factor can accelerate the learner in TLA, but

observes that so far, this catalytic effect has only been detected in experienced language learners in the case of typologically related languages. According to Jessner (2008a, p.278) individuals who are metalinguistically aware are “able to categorize words into parts of speech; switch focus between form, function and meaning; and explain why a word has a particular form”.

Variations in multilingual development are strongly linked to the dependence on the system of social, psycholinguistic, and individual factors (Herdina & Jessner, 2002). Some of the factors that have been identified as influencing crosslinguistic interaction and hence crosslinguistic lexical transfer are:

- Psychotypology (perceived linguistic distance between languages)
- Status of L2 in L3 acquisition
- Recency of use
- Level of proficiency in the target language
- The foreign language effect (tendency to activate an earlier learned foreign language in L3 performance)
- Learner’s perception of the correctness of a target word.

In this way, the development of a language system is seen as interdependent on behaviour of previous language systems. The multiple transfer possibilities (L1-L2, and vice versa, L2 to L3, L1 to L3 etc.) makes multilingual acquisition more complex than SLA. Learning an L3

can even counteract the maintenance of an L2 or L1. This can be observed in how language attrition appears more often in multilinguals than in a bilingual context (Jessner, 2008a). This model has also influenced my own methodological choices, in soliciting a fuller picture of the multilingual learner by asking about their language background. This thesis attempts to delineate some of these initial conditions to answer the second research question of what factors might influence crosslinguistic interaction in my interview subjects.

## 2.4 Metacognition and Strategies in Multilingual Context

Some of the qualitative differences between second and third language learning can be related to increased levels of metalinguistic awareness, crudely understood as thinking about language. According to Herdina & Jessner (2002) metalinguistic knowledge is a crucial factor in development of individual multilingualism, and may act as a catalyst in third language learning as seen in the M-factor related in the section above. It is to be assumed that learners of an L3 already have experience with language learning in an instructional setting, and therefore will have developed some strategies and awareness of language learning that may be helpful in learning other foreign languages, as opposed to learners of a first foreign language who can only compare to their native language learning, a process that differs in many respects to learning a foreign language.

Lai (2011) sees metacognition as encompassing more than the ability to master strategies for acquiring learning material. It also includes the ability to make critical judgements and choose the right strategy to solve problems in different subjects. This rhymes with the new curriculum's (LK20) goal of deep learning that is supposed to aid creative thinking in novel situations. This entails that what learning strategies are relevant, depends on the content of each curriculum subject, but metacognition in all subjects is an overarching ideal. The Ludvigsen committee, charged with assessing the school subjects against the requirements for future competencies in Norway, recommended that learning strategies and reflection on one's own learning should be made explicit in the new curriculum and suggested metacognition and self-regulated learning as one of four key interdisciplinary areas of expertise (NOU 2015:8 2015, p.39).

However, there is no consensus on how to define the vague term metacognition. In language teaching it is related to the equally vague term language awareness. Awareness, in Herdina and Jessner (2002), is the conscious manipulation of and reflection on the rules of a language. Jessner (2008a, p. 279) links multilingual proficiency to two types of awareness, which are

crosslinguistic awareness and metalinguistic awareness. To explicate, crosslinguistic awareness is here defined as tacit or explicit awareness of how the languages in the multi-lingual mind interact, while metalinguistic awareness is the ability to look at languages objectively to make comparisons.

These definitions hark back to developmental psychologist John Flavell’s (1979) a model of cognitive monitoring which aims to explain the various constituent parts of metacognition.

See

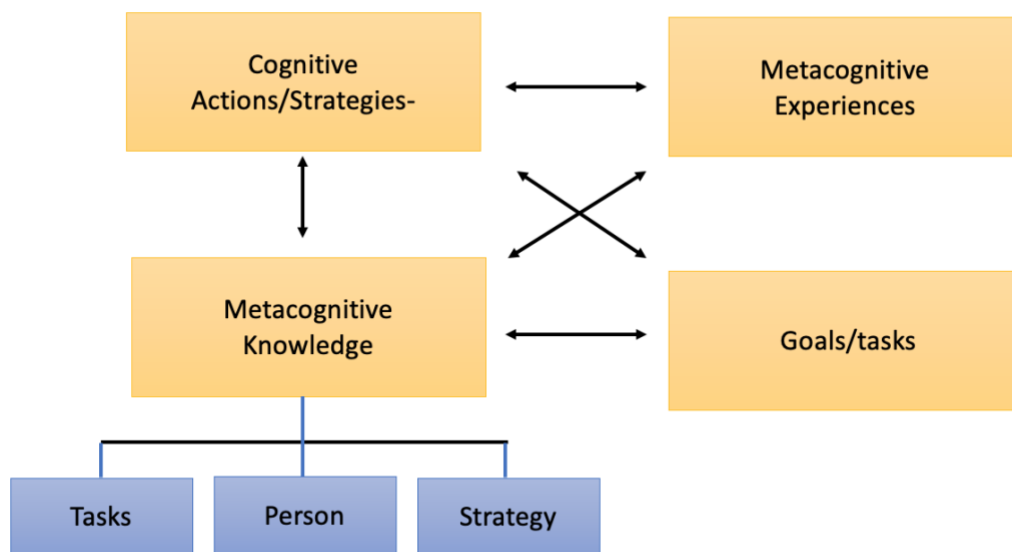


Figure 3. Flavell’s Model of cognitive monitoring (1979)

Flavell identifies four main components of cognitive monitoring: **metacognitive knowledge** which includes knowledge of person (yourself or someone else’s thinking), task and strategy; **metacognitive experiences** which include conscious, cognitive, or affective experiences related to thinking; **cognitive goals and tasks** (objectives of thinking); and **cognitive actions and (meta)strategies** invoked to make cognitive progress and to monitor it. According to Flavell’s model (1979, p.909): “...the monitoring of cognitive enterprises proceeds through the actions of and interactions among metacognitive knowledge, metacognitive experiences, goals/tasks, and actions/strategies”. In Flavell’s view cognitive and metacognitive strategies go hand in hand. While strategy knowledge describe beliefs about what strategies are most effective to reach a given goal, metacognitive strategies is the deliberate use of strategies to control and check one’s own cognition, i.e., a learner can use metacognitive experience to activate either cognitive strategies or metacognitive ones. E.g. a student who realizes he does not know a text well enough to pass a test, may read the chapter again to meet the cognitive

goal of increasing his knowledge, or conversely try to find out how much he knows by asking himself questions from the chapter aimed at the metacognitive goal of assessing his knowledge (Flavell 1979, p. 908-909). It was Flavell’s belief (1979, p.910) that metacognitive knowledge could be taught and that the teaching of monitoring skills would be desirable and benefit students in their overall learning. In view of language acquisition, this model explains how our learning experiences and knowledge of languages informs the use of learning strategies. A learner with extensive knowledge of different languages may have experienced cognates between languages as a useful tag for memorizing new vocabulary or inferring meaning of novel vocabulary and may use looking for similarities as a strategy in subsequent language acquisition. At the same time, a learner with a different background, may not have found such fruitful language similarities in his previous language learning (if the languages involved were topologically distant) and may therefore not even notice similarities between already acquired and subsequent new languages, even though the similarities do objectively exist. Flavell’s model explains how previous experience can constrain cognitive action and strategies as well as tasks or goals as we will come back to in the research section. It also suggests that this is something that could be learned.

(Haukås, 2018) defines metacognition in broader terms as “an awareness of and reflections about one’s knowledge, experiences, emotions, and learning, in the context of language learning and teaching. Reflection of what we know and do not know, the learner’s prior knowledge, is according to Haukås (2018) a central component of their metacognition. This is what the researchers Tobias and Everson (2002) call knowledge monitoring. Tobias and Everson (2002) believe that monitoring of prior learning is a fundamental or prerequisite metacognitive process as seen from Figure 4. Their model is simpler than that of Flavell, but both imply monitoring as a fundamental principle in metacognition.

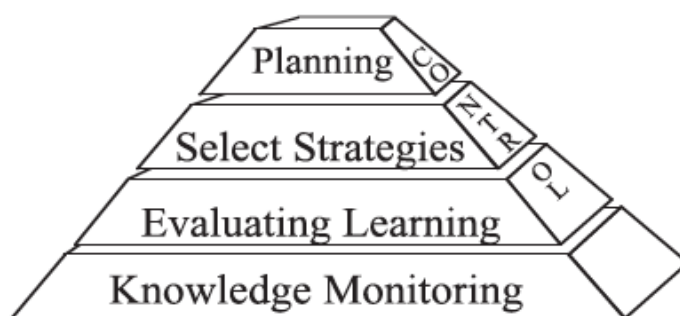


Figure 4: A Componential Model of Metacognition (Tobias and Everson, 2002)

To sum up, in language learning and teaching metacognition may include all aspects of thinking about language, language learning and teaching, whether it be reflexion of one's own ability to learn/teach, one's emotions connected to language learning/teaching or how to best learn/teach and monitor one's own learning/teaching (Haukås 2018, p.14). Within this perspective it is evident that metacognition is central to any education which aims at making autonomous and life-long learners, and a potential accelerating factor in language learning in a multilingual setting.

## 2.5 Vocabulary and Cross-Linguistic Influences

Lexis is just one of the areas involved in language acquisition. Other areas include orthography, phonology, semantics, morphology, syntax, discourse, and pragmatics.

Vocabulary acquisition is a substantial part of learning a new language and may involve several of these aspects of language knowledge. To accelerate this process multilingual learners may rely on words which show some overlap with other languages in their language portfolio. Noticing cross-linguistic similarities is a learning strategy frequently used by multilinguals. This strategy could be particularly useful in figuring out meaning of new words in context of reading and listening, and as mnemonic cues for retention. However, when more than one language is involved, it is necessary to determine how the existing languages interact during novel language learning. This is also the aim of this present investigation. The reason for choosing to look at vocabulary is because it is an area where language awareness, or awareness of language similarities is particularly noticeable.

Vocabulary acquisition, is one area of language learning which appears to be particularly sensitive to cross-linguistic influence (De Angelis, 2007, p. 41). These influences often manifest itself in the form of morphophonological and semantic transfer (Jarvis & Pavlenko, 2008). I.e., some morphemes are shared between many languages (e.g., morphemes of Latin origin shared between English and Spanish) and could therefore be used to infer meaning across different languages. Cross-linguistic influence (CLI) is a theory-neutral term coined by Kellerman and Sharwood Smith (Smith & Kellerman, 1986, p. 1) refer to a range of ways that different languages in one mind can affect a person's knowledge or use of another language. This can include positive or negative transfer, interference and borrowing. Jarvis & Pavlenko (2008, p.182) argue that it is the perceived similarities between the target language and other languages in the mind of the learner that is the driving force behind the mental associations that lead to instances of CLI. Positive transfer occurs when the perceived



similarities between languages are compatible with objective similarities. E.g., if target language share similar features with the learners previously known languages like marking plurals at the end of nouns, the learner may benefit from positive transfer of that feature.

The reverse is true for negative transfer, where assumed similarities conflict with objective differences (Ibid, p.183). This occurs, for example, when the learner overgeneralizes a perceived similarity.

Especially, research into L2 and L3 lexical production has dealt with issues of CLI (Jarvis & Pavlenko, 2008). Most studies to date have focused on negative transfer or interference from L1 or L2 on the target language, particularly because they are more overt and visible in production (Ecke, 2015). However, Ringbom (2001) claims that positive effects of CLI will usually outweigh negative ones. Ringbom, (2006, p.5) contend that “making use of perceived cross-linguistic as well as interlinguistic similarities facilitates the learning task”. Ringbom (2006, p.6) proceeds to explain positive transfer as the culmination of a process whereby both formal and functional similarities can be established. This process is particularly relevant in comprehension of a new language, and when encountering and processing novel vocabulary. Cross-linguistic Influence (CLI) is now seen as more than simply an error in communication where one resorts to one’s knowledge of another language due to lack of knowledge of the target word or structure. CLI could also be perceived as a communicative strategy, but also as a learning strategy where the learner is testing out and “using their knowledge of one language as a resource for formulating hypothesis about forms, structures, functions, meaning, rules and patterns in another” (Ellis in (Jarvis and Pavlenko 2008, p.9). To scholars like (J. Hall & Ecke, 2003) parasitism is the default mechanism in L3 (and L2) vocabulary acquisition. Their model of vocabulary acquisition is based on the detection and exploitation of similarity between novel lexical input and prior lexical knowledge.

There are various types of linguistic information that can be transferred from one language to another. Words can relate between languages and be transferrable in terms of semantic, phonological, or morphological links. Most work in this field has been carried out on cognates (translation equivalents with form overlap between languages involved), homophones (words that sound the same—and share meaning), and homographs (words that look the same—and share meaning) to account for cross-linguistic transfer and to explore how the multilingual lexicon is structured. This research is interesting, as it has identified ways in which various languages may influence each other in production and reception, but also in its identification of lexicon-external learner factors that determine the likelihood of transfer such

as perceived language distance (psychotypology) and other individual differences between language users such as language status, proficiency, contact and use, age and order of acquisition as predicted by the DMM. Method of instruction may be another variable. These variables are seen as determining the level of activation of languages in the mind, and thus also the multilingual learner's ability to suppress non-target language output. How the multilingual learner's vocabulary acquisition functions is of great interest to anyone who is trying to aid the acquisition process through instruction in a classroom setting. Thus, when the learner has many languages at their disposal this greatly increases the complexity of the retrieval process but could also mean a greater network of forms and meanings to latch on to in the reception process and therefore also a greater number of forms for comparison which may aid the transition from short term memory to long term memory.

## 2.6 Research on Aiding and Constraining Factors in Multilingual Language Learning

As we have established above, there are many theories that establish the importance of previous linguistic knowledge in acquisition of new languages. There seems to be some advantages to being multilingual in augmented language awareness and opportunities for transfer. However, the complexity increases when dealing with more than two languages as there are many factors which may influence the outcome. As de Bot (2004, p.26) argue, languages differ in level of activation, and the extent to which the various languages are activated depends on factors like amount and contact and use, level of proficiency, age of acquisition and perhaps even method of instruction. The section below will present some relevant studies which address some of these constraints on language transfer with particular attention to vocabulary. This section is relevant to the second research question, and present various factors that might influence the multilingual system as illustrated in section 2.3.2 A Dynamic Model of Multilingualism (DMM) and the M-factor in Figure 2.

### 2.6.1 Language Proficiency Factor

There is evidence that higher levels of previous knowledge benefit new language learning. Language proficiency may therefore influence our ability to transfer knowledge from one language to another. It may, however, be difficult to isolate the effects of language proficiency from that of topological distance and other factors. Williams and Hammarberg (1998) proposed a Language Status Hypothesis, where the most active previously learned

language (L2s in their distinction<sup>2</sup>) may become the default supplier in acquisition of new languages. They concede that L1 and L2 have qualitatively different roles in L3 acquisition which they call instrumental and supplier roles respectively. It is predominantly L2 which acts as supplier language during early stages of L3 acquisition, therefore L3 acquisition is different from L2 acquisition where L1 takes on both supplier role and instrumental role. In an attempt to identify the source of crosslinguistic influences in the interlanguage of multilingual speakers Dewaele (1998) observed plenty of negative transfer in lexical inventions (interlanguage) based on overgeneralization in advanced learners of French (L2 and L3) by Dutch L1 speakers. Some of these students had English as their L2 and some as their L3. In his study, learners produced lexical inventions that showed influence from English (L2), but also from Dutch (L1) and both in combination. French L2 speakers had a higher proportion of lexical inventions resulting in transfer from their L1 (Dutch), whereas French L3 speakers produced more interlanguage inventions traced to their L2 (English). Careful not to infer too much from his findings, Dewaele (1998) noted that L1 is not necessarily always the dominant or active language preferred as a source of lexical information. He also acknowledged that crosslinguistic influences are frequent when there are formal similarities between lemmas belonging to different languages (Dewaele, 1998). On a related similar study, investigating the interaction between the same three languages in formal and informal situations. Interestingly, the factor 'frequency of communication in French' was found to have a bigger impact on the interlanguage than the amount and formal instruction in French (Dawaele 2001, p. 86).

In a translation study involving Irish students and one Norwegian student translating into three languages– German, Dutch and Swedish, (Herwig, 2001a) reported on the interlanguage of the participants and the role of lexical selection in a multilingual setting. The results from their translation efforts and thinking aloud protocols, indicate both deliberate and automatic consultation of several languages, and that both language proficiency and psychotypology plays an important role in cross-linguistic influence. (Herwig 2001, p.134) confirms that “the better a second language is mastered, the less it is prone to third language interference”.

These findings were corroborated in a more recent translation study by Mieszkowska and Otwinowska-Kasztelanic (2015). This study subjected Polish-speaking multilinguals with

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<sup>2</sup> In William and Hammarberg's taxonomy you can have several L2's; two or more second languages learned in a native context.

equal knowledge of their L2 English, but with various proficiencies in other languages to a translation task from an unknown Germanic language (Danish) into their L2 English. The task was supplemented by think-aloud protocols where the participants commented on their mental operations and thought processes. Subsequently, a supplementary stimulated recall task was administered where the participants could compare their text to the correct translation, to elicit additional data on their awareness of crosslinguistic lexical similarity. The participants of the study were given a language affordances score; an accumulation of the number of languages the student knew, combined with the level of proficiency in their L3-Ln and the typological relatedness between the languages. The authors (2015, p.253) concluded that it is the combined factors of proficiency in the L3-Ln together with the cumulative language experience that matters in enhancing the inferencing strategies. Topological proximity of languages helps only if proficiency in L3-Ln is sufficiently high. It should also be noted that the main source language for lexical inference in this study was English, the participants L2, which could be related to the fact that English is topologically closer to Danish than Polish, but the fact that the participants were asked to translate into English (task) may also have influenced the language activation.

While most cross-linguistic influence is measured in overt/visible intrusion of one language on another's form or phonological output or in mid-sentence language switches, these studies do not show the successful noticing of cross-linguistic similarities or differences- and how this information could be used in storing and retrieving the correct form and inflection of additional language vocabulary. Lindqvist (2010, p.131) identified proficiency as a decisive factor for inter- and intralingual influences to occur in advanced learners. In her study of advanced learners of French, she concluded that no use was "made of closely related languages" (Spanish and Italian) in oral output, and therefore proficiency level is critical in constraining influence from other languages in the target language output. However, this does not necessarily mean that advanced learners do not use cross-linguistic language similarities as cues for memorizing or retrieving closely related lexical forms, only that they are, in this example, successful in discriminating/suppressing non-target lexical phonology in their language output.

Keshavarz and Astandeh (2004), in a sample of Turkish-Persian bilinguals, found that only those bilinguals who were proficient in their L1 both orally and academically outperformed their monolingual counterparts in an English vocabulary test. Similarly, Schwartz, Gevami, Share and Leikin (2007) found in a sample of Hebrew-Russian bilinguals, that biliterate

Hebrew bilinguals (i.e. those who could use Russian both orally and in writing) performed better than both Hebrew monolinguals and monoliterate<sup>3</sup> Hebrew-Russian bilinguals on a number of English literacy tasks, such as spelling and phoneme analysis. These studies suggest that individuals who are highly proficient in both their L1 and L2 have an advantage over monolinguals in acquisition of their L3. To sum up, numerous studies ((Schwartz et al., 2007); (Swain et al., 1990); (Sanz, 2000) show that to develop good reading skills in L3, it is beneficial to be literate in both L1 and L2. For this reason, when investigating multilinguals language output in L3 it is crucial to establish their level of proficiency and literacy levels in their other languages.

Correspondingly, Maxilom and Tecson (2009) did a study in Manila of Metalinguistic awareness of adolescent multilinguals in Cebu City. This study concluded that multilinguals who were highly proficient in Cebuano (their heritage language)<sup>4</sup> performed best in the control of linguistic processing in the three languages Cebuano, English and Filipino. Furthermore, the students who were highly proficient in the three languages performed best at error identification while students highly proficient in Cebuano and English performed best in correction and grammatical explanation. This indicates that high proficiency in the heritage language aids metacognition in terms of grammatical awareness.

### 2.6.2 Topological Closeness

Another consideration in cross-linguistic influence is language topology and perceived closeness between different languages. Ringbom (2006, p. 1) argues “making use of perceived cross-linguistic as well as intralinguistic similarities facilitate the learning task”. However, he also noted that the relevance of your previously known languages depends on the proximity of any languages known: “...if you learn a language closely related to your L1, prior knowledge will be consistently useful, but if the languages are very distant, much less prior knowledge is relevant” Ringbom (2006, p.1).

Cenoz (2003a, p. 106) hypothesizes that learners use “parasitic” phonology, lexis and syntax from previously known languages when they develop a third language system. Evidence for this is found in a longitudinal study examining prior linguistic knowledge on the written L3(English) production of Spanish/ Catalan learners which shows evidence of L2/L3

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<sup>3</sup> i.e. those who could speak but not read or write in Russian

<sup>4</sup> A heritage language differs from mother tongue (which is practiced daily with friends and family) in that it is a language inherited from one’s family, but which is lost as the child ages.

blending in interlanguage at early stages of language learning, gradually subsiding over time (Sanchez, 2015). These learners only activated German (L2) and English (L3) in their production of English verb forms as is evidenced from the blending of inflectional forms (Sánchez 2015, p. 264). Curiously, L1 (Spanish/Catalan) was never activated. It looks like the learners instead of resorting to their native language for comparison, activated their previously learned L2. Sánchez (2015, p. 256) calls for further research into the reasons for this phenomenon whether it be related to L2 status or (perceived) language relatedness. It could also be the topological relatedness of German and English as Germanic languages weighs in. However, English has a plethora of verbs derived from Latin, as does Spanish and Catalan (as Romance languages). The inability to see the relation may stem from young learners' metalinguistic awareness or lack thereof or the teacher's inability to invite comparative strategies that are useful for those learners.

(Cenoz 2003, p. 106) claims that most studies on third language acquisition production identify the second language as the source of language transfer, or default supplier. However, these studies rarely isolate this effect from the effect of topology, as is the case in Sánchez' study. Cenoz' (2003) study of cross-linguistic transfer into English in Spanish multilinguals (with Basque as L2) arrived at the opposite conclusion to Sanchez' study. Spanish (L1) was identified as the default supplier in the case of transfer lapses. Cenoz 2003, p. 114) attributes this to the topology or linguistic distance between the various languages. Although Spanish and English are classified as Romance and Germanic languages, respectively, they are both part of the Indo-European language family in contrast to Basque which is the only surviving pre-Indo-European language in Europe.

In his study on immigrant background and cross-linguistic influence in the learning of English in Sweden, Ohlander (2009) compared test results on a written Assessment of English test and found clear differences in overall results between different groups. When seven different home languages groups were compared to all-Swedish group—some groups had equivalent results to the Swedes while others scored considerably lower. He also found that within the different home-language groups, Swedish-born students outperform those born elsewhere. Not only did they outperform their foreign-born peers, but also the all-Swedish group. He tentatively suggests that a positive transfer effect from L2 (Swedish as supplier language) due to the relatively short language distance between Swedish and English compared to English and Turkish or Arabic could explain some of his results.

### 2.6.3 Psychotypology

Otwinowska-Kasztelanica (2009, 2011) claims that learners could also benefit from cross-linguistic transfer between languages that are not traditionally seen as topologically close like Polish and English. She posits that cognates (words with a common protolanguage origin- or related vocabulary by derivation, borrowing or descent) are present in most European languages. Otwinowska-Kasztelanica (2009, p. 143) argues, that words derived from Latin and Greek are common in formal styles and registers used by all educated speakers in their L1. However, as pointed out by (Odlin 2003, p. 443) the students are not necessarily aware of their presence. Odlin (1998) relates the individual judgement of cross-linguistic similarity to factors like age, motivation, literacy, and social class. Similarly, Ringbom (2006, p. 7) differentiates between 'perceived and assumed similarity' contra 'objective' similarity of language items and forms. If students judge two languages to be topologically far apart, they will not notice actual similarities. Therefore, according to Otwinowska-Kasztelanica (2009), they need training in cognate vocabulary strategy to recognize and make use of cognates. In a series of studies reported in 2009, she found that advanced Polish learners of English (L2) do not perceive the distance between English and Polish as close enough to induce vocabulary transfer. The participants of the study also grossly underestimated the number of cognate vocabulary items between the two languages. It is worth noting, in the context of our research interest that the participants in this study were not multilingual, but advanced Polish learner of English as their L2.

### 2.6.4 Task Specificity

Similarly, Smidfelt and Van De Weijer (2019) investigated Swedish upper secondary multilingual students use of their background languages when translating a text from Italian, an unknown language into either their L2 English or their L3 French or Spanish. In this study, task specificity was identified as a possible additional factor in language activation. It appeared that pupils with equal knowledge of Spanish who translated the text into their L2 English activated their Spanish less than the group who were asked to translate into Spanish, and therefore also overlooked some of the obvious similarities between the two languages Italian and Spanish. In a previous, less rigorous, word comprehension experiment with tree multilingual participants inferring meaning of an Italian (unknown language) text, and reporting their thought processes in thinking-aloud protocols in their native Swedish- Smidfelt (2018) found that the success rate of inferencing was more or less equal across the

three different L3 background languages, French, German and Spanish, and that the person with no Romance languages in his portfolio relied on L1 Swedish and L2 English more. Smidfelt (2018) also found that where there were cognates that corresponded across all languages, the participants nonetheless reported Swedish (L1) as the main source language for inferencing of these words- this might be related to the fact that the task asked them to translate the words into Swedish.

### 2.6.5 Language Strategies and Awareness in Multilinguals

There is considerable consensus among researchers (Jessner, 2006; Kemp, 2007; Hufeisen, 2005; Cenoz 2003) that multilinguals are more experienced language learners and therefore among many other benefits, seem to have enhanced metalinguistic awareness and tend to use more learning strategies and use these more frequently than monolingual learners. Jessner (2018, p32) recommends a stronger focus on metacognition in research on multilingual development and education. She sees metalinguistic awareness as a key factor in multilingualism as presented in Section 2.3.2.

However, the research literature is by no means conclusive as some studies ((Pawlak & Kiermasz, 2018); (Haukås, 2015) found just the opposite, namely that strategy use was higher in second language learning than in third language learning. The researchers attributed the discrepancy to affective factors like motivation and perceived utility of the third language. Pawlak and Kiermasz (2018) also indicated that the substantially different proficiency levels may have affected strategy use across languages and partially explain the greater overall frequency of strategy use in the second language.

In a follow-up-study to her 2009 study, raising awareness of cognate vocabulary as a strategy in teaching English to Polish adults, Otwinowska-Kasztelanic (2011) examined the difference between bilingual advanced and multilingual advanced learners of English in their perception of cognate vocabulary. In this study, the multilingual respondents proved to have much higher awareness of cross-linguistic similarities than their bilingual counterparts. Overall, they reported much higher use of inferencing and transfer strategies. However, after an intervention strategy training course for the bilingual group, the statistical significance of the most popular strategies disappeared, and the bilingual experimental group resembled the multilingual group in choice of strategy. There was, however, still a statistical difference in the bilingual control group with reference to transfer strategy. This indicates that strategy training can have a significant effect even on advanced learner's vocabulary learning



strategies, and that the purported multilingual advantage in strategy use can be successfully taught to second language learners.

Greenfell and Harris (2015) research project in London schools sought to bring together three research fields: Bi- or Multilingualism, Third Language Acquisition (TLA) and Language Learning Strategies (LLS). They investigated the relative influence of bilingualism, gender and learning strategies in listening and reading- and found bilingualism to be a statistically relevant variable, especially in terms of listening comprehension. Gender had no significance but being in the strategy instruction experimental class accounted for 10% of the variance in the listening gain score (Greenfell and Harris 2015, p. 13). Subsequent qualitative research of three case studies from the multilingual group revealed these students' greater use of oral/aural strategies which they had developed because of their home environment (code-switching in parental input). The strategy common in all three studies were inferencing through the use of substitution. Greenfell and Harris (2015, p. 15) attributed this strategy to the bilingual students' frequent exposure to unfamiliar vocabulary in the parental input which makes them better equipped at- and more exposed to- working out meanings from the context. The research also hints at the importance of sociocultural context in defining the student's attitudes to their home language. Progress in reading may depend also, in part on whether the students are positively or negatively disposed to their home/heritage language.

In their introduction to a special issue on Third Language Acquisition in the International Journal of Bilingualism, Cenoz and Hoffman (2003, p. 4) claim that "*additive and subtractive environments are to a large extent determined by the development of the first language and its status*" This points to the importance of socio-educational factors and attitudes to language background as an important determinant in third language acquisition.

There are various studies on metalinguistic influence on T3 learning which concentrate on different aspect of language awareness. Safont Jordà (2003) investigated the metapragmatic awareness and pragmatic production of third language learners of English in Spain and found an advantage in multilinguals over monolinguals in evaluation of the appropriateness of certain request strategies to contexts, as well as their actual use of request realizations.

Mitits and Gavriilidou (2016) investigated the extent to which language learning strategies (LLS) were transferred from Greek L2 to English as a foreign language in a group of multilingual adolescents aged 12-15. This investigation concluded that there is a positive correlation between Greek and English LLS used by multilinguals adolescents overall and in

six strategy categories, it can therefore be assumed that multilinguals tend to transfer strategies from their second language to an additional language they are in the process of acquiring. The findings also showed a difference of strategy use between genders. The girls used more cognitive and metacognitive LLS in learning both languages compared to boys who showed a higher use of LLS in their L2 (Greek). However, the study showed no statistically significant variation with respect to the frequency of strategy use between Greek (L2) and English (FL).

An unrelated, earlier study of language learning strategies in Greek university students found a relation between degree of plurilingualism and strategy use (Psaltou-Joycey & Kantaridou, 2009). The results indicated that trilingual students used more strategies more frequently than bilinguals, especially those who promote metalinguistic awareness<sup>5</sup>. They also found that more advanced trilinguals used predominantly cognitive and metacognitive strategies. This could tentatively be seen in relation to the findings in Mitits and Gavriilidou (2016), although it is conjecture whether or not the girls in their study were more proficient trilinguals than the boys.

In a recent study, Hofer and Jessner (2019) examined the effects of early multilingual education in South Tyrol by investigating its relative effects on linguistic knowledge and metalinguistic awareness. The results of the study show, not only clear positive effects of early multilingual learning, but also, a significant overall superiority in metalinguistic awareness for the students in the multilingual programmes as compared to programmes with regular second and foreign language instruction. The authors claim that this study also lends support for the cognitive advantages in multilingual children.

In contrast to the studies cited above, in their meta-study of morphological knowledge and language minority children Bratlie et al. (2022) found substantial group differences in morphological knowledge between language-minority and language-majority children in favour of language-majority children.<sup>6</sup> They suggest that morphological training in vocabulary-oriented interventions may lead to more transferrable knowledge and pointed to large reviews which established causal relationships between morphological knowledge and literacy. This meta-study suggests that there is a potential for improving the strategy of word deconstruction, and that this is an area where many language minority students are

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<sup>5</sup> Metalinguistic in this context is understood as the ability to deconstruct and analyse a language's system.

<sup>6</sup> Bi or multilingualism was not a criteria in their meta study.

disadvantaged despite their multilingualism possibly because of different literacy levels as suggested in section 1.1 The Norwegian Context.

## 2.7 Research on Lexical Inference

As my own study involves lexical inferencing strategies, I have chosen to dedicate a chapter to lexical inferencing research. The activation of prior language knowledge and cross-linguistic consultation in multilinguals may surface in interlanguage as seen in studies on crosslinguistic transfer in L3 production (Dewaele, 1998; Williams and Hammarberg, 1998; Herwig 2001; Ecke 2001). However, we may also study this phenomenon from the receptive angle, as evidenced from studies on translation and inferencing from an unknown language, as we have seen in some of the papers cited above. One could also assume that this is an area where multilingual students could benefit from their previous language knowledge whether it be strategies or vocabulary knowledge or ability to see similarities to previously learned languages. Vocabulary learning strategies such as inferencing or reading from context could be transferred between languages. This section looks at previous research on lexical inferencing and is relevant as comparative material for my discussion of the first research question: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? What strategies and knowledge sources do they employ?

Haastrup (1991, p.13) defines lexical inferencing thus:

The procedure of lexical inferencing involves making informed guesses as to the meaning of a word in the light of all available linguistic cues in combination with the learner's general knowledge of the world, her awareness of the co-text and her relevant linguistic knowledge.

Studies have shown that effective word inferencing require application of a variety of processing strategies. Most studies on lexical inferencing are in L2 context, and many of the studies seem to distinguish between strategy use (inferencing, dictionary use, ignoring the word etc.) and knowledge sources learners appeal to when inferring word meaning to describe their inferencing behaviour (Haastrup,1991;Paribakht and Wesche,1999;Nassaji ,2003;Nassaji,2004). However, the studies vary in what they report as major and minor knowledge sources. Paribakht and Wesche (1999) report sentence-level grammar, word morphology and punctuation as a major knowledge source in their L2 study- and less frequent use of discourse/text cues, homonymy, word association and cognates. In Nassaji's (2003) ESL study however, general knowledge of the world was cited as the most frequently

used knowledge source, and grammatical knowledge was not often incited or when used associated with much success.

The studies who make no such distinction, however, highlight different processes involved in inferencing. Fraser (1999, p.276) found that while inferencing L2 readers made more frequent use of cues from the text context than from word-identification processes that relied on L1 or L2-form-based associations. However, she also found that when these learners inferred and then consulted, they had higher retention rates than if they inferred or consulted only.

Similarly, Nassaji (2003) found that the most successful strategies used by ESL learners were those that were evaluative and context-based rather than local and word-based, and that students who monitored and judged the usefulness of the information in the wider context were more successful in inferencing.

Likewise, Huckin and Bloch (1993) found that of the unsuccessful inferences the most common cause was misidentification of the word where the students failed to use the context cues. They especially pointed out the potential for L1 cognate associations to be misleading as evidenced in the students' highly fluctuating success rates with that strategy. Huckin and Bloch (1993, p.161) found that their subjects mostly relied on same sentence cue-words to generate successful guesses. I.e., reading from context. They also stressed that learners used context both to generate and to evaluate guesses (Huckin and Bloch 1993, p.173).

There is also some evidence, although contested, that learner's ability to infer meaning from context is related to their depth of vocabulary knowledge. Nassaji (2004) found that lexically skilled and lexically less skilled ESL students varied significantly both in what strategies they used and how effectively they used them. He also found that lexically skilled readers were more successful in inferring from context than their less skilled peers, but also that they used evaluative strategies like self-inquiry and verification (with context) more often. The latter strategies were associated with high success rates in both groups. In their longitudinal qualitative study of EFL student's inferencing (Hamada & Park, 2011) similarly found that learners with higher inference accuracy used global strategies (contextual) more frequently, but rarely used local (word-based) strategies. They also used fewer strategies overall but increased the number of strategies used in difficult passages. However, for learners with lower initial inference accuracy who used a wider variety of strategies, increased strategy use was also associated with an increase in inference accuracy over time and indicated a shift from local to global strategies.

Gu & Johnson (1996), similarly showed that students who used wider context in their contextual guessing were more successful in building vocabularies than those that only used the immediate context. In their EFL study of Chinese university sophomores, they identified two highly successful learner types in terms of vocabulary acquisition; The Readers (who picked up vocabulary through extensive exposure coupled with some careful study) and the Active Strategy Users (hardworking students who consciously used a variety of strategies). Their results suggest a strong link between certain vocabulary learning beliefs and strategies in survey and scores on two different vocabulary tests. However, it is worth noting that this was not obtained from actual reading experiments.

Reading research among skilled adult native speakers has also showed the importance of morphemic and contextual information in the process of incidental vocabulary acquisition. Brusnighan and Folk (2012) found that skilled readers combined morphemic and contextual information in inferring meaning from novel compound words. They also found advantages in processing time and vocabulary learning when the words were semantic transparent and congruent with contextual information.

With the notable exception of (Brusnighan & Folk, 2012) most of the studies above were carried out in an EFL or ESL context where English was the L2. It would therefore be interesting to do a similar study in a multilingual context to see what strategies, languages, or other vocabulary knowledge the multilingual student use in the inferencing process of their de facto L3. This study concentrates on reception, as it is in meeting with unknown words that previous language experience becomes most relevant and provide opportunity for language comparison and use of strategies. It is assumed that multilingual speakers tend to apply LLS that make use of prior language learning experience to understand a new language. However, to gain insight into what language transfer strategies they use and what background languages they draw from we must gain insight into the cognitive/ metacognitive processes as it happens, i.e., when students attempt to infer meaning of unknown words in a text with or without the help of their previous language knowledge. The current study focuses on how multilinguals activate and use their prior language knowledge and strategies to infer meaning in new vocabulary with the aim of raising consciousness about silent processes. As Ohlander's (2009) research in Sweden shows (see section 2.6.2 Topological Closeness), there is great individual variety within groups of Immigrant descendant's English skills. This thesis aims to look qualitatively at high achievers from one group to learn from their strategy use.

### 3. Methodology

This thesis reports on a qualitative study of Tamil speakers, which is conducted in four upper secondary schools in eastern Norway. In this study, the interest lies primarily in what languages and strategies multilingual English EFL students with English as de facto third language use in negotiating unknown vocabulary. These students have primarily learned English with Norwegian as support language, in a Norwegian school setting. The present project aims to look at one group, namely Tamil speakers with Norwegian as their second L1 or L2, and how they deal with unknown vocabulary in their L3 (English) to answer the following research questions:

RQ1: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? What strategies and knowledge sources do they employ?

RQ2: What are some of the factors that may influence their ability to deal with unknown words in a text?

The following chapter gives an overview of choice of method (2.1), participants (2.2), Instruments and procedures (2.3), text(s) material for reading experiment (2.4), data collection tools (2.5) and method of analysis (2.6) used to collect and analyse data in the present study. Validity and reliability issues will be addressed in the appropriate sections throughout the methodology chapter.

#### 3.1 Choice of Method- Case Study:

The aim of this study is to explore how multilingual students with Tamil language background deal with unknown vocabulary, and to ascertain what strategies they use and how they make use of their linguistic repertoire. I am interested in the quality of the students' approaches in how they attack novel vocabulary and have therefore pursued a qualitative design in this project. A qualitative research design is well suited to answer whys and how's of the phenomenon under scrutiny. The qualitative research interview seeks to understand the world from the point of view of the interviewee and their lived experience (Kvale & Brinkmann, 2019). The qualitative approach in this study seeks to describe and explain multilingual learning strategies in vocabulary, based on the participants self-reported reflections on their language background in a semi- structured interview and observations of how they negotiate unknown vocabulary in a reading test. The purpose of this qualitative study is to describe what lexical inference strategies Tamil speakers with high proficiency levels in English use, and how they negotiate unknown words in a text. In answer to the

second research question, I have also carried out an extensive review of theory and literature, accounted for in the previous chapter. RQ2 will be discussed in relation to the literature and findings from the interview of their language background.

Repstad (2018, p.24) defines case study as one qualitative approach which seeks to provide a comprehensive description of processes and characteristics of limited environments or individuals within certain groups. This study could therefore be described as a case-study, since it involves observation and interaction with a particular group to generate rich description of a particular phenomenon/experience from a distinct vantage point.

A case study can be used to shed critical light on existing theory (Repstad, 2018). Several hypotheses may be anticipated based on the theory and research reported in the previous chapter. One hypothesis may be that the participants because of their advanced level in English and their extensive language experience would notice many English/Norwegian cognates and translate them correctly. I also expect the multilingual participants in this study to be adept at analysing the text from a structural and metatextual level (i.e., inferring from context) as higher level of language awareness would benefit the students in inferring meaning of unknown words in a text. Furthermore, I assumed that the students would use their home languages other than Norwegian to a lesser degree in the process, as Tamil is topologically unrelated to both the target language (Norwegian) and the source language (English).

### 3. 2 Participants/ Choice of Informants

Six participants were selected to participate in this study with the help of their language professors and after petitioning for participants on Facebook. All participants were of the same sex, born in Norway, and came from immigrant families with Tamil language background. They were picked from four different upper secondary schools in eastern Norway. All participants had completed advanced exams in their mother tongue and finished with top grades in English after first year of obligatory English tuition in upper secondary school. All subjects were considered high proficiency users of English. To get more information about their proficiency I went beyond these external factors and used the interviews as a source. One of the participants attended an International School, and it was therefore assumed that this student's English exceeded the level of the other participants, because many of the subjects are taught in English. All the other participants had attended normal Norwegian Primary and Secondary School.

It was hypothesised that these student's high proficiency level in their first foreign language English may play a leading role in their vocabulary strategies. It may also be that Norwegian (second language and the language of instruction in school) plays a larger role than what we would expect as discussed in section 2.6.2 Topological Closeness.

The informants were selected based on their Tamil language background and had in addition to Norwegian studied English and another elective language (Spanish or German) for an equivalent amount of time in school. The aim of the selection was to choose participants who shared many attributes to eliminate as many variables as possible. As sex is not a variable in this study, I have chosen to use the gender-neutral pronoun *they* when referring to my informants. This was also done to ensure anonymity in a relatively small minority population. According to Christoffersen and Johannesen, (2012, p.49) when the population under investigation is relatively homogenous, the researcher needs fewer informants. Another reason for the selection was to eliminate comparative factors that could influence the results, like degree of dedication to one's studies, motivation etc. There was also a pragmatic concern, as finding more informants who fit the criteria was time consuming and difficult in the allotted time.

### 3.2 Ethical Considerations.

All participants in the study volunteered and signed a statement of consent ([Appendix 1](#)) which stated they could withdraw their participation at any moment. The form also detailed the nature of the data that would be elicited and how the data would be kept. An NSD (Norwegian Centre for Research Data) notification form was filled in and approved prior to data collection to ensure the project followed the guidelines for collection and storage of sensitive data. Anonymity for strived for and accomplished in that all participants were anonymized when the interview data was transcribed. I also made sure that all personal data that could easily be traced back to the participants were removed.

### 3.3 Research Design

The data collection took place at three upper secondary school in eastern Norway, and one interview/ test was conducted in a public library. The method for data collection was a combination of instruments. See Figure 5.



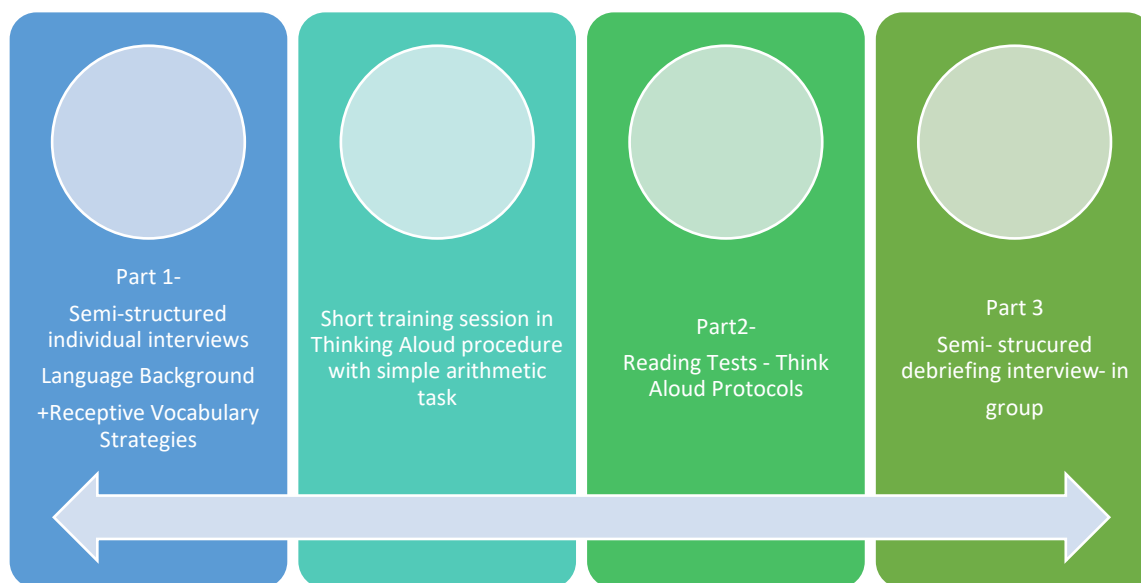


Figure 5: Illustration of the Research Design

First a semi-structured interview was conducted to document the participants prior language background, language experience and self-reported use of vocabulary learning strategies ([Appendix 2](#)). Both research questions are addressed in this interview and will be further elucidated below in section 3.4.1 and 3.4.2 about the different sections of the interview. Secondly, an introspective individual reading study with concurrent think-aloud protocols (TAPs) were deployed to observe what learning strategies the learners used when inferring meaning of unknown words. The reason for the TAP was to offset their self-reported vocabulary strategies with a live experiment where strategy use, and knowledge sources could be observed directly. This experiment involved translating unknown words in an English text while commenting on the mental operations and associations along the way. Based on their level, a text was chosen with some assumed unknown vocabulary items ([Appendix 3](#) and [Appendix 4](#)). A further explication of choice of text and vocabulary items is provided in chapter 3.4.3. Informants were instructed to underline (and translate orally) as many unknown words as possible, and if they were not sure what a word meant, to guess its meaning first- then use whatever strategy they normally deployed– or describe what they would normally do. The primary data was their verbal protocols incited to extract information on their cognitive processes and knowledge sources (contextual, intralingual and interlingual) brought to bear on their translation efforts. Hence, TAPs constituted the main source of data which was recorded and transcribed for further analysis. Before the main procedure, all three participants took part in a separate training session with simple arithmetic tasks where they were trained in the TAP procedure of vocalizing their mental operations.

There was also in most cases a debriefing after the TAP experiment, where I went over the text again, and asked specific questions to clarify certain aspects of the respondent's reading behaviour. In addition to this, I conducted a short semi-structured debriefing interview in a group of four to give the learners an opportunity to reflect on the process after completion of the task, and to ascertain whether they found the experiment awareness raising, and to what extent they thought this would be useful in a classroom context. (See section 3 in Interview guide-[Appendix 2](#))

### 3.4 Data Collection /Research Tools

One technique a researcher can employ to increase credibility, also referred to as internal validity, is according to Johannesen et al. (2016, p. 232) method triangulation. To increase internal validity, I chose to combine the methods of interview with TAP observation. It can also mean that the researcher base the sample selection of informants from more than one setting (Johannesen et al. 2016, p. 232). Therefore, the fact that my informants were representatives of four different upper secondary schools might contribute to strengthening the internal validity of the study. Kvale and Brinkmann (2019) posit the advantage of the qualitative interview as research tool in that one gains insight into the informant's experiences, thoughts, and attitudes. A semi-structured interview was chosen, to give the participants more leeway in deciding what part of their language experience to focus on and allow for a more personal approach and freedom than a survey would allow. However, self-reported data is highly subjective, and could be unreliable. In this study, the informant's self-report on strategy use was attempted balanced by thinking-aloud protocols of how they dealt with unknown words in reading. This method is not without its own pitfalls, discussed in section 3.4.4 Think-Aloud Protocols.

#### 3.4.1 Individual Semi-structured Interviews Part 1: Language Background

The participants were interviewed on their language backgrounds where they were asked to assess their reading skills in all their languages and to answer specific questions regarding each of their additional languages. The reason behind this part of the interview was to see if there were individual differences within their language use and proficiencies which may influence their ability to infer meaning in the relevant texts, and could therefore shed some light on RQ2: What are some of the factors that may influence their ability to deal with unknown words in a text? De Angelis (2007) list the following factors which constrain

transfer: language distance, target language proficiency and source language proficiency, recency of use, length of residence and exposure to a non-native language environment, order of acquisition, and formality of context. We have also seen from Cummins theory of the language continuum that there is a meaningful difference between basic interpersonal communicative skills (BICS) in a language and an academic language proficiency (CALP) which may also influence our ability to learn new languages. With this in mind, the interview guide was developed partly based on Ransdell, Barbier, and Niit, (2006) and used to sketch out the participants' linguistic profiles with respect to the following aspects:

1. Number and order of previously acquired languages
2. Proficiency/ literacy levels in home language
3. Age and context of acquisition of each of the languages
4. Time spent in linguistic environments (country, family, school) where these non-native languages were spoken
5. Current exposure to their non-native languages in different dimensions of life, related to (mostly informal) language use in oral and written mode
6. Levels of interest in their languages, including their mother tongue.

A hypothesis can be formed that the factors of typology and proficiency in languages will significantly aid comprehension of a text in an unknown language, and that literacy in the home language also aids comprehension of structures in L3/L2 (target language). In the case of Tamil speakers, the status of English can be difficult to categorize as either L2 or L3. English has been an official language in Sri Lanka and is still one in Southern India, and in either case it still has an influential role which results in extensive lexical borrowing from English into Tamil (Perumal 1993, p.109). The aim of this part of the interview is not to draw causal conclusions, but to gain insight into how the participants use and experience their proficiency in the various languages in their portfolio. This can be characterized as an attempt to gain insight into the *Lifeworld* of the participant, and as such reveals a phenomenological attitude of learning from the interview subject (Kvale & Brinkmann, 2019).

#### 3.4.2 Part 2 of Semi-Structured Interview: Vocabulary Strategies (Key Questions in the Interview Guide)

The informants were also asked to comment on their use of various vocabulary strategies and asked what they normally do when they encounter an unknown word in an English text.

This was the focus area of the interview and comprised of various questions pertaining to the strategies they used. This part was aimed at answering RQ1: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? This part also contained a form with a list of eleven vocabulary learning strategies, where the students were asked to tick the strategies they used most often when learning new vocabulary and in what order. Additionally, the informants crossed out various options in a Likert scale of Never-Sometimes- Often that was used for cross- reference and secondary material to the interview data obtained. These common strategies were adapted from the survey used in (Akpınar, 2013) which is well suited in terms of identifying knowledge sources in inferencing. See ([Appendix 5](#)). However, as Akpınar (2013) was only concerned with contextual and intralingual cues, I added a question here on comparison to other languages to cover the multilingual aspect of interlingual comparison.

In this part of the interview informants were also asked specifically which of their background languages they would normally compare unknown English words to, whether they had experienced Tamil as a resource in learning English, and whether language comparison was encouraged in their English language classes. In addition, the informants were asked what kind of advice they would give to younger students (from the same language background) who wished to improve their English grades, and what strategies they would recommend. The rationale behind this was informed by psychological research which suggests that giving advice is the most natural way of soliciting reflection on one's own knowledge and strategies, and that advice-giving in adolescence raises motivation (Eskreis-Winkler et al., 2018; Eskreis-Winkler et al., 2019).

I included a couple of questions here related to what kind of English texts they liked to read and what kind of English texts they expected to have to read in the future. This was done to inform my choice of reading text in the TAP experiment described in chapter 2.4 Materials and was otherwise not reported in the results.

### 3.4.3 Chosen Text(s) for Reading Experiment

The reading test should ideally be a constructed text with cognates (English/Norwegian/Tamil- If they exist) or interspersed with made up words which look morphologically sound, i.e., these nonwords would force the reader to construe meaning based on morphological hints or guess from context. In the end I decided on a real text interspersed with some vocabulary items (academic words) that were deemed unknown at that level. Because of my

limited knowledge of Tamil, this text was not vetted for Tamil/English cognates, but included several cognates in Norwegian, and would represent several opportunities to compare with Norwegian. I did not know this at the time, but one of my informants also identified three cognates to Tamil that were lexical borrowings from English.

Because the research is concerned with successful inferencing, it is important that the text include enough known vocabulary that would enable the readers to construe meaning of unknown words from the text. Some research suggests that for general text comprehension prior knowledge of at least 95% of the words in the text need to be known and that in order to infer successfully the readers ought to know at least 98% of the words in a text (Liu and Nation, 1985; Laufer, 1989; Huckin & Coady, 1999). The text also needs to match the comprehension ability of intermediate EFL readers at upper secondary level. After examining different texts used in similar studies, I landed on a text used in (Akpınar 2013) and (Nassaji, 2003a), recycled from (Haastруп, 1991). See [Appendix 3](#). The text was vetted by EFL teachers of four of the students and determined appropriate regarding reading level and content. Appropriateness could also be tested by piloting the passage on a group of students from the same level and with similar language scores, this was not done due to time constraints. As predicted, many of these words did indeed pose problems for the participants. An alternative text was found to cater for higher proficiency speakers for whom the existing text may prove too easy (not presenting any unknown vocabulary items). The text was picked from a syllabus at NTNU (Norwegian University of Sciences and Technology) after preliminary inquiries into informants' future study plans gleaned from the interviews and was believed to represent a likely text that they would encounter in their further studies ([Appendix 4](#)). This text was used on two of the informants. One informant read both, which is why statistical information from these tests must be used with caution.

#### 3.4.4 Think-Aloud Protocols

Think-aloud protocols were used to gain insight into the cognitive and metacognitive processes that are involved in making sense of an unknown words in a text and to observe how the participants used language transfer and inferencing strategies. Think-aloud protocols have been established as a valid instrument of investigation, and has been used to collect data on students' writing and reading processes or to gain insight into the cognitive processes involved in problem solving (Nielsen, Clemmensen, and Yssing 2002, p.104). Olson, Duffy, and Mack (1984, p.256) consider thinking-out-loud as a valid tool for collecting "systematic

observations about the thinking that occurs during reading”. The authors champion this method for eliciting information that cannot normally be observed, like the use of prior knowledge, and inferencing strategies. This is of particular interest when we are concerned with positive transfer or the successful use of inferencing strategies, which is harder to notice than crosslinguistic influence resulting in negative transfer, or errors. As learners do not always practice what they claim on a strategy survey or in an interview setting, thinking aloud procedure was adopted to examine the actual practice of learners’ handling of unknown vocabulary, and what inference strategies they used.

The value of TAP as a supplement to a linguistic task (translation) is that the researcher can analyse the answers qualitatively and identify if correct translations were based on comparison to background languages (positive transfer), or logically inferred from structural elements of the co-text or good guessing (strategy use). Mieszkowska and Otwinowska (2015, p.219) refer to these factors as bottom-up (phonetic/phonological/ orthographic/ syntactic features) and top-down (linguistic and non-linguistic context) strategies.

Ericsson and Simon (1980, 1998) are usually credited with providing the theoretical framework for TAP experiments. This model presupposes that because of the limited capacity of the short term memory (STM) only the most recently attended information is accessible directly, even if some of this information is fixated in the long term memory (LTM), and can be accessed at a later point (Ericsson and Simon 1980, p.223). If the goal is to gain insight into cognitive processing, TAP may be better suited than retrospective probing (post-test interviews) as concurrent introspection is more immediate and avoids the shortcomings of long-term memory retrieval. Information retrieved from long-term memory (LTM) after long-task completion is likely to be incomplete or tainted by interpretation, it is even possible that the subjects generate his/her thought processes anew, instead of retrieving them from LTM (Bernardini 2001, p.243).

As a method for data collection, TAP is not without fault. Bernardini (2001, p.252) points out that “TAPs are only recognized as valid, inasmuch as they have been collected under rigorous experimental conditions”. She argues, that within Ericson and Simon’s framework social interaction during verbalisation should be kept to a minimum, as communication demands may influence the task in unpredictable ways. Ericsson and Simon (1998, p.181) suggest that participants be allowed to maintain undisrupted focus on the task at hand while instructed to verbalise their thoughts, instead of explaining or describing. Furthermore, they suggest that students should be given the opportunity to practice this method in a series of simple warm-

up tasks like mental multiplication. This warning was heeded in our experiment up to a point, as the participants were given an opportunity to practice the procedure on an unrelated task before the main experiment and were given clear instructions to merely verbalize their thoughts (think-aloud) not to explain their thinking (which may alter their performance)- and were merely reminded to “keep talking” when the concurrent verbalizations stopped. However, the participants often did attempt to explain their thinking when probed with questions like “what are you thinking now?”. Also, as an inexperienced interviewer, I sometimes could not help but probe with leading questions like: “What can you read from the sentence?”, which obviously leads the informant to look for contextual clues that they may not have gone looking for naturally.

Dörnyei (2007, p.148) remarks that the participants need to be told to focus on their task performance rather than on the think-aloud, and that they therefore may need prodding to keep reporting their inner thoughts. It was therefore decided that the researcher should be present in the session but try to be as inobtrusive as possible. This proved more difficult than anticipated in retrospect. However, in terms of the aims of the study, it was sometimes necessary to probe, as it was unclear to me what process underly processing at any given moment. Sometimes, the respondent would hesitate or pronounce a word inaccurately, but not stop and underline the word. This could potentially mean several things. As the interviews progressed, it seemed wiser to stop the interviewee mid-flow to try to ascertain the nuances- as it was difficult to remember (despite notes) in the subsequent debriefing. In fact, I encountered many places where the inferencing strategy was unclear while transcribing the interviews. It also became evident as the experiments proceeded that there were some words that may have posed problems without being directly addressed by the participants.

Therefore, I developed a sort of ad-hoc post-test debriefing where I specifically asked about certain words to clarify what processes may have been in play. As a result, not all interviews were carried out in the exact same way.

Another criticism voiced against this method is that verbalizing one’s thoughts while performing another “verbal” task constitutes a double cognitive load (Nielsen et al. 2002, p.109). The thought processes will always be faster than the verbalization and the latter may stop completely if it interferes with the task completion. To curtail this double cognitive load, the participants were allowed to verbalize in the language that they were most comfortable with and encouraged to switch languages according to what came naturally to them (within reason). With one exception, all informants chose to conduct the interview in Norwegian, and

used Norwegian to verbalise their thoughts, this might also have influenced what language(s) they activated in the inference task and will be discussed in Section 4.2.1.

### 3.5 Method of Analysis

All interviews with the participants were transcribed and coded. The interviewer's questions were separated from the respondent's answers, and the interviewer's observations in different colour codes. Then I coded all the material for themes and categories, ascribing labels to text strings in a text editing program. These text elements and their various codes were then systematized in Microsoft Excel, where labels could be arranged in groups and cross-referenced across all six participants. Inter-rater reliability has not been calculated in this project due to time constraints and could be considered a methodical weakness.

In this study I had some clear categories already in mind when starting the analysis based on previous research and theoretical constructs. For instance, I knew that certain categories could constrain language transfer. This is the background for the first part of the thematic framework which deals with language background, ability, and use. The categories thereunder, are all factors that may influence language transfer. Reading preferences and socioeconomic factors were categories that in hindsight were not relevant to my research questions or deemed outside the scope of this language-based investigation and was therefore not included in the results chapter.

For the most part I followed the structural approaches described in Boeije's (2010) *Analysis in Qualitative Research*, although my own analytical journey was less inductive, due to fairly well developed theoretical framework. However, the framework was reworked in many instances. Especially the coding of the reading experiment that in the end was much more finely tuned than the initial categories based on the vocabulary survey from the interviews. In working with the Thinking Aloud Protocols from the reading experiment, the initial Thematic Framework was elaborated and changed to fit better with classification from previous research (Haastrup, 1991; Nassaji, 2003; Nassaji, 2004 & Hamada & Park, 2011) which make a slight distinctions between strategies and knowledge sources.

The meaningful difference in this study, is that the participants have more languages to draw from in their interlingual comparison. Separating the knowledge source and strategy was useful in determining what language they drew on in the process of inferring. Initially the protocols were coded for just strategies: Guessing from context, Intralingual or Interlingual cues, but was later expanded to make the distinction between strategies and appeals to



knowledge sources. I defined the latter as explicit reference to a particular source of knowledge such as grammatical or morphological or L2 knowledge and strategies as what learners do (metacognitive or cognitive) activities to understand the problem without explicit appeal to any knowledge source in agreement with (Nassaji, 2003b).

I mostly pursued a deductive approach, as most of my data could be ascribed to anticipated categories. I had a reasonable structured measurement tool in my interview guide, but also left some room for adding categories by means of open coding. This yielded a new theme of experience of multilingualism which informed the second research question.

### 3.6 Thematic Framework

Table 1. Thematic Framework

<b>Language Background/Use/Ability</b>	
<b>Main themes</b>	<b>subcategories</b>
Assessment of English (L1, L2 or L3)	
Started learning English	
Started learning English	
Language ability rating  Indicate how they assess their language ability in their various languages – strengths and weaknesses. Relates to theoretical framework i.e. factor’s constraining language transfer and Cummin’s distinction of (BICS/CALP)	Strongest Language <ul style="list-style-type: none"> <li>• Talking</li> <li>• Reading</li> <li>• Understanding conversations</li> <li>• Writing</li> </ul> Language ability mother tongue <ul style="list-style-type: none"> <li>• Language attrition</li> </ul>
Language awareness	
Language Use  Indicate how this group of multilinguals use their various languages.	Languages spoken with parents LP Language spoken with siblings LS Languages spoken with friends LF Speak with Tamil friends LF-T Languages spoken with grandparents LG Language spoken to other relatives LR Languages spoken at school LSC
Language use frequency	
Preferred language for reading test	
Mother Tongue Exam	
Tamil School	
L4 (Spanish, German)/Additional Languages	
Reading preferences	Projected English reading material
Socio-economic factors	
<b>Experience of Multilingualism</b>	
– Advice to younger pupils on Learning strategies (Advice)	
– Advantages of multilingualism	Tamil as a resource in English learning? Cultural understanding Cultural impact

	– Disadvantages of multilingualism	Code mixing
	– Language switching/Code mixing (MIX)	
	– Language comparison in class	
	– Multilingualism: effect on language learning	
	– Immigrant experience	
<b>Vocabulary Learning strategies</b>		
Indicate what strategies they use when negotiating unknown vocabulary items	– Identifying & Analysing	Repeating Morphological Analysis (word parts) Word form analysis (Intralingual or Interlingual comparison) Contextual analysis (Guess from context)
	– Evaluating/Control	Verifying (Checking with context) Self-inquiry Asking for assistance (Ask teacher) Dictionary use <ul style="list-style-type: none"> <li>▪ English/English Dictionary (E/E-D)</li> <li>▪ English/Norwegian Dictionary (E/N-D)</li> <li>▪ English/Tamil Dictionary (E/T-D)</li> <li>▪ Google Translate (GOOGLE)</li> </ul> Ignore the word Making a note of the word (Note taking)
<b>Knowledge Sources</b>		
Indicate what knowledge sources they appeal to when using inferencing strategies to negotiate unknown vocabulary i.e., what languages they draw on in that process.	– Contextual	World knowledge Discourse
	– Intralingual	Grammatical knowledge (including syntax) Morphological knowledge
	– Interlingual	L1 L2 Other foreign Languages (L4)

The first category in the thematic framework Table 1 says something about their language background and experience and relates to the research question: What are some of the factors that may influence their strategy use? They attempt to shed light on some of the constraining factors mentioned by De Angelis (2007); language proficiency, psychotypology and language strategies. The second category relates the student's experience with multilingualism (facilitating or constraining factors) and relates to the second research question: What are some of the factors that may influence their ability to deal with unknown words in a text? The third part outline their self-reported vocabulary strategies before the test, but the main categories here were somewhat reworked after their reading test. While working with the categories for the thematic framework in coding, it became apparent that strategy use could be more than what they used in inferring unknown words from a text. Strategies are

somewhat different than what knowledge sources they appeal to when using inferencing strategies. Strategies are here referred to as conscious cognitive and metacognitive activities the learner use in encounters with unknown vocabulary. Knowledge sources are defined as learner's explicit reference to a particular knowledge source (morphology, interlingual cognates, context, or grammar) in inferencing. E.g., while using a word-form analysis strategy you could potentially use two different knowledge sources, either intralingual sound/form similarity or interlingual word form comparison. The main interest here was to separate strategies from what languages they drew on in the process of inferencing. A construct weakness here is that the reading experiment was largely contrived to test inference, and what knowledge sources they used in inferring unknown words without being able to consult the dictionary, however the indicated by saying what they would have done. Making notes was a similar construct problem and was not tested apart from the fact that they underlined the words they had most trouble with as part of the process of identifying troublesome words. It is unclear if these are the same words, they would normally have listed or otherwise tried to memorize, but some would have normally been subjected to dictionary look-up.

The two last categories of Vocabulary Learning Strategies and Knowledge Sources also correspond to the findings from the thinking-aloud protocols which seek to answer the main research question: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? In so doing it points to what vocabulary strategies, knowledge sources and languages they draw in the process of inferring meaning of unknown vocabulary in a text.

## 4. Results

The following chapter relates the results from the interviews and the reading test. The subchapters are loosely arranged in accordance with the thematic framework but presented in a different order. I chose to present the results pertaining to the main research question of how these learners deal with unknown words in a text first. Section 4.1. report on the respondents self-reported use of strategies and is followed by Section 4.2 TAP (thinking-aloud-protocols) which relates how they use their strategies and what knowledge sources (morphology, interlingual cognates, context, or grammar) they appeal to when inferencing unknown words in a text. In this way, what they say they do is easily comparable to what they do in the reading experiment.

The following sections 4.3 and 4.4 endeavour to shed light on (RQ2): What are some of the factors that may influence their ability to deal with unknown words in a text? Section 4.3 describes their experience of being multilingual, what advantages and disadvantages they perceive and how it manifests in language awareness which may be a facilitating factor in language learning. Section 4.4 is structured in relation to some of the psycholinguistic factors identified by Herdina and Jessner (2002) as influencing multilingual development in their Dynamic Model of Multilingualism (DMM). This section gives an impression of how they use their various languages, in what context and with which frequency and how they assess their own ability and perceived topological distance between their various languages. Most transcript passages to follow are translated by the researcher. Details can be checked against the transcripts in Appendixes (A-F).

#### 4.1 Vocabulary Learning Strategies

This chapter will first give a general account of this group's experience with learning English vocabulary and then look more specifically at how the respondents rate their own use of receptive vocabulary strategies— or strategies used when encountering unfamiliar vocabulary in texts. This section will use the points from the thematic framework- and report on what the respondents think they do— but present them in order of relevance/importance gleaned from the participant's self-reports in the interview. This section is relevant to the main research question: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? It also accounts for what vocabulary learning strategies they think they use.

When asked how they generally go about learning new vocabulary in English the respondents overwhelmingly refer to their immersive experience of extensive reading or watching of YouTube<sup>7</sup> or TV shows which invite incidental vocabulary acquisition: “I cannot memorize words and then use them in a way. I must somehow surround myself with the language all the time for it to sink in and become a little more natural” (Transcript C, p.7, ll. 15-17).

Informant A describes a largely unconscious process but insists that to remember the word and use it later they need to understand the meaning (Transcript A, p.8 ll. 41-42. p.9. ll.1-2).

Informant B also thought that new vocabulary learned in context would stick in your memory.<sup>8</sup>

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<sup>7</sup> Transcript E, p.7, ll.28-33

<sup>8</sup> See Transcript B, p. 9. ll. 28-32

However, while acknowledging the immersive aspect, they also mention the explicit factor of task specificity:

...reading books –it's just recently now that I've actually started to like reading books, but prior to that I watched a lot of TV– TV- shows in English, documentaries–such things that kind of broaden my vocabulary in English, which also makes me research about the questions as well– I mean the vocabulary, sorry (Transcript B, p. 9. ll. 20-25).

In addition to picking up words from context, C also emphasizes the importance of using newly acquired words:

... I use words I have heard from others or read in texts and try to use them myself in different settings - it can be talking to the teacher in a very formal way, or it is just talking to relatives - for me - to be able to remember words is to use them, either to write, read or (...) - to speak! (Transcript 3, p.7, ll. 11-15)

Two informants point out the importance of strategies. In the testimony below finding synonyms and using the dictionary actively is mentioned:

“I think it's that I've really worked hard. I have read a lot of English and tried to get a lot of words - that is, the vocabulary - I have tried to somehow - a lot of synonyms then - used the thesaurus quite a lot when I write texts and such” (Transcript F, p.9, ll.11-14).

One of the informants, who claims to have struggled quite a bit with the English subject in secondary school, said that what helped them in upper secondary school was a determination to “figure it out”: “I always tried to find out – what I don't understand - and in a way do a little research on it, and then I found out that one thing I did myself was to use the comment of the teachers” (Transcript D, p.3, ll.2-3). Later, with explicit reference to vocabulary they also mention making lists of synonyms to use when writing to vary language more.<sup>9</sup>

#### 4.1.1 Inferencing

The most common strategies these informants report using when encountering unknown words in a text are by far inferencing, here referred to as guessing from context. Four of six participants rated this strategy as the first thing to try when encountering an unknown word in a text. It is worth noting that only one respondent reported consulted a dictionary before trying to guess the meaning from context.

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<sup>9</sup> Transcript D, p. 9, ll.13-23

Table 2. Respondent's self-report on strategy use

When I read an unknown word in a text I:

Never | Sometimes | Always

1	Look up the word in an English- Norwegian dictionary	B	E	ACD <b>F</b>
2	Look up the word in an English- only dictionary	EF	D	ABC
3	Look up the word in an English-Tamil dictionary	ABCDEF		
4	Use Google translate	C	DE	ABF
	Indicate what language you translate into	Norwegian x 5		
5	Guess its meaning from the context			<b>ABCDEF</b>
6	Ignore the word	F	ABCDE	
7	Ask the teacher for assistance	A	BCDEF	
8	Ask a friend if they know the word	ACF	BDE	
9	Look for cues to the meaning in the word itself	B	ACEF	D
10	Make a note of the word	A	CF	DE
11	Compare the word to words that look similar in other languages I know	C	AEF	BD

Letters indicate which participants, and Bold indicate what they indicated that they did first.

As seen from Table 2 guessing from context is often the first port of call for these pupils as the following statement confirms:

Well, most of the time it's getting to know what context it is in and reading– for example if I'm reading a book then I read the page before and the page after to set the word into context and try to figure out what it means (Transcript B, p.7, ll. 10-13).<sup>10</sup>

This testimony illustrates the practice of using the immediate co-text to infer meaning of an unknown vocabulary item. The word is first identified, repeated and then the local context is scanned for clues that may reveal the meaning of the word. One respondent links this to the lack of access to other knowledge sources: “Yes, it may be the first thing I try because yes sometimes you do not always have access to ordnett.no or dictionary so then you have to somehow find out on your own” (Transcript C, p.5, ll. 17-19). D claims to use contextual cues first, and then eventually the dictionary (Transcript D, p.8, ll. 4). They also reveal well developed reading strategies in conferring with the title:

...what is the word trying to say - if there is something called "summer vacation" then something will come ... it has something to do with summer vacation, or something to do with summer - so it's a bit like seeing connections... (Transcript D, p.6, ll. 24-27).

Even two respondents who are less categorical, report that they are sometimes able to guess the meaning of a word from context by repeating sentences before, if the text is at an appropriate level.<sup>11</sup>

<sup>10</sup> See also Transcript A, p. 6, ll. 10-13

<sup>11</sup> See Transcripts E, p. 6, ll. 12-13; F, p. 4, ll.5-6

#### 4.1.2 Dictionary Use.

The second most frequently cited strategy is looking words up in a dictionary. Online dictionaries are mentioned in several testimonies: “So, when I do not know the word, I often mark them - search the web - so we do not use such dictionaries, but online dictionaries like Lexin<sup>12</sup> and so on” (Transcript 5, p. 6, ll.1-3). Two informants use ordnett.no.<sup>13</sup> The practice of finding synonyms is mentioned by C.<sup>14</sup> Google Translate is also frequently used: “Yes, I think it is so difficult with books - it takes so long” (Transcript F, p. 4, ll.11).

One informant explains her method if guessing from context fails: “then I will try to translate it into one of the languages I know—first I would try Norwegian and if it does not work then I try in Tamil which most likely won’t work either” (Transcript A, p.6. ll. 13-16). However, interestingly, they claim never to use an English/Tamil dictionary. “I’m mostly looking for synonyms - because synonyms are meaningful - it’s very easy to see the connections - or I’m looking for a definition of the word” (Transcript A, p.6. ll.17-19). Another informant describes using the dictionary like this: “yes often it is like this: first it is a dictionary and if that does not work, I go to Google Translate, but then, I possibly search again to find out ... in this context - what are they trying to say?” (Transcript D, p.7, ll.18-20). A few lines earlier they talk about how a word can have different meanings in different contexts. It is also worth noting that the informant rechecks the context after looking up the word, because words can have several meanings depending on the context.

It is also noteworthy that none of the informants habitually look up English words in an English/Tamil dictionary, although two respondents admitted looking up Tamil words in Norwegian/Tamil dictionaries: “Not with English words, but with Tamil words yes” (Transcript C, p. 5, ll.11-12). Informant D, E and F rely more on their Norwegian than informant A, B and C who also report using English/English dictionaries more for looking up synonyms. However, only one informant reports never looking up English word in a Norwegian/English dictionary. See Table 2. When using Google Translate all informants, bar B indicate translating into Norwegian.<sup>15</sup>

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<sup>12</sup> The LEXIN dictionaries are designed specifically for minority language students in primary, secondary and adult education. The dictionaries contain words and expressions that are useful when living in Norway and is available in English/Norwegian and Tamil/Norwegian amongst other languages.

<sup>13</sup> Online dictionary which gives the definition in English with examples in sentences as well as translation in Norwegian

<sup>14</sup> Transcript C, p. 4, ll. 23-34 + 31

<sup>15</sup> See also Transcript F, p. 5, ll. 5-7 & 8-10

This indicates that Norwegian is the go-to language for translation, also from Tamil.

#### 4.1.3 Ignore the Word

Only one informant claims never to ignore words. The general feeling among the other informants is that depending on the context, some words are less important to understand and can therefore be sacrificed if a general comprehension is achieved. This is an excerpt that explains the trend: “Ignore the word - sometimes I would – because sometimes it does not have much “pressure” on what the text is about” (Transcript A, p.7, ll.19-20).<sup>16</sup>

In one case ignoring the word is reported as task sensitive:

...maybe when I am reading a book, and I know roughly what a word means based on context– then I can't be bothered looking it up, but yes, if it is a text that I must analyze, then I would look it up (Transcript C, p. 6, ll.1-3).

#### 4.1.4 Interlingual Comparison

Somewhat surprisingly, only two of the informants reported in the pre-task interview that they often compared the unknown word to words in other languages they knew. Only one thought she never did (see Table 2). This is how they describe their reasoning:

Yes, but not - no not so much English texts, but say that I go to another Nordic country– then yes– and I read a sign in for example Swedish or Danish - sometimes it is similar to Norwegian - then I have some idea of what it means (Transcript C, p.6, ll. 25-28).

However, this is contradicted earlier when discussing interlingual cues: “...but it may be that the word is similar to a word in another language I know and then it might help because then I understand the meaning behind it” (Transcript C, p.6, ll. 20-22).

Another informant reports using interlingual comparison “Always when appropriate (...) when it comes to English, I don't think– I very rarely or never see any connexion to the Tamil or Spanish mostly to Norwegian so –a lot of words are similar in Norwegian and English” (Transcript B, p.9, ll. 2-3 & 5-8). Awareness of using interlingual word comparison is also evident in testimonies from informant A and D<sup>17</sup> Interestingly, although not using an English/Tamil dictionary, F claims to actively compare English words to Tamil words:

Yes– then I compare with Tamil, because there are quite a few words that come from English in the Tamil language also –because– during the time when Britain I think– which had

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<sup>16</sup> See also Transcripts: D, p.8, ll.5-9; E, p.6, ll.14-15

<sup>17</sup> See Transcripts: A, p.8, ll.22-23; D, p.6, ll.28-29



occupied Sri Lanka– then there were many words that came into the Tamil language and then it's like “plate” and stuff - there's a lot of words there (Transcript F, p.6, ll.14-18).

When asked specifically which languages they would compare unfamiliar English words to – they replied: “of Norwegian and Tamil? –Both and– I feel it is like 50/50” (Transcript F, p.7, line 5). However, they are alone in pointing this out. A more common sentiment is that conveyed by E: “So, English and Norwegian are - you can compare, because some words can be the same, but Tamil and English do not work - so I kind of - it's kind of very rare I compare (...) - it can maybe be sometimes” (Transcript E, p.7, ll.14-17).

To conclude, Interlingual comparison varies a lot in the self-reports. Some are conscious of using it often, whilst others say they use it more rarely. The informants who report using it frequently mostly compare unknown English word to Norwegian, but as F points out there is also a perhaps untapped potential here to compare to Tamil.

#### 4.1.5 Intralingual Cues

Intralingual cues (looking at the word itself or word parts) crop up a lot less in the interviews and the subsequent test. It is clear from the transcripts that some respondents associate intralingual cues with compound words. I often had to explain the concept of word parts and pre-fixes and suffixes to the participants.

Only D was conscious of breaking up the word in parts on a regular basis. One informant thought they sometimes did, but that it seldom worked: “yes, or my middle school teacher kind of asked us to break the word into two – maybe see what the first word means and then find out what the meaning or significance is, but I feel it does not often work for me. Sometimes, maybe” (Transcript C, p.6, ll.15-18) One thought, they do it quite often, but unconsciously:

I think it's a bit like that automatically happens in my brain - I do not think so deep into it, but I would say it happens in my brain - that it's just something I might store automatically - so probably quite often, yes (Transcript A, p.8, ll.15-18).

This is echoed in E's statement: “It's like–a few words– it is possible to divide but not all words can be divided in English” (Transcript E, p.7, ll.10-12). Another, thought of this as reading from context<sup>18</sup> and B did not think they looked for word class consciously: “I don't think so no– because I haven't done the grammatic part of English– it's why my brain doesn't think that way– but in Norwegian I definitely do” (Transcript B, p.8, ll.29-32).

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<sup>18</sup> See Transcript F, p.6, ll. 3-4

#### 4.1.6 Make a Note of the Word

Making a note of the word was not a priority for these students. It is entirely missing from B's transcript in an oversight. A admits to not being good at noting down words: "I'm not that good at it, (...), so I want to say no" (Transcript A, p.8, ll.19-20). In some cases, making a note of the word depends on the deemed usefulness of the word:

"If there are words I really want to use in my everyday life or when I speak, yes! But if there are words, I think ok it's just fine if I know what it means to be able to understand the text - not so much. It depends a bit on the word too, yes it does depend on how useful it is in everyday speech" (Transcript C, p.7, ll.1-4).

D adds, that making a note is something they may do but not as a rule. See Table 2.

E admits to doing this often for lack of understanding (Transcript E, p.7, ll.4-7). F, on the other hand thought they sometimes do, but admit doing it more in Secondary School when they had to learn more vocabulary and somewhat also in first year of obligatory English in Upper Secondary School (Transcript F, p.6, ll.6-9).

#### 4.1.7 Seeking Assistance

I have chosen to group *asking teacher* and *asking fellow student* here under the same heading, mainly, because this is more difficult to test in the subsequent reading experiment. As observed from Table 2 these are strategies that are mostly grouped under sometimes heading. A is the only one who reports not relying on this strategy at all. However, this is modified in the interview statement where they admit to asking a friend when working together: "Ask the teacher for assistance– I do that very rarely–yes, I maybe have done before, but I wouldn't say I do it anymore" (Transcript A, p.8, ll.6-8).

E is more reliant on teacher's advice and rate it between sometimes and always. C and F reports not relying much on friends for assistance in interpreting meaning of words.

To sum up, the most frequently cited receptive vocabulary learning strategy is guessing from context, closely followed by dictionary use. Most of the informants, report translating to Norwegian when using various dictionaries. Looking for synonyms in English is equally a recurring strategy. Tamil/English dictionaries, however, are never used when encountering unknown English words. Similarly, interlingual comparison is used but this varies in frequency between participants. When used, Norwegian is the most frequently cited language for comparison. Only one student reported comparing English words to Tamil. Intralingual comparison also varies a lot between participants, and there seems generally to be little

awareness of word parts as in prefixes and suffixes, although some students mention dividing words in the meaning of compound words. Only a couple of students reported routinely making a note of the unknown word, while seeking assistance from either teacher or fellow student was something that generally put in the sometimes category.

## 4.2 Thinking Aloud Protocol

While the previous section recounts what strategies the students thought they used when encountering unknown words in a text, this section accounts for the findings from the Thinking-Aloud-Protocols of the reading experiment and report how the respondents de facto dealt with unknown words in a text. The section pertains to the first research question: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text? Furthermore, this segment will shed light on what vocabulary strategies and knowledge sources they deploy and what languages they draw on when negotiating unknown vocabulary.

The main finding in the thinking aloud protocols were that strategy use is not a question of either this or that strategy, but that the strategies were usually evoked in tandem. Several tactics may be tried on the same word. Usually, guessing from context would be invoked and depending on whether the informant was satisfied with the inference or not, checked with dictionary or rechecked with the context. In agreement with the interview statements, the strategy most used, was indeed guessing from context (33 instances) closely followed by dictionary use (23 instances). See [Appendix 6](#).

In accordance with Haastrup (1991) who suggests that language learners use three sources of inferencing: Contextual, intralingual and interlingual, these became my main categories for knowledge sources, although I could have included Dictionary also in this construct- I have decided to include it here as an evaluation or control strategy, rather than a knowledge source, as the reading experiment mainly tested how they deal with unknown words in a text, i.e. inferencing without using dictionaries as a resource. However, the participants often indicated that they would have checked with a dictionary if their haunches were correct. Only one informant indicated that she would have gone straight to the dictionary with little contextual guessing. During the process of coding, I also realized there was a slight difference in guessing from context and re-checking an inference with the context, which is a control strategy, and therefore listed verifying (checking with context) along with self-inquiry, asking for assistance, dictionary use and ignore the word as evaluative/control

strategy use. Word analysis correspond with the knowledge sources and is the second attempted strategy after identifying the word (which usually manifest in repetition). However, the word could be analyzed in different ways: it could be analyzed in terms of its morphological components, its word/form or sound similarity to other words. I realized this could be done either by comparison to other words in the same language, but also to words in other languages. There were plenty of examples of both in the transcripts. It is also sometimes a little unclear whether the respondent use the word form to make a comparison or part of the word, as they sometimes do both. In any case, in the knowledge sources I attempted to differentiate between intralingual knowledge of grammar and morphology and interlingual knowledge of cognates, although there were three instances where the informants compared the word to a similar sounding word in English in which case, I have counted that as an intralingual comparison. E.g., "...*affluence*– It sounds like *influence*, or something like that, but I am not sure what it means- so I would have looked that one up" (in a dictionary) (Transcript E, p.11. ll.24-25)<sup>19</sup>. Equally troublesome was one instance of *curative* which was first identified by way of interlingual homophone to Norwegian KUR, then knowledge of stem and inflection was correctly identified: cure´ative (see Table 3) and the word successfully inferred. Of the ten target words in the main text only the verb *contract* never posed a problem for the respondents. It appears the text was at an appropriate level for at most of the participants, although too easy for one, and another chose to attempt both texts. Overall, the number of guesses from context outweighs the number of dictionary entries, however, it is worth noting that not all instances of guessing from context were correctly inferred. In fact, only seven were correctly inferred, nine partially correct and sixteen were incorrect inferences. However, when partially correct, the inferred meaning did not hamper, but aided the comprehension of the text, and many informants were satisfied with the answer they got. Writ large, one can conclude that inferencing worked roughly half the time, and therefore checking with the dictionary would be a prudent next step. The following pages present definitions and transcript examples of knowledge sources and strategies the student used to make lexical inferences (Table 3 and Table 4).

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<sup>19</sup> See also transcripts: A, p.11, ll.12-15; D, p.12. ll.11-14

Table 3. Definitions and Transcript Examples of Strategies Used to Make Lexical Inferences

Strategy		Definition	Example
Identify/ Analyze	<b>Repeating</b> (20)	The learner repeats any portion of the passage, including the word, the phrase, or the sentence in which the word has occurred	Extrasensory perception- Extrasensory- Extrasensory, I don't think I would have looked that up- extrasensory perception.. (Transcript C. p.11, ll. 12-14)
	<b>Morphological analysis (Word parts)</b> (3)	The learner attempts to figure out the meaning of the word by analyzing it into various morphological components, such as roots, affixes and suffixes	Extra sensory perception. "Extra- that means extra usual. Sensory- I don't know maybe <i>sensorisk</i> (sensory in Norwegian)- maybe something in that vein... I think based on our senses—if that makes any sense?" (Transcript C. p.11, ll. 12-18) «[ʌnfætømeibøl] [ʌn-fæt-ø-mer-bøl] — I try to divide it up..." (Transcript D, p.13, ll.21-25)
	<b>Word-Form analysis (Interlingual (11) or Intralingual (8) comparison)/ Analogy</b>	The learner attempts to figure out the meaning of the word based on its sound or form similarity with other words.	... <i>affluence</i> – It sounds like <i>influence</i> , or something like that, but I am not sure what it means- so I would have looked that one up (in a dictionary). (Transcript E, p.11. ll.24-25)
	<b>Contextual analysis (Guess from Context)</b> (33)	The learner attempts to figure out the meaning of the word based on the meaning of its phrasal-, clausal-, syntactic-, or discourse-level context	"Whereas not unfathomable...I could ..understand it from the context, because of the synonym that came before it.. I thought it meant something that was known- that it was not something that people didn't know" (Transcript A, p.12, ll.27-32)
Evaluating/ Control strategy	<b>Verifying (Checking with context)</b> (3)	The learner examines the appropriateness of the inferred meaning by checking it against the wider context	"Well, sensory connects it to our senses that we already have the five senses and then when it's extrasensory in the context that makes sense—because of the psychic beliefs. Mostly it talks about the psychic beliefs and people that are sceptical and people that are not sceptical, so yeah". (Transcript B, p.14, ll.22-27)
	<b>Self-inquiry</b> (3)	The learner asks himself or herself questions about the word or the meaning he or she has already inferred	<i>Waver</i> -A bit uncertain now- because- she got ill, but because our faith... and then <i>waver</i> - we are a little ... when we got ill we felt ill- or we had a... we became ill..." Transcript D, p. 23, ll.23-25)
	<b>Asking for assistance (Ask teacher) (2)</b>	The learner asks for confirmation from the interviewer (teacher)	<i>Squalor</i> , did I say it correctly? Is that like Scholarship? I don't think that is how you write it. I don't really know what it is. (Transcript A, p.11, ll.12-15)
	<b>Dictionary use</b> (23)	The learner indicate that she would have checked her understanding/ lack of understanding by searching for a definition or synonym in a dictionary	"Squalor- I think I would have looked up this word"-I think I would have translated it from English to Norwegian. Hmmm, then, I might have looked at synonyms to replace the word, yes" (Transcript C, p.10, ll.3-8)
	<b>Ignore the word</b> (8)	The learner ignore the word - (deemed unimportant in context or for the task.)	<b>You didn't underline the word <i>permeated</i>?</b> "Well, I didn't feel it was very important to know, but I don't understand what it means... I ignored it, yes!" (Transcript E, p.12, ll.15-18)

Continued on next page

This table was based on (Nassaji, 2003b)his reclassification in (Nassaji, 2004) and the adapted version in (Hamada & Park, 2011). From the latter I have consolidated syntactic analysis into the category of contextual analysis and dispensed with monitoring (which I found no evidence of in my own transcripts) The numbers refer to number of instances these strategies were invoked in the transcripts.

Table 4. Definitions and Transcript Examples of Knowledge Sources Used to Make Lexical Inferences

	Knowledge Source	Definition	Example
CONTEXTUAL	World knowledge  Guess its meaning from the context	Using knowledge of the content or the topic that goes beyond what is in the text. Facts, beliefs and other concepts that comprise the subject's non-linguistic knowledge of the world.	"I'm not quite sure in the context, but I would– this word I wouldn't search up if I was reading this from a non-textbook I would just assume that episodic is what– anyway connected to the term episodes– well, like sometimes, for example– connecting it to a mental illness work for example depression where there might be episodes where it's harder for some people, or yeah or where it's stronger or schizophrenia where they have episodes". (Transcript B, p.13, ll. 21-28)
	Discourse  Guess its meaning from the context	Using knowledge about the relation between or within sentences and the devices that make connections between the different parts of the text	<i>Squalor</i> , I didn't understand either, but I think it is something which–something which kills people– something which is <u>bad living conditions</u> , but I don't know what it is so I would have searched it up. (Transcript F, p.10, ll.6-9)
INTRALINGUAL	Grammatical Knowledge  Look for clues to meaning in the word itself	Using knowledge of grammatical functions or syntactic categories, such as verbs, adjectives, or adverbs	(describing the word before)...“its is an adjective, it is something that describes- I understood it because <i>mysterious</i> is an adjective, and I wouldn't believe one could put anything else after– when you want to say: it is this and this.” (Transcript A, p-11, ll. 34-36)
	Morphological Knowledge  Look for clues to meaning in the word itself	Using knowledge of word formation and word structure, including word derivations, inflections, word stems, suffixes, and prefixes	“I understand what effect is, but I am not sure about <i>curative</i> [kə're 'kti:v]... Interviewer reads the word out loud with correct pronunciation “Ah KUR! (cure in Norwegian) Well, I understand – when you said–when I heard it– I could understand it had something to do with cure <b>The Norwegian word <i>kur</i></b> ? –Yes! –that one can, in a way, give medicine and one can recover quickly. I think that is what it means. (inflected from stem +Norwegian-interlingual homophone) (Transcript F, p.11, ll.18-22)
INTERLINGUAL	L1, L2 knowledge (knowledge of other languages in the learner's inventory)  Comparing the word to other similar words Try to think of a Norwegian or Tamil word that is similar	Attempting to figure out the meaning of the new word by translating or finding a similar word in the L1, L2, L3?  Cognates: (homographs/homophones)	“[Tu:bərkʌlu:si:s]- I don't know how you say that in English but... isn't it: <i>tuberkolose</i> ?” (Norwegian- interlingual homograph) (Transcript A, p.11, ll 21-23) “ <i>Cognitive</i> - <i>kognitiv</i> (cognate in Norwegian), I have heard that word a lot in Norwegian, so I have heard that word before- I cannot describe it-the reason I didn't underline it is I have heard the word before, I think I have even looked it up before”. (Transcript C, p.12, ll 27-31) “ <i>Malaria</i> –hmm, if I remember correctly, I think malaria is also an illness, but I am a little unsure, but I feel I have heard that word before”. (Transcript F, p.10. ll14-16)

Table adapted from (Nassaji, 2003b) with added main categories from (Haastrup, 1991) who suggests that language learners use three sources of inferencing: Contextual, intralingual and interlingual. The examples are from the think-aloud protocols with my interview subjects.

Another main finding from the protocols was that in all instances where a word was compared to a similar sounding– or looking word– in a different language, the interlingual

comparison was vis-a-vis Norwegian. E.g. “[Tu:bərku:lʊ:si:s]- I don’t know how you say that in English but... isn’t it: tuberkulose?” (Norwegian- interlingual homograph) (Transcript A, p.11, ll. 21-23). Three of the respondents identified Tuberculosis by way of interlingual comparison. In fact, the respondents found many more words for interlingual comparison than the initial target words. Tuberculosis, Malaria, infectious, cognitive, radio-active, chemicals and episodic were all inferred with interlingual comparison to Norwegian as well as one of the target words: curative.

Interestingly, the same word curative was inferred by intralingual morphological cues by F who separated the word stem from the suffix. Initially they appeared to hesitate, but not underline the word while reading. They were therefore quizzed about it later in the debrief: “Then I thought "To cure", like - then I also thought it means a curing effect – It seems I thought quite a lot without being aware of it” They subsequently admitted knowing the word *cure*, but not being familiar with the inflected form, but admitted dividing the word and thought it ought to be a form of cure. (Transcript F, p.13, ll.1-8).

Intralingual (same language) word comparison did also occur but did not lead to any fruitful inference as the following example show: “*Sewage* [səʊeɪdʒ]. Here I don’t know what sewage is– I think of sandwich for some curious reason...” (Transcript D, p.12. ll.11-14).

There were several false starts like this where evoking similar sounding or looking words in the same language did not lead to any better understanding. For more examples see Table 4. Generally, these informants did not show an acute awareness of morphology, as in stem, prefix, and suffix. That could also have to do with the kind of target words that were present in the text. In the alternative text both informants who read that text did in fact stop and dissect *episodic* and *extrasensory* by way of dividing the word into stem and pre/suffix.

None of the participants inferred the word *unfathomable* from morphological cues, although there was one attempt at dividing the word: “[ʌnfætəmeɪbəl] [ʌn-fæt-ə-meɪ-bəl] – I try to divide it up...” (Transcript D, p.13, ll.21-25) which didn’t lead anywhere. However, there was one partially correct and one correct inference of the word based on contextual cues.

An interesting finding with regards to interlingual comparison was an instance where the comparison was not immediately available to the participants in decoding the word morphologically. However, when the interviewer pronounced the word in the debrief, E immediately connected it to a phonologically similar sounding word in Norwegian as the following passage from E’s transcript (p.11, ll.15-22) shows:

E: "I understand what "effect" is, but I do not know what [kəre'kti: v] is. [trying to pronounce the word]

(I:) Interviewer pronounces the word "curative" for her

E: "Ah. KUR! ...Well, I kind of understand when you said - when I heard it - then I could understand that there was something with cure then.

I: The Norwegian word "kur"?

E: "Yes! - that you can, in a way, give medication and you get well quickly. I think that's what it means"

There was no evidence for interlingual comparison to Tamil or any of the other languages the informants spoke in inferring unknown words in this test. However, one informant identified three English words in the reading test that were all tier one loan words into Tamil namely, hospital, town, and airplane. These were not words they did not understand or infer but came up in the debrief conversation about interlingual comparison.

*Hospitals*- when compared to Tamil it is - we say hospital / [hɒspi:təl] (with palatal -l). So, I actually learned that from Tamil, so when we read in primary school it was like that –I know the word. And *town* is also we say town in Tamil too, and [in: rɒpleɪn]. Airplane? – Yes, we say [i:rɒpleɪn] in Tamil, so that's why I sometimes mixed pronunciation as well. I remember in primary school where we tried to learn the word airport but in Tamil we say ja– port [i:ɑ:pɔ:t] so I always got the wrong word - I could not adjust (Transcript F, p.12, ll.11-21).

Of the knowledge sources used to make lexical inferences discourse knowledge was the most frequently used and only the most competent English speaker used her world knowledge to infer meaning of unknown words (see definition and example in Table 4). Most informants re-read the sentences preceding the unknown word to infer from context. Only a few read on forward and then went back to the word. However, in debriefs this was sometimes achieved when going back to a troublesome word, in that they were then better able at guessing the meaning by using the whole text as contextual clue, like this example shows:

Extrasensory perception ...-Extra, that means extra ordinary. Sensory – I don't know, maybe sensory – maybe something in that context, (..) Sensory (...) –like then I think more: based on our senses, if that makes sense. (Transcript C, p.11, ll.15-18)

**Debrief:** [After summarizing the text] -yes maybe people who believe in the abnormal then? - that which is not - like the unnatural in a way? Maybe that's what it means then. -Maybe it was because it was the first sentence, so I did not know what it was about, but now that I know what the text is about it was easier. (Transcript C, p.12, ll.14-20)

Only one informant actively used their world knowledge, e.g., knowledge of the world outside the text to verify or help inferencing which suggests that this student also had better



metacognitive awareness. See example in Table 4. It is worth noting that this was the student whose English proficiency was deemed superior.

Morphological or grammatical knowledge was rarely used, and when used not sufficient, but needed help from context. Both A and D could correctly identify *unfathomable* as a description “It's an adjective - it's something that explains something - because it must be the same word class as mysterious. It is this and that, so it must be the same word class” (Transcript A, p.11, ll.35-37). A guessed it meant something that is certain, but D came closer. Both based their guesses on comparison to the contextual clue far from mysterious that came earlier in the sentence.:

Hmm, mysterious– so, it must be something that is - it's not improbable, almost - that's the way to look at it. Mysterious - then I would think that - it's not strange that people become - get - "heart deceases", but also that it is - it is not unlikely – (...)–I see a bit that "heart decease" - it is not - that you get it is not a mystery! It's quite common. It's not as important, it's just a description. (Transcript D, p.13. ll.25-34).

It is possible that D also picked up on the morphological prefix *-un* in *unfathomable*, but only articulated the comparison to not mysterious, i.e., the contextual clue in the sentence.

When analysing the data from the think-aloud protocols I attempted to see if there were any noticeable differences in performance which could be ascribed to reported difference in the language background interview. The only student who was markedly different from the others was the student who studied at the international school, and whose level of English would be expected to outperform the others. The interesting thing here was that the student still claimed in the interview that their academic language was stronger in Norwegian even if most of the subjects were taught in English. This they ascribed to the deliberate vocabulary instruction they had received in Norwegian. They also explained that scientific terms were sometimes explained in terms of meaning, but often they had to look them up themselves. They also claimed that Norwegian and Tamil was of no use here, as they had never learned science in either of those languages. This could indicate that, although being aware of the importance of Greek and Latin, they had no knowledge of how this manifested itself in English vocabulary or how to dissect English advanced vocabulary into stem and prefix/suffix.<sup>20</sup> This student had no problems with the first text and correctly inferred the two words she had some problems with in the second text. They used global world knowledge,

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<sup>20</sup> See full transcript of conversation on Scientific term in debrief see Transcript B, page 15

which was not observed in the other protocols, but the student also naturally divided the word extrasensory, which indicates identification of stems within a compound word:

Although I wouldn't notice it and pick it out, I feel that I do think that way when I read– as in like splitting the word extrasensory –it just did it by itself in a way, and I feel like that's how your mind works in a way to figure out the meaning of something that you don't know when you also don't have the resources to look it up. The first thing your mind goes to is finding a similarity in the vocabulary (Transcript B, p.14, ll.12-18).

The other students varied in how many words they had trouble with between seven and eleven words per student. There was one observable anomaly in the reported language background of the student who had trouble with most words in that they claimed to have started English late in school due to a teacher who used the English lesson for other subjects.<sup>21</sup> It seems this student was more dependent on external sources and reported going straight to the dictionary more often than the others.

To sum up, these students use contextual clues frequently to infer meaning of unknown words in a text, however these protocols also show that only about half the guesses lead to satisfactory meaning inferences. Some students indicate that they would look up the words they were uncertain about or verify with the dictionary. There is less evidence in the protocols for re-checking inferred meaning with context once the guess has been made. It is common to just move on, ignore the word or persist in partially correct meaning inference. Of the contextual cues most of the informants used the immediate discourse or co-text and only one actively used their world knowledge. Morphological analysis was used sparingly, but word form comparison was used both within-language and interlingually. Most words are repeated initially after identified as problematic. Perhaps this is a way of trying to scan it and compare it to other words in the lexicon. However, repetition alone never leads to inferences, but is followed by other inferencing strategies and explicit appeal to other knowledge sources like context or word comparison.

#### 4.2.1 Post-Experiment Group Interview

In the post-experiment debriefing interview most respondents expressed surprise at how much they compared to Norwegian. One said they had never thought of this as a strategy, but that it was nevertheless something that came naturally, and another became aware of how knowing a word was because they already knew it in Norwegian (Group Transcript, p.1,

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<sup>21</sup> Transcript D, p.2, ll.6-12

[Appendix 7](#)). This points to the potential usefulness of TAP of bringing unconscious processes into conscious awareness. Although none of the informants thought reading texts aloud as a group experiment appealed to them, they all conceded that working on the same text in group, by comparing their strategies towards particular words after reading could be beneficial for less competent peers.<sup>22</sup> They named using each other instead of dictionaries as a useful exercise in a group setting and that collectively their vocabulary knowledge would be larger.<sup>23</sup> They also nodded approvingly when asked whether reading strategies like inferencing from context was something they thought they could teach each other in a group setting.<sup>24</sup>

### 4.3 Experience of Multilingualism

The next section seeks to elaborate on how these Tamil speakers experience their multilingualism. This section was included to shed light on the second research question and may give some hints as to some of the factors that may influence their use of strategies whether they be facilitating or constraining factors as they are perceived by the respondents. The advice they gave to peers revealed a lot about their preferred learning styles and awareness of strategy use. This section also recounts how they perceived their own multilingualism and possible effects on language learning and in general.

#### 4.3.1 Advice to Peers

I asked the students to give advice to younger peers from the same language background who wanted to improve their English, to understand more about their awareness of strategy use in learning English. Four of the respondents thought they learned a lot from reading in general according to their interests, which indicate that they think they learn from extensive reading.

... read books - not lots of such thick books, but something you are interested in, (...) it just kind of automatically goes in my head without us knowing it - so when we read a book (...) I feel that somehow then there is a better chance that I will learn that word to understand what is happening, while when it is a text from school it is like... - I do not want to learn that word (Transcript F, p.7, ll. 28-34).<sup>25</sup>

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<sup>22</sup> See Group Interview Transcript, p.3

<sup>23</sup> See Group Interview Transcript, p.1

<sup>24</sup> See Group Interview Transcript, p.2

<sup>25</sup> See also Transcripts: C, p.9, ll. 1-6; B, p.11, ll.3-9

The same student used to translate her favourite Norwegian book into English by making her own book.<sup>26</sup> Some also acknowledged that reading did not suit everybody, in which case they recommended immersion by watching T.V. series in English: “I would say watching TV shows –watching shows in English really strengthen your vocabulary more than one would think it does” (Transcript B, p.10, ll.31-33). Two other students made similar statements<sup>27</sup>

C stresses the importance of effort and will and using the teacher’s comments actively in improving writing (D, p.11, ll.6-13), while E adds the importance of grammar and the strategy of using the Word feature of searching for frequently used words and then actively look for synonyms to replace them in the text (Transcript E, p.9, ll. 13-24).

#### 4.3.2 Perceived Advantages of Multilingualism

The main finding from the testimonies is that the informants see their multilingualism as an asset. They perceive multilingualism as an advantage for different reasons. One respondent highlights the cultural significance in that language is tied to a culture, and that knowing more languages therefore makes you more attuned to different cultures (Transcript C, p.3, ll.3-6). Another stresses the advantage of being able to communicate with many different communities and tourists in their country (Transcript B, p.4, ll. 18-27). Also, the ability to act as a translator in the community is highlighted by one informant.<sup>28</sup> The social aspect further elaborated by one testimony which distinguishes between different social situations and how multilingualism is perceived differently in some contexts, not always favorably.<sup>29</sup>

Respondent D expresses herself more forcefully: “Generally, for me, language has been an important weapon to express myself (...) and by and large it has been quite difficult in English for instance, but I think you get through it when you persevere” (Transcript D, p.5, ll.24-28). Informant B has one reservation when it comes to her multilingualism. “I wouldn’t say it’s a disadvantage, but I would say the more you broaden your– the number of languages you study the less you focus on for example one specific one like English” (Transcript B, p. 4, ll.31-33). This student perceives the lack of focus to be potentially problematic: “So, I feel that to an extent I know the English language, but when I started learning Spanish, I kind of– it kind of splits–the knowledge that I gain in each language and vocabulary that I have”

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<sup>26</sup> See Transcript F, p.8, ll. 4-7

<sup>27</sup> See Transcripts: A, p.9, ll. 32-39; E, p.9, l.11

<sup>28</sup> Transcript E, p.3, ll.14-21

<sup>29</sup> Transcript F, p.3, ll. 18-26

(Transcript B, p. 5, ll.1-4). However, the informant appreciates the practical communicative affordance of knowing Spanish in everyday life (Transcript B, p. 5, ll.5-8).

#### 4.3.3. Multilingualism: Effect on Language Learning

Other respondents also talk about multilingualism as a resource in language learning context: “...because when you know more languages– it is in a way easier to learn– you kind of know what techniques– what study techniques to use to excel in that language” (Transcript E, p.3, ll. 28-30). This sentiment is echoed in E’s testimony who highlights the techniques for learning idioms which they recycled in English (Transcript E, p.3, 32-34, p.4, ll.1-2).

Respondent C also find multilingualism an asset when learning languages and stresses the importance of vocabulary: “I get a much bigger vocabulary I get familiar with many different words in many different languages, so I think that, in itself, gives me a better starting point when it comes to writing texts or talking” (Transcript C, p.3, ll. 27-30). C also claims it makes new languages less intimidating.<sup>30</sup>

Furthermore, the aspect of reading strategies is highlighted as a cross-linguistic skill. Reading between the lines and reading for understanding is a transferrable skill highlighted in one testimony (Transcript C, p.7, 31-33 + p.8, 8-12).

As, showed in section above on language awareness, A used language comparison to their advantage in learning Spanish. A refers to sentence structure as easier to understand in Spanish, because they understood why it was like that in Tamil (Transcript A, p.4, ll.35-39). A also claims that learning English initially was “...a piece of cake, especially when I was little...I was always a few steps ahead, but then people caught up later” (Transcript A, p.4, ll.20-30) However, they do not think knowing Tamil specifically made it easier to learn English as: “..because I learned it simultaneously, so I don’t know if it was an advantage or not, but if I had learned English later, it might have been an advantage...” (Transcript A, p.8, ll.28-31). D emphasizes the positive effect on language learning and claims that as a result of learning a difficult language from childhood, learning German and other languages was easier (Transcript D, p.5, ll.12-15). B stressed the similarity of vocabulary:

When learning Spanish, I would say Tamil had a very– a bigger impact than I thought it would ... because there are some words in Tamil that are– that's the same in Spanish –these words I will forever remember in a way, even if I lose all my capability of Spanish speaking, I

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<sup>30</sup> Transcript C, p.3, ll. 12-18

will always remember them because of the way my mind connected those two languages together (Transcript B, p.5, ll. 11-17).

In addition, two informants emphasized the advantage of being able to pass their mother tongue exam and use their home language as an educational asset (gather study points) as the following transcript passage attest:

“I think it is very nice that people take it into account in the Norwegian school system. (...) We know we can have an advantage because of it, so we get more into it, and it will help to preserve our language longer, I would say” (Transcript A, p.4, ll.5-16).<sup>31</sup>

Even though some informants report multilingualism as an advantage in language learning through comparison and strategy use, Tamil is mainly seen as an advantage in terms of learning Spanish. The informants also report frequently comparing Norwegian and English and Norwegian and German. However, interestingly few of the informants reported actively being encouraged to do so in English class. Only one could remember comparing English and German in class.<sup>32</sup>

#### 4.3.4 Code Mixing

Code mixing or language switching is a normal phenomenon in this group and although not normally an issue, could be seen as problematic in certain circumstances. Code-mixing is sometimes experienced as unwanted cross-linguistic interference in target output, as illustrated below.

Although Informant D sees advantages they also point out: “...but on the other hand, it can also be a little difficult to express yourself, for example. (Transcript D, p. 4, ll.27-29). What they are referring to is mixing languages. “Personally, I have noticed that sometimes I can say a sentence with Tamil or some English- a mixture- it never comes out as one integral language” (Transcript D, p. 4, ll.20-22). This is a concern shared with C who exclaims: “a disadvantage, maybe is that I sometimes struggle with mixing up all the different languages. Sometimes, there are things I want to say that I know in Tamil, but that cannot be directly translated to Norwegian or English- that can be quite frustrating” (Transcript C, p.3, ll. 7-10). As described in the section above and the section on language use, codemixing is a given in these communities and frequently surface in all the interviews as the normal way to communicate.<sup>33</sup> Using English loan-words in Norwegian is common, but mixing Norwegian,

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<sup>31</sup> See also Transcript E, p. 3, ll. 11-21

<sup>32</sup> See Transcript D, p.10. ll. 22-26

<sup>33</sup> See also Transcripts: A, p. 5. ll. 19-24; C, p.1. ll. 28-30

English, and Tamil is also normal in these communities. One informant comment on this process as a normal result of cultural hegemony and colonialism. “Yes, and it's the same - so England also had a colony there, so English– it is like that –(if) my parents do not know the proper Tamil word for some words, they use English and Spanish words, and it's kind of a bit cool, but a little sad too” (Transcript E, p.5, ll. 2-6).

The respondents overwhelmingly see their multilingualism as an asset, opening more social opportunities for communication, but also as a strategic advantage in becoming good language learners. Their Tamil language background is seen as a direct advantage mostly in terms of strategy use when learning English. Reading strategies, general learning strategies and language comparison was mentioned as transferrable skills generally. Two of the informants saw clear advantages in comparing Tamil vocabulary and syntax when learning Spanish. In terms of general language awareness, two other informants saw clear advantages in knowing Norwegian when learning German because of similarities in vocabulary. A larger overall vocabulary was also seen as an asset. Hard work and general language awareness go some way in answering the second research question of factors that may influence their strategy use. These can be seen as facilitating factors in the way they deal with unknown words in a text. Of constraining influences, some informants mentioned codemixing. Code mixing is seen as a normal way to communicate, but also perceived as somewhat problematic when it comes to finding the right expression. One of the participants tied this to the lack of focus, or knowing many languages, but perhaps not knowing any in great depth.

#### 4.4 Language Background, Use Frequency and Ability

As stated in the Methodology chapter it was hypothesized that individual differences within the informant's language use and proficiencies may influence their ability to infer meaning in the relevant texts. This section aims to shed some light on some of the factors which may constrain interlingual language and will be relevant to be able to discuss the second research question.

##### 4.4.1 Use and Frequency

All six participants in the study were born in Norway to Tamil parents. Out of the six, four considered English their third language after Tamil (L1) and Norwegian (L2). Two of the informant's allege starting to learn English before Norwegian due to watching English speaking TV channels and children's programmes before starting kindergarten. Informant A:

“I learned English before Norwegian, even if I was born in Norway, because I grew up watching English TV and not Norwegian TV, so I didn’t speak much Norwegian in my early childhood because our parents talked to us in Tamil” (Transcript A, p.1, ll. 9-12). All the informants reported learning Norwegian in kindergarten, or gradually when older siblings started kindergarten. Informant B: “my brother who's two years older than me started going to kindergarten and Norwegian school he kind of brought home the Norwegian language into our house and we started communicating using a few Norwegian words here and there ...” (Transcript B, p.1, ll.10-14). Apart from two of the informants, English was introduced in Primary School, and as such is assessed as the third encountered language in their portfolio.

All informants claim they talk a mixture of Tamil and Norwegian with their parents. Informant A: “Now it is more a mix of Norwegian and Tamil I would say, in my childhood I spoke more Tamil with my mum and dad” (Transcript A, p.1, ll. 29-31). The same sentiment is echoed in similar statements from other informants which also state that initially their parents didn’t speak Norwegian well, and that they also use Tamil to speak to grandparents in Norway and in other countries.<sup>34</sup> Informant F adds: “...but my dad is really like: “You must speak Tamil at home”– to maintain the language” (Transcript F, p.1, ll. 11-13).

Similarly, all the informants report that they mostly use Norwegian to communicate with their siblings. The exception is when the Norwegian language does not communicate the right sentiment: “It is only Norwegian, or, you know, when it is something related to our culture, or something we are going to do– it might happen that I kind of use some words (in Tamil), but mostly everything is in Norwegian” (Transcript E, p. 1, ll. 13-16). Idioms and certain expressions also occasion frequent code-mixing. This occurs frequently when talking to Tamil-speaking friends, family, or siblings<sup>35</sup>. Gradually as they get socialized into the Norwegian society- the informants account for using Norwegian more and more as the primary form of communication- however, some stress that within the family maintaining the mother tongue is still a priority, and that they value Tamil as an expression of their cultural identity and to communicate with family and friends.

When it comes to frequency of language use, all participants insist they use Norwegian and Tamil diurnally, but only two of the informants use English daily. When asked how often they used their various languages informant C said: “Every day. Especially Tamil and

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<sup>34</sup> See: Transcript: B, p.1, ll. 8-10; D, p.1, ll. 27-29; E, p. ll. 8-12; F, p. 14-17

<sup>35</sup> See Transcripts: B, p. 2, ll. 1-5; E, p. 1, ll. 16-21; D, p. 1, ll.30-32; F, p.1, ll. 22-28



Norwegian, but English- sometimes, occasionally– (...) so English is more reading and writing” (Transcript C, p.2, ll. 32-33, p.3, l.1).

Similarly, informant D, E and F reported using English less often now that they had terminated the English subject at school and described using it occasionally<sup>36</sup>. Conversely, the informants who report daily use of all of their languages uses English both at school and for talking with friends.<sup>37</sup> Any additional languages beyond Tamil, English and Norwegian were not discussed in this context.

#### 4.4.2 Ability

Even if the informants give an account of using their languages in various contexts, they are adamant that their abilities in the different aspect of language vary greatly between languages. Again, the two informants who reported learning English earlier or concurrently with Norwegian claim that English is the strongest language. “I would put English as number one, if you think about– overall–because I feel that when I read things, I think about it– when I don’t understand it–I think about it in English- if that makes sense” (Transcript A, p.3, ll.7-10). In contrast, the four other informants declare that they are strongest in oral and written Norwegian than their other languages. However, it comes with some caveats related to receptive understanding of conversations, reading and vocabulary as the following transcript passages will demonstrate:

I think; to talk is Norwegian, of that, I am sure; to write, I also think it’s Norwegian, but to read– it is Norwegian, but at the same time English because I mostly read books in English. To understand oral conversation– I would say I understand Norwegian well and English, while in Tamil– if it is a subject matter, I am unfamiliar with- I struggle to– in a way, express my opinions (Transcript C, p.2. ll. 16-21).

Conversely, D claims there is a difference in understanding and understanding in depth, in terms of receptive understanding of conversation D rates them in order of Tamil, Norwegian and (then) English” (Transcript D. p.3, ll. 19-22).

F, on the other hand, differentiates between receptive understanding and productive talking:

Yes, to understand, I think Norwegian is easier for me, because– for example, when I talk with mum, I often have to stop and: “what did you mean now”? While when it comes to talking, I feel I know more words in Tamil– so that Norwegian– I can talk Norwegian fluently, but there are so many word I do not know– that I know in Tamil, and when it comes

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<sup>36</sup> See Transcripts; D, p.2, ll.17-23; E, p.2, ll. 2-4; F, p.2, ll. 4-7,

<sup>37</sup> Transcripts: A, p.2, ll.2-4, B, p.1, ll. 18-23

to writing Norwegian is a lot easier, since Tamil has 247 letters– it is a lot, but Norwegian is easier for me- so yeah, there is a difference when it comes to writing– then I am stronger in Norwegian (Transcript F, p.2, ll. 19-27)

When it comes to reading all respondents report that they would prefer to take a reading test in Norwegian, presumably because they are stronger in Norwegian reading.<sup>38</sup> However, one expresses a caveat that it depends on the complexity of the vocabulary in Norwegian.<sup>39</sup>

When it comes to their mother tongue Tamil all informants had passed their mother tongue exam. One Informant had passed level 2, one would pass level 3 this summer and the remaining four had passed both level 2 and 3.<sup>40</sup> However, all informants in this selection had attended Tamil school privately since a very young age, one day a week at the weekend. A common sentiment is that they speak conversational Tamil fluently but that in terms of academic language proficiency, Norwegian takes precedence. Where they place English in that equation varies. These are some excerpts of how they describe their Tamil language ability:

... even if it is my first language, Tamil is a very complex language, when it comes to everyday conversations it is fine, but if I need to write a complex text- like my mother tongue exam– which I had practiced for by attending Tamil school for years– if I were to do that now...I have forgotten– because back then my vocabulary was greater, but we don't use complex Tamil vocabulary daily, so it kind of disappears– I can understand it, but not use it myself... (Transcript A, p.2, ll. 37-39, p.3, ll.1-7)

Informant E expresses a similar concern with language attrition after completing her exams.<sup>41</sup> The lack of complex vocabulary in Tamil, and the feeling that Norwegian is the academically strongest language is echoed in several statements<sup>42</sup>

The complexity of the Tamil writing system is something that also surfaced in many of the testimonies. As evident from F's testimony on the previous page, E, also bemoans the complexity of the writing system: "Well, writing...well, you have to know so many letters, and it can be very complicated because here are so many letters for each sound- so it is easy to mix up the letters" (Transcript F, p. 3, ll.3-7).

Only respondent D and F reported feeling more confident in Tamil writing than in English.

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<sup>38</sup> See Transcript B, p. 3, ll.1-2

<sup>39</sup> Transcript A, p. 3, ll. 25-26

<sup>40</sup> Mother Tongue exam in Tamil is privately catered for in Norway, and follow the current system for assessment and curriculum in foreign languages, (Utdanningsdirektoratet, 2021)

<sup>41</sup> Transcript E, p.3, ll. 7-10

<sup>42</sup> See statements: C, p.2.ll. 27-34; B, p.3 ll.28-33 & p.4, ll.1-8

It is evident from these testimonies that this group felt more confident academically in Norwegian writing. Orally, they are all quite confident in their Tamil for every day communicative purposes but reading and expressing complex thoughts may be challenging, especially when not practicing complex reading/writing for a while. It is notable that the person who expressed strongest confidence in Tamil language ability had still to pass her mother tongue exam in summer and was therefore still ensconced in studying the language. This informant insisted she could read as well as write long texts in Tamil, but still rated Norwegian writing ability ahead of Tamil (Transcript D, p.4, ll.14-18). In third year of Tamil school students write five-paragraph essays in reasonably academic language. The proficiency of additional languages beyond the three main languages varies a lot, as does the amount of time they have learned their additional languages, but most of the informants have studied an additional language for three to four years.

#### 4.4.3 Perceived Topological Closeness Between Languages

I also asked my informants what language they thought were closest to English, their mother tongue Tamil or Norwegian, to ascertain how they rated the topological relatedness of their languages, as some studies suggest that this may influence multilinguals ability to detect and use similarities in their languages (see Ringbom, 2006 ; Otwinowska-Kasztelanic, 2009).

Four of the respondents rated Norwegian as the language closest to English. C says:

“Norwegian. It is common that I translate English words to Norwegian or vice versa”

(Transcript C, p.2, ll. 24-25). Two of the respondents emphasized the grammatical aspects

and the orthography as the major similarities. “...I think Norwegian and English have the same alphabet; it is built up in somewhat similar fashion– maybe the grammar isn’t identical but there are certain common features- So in that way I think they are quite similar”

(Transcript D, p. 3, ll.28-32, p.4, ll.1-2).<sup>43</sup>

Two of the respondents also had German as a foreign language for some time in school and could easily see the topological relatedness between Norwegian and German: “it was easier to learn German because it is almost like Norwegian” (Transcript D, p. 5, 8-9).<sup>44</sup>

In stark contrast to these testimonies, respondent A felt the mother tongue was closer to English than Norwegian. They perceived the sentence structure in Tamil to be closer to English: “Yes, I think the sentence structure is closer to English. Isn’t Norwegian and English

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<sup>43</sup> See also Transcript F, p.2, ll.32-33

<sup>44</sup> See also Transcript F, 6, p.3, l.2

sentence structure different?<sup>45</sup> There are of course some differences, but it will be closer than Norwegian I think” (Transcript 1, p. 3, ll.29-33).<sup>46</sup> However, when asked which of her languages she would compare unknown English words to A conceded: “mostly Norwegian”. Respondent B did not rate topological relatedness directly but stated: “...when I am comparing the languages, I would say Tamil and Spanish and English and Norwegian” (Transcript 2, p.9, ll.14-16). Respondent A, also saw similarities between Spanish and Tamil and Tamil and Korean. That latter they had learned from watching Korean shows. “I do that [compare] with Norwegian and English because they have... and then Tamil and Spanish had some common words that were very similar. Norwegian /English and Tamil/Spanish and Korean” (Transcript A, p.8, ll.21-26). Another informant offers an explanation to the similarities between Tamil and Spanish vocabulary:

Well, in Spanish, because Sri Lanka has been– well, Spain or Portugal has had a colony there– so Portugal– Portuguese and Spanish use some similar words I think– so it is when I learned Spanish, there were some words that I use in Tamil too, so I went to ask my parents why it is that we use that language- or sort of those words...? Then, my parents told me that they had been oppressed, and all that stuff, so it led to many learning that language and started using those words from their language, and then it sort of became a part of our oral language, but not really in our language (Transcript E, p.4, ll.24-34).

To sum up, the testimonies paint a picture of a very capable multilingual group of people whom, non-the-less report using their languages for various purposes and at different levels of competence. The major finding here is that all participants feel most confident in their Norwegian language skills when it comes to academic level reading and writing regardless of whether they rate Norwegian as L2 or L3. This could also point to the likelihood of using Norwegian as a support language in learning English. All in all, these respondents, displayed a heightened languages awareness that might have been a result of their multifarious language experience. All informants had an opinion on the topological relatedness between their various languages, although their analysis may not always be correct, they are aware of and use language similarities learning the target language English and various additional languages.

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<sup>45</sup> See section 1.2 for a comparison of the syntax of the various languages.

<sup>46</sup> In fact, Norwegian and English sentence structure are very similar. The main rule is (SVO) sentence structure. Compared to English, Tamil syntax is often the mirror-image of the order in English sentences.

## 5. Discussion

This chapter discusses the findings presented in the previous chapter in relation to my two main research questions:

RQ1: How do multilingual learners of English (Tamil speakers in Norway) deal with unknown words in a text?

RQ2: What are some of the factors that may influence their ability to deal with unknown words in a text?

These questions and findings will be considered in the context of Herdina & Jessner's (2002) DMM (Dynamic Model of Multilingualism) and partially in relation to Cummins concept of common underlying proficiency (CUP) and theories on metacognition as well as previous research in the field of inferencing. The key discussion here would be on the factors that distinguish these learners from other EFL learners, and what we can learn from their strategy use.

The experimental results were largely congruent with their initial self-reports and showed a clear preference for using contextual cues in inference and showed that they would have used dictionaries to verify their hunches or /if guessing from context failed. One could also see this in relation to their self-reported learning preferences which show a clear preference for incidental vocabulary acquisition through extensive reading or listening. These students were all high performers who showed not only a general awareness of similarities and differences between languages, but also how they could transfer learning strategies in different language contexts. They also showed a variety of strategies used in tandem, and vocabulary strategies characteristic of highly autonomous learners, such as looking for synonyms, contextual inferencing and control and compensatory strategies including dictionary use. The initial self-reported data also show that these multilingual respondents clearly perceive learning strategies as the most transferrable skill between languages. My expectation that these students would be adept at analysing the text from a metatextual level was partially met, however the students mostly used local sentence level context rather than world knowledge which went contrary to my expectation. Also, even though they used contextual clues a lot, they were not always very successful in their inferencing. Counting the partially correct inferences, they found adequate guesses roughly half of the attempted inferences. Didactical implications based on my findings will be presented in section 6.2.

## 5.1 Contextual Clues

The thinking aloud protocols also reveal that these multilingual readers use contextual clues more frequently than word-identification processes that relied on L1 or L2-form-based associations which is congruent with findings from Fraser's ESL study (1999).

The findings from this reading test is also in keeping with Huckin and Bloch's (1993) findings which stipulate that most common reason for failure to infer is due to failure to use context cues or misidentification of the word. However, while in their study the failure was commonly due to wrong L1 cognate association, the word comparison that occasioned most failed inferences in this study was within same (target) language, i.e., when the readers associated the word with similar sounding words in the target language. My findings also support Huckin and Bloch's (1993) in that learners use context both to generate and evaluate guesses, but that like in Nassaji (2003) those few students who monitored and judged their haunches in a wider context were more successful in inferencing as seen in testimonies B<sup>47</sup> (who used her world knowledge in inferring the meaning of episodic memory distortion) and C<sup>48</sup> (who looked back at the text as a whole- and then correctly inferred the meaning of extrasensory perception).

If the goal is to learn vocabulary, these students could benefit from instruction on using the wider world knowledge when reading as studies show better retention with use of global strategies (Hamada & Park, 2011; Gu & Johnson, 1996). However, their reported and observed use of context coupled with dictionary use is according to Fraser (1999) a superior strategy than inferencing or dictionary use alone if the goal is retention/learning. It is possible, although not discernible with the methodology in this limited study that the student who relied on dictionary use to a large degree, often in leu of inferencing may have more trouble with recall of the vocabulary items. This would be an interesting suggestion for further research by proficient readers and different strategy use coupled with vocabulary recall tests in a longitudinal study.

## 5.2 Interlingual Word Comparison (Norwegian)

One initial hypothesis was that this group of students, because of their advanced level of English and Norwegian would notice many English/Norwegian cognates. This was largely observed in the thinking-out-loud protocols and came about spontaneously. They also

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<sup>47</sup> Transcript B, p.13, ll. 21-28

<sup>48</sup> Transcript B, p. 11, ll.13-18 + p.12, ll. 18-20

reported in interviews that language comparison between Norwegian and English was something they thought they did regularly. In this experiment L2 (Norwegian) was the preferred language for comparison to English and the respondents successfully identified many cognates with Norwegian. This is in keeping with (Ringbom, 2006) who identified positive transfer (the ability to make use of perceived cross-linguistic similarities) as facilitating processing of new vocabulary. Similarly, Dewaele (1998) observed that crosslinguistic influences are more frequent when there are formal similarities between lemmas belonging to different languages, as there are indeed in all the words identified by my informants by interlingual comparison to Norwegian. See [Appendix 6](#), words marked with (N). Cenoz (2003a) report on many studies which show a clear L2 influence on L3 production. This will be further discussed in 5.3.2 in relation to the L2 status factor.

As this study was not a quantitative analysis, I did not analyse the numbers very thoroughly, as they would not be very reliable evidence, however it is worth comparing the trends of what knowledge sources and strategies this population use in dealing with unknown words as opposed to studies with different populations. I have used the same text as Nassaji's (2003) study and contrary to him I found that my informants used word-comparison a great deal. However, similarly to him I did observe many erroneous word-form inferences based on intralingual comparison (morphology or target language word comparison). This is in stark contrast to the numerous interlingual word comparisons in my study that all lead to correct inferences.

### 5.3 Morphology

In keeping with (Nassaji, 2003b) these protocols and interview data, show little awareness of morphology, and only cursory use of grammar and no successful inferencing based on morphology or grammar alone. This is completely contrary to Paribakht & Wesche's (1999) study which reported sentence-level grammar, word morphology and punctuation as a major knowledge source in their L2 study (with a different text). The morphophonological transfer mentioned in (Jarvis & Pavlenko, 2008) are largely unused even if there is some awareness of their existence apparent in the interview data in mentions of Latin or Greek origin of words. The word *unfathomable* for example is a prime example of such a word that although partially guessed from contextual clues were never explicitly referred to in terms of its morphological constituents, even though one informant tried to "divide it up" they could not

relate the meaning of the different parts into: –un (prefix of negation)– fathom (*favn*<sup>49</sup>) –able (usual adjective suffix). In fact, two readers used the sentence context to know that this was an adjective, not the inflected ending. This word could in fact be inferred by a combination of morphological hints and interlingual comparison to Norwegian.

When asked about whether they used to look for cues to the meaning in the word itself, the informant usually needed further explanation, but admitted that this was something they sometimes did- depending on the word. It may be the case that most of the target words in the main text was indeed difficult to guess based on morphological hints alone. It is however interesting to me that all the words that the informants inferred by way of interlingual comparison were words with Latin and/or Greek roots that were imported wholesale into Norwegian with only minor phonological changes (Tuberculosis, Malaria, infectious, cognitive, radioactive, chemicals, extrasensory and episodic), often referred to as international words.

It is likely that some of these words were guessed on the bases of their phonological similarity to Norwegian words. There was also one interesting example where the respondent did not gage the interlingual similarity from reading (i.e., the morphology) but could only access this when they heard me pronounce the word. This is indeed in keeping with many of the informant's reported preference for watching and listening (learning style), and consistent with (Greenfell & Harris, 2015) findings of multilinguals' greater use of aural strategies. Even the most proficient student lamented the fact that they had never learned the grammatical part of English. This hints at some limitations to the purely inductive or incidental approach to vocabulary acquisition.

The very different alphabet and morphological system in Tamil means that the informants are less likely to compare words morphologically to Tamil, but there is no reason why they should not do so with regards to Norwegian. This may hint to gaps in method of instruction. As we have clearly seen from the words that they did deduce by interlingual comparison there is also a potential here for morphological analysis. However, as Tamil uses agglutination the learners should have been aware of the presence of morphological units of stems and suffixes, but it could be that these must be taught in topologically related languages to be transferrable.

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<sup>49</sup> Fathom and *favn* (Norwegian) have same etymological root but may be too archaic for the current readers to be able to gage by interlingual comparison – the word could also be compared to *ufattbart* or *ufattelig* (similar sounding Norwegian words with semantics connection).



So far, in response to RQ1 we have established that these students used a variety of strategies and knowledge sources, where inference based on sentence level contextual clues dominated and would sometimes have been verified by dictionary use, and morphological/grammatical knowledge was not often incited or when used associated with much success.

#### 5.4 The M-factor: Language Awareness, Control Strategies and Metacognition

According to Herdina & Jessner (2002) metacognition (thinking about languages) is the main qualitative difference between second and third language learning. These learners, although they showed individual differences in their ability to infer meaning of unknown vocabulary items, had highly developed control strategies. In congruence with Tobias and Everson (2002) who saw knowledge monitoring as a fundamental metacognitive process, even the student who was less successful at guessing from context monitored their knowledge and knew when to look up words and what words were crucial for understanding the text; frequently used their knowledge of cognates in Norwegian and assessed the words from a grammatical standpoint. These students' approach to the reading task could be seen in relation to Flavell's model of cognitive monitoring (Figure 3) whereby they conjured different cognitive and metacognitive strategies, informed by their previous language experience (comparing to Norwegian and reading from context) to understand the text. The use of strategies was checked against the overarching goal of text understanding- which meant that some words could be ignored if the overall meaning of the text made sense, while others had to be verified or checked with dictionary to ensure proper understanding.

In Nassaji (2003) general knowledge of the world was cited as the most frequently used knowledge source, whilst in my study, only the most proficient student used world knowledge context for inferencing, but they were also successful in using morphological knowledge (unlike the others), although they checked this against the context and their world and text knowledge. This student's response pattern differed from the other's in interesting ways and their superior performance and target language knowledge could be traced back to their attendance of an international school. The way this most successful student in my sample successfully dealt with unknown words is also consistent with Nassaji's (2004) conclusion that lexically skilled readers are more successful in inferring from context than their less skilled peers. However, my own experiment was not comparing students of different proficiency levels, so to ascertain this properly one would have to set up an experiment where this group was tested against groups with different proficiency levels.

Nassaji's (2003) findings that the most successful strategies are evaluative and context-based rather than local and word-based could not be verified here as I did not evaluate success rate per se. However, the multilingual readers in my study seem to use interlingual comparison much more frequently and successfully than the bilingual readers in previous studies (Nassaji, 2003; Paribakht & Wesche, 1999). This confirms the M-factor (factors in the multilingual systems that sets it apart from monolingual or bilingual systems, such as metalinguistic and metacognitive awareness) in The DMM model of multilingual system. The key interest here is the informants' metalinguistic and metacognitive awareness- and ability to draw on similarities with other languages in their portfolio. Also, in comparison to many studies on L3 (foreign language studies) my informants had very high threshold levels of both their previously learned languages which potentially aided them a great deal in learning the target language as well as other additional foreign languages like Spanish and German.

### 5.5 Constraining Influences on the Ability to Deal with Unknown Words in a Text?

As we have seen in these transcripts students are rarely asked to compare their various languages and may therefore not activate all languages at their disposal when it would be beneficial to do so. No evidence was found in the test for Tamil language transfer. This was not surprising as my hypothesis initially was that they would use Tamil less because it is topologically unrelated to both the target language (Norwegian) and the source language (English). However, one respondent did point out three Tamil words that were loan words from English present in the text. There may be several possible reasons for why only one respondent noticed these words. In relation to their testimony, this person was the only one who admitted to using both Norwegian and Tamil (50/50) in comparing unknown English words. They were also knowledgeable about the historical context and the use of English loan words in Tamil.<sup>50</sup> If this is something this informant habitually does, they may also be prone to notice these similarities in the first place. Secondly, the three words were concrete nouns and tier one words<sup>51</sup> and as such represented a foregone stage in their learning, which may

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<sup>50</sup> See transcript F, p. 6, ll. 14-18, p. 7, line 5

<sup>51</sup> Basic, familiar words that are commonly used by students in everyday conversation

explain why nobody else mentioned them. Most of the target words that were problematic for the students were tier two or academic words that occur frequently across subject domains.<sup>52</sup>

### 5.5.1 Task Induced /Language Mode

Their inability to recognise opportunities for language transfer from Tamil could also be related to the fact that they were now in Norwegian translation mode, as the task asked them to translate or think aloud in the language, they felt most comfortable with. Five of the six participants chose to think aloud in Norwegian and can therefore be in a Norwegian/English language mode. Interestingly the informant who chose to verbalise in the target language also did better in the test. Grosjean (1989) warns us of the importance of considering the role and impact of the linguistics context in which the bilingual speaker operates at any given time of their language behaviour. In a multilingual perspective this can be seen in light of Herdina & Jessner's (2002) dynamic model (DMM) and the impact of among other things the immediate context and the language mode. In a context where the speakers are asked to infer or translate while thinking aloud in one of their languages, this may occasion suppression of other languages in their portfolio. The picture may have been different if they were asked to think-aloud and translate into Tamil. This would be interesting to test in a follow up study but requires Tamil speaking researchers.

### 5.5.2 Topological Factors/Psychotypology

Furthermore, as all the other participants clearly stated in their interviews, they did not find Tamil useful per se in learning English as they rated the topological distance to be too vast. It may be that my informants did not activate their Tamil for language comparison because they perceived Tamil and English to be topologically unrelated. As Ringbom, (2006) noted if students judge the languages to be topologically unrelated it is difficult for them to notice cross-linguistic similarities. The real and perceived topological distance between Tamil and English is not conducive to language transfer, however as we have seen above there were in fact examples of Tamil/English cognates in the text, but may have represented a forgone stadium in their learning. Cenoz (2003a) suggest from her own findings that language topology is one strong factor in language transfer. It is the case with this study that the (L3) target language is topologically much closer to the L2 (Norwegian) than L1 (Tamil). The

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<sup>52</sup> The second text presented even more subject specific tier three, low frequency words such as hypothesis, extrasensory perception, and episodic memory distortion.

clear difference of the Tamil alphabet versus the Latin alphabet may already turn the learner away from looking at similarities when the languages are so visibly different. The case of psychotypology is also evident in that the interview results clearly showed that they thought Tamil and English was topologically unrelated. However, it also showed an awareness of attributes in the various languages and the usefulness of language comparison in general—also to Tamil. Several of the interview subjects were aware of loan words from Spanish/Portuguese in Tamil and the presence of loan words from English in Tamil, however the comparison usually went the other way from Tamil to English. One respondent even found Korean easier to learn based on some vocabulary and syntactic similarities to Tamil. In other words, it is not the fact that they were not generally aware of the usefulness of language comparison in vocabulary acquisition, but perhaps more related to their perceived and/or real topological distance of the mother tongue versus target language.

### 5.5.3 Literacy/Academic Proficiency/L2 Status

My findings could also relate to Mieszkowska and Otwinowska's (2015) conclusions that the combined factors of proficiency and cumulative language experience play a central role in transfer. In their study topological proximity played a lesser role than the learner's proficiency levels. Also, in line with Ohlander (2009) topological factors paired with the fact that the informants were born in Norway (suggesting that they had developed a sufficiently high threshold level of their L2) may have contributed to their active comparison to Norwegian vocabulary. This is also in keeping with Cummins's threshold hypothesis (1979) and later his model of Common Underlying Proficiency (see Figure 1) which suggests that the ability to transfer knowledge depends on the level and activation of previously learned languages. My findings that the main source (only source) of positive cross-linguistic transfer was from the L2 Norwegian is also consistent with Williams & Hammarberg's (1998) L2 status hypothesis, where the first and most active L2 is used as a supplier language in learning L3. The fact that all participants nominate Norwegian as their strongest reading and academic language (see 4.4.2 Ability) and use translation to Norwegian when looking up English words in a dictionary may indicate that this is the language they use as support for learning English. Even though they use Tamil every day, this is a colloquial Tamil, perhaps seen as less useful in an academic setting.

Nevertheless, even though no apparent benefit could be seen in terms of Tamil language influence in this reading experiment and the interview data, it is possible that literacy in

Tamil aid these students in reading English. Numerous studies show that it is beneficial to be literate in L1 and L2 when developing good reading skills in L3 (Schwartz et al., 2007; Swain et al., 1990; Sanz, 2000). My informants must be considered literate to a certain extent in Tamil as most passed the highest-level test in their mother tongue. It is possible that they used general reading strategies (looking at co-text, headlines etc.) that they also used when learning Tamil. Notwithstanding, there were also examples in the interviews of self-reported language attrition, in that the respondents felt that Tamil advanced vocabulary quickly disappeared from their active vocabulary once they had passed their mother tongue exam. This is another feature of the dynamic nature of the DMM as theorized by (Herdina & Jessner, 2002).

Although I did not test their level in Norwegian, it is also assumed their level of Norwegian is well-developed based on their self-reported preference for reading in Norwegian and self-rating of Norwegian as strongest academic language. My informants therefore had two distinct and formal language instructional contexts to draw from when learning English, which may explain their high metacognitive awareness and use of strategies.

The fact that they did not habitually or in the test compare English to Tamil, may also be related to the fact that they were never actively encouraged to do so in class.

#### 5.5.4 Contact and Use vs. Proficiency

As argued in de Bot (2004) languages differ in level of activation, which again depends on facts like proficiency levels, contact and use, age of acquisition and also method of instruction. Two of the informants rated English and Norwegian as two languages initially obtained simultaneously via exposure in early childhood. Observable advantage, however, could only be observed in the case of the student who studied at the international school who started official schooling earlier than the others at the age of four. It was therefore no surprise that their proficiency in the target language, and subsequent performance in the reading text eclipsed the others. However, even this student rated the academic and reading skills in Norwegian as superior because this was explicitly taught while English as the instructional language was mostly just gaged in context. The vocabulary this student had gained mostly from exposure (being the instructional language at school) and self-study is however substantial compared to the others who had less natural exposure to English outside the school context. In the Norwegian school system, the societal language naturally takes precedence with more instructional hours than English even if English has been taught from

year one in Primary schools for twenty years now. So, in this sense, amount of exposure or contact and use as de Bot (2004) argues has an observable, drastic impact on the multilingual lexicon, in this case illustrated by the superior vocabulary and inferencing of the student with more exposure to the target language at school.

The fact that this student, although they could have used L2 to infer meaning of a word, instead used their world knowledge to do so, whereas their less proficient peers went via interlingual word comparison to Norwegian to infer the same word, could indicate that this student simply did not need to use her supplier language to infer. This is consistent with Herwig's (2001) findings that the better the second language is mastered the less it is prone to second language interference. On the other hand, knowledge of Norwegian was for most of the informants a substantial aid in inferencing unknown English words. This is not surprising as it is the school language and the societal language which means that it is active all day in a school context for most of the informants. As many of these students had already finished their mother tongue exam and therefore their tuition in Tamil, they were already experiencing some language attrition in Tamil. As literacy skills is as important as whether you are currently making use of them (Swain et al., 1990), this could also have influenced their ability to use their Tamil literacy proactively. In terms of Cognitive Academic Language Proficiency (CALP), Norwegian is more actively in use and therefore possibly used as supporter language above Tamil which is only used colloquially. See distinction in section 2.3.1. BICS and CALP.

In response to RQ2 we have seen how theory and research literature can shed light on some of the aiding and constricting factors in how this group deals with unknown vocabulary in an English text. All the possible explanations above for the constraining and facilitating factors in language transfer are impossible to categorically ascertain. The research construct in this study does not allow for a teasing apart of these different possible constraints but allow for the fact that they may all have been present in the study.

## 6. Conclusion

The interview and subsequent test-results in this study can be seen in view of what Herdina & Jessner's (2002) labelled The Dynamic Model of Multilingualism. In this model (DMM), the development of a multilingual system is envisaged as non-linear, reversible, and complex. We have seen that psychotypology as well as real typological distance or closeness may

influence their ability to transfer or perceive vocabulary similarities. Furthermore, it could be argued that proficiency levels may affect crosslinguistic lexical transfer, also observable in this data. We have seen what Herdina & Jessner's (2002) called the foreign language effect, and (Williams & Hammarberg, 1998) refer to as the L2 status hypothesis (the tendency to activate an earlier learned foreign language in L3 performance) and - although it is debatable in this instance whether Norwegian can be called an L2 foreign language as it is in fact the informant's second native language, as they were all born and raised in Norway. Lastly, we have also observed how the M- factor (metalinguistic and metacognitive awareness), which (Jessner, 2008a) claimed could only be observed as a catalytic effect in relation to typologically related languages, may still play an important role in terms of transferrable reading strategies and control strategies when dealing with unknown words in a text. This group did, as expected use a variety of strategies in dealing with unknown words in a text, but overall favoured inferencing (guessing from context) which is to be expected from learners with highly developed metacognition. Furthermore, in this study most of the informants actively used language comparison (to Norwegian) but had some potential to improve their word-part analysis, especially in terms of morphological analysis as a cognitive strategy. Only one student used her world knowledge.

The literature (DMM) can provide some illuminating ways at explaining the data. However, the methodology does not allow for any hard conclusions based on the data. One can say that many of the findings concur with the current understanding of the field, although it fails to tease apart the various constraining factors and tell us which of the factors are at play above any other. The fact that these students mostly do not see the direct usefulness of their mother tongue in learning English is does not mean that is not useful in other Ln (foreign language) language learning contexts. Also, we do not know if their observed language awareness and metacognition is based on their multilingual language experience or simply due to excellent teaching, and if they do any better than multilingual peers with different language backgrounds.

## 6.1 Possible Areas for Future Research

Larsen-Freeman (1997) warns us that many challenges in learning can be tied to learner's language and cultural background as well as motivational factors and feedback from the teacher and the environment, therefore the complex system of language acquisition need to be understood in how the various components interact. This study is one effort in that

direction. This group is in many ways rather unique, and represent a kind of ideal multilingual language learner akin to Gu & Johnson's (1996) readers and active strategy users, but as several of the informants impressed on me their learning did not come about of its own accord but is also the result of some hard work. Especially true for the students who first encountered English at school, their success is a result of hard work and tenaciousness, and a lot of positive parental and teacher support. The impact of cultural values of education, parental support and other socio-economic factors are truly underplayed in this study partly because including this information would risk revealing the identity of the informants in such a small sample. This should be included in further large-scale randomized controlled studies better suited at investigating correlations between different factors at play in multilingual learning. Clearly, literacy and proficiency in the various languages cannot alone account for motivational factors that are also at play in metacognition. As Flavell's (1979) model (**Error! Reference source not found.**) explains, our learning experiences and knowledge of languages informs the use of learning strategies. This study may underplay the role of learning experience in this regard.

A limitation of this study is that it is looking qualitatively at only pupils with high levels of proficiency in target language and adequate levels of literacy in L2 Norwegian and mother tongue (L1) Tamil without testing the proficiency or vocabulary size of any of these languages beforehand, and without being able to compare them to other learner types and proficiency levels. These results are therefore not generalizable outside of this population, and probably not generalizable to many of their Tamil peers who did not achieve similar levels of Tamil literacy.

It would be interesting to see how they fared in relation to people with other language backgrounds, proficiencies and home languages, to see if there were any observable differences in terms of transfer. For that one would need to use a more quantitative approach. It is clear that these informant's experience with multilingualism may differ in important ways from other groups with immigrant backgrounds for whom mother tongue education is not readily available, or students who were not born in Norway and therefore received less training in the societal language as argued in (Aagaard, 2010). As we have seen in (Ohlander, 2009) where you are born may also play an important role in subsequent English acquisition.



## 6.2 Didactical Implications

Based on the results of this investigation, and in answer to the overarching question of how teachers can best aid multilingual students with home languages very different from English I see a potential for teaching of morpho-syntax in all languages, and the advantages of formal deliberate teaching of structures, grammar, and word parts to enhance cross-linguistic awareness. As Brusnighan & Folk (2012) has shown with proficient native speakers, skilled readers do combine morphemic and contextual information in inference. Bratlie et al., (2022) also urge us to see the link between literacy and morphological knowledge and the potential to raise morphological awareness especially in immigrant populations.

The cross-curricular benefit of comparing words across different languages should also be seen in terms of etymology and morphological components to work out the common heritage of some words and the way language develops over time and distance, which is transferrable between various languages. Unfathomable and hazard are just two of the words in this text that may be particularly helpful examples of the teaching potential in terms of morphology and etymology respectively.

Explicit modelling of how to break apart words into stem, prefix, and suffix in international words, as well language comparison to identify cognates, and explicit tasks which ask students to identify cognates in a text across different languages may aid students in inferencing techniques and make them more aware of how to compare languages in useful ways. Group exercises reading texts in unknown languages may also be awareness raising. The fact that these students used Norwegian as support-language could also mean that more time could be spent on cross-linguistic similarities and differences between English and Norwegian lexis, which would benefit all students not just multilingual students with home languages topologically unrelated to English.

Another interesting area of comparison between these student's mother tongue and English is the diglossia of Tamil vs formal registers in English. Although English is not a diglossic language, it has colloquial forms and levels of formality that could be explored in relation to Tamil's two quite distinct language forms, where the colloquial every-day (Kotuntamil) language is quite far removed from the (Centamil). Learners could here be invited to explain the various roles these forms have in society and the role of lexical choice and comparisons can then be made with English. This is also true for other diglossic languages like Arabic, Greek and Serbian. This way, students in class could be used as a resource, and experts on their own language.

I also see a potential for using competent multilingual readers as models for how to tackle unknown vocabulary in extensive reading. Both reading and vocabulary strategies, could be modelled in class by capable peers. However, as even these meta-linguistically aware students inferred wrong half of the time, teachers should offer support in modelling control strategies like verifying informed guesses with wider context (world knowledge) and dictionary use and reading forward in the text. As (Flavell, 1979) insists, metacognitive knowledge could be taught and teaching monitoring skills is one way to improve the student's learning. My experience with doing these interviews and the subsequent tests was that all participants though they became more aware of what strategies they used. Although the students thought a similar reading experiment in class would benefit less proficient students more, research shows that giving advice is more useful than receiving it (Eskreis-Winkler et al., 2018) and that advice giving can positively improve education outcome for the advice-givers (Eskreis-Winkler et al., 2019). Using the think-aloud as a group exercise may help participants learn from each other's strategy use and reasoning surrounding vocabulary, which in turn could help improve all student's reflections on the learning process and raise metacognitive awareness by bringing unconscious processes to conscious attention.

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## APPENDIX 1 VIL DU DELTA I FORSKNINGSPROSJEKTET “MULTILINGUAL LEARNING STRATEGIES»

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke flerspråklige elever med Tamil språkbakgrunn og deres læringsstrategier knyttet til vokabular i engelskfaget. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### **Formål**

Formålet med dette prosjektet er å undersøke hvordan flerspråklige elever med Tamil språkbakgrunn i videregående skole håndterer ukjent vokabular i engelske tekster. Gjennom intervjuer med elever om deres språkbakgrunn og senere praktiske øvelser ønsker prosjektet å undersøke hva som kjennetegner kompetente flerspråklige jenters læringsstrategier knyttet til vokabular i Engelsk.

Hovedproblemstillingen er:

*–How do proficient multilingual students (Tamil speakers with Norwegian as L2) with a language background topologically distant from the target language (English) deal with unknown words in a text?*

Prosjektet inngår i en masteroppgave i engelsk ved Høyskolen i Innlandet.

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

Fakultet for lærerutdanning og pedagogikk ved Høyskolen i Innlandet er ansvarlig for prosjektet.

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

Ved siden av jobben som engelsklærer på Akademiet videregående skole tar jeg en mastergrad i engelskdidaktikk ved Høyskolen i Innlandet. Du er trukket ut til å delta i dette forskningsprosjektet fordi du har fått veldig gode resultater i vg1 Engelsk og som Tamil språklig elev er din informasjon om problemstillingen relevant for prosjektet. Du er én av totalt 4-6 elever som deltar i undersøkelsen.

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

Første del av denne undersøkelsen vil bli gjennomført ved bruk av individuelle intervjuer med elevene som samtykker til å delta. Hvert intervju vil ta ca. 30 minutter og er laget med den hensikt å kartlegge elevens språkbakgrunn. Samtalen vil registreres som lydopptak og jeg vil ta noen notater underveis.

Andre del av undersøkelsen innebærer en leseoppgave hvor du reflekterer (tenker høyt) over egne strategier og tilnærminger i møte med ukjent vokabular i en kort tekst. Dine refleksjoner vil bli tatt opp på bånd for senere analyse. Denne oppgaven burde ikke ta mer enn 20 min, og kan foregå på et annet tidspunkt enn intervjuet.

En *mulig* tredje del av undersøkelsen vil innebære en lignende oppgave sammen med de andre informantene i undersøkelsen, for å se hvordan dere løser oppgaven kollektivt, med den hensikt og undersøke verdien av denne type oppgave i undervisningssammenheng. (Utgår antageligvis)

Ettersom du er over 16 år kan du selv samtykke om du ønsker å være med i denne undersøkelsen. Har du ikke fylt 16 år når intervjuet gjennomføres må du få skriftlig samtykke av foreldre/foresatte.

Om du velger å delta i undersøkelsen, eller om du velger å takke nei, har ikke dette noen påvirkning på din rolle som elev eller lærerens forhold til deg som elev. Ingen av valgene vil ha noe påvirkning på formell eller uformell faglig vurdering av deg som elev, og du vil motta den samme undervisningen uavhengig av ditt valg.

Om du velger å delta i dette prosjektet vil du ikke få fravær fra eventuelle timer, og møtetidspunkt avtales med deg i forkant.

Du vil som deltager i prosjektet kompenseres med en symbolsk belønning i form av kinobilletter.

### **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.

Hvis du velger å si nei til å være med i denne undersøkelsen, eller på noe som helst tidspunkt ønsker å trekke deg, vil dette ikke påvirke den undervisningen du mottar. Det får heller ingen konsekvenser for vurderingen du får i faget. Intervjuene vil bli gjennomført i studietid, så du mister heller ikke undervisningstid.

### **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 du gir vil bli behandlet av meg samt veileder ved Høyskolen i Innlandet. Ingen andre vil få tilgang til opplysningene. Du vil bli anonymisert når lydfiler og notater lagres, ved hjelp av et nummer som erstatter navnet ditt. Navnet ditt vil heller ikke bli gjort synlig i publiseringen av masteroppgaven. Informasjon om karakternivået ditt og informasjonen du gir i intervjuet vil bli registrert og analysert sammen, men du vil forbli anonymisert gjennom hele forskningsprosjektet.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres, og slettes når prosjektet avsluttes og oppgaven er godkjent, noe som etter planen er mai/juni 2022.

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

Vi behandler opplysninger om deg basert på ditt samtykke.

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

### **Dine rettigheter**

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

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

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

Høgskolen i Innlandet ved Catharine Meissner - [catharine.meissner@inn.no](mailto:catharine.meissner@inn.no)

Vårt personvernombud: Anne Sofie Lofthus – [anne.lofthus@inn.no](mailto:anne.lofthus@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](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Catharine Meissner

Forsker/veileder

Ellen Gaden Kleiven

Student

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Multilingual Learning Strategies*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- at informasjon om mitt karakternivå i engelsk og min språkbakgrunn knyttes til informasjonen jeg gir i intervjuet, og analyseres og publiseres sammen i anonymisert form.

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

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(Signert av prosjektdeltaker, dato)

## APPENDIX 2 INTERVIEW GUIDE

### DEL 1 – Intervju om språkbakgrunn og læringsstrategier

<p>Rammesetting</p>	<p><b>1. Løst prat</b> Uformell prat, ønske velkommen, tilby drikke si litt om deg selv og hvorfor du er interessert i dette temaet og litt om din egen språkbakgrunn for å minske gapet mellom deg og intervjuobjektet.</p> <p><b>2. Informasjon</b> Si litt om temaet for samtalen (bakgrunn, formål)</p> <ul style="list-style-type: none"> <li>• Forklar hva intervjuet skal brukes til og forklar taushetsplikt og anonymitet</li> <li>• Spør om noe er uklart og om respondenten har noen spørsmål</li> <li>• Informer om / minne om samtykket til opptak, sørg for samtykke til ev. opptak</li> <li>• Start opptak</li> </ul>
<p>Erfaringer</p>	<p><b>3. Språkbakgrunnsspørsmål: (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Kan du fortelle meg litt om din språkbakgrunn?</li> <li>2. Hvilke språk snakker dere hjemme?  Med far- mor_ besteforeldre- søsken - venner?</li> <li>3. Hvor ofte bruker du de ulike språkene du snakker?</li> <li>4. Når begynte du å lære Engelsk?</li> <li>5. Ville du sakt at Engelsk var ditt første, andre tredje eller fjerde språk?</li> <li>6. Hvilket språk er du sterkest i?  snakke – skrive- lese – forstå muntlig samtaler</li> <li>7. hvilket språk ville du følt deg mest komfortabel å ta en lesetest i?</li> <li>8. Hvilke språk ville du sakt ligner mest på Engelsk? Morsmålet ditt eller Norsk?</li> <li>9. Har du tatt morsmålseksamen?</li> <li>10. Kan du beskrive dine ferdigheter i morsmålet sammenlignet med Engelsk og norsk? (skriftlig, muntlig, akademisk språk?)</li> <li>11. Hvilke erfaringer har du gjort deg som flerspråklig i Norge?</li> <li>12. Hvilken innvirkning tror du det å være flerspråklig hatt på din egen læring av andre språk i skolen?</li> <li>13. Hvor komfortabel er du med å bytte språk når du vil eller trenger det?</li> <li>14. Opplever du at din språkbakgrunn er en ressurs i egen språklæring? (At det å snakke flere språk er en fordel når man skal lære seg nye språk)</li> <li>15. oppfølgingsspørsmål</li> </ol>

**DEL 1.2**  
Fokusering

**4. Nøkkelspørsmål: (20 min)**

Nå skal vi til hovedsaken som angår læringsstrategier og møte med nye ord i Engelske tekster. 3-5 nøkkelspørsmål

1. Hva gjør du når du møter et ukjent ord i en Engelsk tekst?  
  
(La informanten få tid til å tenke seg om- si at det gjerne kan være flere ting man gjør og om de kan komme på noen slike situasjoner)-
2. Be deretter respondenten se på denne listen og spør om noen av disse strategiene er velkjente, eventuelt be hen rangere etter bruk.

When I read an unknown word in a text I:

Respondent A: (anonymizer)

Never Sometimes

Always

1	Look up the word in an English- Norwegian dictionary			
2	Look up the word in an English- only dictionary			
3	Look up the word in an English-Tamil/Somali dictionary			
4	Use Google translate			
	Indicate what language you translate into			
5	Guess its meaning from the context			
6	Ignore the word			
7	Ask the teacher for assistance			
8	Ask a friend if they know the word			
9	Look for cues to the meaning in the word itself			
10	Make a note of the word			
11	Compare the word to words that look similar in other languages I know			

3. Hvilke av dine språk er nærliggende å sammenligne «ukjente» Engelske ord med?
4. Kan du beskrive hvordan du lærer deg nytt vokabular i Engelsk? Hvilke teknikker bruker du for å lære deg nytt vokabular?
5. Hvilke type engelske tekster liker du å lese?
6. Hvilke type engelske tekster forventer du at du vil måtte lese i dine fremtidige studier?



	<p>7. Opplever du/har opplevd at Tamil/Somali har vært en ressurs i Engelsk språklæring?</p> <p>8. Har læreren aktivt noen gang bedt deg sammenligne Engelsk og andre språk du kan?</p> <p>9. Hvilke råd ville du gitt til en yngre elev (fra samme språkbakgrunn som deg selv) som ønsket å forbedre sin karakter i Engelsk?</p> <p>10. Hvilke strategier for språklæring ville du anbefalt for denne eleven?</p> <p>11. Eventuelle oppfølgingsspørsmål basert på respondentens svar</p>
<p>Fase 4: Tilbakeblikk</p>	<p><b>5. Oppsummering (ca. 5 min)</b></p> <ul style="list-style-type: none"> <li>• Oppsummere funn</li> <li>• Har jeg forstått deg riktig?</li> <li>• Er det noe du vil legge til om din språkbakgrunn, flerspråklighet eller læringsstrategier?</li> </ul> <p>Ønske velkommen til praktisk test ved et senere tidspunkt</p> <p>Spørre om respondenten fortsatt vil delta i eksperimentet og informere om dette og mulige tidspunkt som kan passe informant/ eventuelt bare fortsette med del 2 etter en liten pause.</p>

### DEL2- EXPERIMENT (ca.20 min)

<p>Tenke høyt protokoll    “Thinking-out-loud”  Protocol</p>	<p>Leseoppgave hvor du reflekterer (tenker høyt) over egne strategier og tilnæringer i møte med ukjent vokabular i en kort tekst.</p> <p>Respondenten vil først få noen enkle oppgaver for å «øve» på å sette ord på tankene/beskrive tankeprosessen sin. Først ved å beskrive tanker rundt et bilde av en dagligdags scene, så med en oppgave (tekst) som ligner selve testen hvor respondenten skal lese en tekst først raskt, så gå tilbake og gjette meningen av uthevede ord. (dette blir ikke tatt opp)</p> <p>Instruksjoner til selve testen Les teksten under først en gang (høyt eller inni deg) og strek under ord som du ikke er helt sikker på betydningen av. Gå så tilbake til disse ordene og resonner høyt mens du forsøker å oversette ordene du har streket under.</p> <p><b>Informert deretter om at dette blir tatt opp og at informanten kan bruke det Engelsk eller norsk til å «tenke høyt» og hvis hun tenker på morsmålet sitt kan hun gjerne bruke dette, men også forklare sammenhengen på norsk eller Engelsk (av hensyn forskeren).</b></p>
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### Del 3 – Short Debriefing Interview

- Hvordan tror du det ville være å løse denne type oppgave i fellesskap?
- Se for deg denne oppgaven som en oppgave i et Engelsk klasserom:
  - Tror du andre elever vil ha nytte av å observere hvordan medelever resonnerer/tenker i møte med ukjent vokabular?
- Hvilke strategier har du blitt bevisst etter dette eksperimentet som du ikke var klar over at du brukte før?
- Hvilket av dine språk opplevde du som mest nyttig i denne oppgaven? Forklar...

## APPENDIX 3 HEALTH IN THE RICH WORLD AND THE POOR

An American journalist, Dorothy Thompson, criticises the rich world's health programmes in the poor world. She describes her trip to Africa where she got food poisoning and her friend malaria:

The town is very dirty. All the people are hot, have dust between their toes and the smell of *sewage* in their noses. We both fell ill, and at ten o'clock in the morning I got frightened and took my friend to the only private hospital in town, where you have to pay. After being treated by a doctor, we caught the next aeroplane home.

Now, I believe that the money of the World Health Organisation (WHO) should be spent on bringing health to all people of the world and not on expensive doctors and hospitals for the few who can pay. But when we ourselves become ill, our beliefs *waver*. After we came back to the States we thought a lot about our reaction to this sudden meeting with health care in a poor country. When *assessing* modern medicine, we often forget that without more money for food and clean water to drink, it is impossible to fight the diseases that are caused by infections.

Doctors seem to overlook this fact. They ought to spend much time thinking about why they themselves do not *contract* some of the serious and infectious diseases that so many of their patients die from. They do not realize that an illness must find a body that is weak either because of stress or hunger. People are killed by the conditions they live under, the lack of food and money and the *squalor*. Doctors should analyse why people become ill rather than take such a keen interest in the *curative* effect of medicine.

In the rich world many diseases are caused by *affluence*. The causes of heart diseases, for instance, are far from being mysterious and *unfathomable*—they are as well-known as the causes of tuberculosis. Other diseases are due to *hazards* in the natural conditions in which we live. Imagine the typical American worker on his deathbed: every cell *permeated* with such things as chemicals and radio-active materials. Such symptoms are true signs of an unhealthy world.

From (Haastrup 1991, p.234), (Nassaji 2003, p.670), (Akpınar 2013, p.17)

## APPENDIX 4      PARANORMAL PSYCHIC BELIEVERS AND SCEPTICS: A LARGE-SCALE TEST OF THE COGNITIVE DIFFERENCES HYPOTHESIS

### Abstract

Belief in paranormal psychic phenomena is widespread in the United States, with over a third of the population believing in extrasensory perception (ESP). Why do some people believe, while others are skeptical? According to the cognitive differences hypothesis, individual differences in the way people process information about the world can contribute to the creation of psychic beliefs, such as differences in memory accuracy (e.g., selectively remembering a fortune teller's correct predictions) or analytical thinking (e.g., relying on intuition rather than scrutinizing evidence). While this hypothesis is prevalent in the literature, few have attempted to empirically test it. Here, we provided the most comprehensive test of the cognitive differences hypothesis to date. In 3 studies, we used online screening to recruit groups of strong believers and strong skeptics, matched on key demographics (age, sex, and years of education). These groups were then tested in laboratory and online settings using multiple cognitive tasks and other measures. Our cognitive testing showed that there were no consistent group differences on tasks of episodic memory distortion, autobiographical memory distortion, or working memory capacity, but skeptics consistently outperformed believers on several tasks tapping analytical or logical thinking as well as vocabulary. These findings demonstrate cognitive similarities and differences between these groups and suggest that differences in analytical thinking and conceptual knowledge might contribute to the development of psychic beliefs. We also found that psychic belief was associated with greater life satisfaction, demonstrating benefits associated with psychic beliefs and highlighting the role of both cognitive and noncognitive factors in understanding these individual differences.

Artikkel hentet fra profesjonsstudiet i Psykologi PSYPRO4312 COGNITIVE PSYCHOLOGY 2

Gray, S. J., & Gallo, D. A. (2016). Paranormal psychic believers and skeptics: a large-scale test of the cognitive differences hypothesis. *Memory & Cognition*, 44(2), 242-261. doi:10.3758/s13421-015-0563-x

## APPENDIX 5 VOCABULARY LEARNING STRATEGIES SURVEY

Ways of handling unknown words in a text

When I read an unknown word in a text I:

Never    Sometimes    Always

1	Look up the word in an English- Norwegian dictionary			
2	Look up the word in an English- only dictionary			
3	Look up the word in an English-Tamil dictionary			
4	Use Google translate			
	Indicate what language you translate into			
5	Guess its meaning from the context			
6	Ignore the word			
7	Ask the teacher for assistance			
8	Ask a friend if they know the word			
9	Look for cues to the meaning in the word itself			
10	Make a note of the word			
11	Compare the word to words that look similar in other languages I know			

From:

Akpınar, Kadriye Dilek. 2013. 'Lexical Inferencing: Perceptions and Actual Behaviours of Turkish English as a Foreign Language Learners' Handling of Unknown Vocabulary'. *South African Journal of Education* 33(3):1–17. doi: 10.15700/201503070750.

I added category 11- to get the interlingual perspective (comparison to other languages)

## APPENDIX 6 WORDS ENCOUNTERED AND STRATEGIES EVOKED BY NUMBER

WORD	Repeat ed	Und erlin ed	Guessed from context (Inference)			Wor d parts	Word form		Check with context	Self- inquir y	Ask teache r	Dictionar y	Ignore d
			C	P	W		intr a	inter					
sewage	3	4	1	3	1		1				2		
waver	2	1		1				1	1		5	1	
Assessing	1	1		1	1		1			1	1		
contract													
squalor	1	4		1	4		1	1	1		4		
curative	2		1		1	1		2 (N)				1	
affluence	3	5			4		2				5	1	
unfathomable	2	3	1	1	2		1	1			2	1	
hazards	1	1									1	1	
permeated		1	1	2	2					1		3	
Tuberculosis								3 (N)			1		
Malaria								1 (N)					
infectious								1 (N)					
cognitive								1 (N)					
Radio- active								1 (N)					
chemicals								1 (N)					
extrasensory	2	2	2			2	2		1				
episodic	2	2	1		1		1	1(N)			1		
empirically	1	1									1		
e.g.			1										
<b>SUM</b>	<b>20</b>	<b>25</b>	<b>33</b>			<b>3</b>	<b>9</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>23</b>	<b>8</b>

(N) indicates that the language the word was compared to was Norwegian. The words marked in yellow were target words, and the others are additional words that were identified.

*Extrasensory, episodic, empirically* and *e.g.* were discussed in only two of the transcripts and were words encountered in the alternative text (extra challenging)

## APPENDIX 7 INTERVIEW TRANSCRIPT | POST-EXPERIMENT GROUP INTERVIEW

### Oppfølgingsspørsmål til respondentene:

- Hvordan tror du det ville være å løse denne type oppgave i fellesskap?
- Se for deg denne oppgaven som en oppgave i et Engelsk klasserom:
  - Tror du andre elever vil ha nytte av å observere hvordan medelever resonnerer/tenker i møte med ukjent vokabular?
- Hvilke strategier har du blitt bevisst etter dette eksperimentet som du ikke var klar over at du brukte før?
- Hvilket av dine språk opplevde du som mest nyttig i denne oppgaven? Forklar.

### Hvordan tror dere de ville vært å løse denne typen oppgaver i fellesskap som gruppearbeid?

Speaker 1– man kunne brukt hverandre fremfor å bruke ordbøker.

Speaker 2–man får på en måte et større vokabular når man er sammen med på en måte

Speaker 3–vi kunne spurt hverandre om man vet et av ordene når man ikke forstår liksom

Og så når dere tenker høyt – så ble dere kanskje klar over– det var noen som sa: « å ja! ja jeg tenkte visst mer enn jeg trodde» på en måte. Var det var det en sånn opplevelse som flere hadde? at ja det ble bevist på strategiene dere brukte for eksempel?

Speaker 3–det var noen ord jeg kunne på Norsk som jeg ikke visste at jeg kunne på engelsk liksom, men som liksom jeg tenkte ikke på at jeg brukte det norske ordet for å forstå det engelske.

Speaker 4– Jeg også, jeg tenkte kanskje litt sånn jeg tenkte ikke at jeg på en måte så på likheter mellom Norsk og engelsk det var med sånn naturlig for meg så jeg tenkte ikke egentlig på det som en strategi før du på en måte sa det.

### Hvilket av deres språk opplevde dere som mest nyttige i oppgaven?

Speaker1 –Norsk

Speaker2–Norsk

[Alle fire nikker bekreftede]

ja det var jo det jeg fant på en måte også i at dere leter dere lente dere veldig mye på Norsk –var det en overraskelse for dere? Eller var det det dere tenkte på en måte at dere ville gjort?

Speaker 4–ja, det er det jeg i hvert fall har gjort hele tiden tror jeg.

Ja, men så sa dere jo intervjuene deres at dere brukte– at dere kunne se sammenhenger mellom andre språk kanskje også– så hvis vi skal gå tilbake og tenke oss det her som en gruppe eksperiment tror du/dere at andre elever vil ha nytte av å observere hvordan medelever tenker i møte med ukjent vokabular?

Speaker 2– Ja, det vil jo være det sånn hvis jeg tenker et engelsk ord på Norsk så hvis ikke ... for eksempel gjorde det, så ville hun kanskje bruke den strategien fremover.

Alle dere har jo veldig flinke til å prøve å skjønne ting i konteksten (for det er det ikke sikkert alle er like gode på) tror dere det kunne også vært noe som man kunne lært hverandre? på en måte –hvordan man leser tekster – lesestrategier rett og slett?

–ja! [alle fire nikker bekreftende].

ja for dere har dere har sikkert lært masse på tamil skolen altså om sånn bevisst om lesestrategier hvordan man skal tolke tekster ikke sant som er kan være overførbare ting fra de ulike språkene ikke sant og lære seg å ta med gjeld så må man jobbe veldig sånn systematisk er det noen andre ting dere tenker dere har lært av det og å lære seg tamil

Speaker–nei jeg måtte leser veldig mye Tamil for å lære meg det og det samme måtte jeg med Engelsk også føler jeg – så det er likhet.

Speaker– kanskje om hvordan man på en måte oversetter ord fra Tamils til Norsk– fordi jeg kunne mange flere ord på engelsk enn jeg kunne på Tamilsk, og det var mye vanskeligere for meg å lese tamilske tekster.

Ja, så det å bruke ordbøker rett og slett?

Hvilke strategier har du blitt bevisst etter dette eksperimentet som du ikke var klar over at du brukte før? [lang pause]

Var dere klar over at dere brukte så mye Norsk sammenligning for eksempel?

[alle rister på hodet- for å signalisere at det var de ikke klar over det]

Var det noen ting som dere tenkte (for eksempel så var det noen som delte opp ord og så på liksom deler av ordet altså begynnelsen av ordet eller slutten av ordet) er det noe dere tenker dere kan bruke mer av eller var det vanskelig?

Speaker 2–Ja, jeg synes det var lettere å se selve setningen fremfor å se på ordet.

Ja, så det var lettere å lese fra konteksten rett og slett? det kan jo ha noe sammenheng med at dere kanskje ikke har lært så mye om oppbygging på engelsk for eksempel?

Speaker 4–jeg vet ikke, jeg tenker litt sånn ord kan jo bety forskjellige ting i ulike sammenhenger så jeg tror det er der det kommer fra.

Ja, at dere er redd for å velge feil ord?

Speaker–nei at litt sånn å tenke– jeg vet ikke, men å tolke ordet feil– fordi man ikke på en måte ser sammenhengen ja og det er jo på en måte derfor vi leser en tekst det er jo for å finne sammenhenger.

Ja, det er for å finne meninger ikke sant.

Speaker4–så det er kanskje derfor vi ser på liksom hele setningen og ikke bare selve ordet.

... hvordan synes du det var å gjøre den testen? [spør en av elevene som var veldig stille i gruppeintervjuet]

Speaker–jeg syns det gikk veldig greit altså de ordene jeg stoppet opp– jeg forsto det ganske –...liksom altså det er ikke ofte man trenger å være opphengt i det ordet man sliter med, hvis man forstår setningen så går det vel fint. Jeg har tenkt at det liksom skjer automatisk da

Ja, så hvis dere skulle tenkt på det å leste teksten høyt sammen –ville dere anbefalte det som en strategi å gjøre sammen eller ikke?

[ingen gir uttrykk for at de ville anbefalt å gjøre dette sammen i gruppe]

Hvorfor ikke?

Speaker 3– jeg synes det er lettere å liksom sitte og tolke på meg selv og tenke liksom nøye gjennom på en måte –og hvis jeg fortsatt ikke forstår det så er det liksom lettere å spørre noen andre da i gruppa eller, men først liksom tenke selv og tolke.

OK, dere er jo veldig flinke elever, men hvis dere tenker dere medelever som ikke har like godt utviklede ferdigheter i faget... tror dere det kunne vært nyttig for dem å sitte sammen med noen som hadde gode læringsstrategier?

Speaker 1 –Ja!

[flere nikker bifallende]

For å oppsummere, det dere lærte mest– ble mest bevisst på etterpå var hvor mye dere faktisk leste fra konteksten?

Speaker 3– Hvor mye vi sammenlignet med Norsk.

Tror dere det er en nyttig kunnskap å ha`

Speaker 3– Ja!

[flere nikker bifallende]

Hvorfor det? [lang stillhet]....for da kan man bruke det bevisste andre ganger?

[bifallende nikk]



# APPENDIX 8 INTERVIEW TRANSCRIPT A

## 1 INTERVJU- A- 20.januar 2022, kl.12:30

### 2 Del 1- Språkbakgrunn

3 Ok veldig jeg heter A. og jeg går nå på andre vgs og er snart ok blir 18  
4 i år ikke snart, men noen få måneder til. Jeg jeg er Tamil, og har  
5 tamilske foreldre, men født her i Norge.

6 **Kan du fortelle meg litt om din språkbakgrunn?**

Language background

7 – vel først, ut av alt, så lærte jeg tamilsk, mmm jeg lærte ikke å skrive  
8 før jeg starta på tamil skole- som var sånn rundt 3 år vil jeg anta. Og  
9 så lærte jeg- jeg vil si jeg lærte engelsk før norsk selv om jeg ble født i  
10 Norge fordi jeg vokste da opp med å se på engelsk tv og ikke norsk tv,  
11 så og jeg hadde ikke noe særlig mye Norsk i barndommen min fordi  
12 foreldrene mine snakket tamilsk til oss, -jeg tror ikke jeg hørte så mye  
13 norsk før broren min startet på skole, eller startet på barnehagen og  
14 begynte å liksom snakke litt Norsk hjemme, som det vil si jeg på en  
15 måte jeg lærte Norsk litt tidligere enn han– –og så søsteren min  
16 tidligere enn begge oss.

English before Norwegian

Parents-Tamil

Norwegian- older brother  
started school

17 Så tok jeg spansk på ungdomsskolen– som jeg skal være ærlig i fikk  
18 jeg ikke så mye hjelp ut av det fordi jeg tok morsmål– så har jeg bare  
19 fjernet et språk til slutt. Og så har jeg - kan jeg forstå koreansk til en  
20 viss grad på grunn av hvor likt det er tamilsk. –ja så er jeg interessert i  
21 koreanske show og så ser jeg på sånt liksom– så da fikk jeg mer –jeg  
22 forstår det mer ut ifra hvor mye jeg så på.

Spansk på ungdomsskolen

Interlingual comparison  
Tamil- Korean  
Receptive  
Cultural interest

23 **Så du hører på Koreansk musikk og JA interessert i kulturen og sånt**  
24 JA, og så er det mye lettere for meg enn la oss si vennene mine som  
25 også gjør det samme, men har språk som ikke er like –så det var mye  
26 lettere for meg å forstå det fortere på grunn av hvor lik Tamil var  
27 Koreansk– så det var, sånn, sammenhenger.

Interlingual comparison  
Tamil- Korean

28 **Kan du si litt om hva dere snakker mest hjemme? Stemmer det er**  
29 **fortsatt at dere snakker mest Tamil hjemme?** –nå er det mer blandet  
30 med Norsk og tamilsk vil jeg si- i barndommen snakket jeg mer  
31 tamilsk med mor og far. **Har du besteforeldre her og?** nei de er i  
32 England.

Home- Norwegian/Tamil  
mix

Grandparents in England

33 **Så med besteforeldrene snakker du engelsk?** –Tamilsk. De kan liksom  
34 noen engelske ord men vi bruker Tamilsk. **Hva snakker du om broren**  
35 **og søstera di?** –vi snakker jo Norsk.

Grandparents: Tamil

Siblings: Norwegian

36 **Og med venner?** det kommer an på hvilke venner –vil jeg si de fra –  
37 skolevenner vil jeg si Norsk, tamilske venner som jeg har møtt enten  
38 vi andre venner som jeg har møtt på tamilskole vil jeg si Norsk der  
39 også med en blanding da bruker vi liksom noen sånn

Friends:  
Norwegian  
Tamil/Norwegian mix  
(tamilskolen)

40 tamilske ord bare for kjødd, eller så bare kommer det inn i noen  
41 setninger,- men jeg er bestevennen bruker engelsk fordi hun går på –

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 eller hun gikk på engelsk privatskole og nå går hun IB linje så hun bruker engelsk i hverdagen sin hele  
2 livet sitt så hennes tredje språk er da norsk, så derfor bruker vi engelsk mer, og vi er bare- vi -det er  
3 sånn automatisk- hver gang det er oss to alene så bruker vi engelsk og i det sekundet en annen person  
4 kommer inn i samtalen så bare bytter vi til Norsk med en gang så–
- 5 jeg bruker liksom engelsk i dagliglivet på grunn av henne. –vi har da  
6 kjent hverandre siden vi var sånn 2 –3 år tror jeg –brødrene våre gikk på  
7 samme tamilskole, i samme klasse- og de var gode venner da- og vi var jo  
8 små babyer og foreldrene våres var,- eller mødrene våres var på skolen, -  
9 sånn var der og passet på liksom, så da var vi der også så bare ble vi en  
10 liten sånn vennegjeng siden vi var liten da-
- 11 **Når vil du si at du begynte å lære engelsk?**
- 12 -det jeg husker så har jeg på en måte alltid hatt engelsk i livet på grunn av  
13 tv, men når jeg seriøst begynte å forstå det vil kanskje være rundt sånn,  
14 når jeg begynte å forstå verden i seg selv kan man si. Vel, å lese og sånt,  
15 var litt sånn senere når jeg først lærte bokstaver og sånt, men jeg så jo på  
16 ting med “subtitles” så da kunne jeg liksom se sammenhengen mellom  
17 ting, så jeg vil si, rundt sånn kanskje 5, kanskje yngre også.
- 18 **Så dere på youtube når dere var små?** –nei det var- du vet, sånn som tv  
19 kanaler i seg selv, men vi hadde ikke da Norsk tv kanal som betyr at når  
20 alle sammen drev og så på en ting. Så la oss si alle drev og så på  
21 Nickelodeon -så satt jeg der og så på andre ting som var på engelsk. Eller  
22 hvis vi så på samme show så så jeg de på engelsk og vennene mine så de  
23 på Norsk, så når hver gang vi snakket om karakterer og sånt, så har jo de  
24 forskjellige navn så var jeg kjempeforvirret fordi jeg var sånn: “Hæ de  
25 heter jo ikke det, hva mener du”, men ja, så jeg lærte jeg visste ikke at det  
26 var en ting før jeg ble eldre og forstå så jeg visste ikke at det var et..– jeg  
27 skjønnte at det var et annet språk, men jeg visste ikke at ikke alle gjorde  
28 det, så ja,-det var noe jeg kom til senere år, sånn; “å ja, ok” -s å hadde jeg  
29 litt sånn annen barndom enn de fleste, kan man si.
- 30 **Så ville du sagt at engelsk var ditt første andre tredje eller fjerde språk?**
- 31 jeg vil si andre, istedenfor tredje som det egentlig skulle vært, på en måte.
- 32 **Så du er født i Norge, men du vil si at :-Norsk er tredje språk, ja.**
- 33 **Hvilket språk er du sterkest i?**
- 34 –Å, det er veldig vanskelig fordi jeg vil si jeg er sterk i forskjellige ting i  
35 forskjellige aspekter -jeg vil si jeg er svakest i tamil, selv om det  
36 er mitt første språk fordi tamil er et veldig komplekst språk– hvis det  
37 kommer til å snakke daglig så går det helt fint, jeg kan holde en vanlig  
38 samtale, men hvis jeg skal  
39 skrive en veldig kompleks tekst– hva skal man si–

English every day

Started English

T.V.

Immersion: T.V.

ENGLISH: 2nd  
Language

NORWEGIAN: 3rd  
language

Languages weakness  
Tamil

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 tentamen på en måte, så når jeg tok eksamen – morsmåleksamen– så var det sånn: det hadde jeg da  
2 øvd til i flere år med tamilskole, men liksom hvis jeg hadde sagt det nå  
3 og så har jeg liksom glemt litt kan man si, men da var jo vokabularet  
4 mitt større i det tamilske, men vi bruker jo ikke tamilsk kompleks  
5 vokabular til daglig, så det liksom går på en måte litt sånn vekk, men  
6 jeg vil forstå det, men jeg kommer til å bruke det selv– hvis det gir  
7 mening. Jeg jeg føler engelsken min er -jeg vil putte engelsk på  
8 nummer en, hvis man tenker over -liksom overalt- fordi jeg føler når  
9 jeg leser ting så tenker jeg på det–når jeg ikke forstår det–så tenker jeg  
10 på det i engelsk– veldig -hvis det gir mening.
- 11 **Hvis du vil så kan vi godt ha intervju på engelsk ...?**
- 12 Begge funker for meg, men ja, så jeg pleier å oversette ting til engelsk  
13 for å forstå det eller sette det i en engelsk setning , men hvis jeg ikke  
14 forstår det i engelsk så er det sånn: “Å, hva gjør jeg nå” å så prøver  
15 jeg å sette den i Norsk, men det er veldig sjeldent jeg ikke forstår  
16 Engelsk enn å oversatt til Norsk, enn at jeg forstår norsken og  
17 oversetter til engelsk– når jeg ikke forstår engelsk så pleier jeg for det  
18 meste å prøve å se det i en sammenheng i en setning liksom for å  
19 oversette det, men når det kommer til Norsk så bare oversetter jeg det  
20 til engelsk. Når det kommer til å Tamil så er det bare– enten så bare  
21 spør jeg foreldrene mine eller så oversetter jeg det til engelsk på nettet.
- 22 **Hvilket språk vil du følte er mest komfortabel å ta en lesetest i tror du?**
- 23 Engelsk eller ja Norsk –det kommer an på hvor kompleks norsken er -  
24 på ordforrådet der.
- 25 **Hvilket språk ville du sakt ligner mest på engelsk da-morsmålet ditt  
26 eller Norsk?**
- 27 Jeg tror morsmål mitt er mer likt Engelsk enn Norsk – ja jeg tror  
28 setningsoppbyggingen er nærmere Engelsk, vil jeg si. For er ikke  
29 norsk og Engelsk sin setningsoppbygging forskjellig?
- 30 De vi si det er mer likt– det kan hende det er –det er selvfølgelig noen  
31 forskjeller, men det vil være mer likt enn Norsk tror jeg.
- 32 **Kan du beskrive ferdighetene i morsmål og sammenligne med engelsk  
33 og Norsk? –det har du jo sagt litt om egentlig når du snakket om...– du  
34 har kanskje ikke det akademiske språket inne på Tamil?**
- 35 jeg hadde det kan man si, men nå som jeg er ferdig med tamil skolen  
36 og ferdig med eksamen så bare har jeg ikke liksom brukt tiden min på  
37 å studere det lenger, så jeg har ikke egentlig nødvendigheten til det,  
38 fordi jeg klarer å snakke til en daglig, og jeg kan bruke endel  
39 komplekse ord, men jeg har ikke nødvendigheten til å skrive tentamen  
40 akkurat nå i Tamil så det er ikke akkurat nødvendig for meg.

Language attrition

Receptive vocabulary:  
Tamil

Strongest language:  
English

Stategy use

Reading test

TOPR

Language ability mother  
tongue

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 Hvilke erfaringer har du gjort deg som flerspråklig i Norge?
- 2 Hva vil det si?
- 3 Synes du at det er noe som blir verdsatt i– liksom i skolesammenheng eller  
4 i samfunnet generelt?
- 5 –Språk, som hvis man er flerspråklig? Jeg jeg synes at det er veldig fint at  
6 folk tar hensyn til det i det Norske skolesystemet– at man har valget og må  
7 ta morsmåleksamen, fordi jeg synes det er –hadde vært litt sånn– hvis vi  
8 ikke kunne tatt et helt språk vi kunne og måtte lære et helt nytt –når, la oss  
9 si norskfødte elever får ta Norsk som et fag på en måte, men selvfølgelig  
10 får man ikke bare ta en eksamen, men det er sånn at vi har tilgang til å  
11 bruke den fordel vi har –til vår egen fordel og ikke bare kunne det er  
12 veldig fint fordi, det er sånn, det vil på en måte gi dem mer –verdi for  
13 ungdommer –fordi det er sånn; ikke så mange er så interessert i å liksom–  
14 vi har språket, men ikke så interessert i å liksom måtte lære det ordentlig,  
15 men når vi vet at vi kan ha en fordel på grunn av det, så setter vi oss mer  
16 inn i det, og det vil hjelpe å holde språket vårt lengre– vil jeg si, på en måte.
- 17 Hvilken innvirkning tror du det å være flerspråklig jeg har hatt på din egen  
18 læring av andre språk i skolen? Man kan jo se det i sammenheng både med  
19 engelsk og spansk da..
- 20 Jeg jeg tror det var mye lettere for meg å lære– når det kommer til engelsk  
21 på skolen så var jeg veldig sånn–det var på en måte barnemat for meg –  
22 spesielt når jeg var liten. Jeg husker at jeg starta på første klasse og så drev  
23 jeg og lærte mandag, tirsdag og sånn, og jeg satt der –sånn –hvorfor kan vi  
24 ikke alle sammen dette her –og sånn hele
- 25 barneskolen så var jeg alltid– ja skryter, men jeg var alltid på en måte et  
26 steg foran–eller noen få steg foran– fordi folk ikke hadde lært det fra før,  
27 men også ja– så kommer jo folk til det nivået siden, men jeg føler at jeg  
28 ligger– det er ikke– engelsk er ikke et fag som jeg er sånn; “OK jeg må  
29 jobbe kjempehardt for å få det til “–jeg kan bare sette inn litt sånn og så kan  
30 jeg få det til ganske bra, men ja.
- 31 Du snakket litt om spansk i stad, som blir da fjerde språk- hvordan var det i  
32 forhold til...–å lære spansk var –Spansk sin –hva skal man si det–  
33 setningsoppbygging er jo veldig annerledes Norsk. Det er mer likt Engelsk  
34 enn Norsk men ikke så særlig likte Engelsk men det kan i noen  
35 sammenhenger være likt Tamilsk men Spansk er veldig komplekst da, når  
36 det kommer til bøyning og sånt det er ikke likt Tamilsk, men når det  
37 kommer til setningsoppbygging så var det –det var –jeg kunne forstå  
38 hvorfor det var sånn fordi jeg kunne forstå at det var sånn på tamilsk så var  
39 det litt sånn lettere men jeg var ikke noe særlig interessert i Spansk så jeg  
40 tok ikke det så særlig seriøst kan man si.
- 41 Så du synes egentlig ikke det gjorde det noe lettere for deg å lære spansk– det at det kunne tamil og  
42 engelsk fra før?

Multilingual  
experience

Advantages

Multilingual  
advantage

English

Multilingual  
advantage  
Spanish learning

Syntax:  
Spanish/Tamil

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 –Å lære det, nei, men å forstå hvorfor det er sånn, ja! –Hvorfor bygningen er sånn– å forstå at liksom  
2 det kommer før det,- ja.
- 3 **Hvor komfortabel er du med å bytte språk når du vil eller trenger det?**
- 4 –Jeg gjør det sånn– det er ingenting jeg bare bytter– for som jeg sa, når  
5 jeg snakker med bestevennen min og en annen person–det er en  
6 automatisk midt i setningen for eksempel så plutselig så bare engelsk  
7 borte og vi starter med Norsk med en gang– er sånn; “hei ok” – la oss si  
8 hvis vi sitter og snakker engelsk så kommer det en til her sånn og “hei”–  
9 da bytter vi med en gang til Norsk. **Er det sånn at du også av og til bytter**  
10 **midt i en setning?** –ja, sånn når det kommer til– la oss si– jeg snakker  
11 med en venn og vi snakker Norsk og –la oss si–vi begge er tamil og det  
12 er et spesifikt ord som vi da gir mer trykk på tamilsk enn å si det på  
13 Norsk så hadde vi brukt det tamilske ordet og da bare ikke som om man  
14 føler at den ble en “switch” i språket det er bare –det er bare putta inn og  
15 så går vi videre.
- 16 **Opplever du at det er godkjent å snakke sånn (implisitt codeswitching)**  
17 **på en måte på skolen eller føler du liksom at på skolen så må du holde**  
18 **deg til Norsk for eksempel?**
- 19 – jeg har ikke faktisk følt at det er noe imot det og for hvis vi flytter til  
20 noen så vel jeg vil si at alle ungdommer har engelske i vokabularet sitt  
21 som vi bruker til daglig uansett, men selvfølgelig så har –derfor hvis jeg  
22 bruker et tamilsk ord når jeg snakker med en tamiler –så er det ingen  
23 rundt meg som reagerer på det akkurat– så jeg vil si at jeg vet ikke om  
24 hvordan det er på andre skoler men jeg vil si skoler i områder som har –  
25 la oss si folk med flerkulturell bakgrunn– jeg tror ikke at noen som helst  
26 kommer til å reagere noe særlig stort på det, fordi det er en normal ting  
27 for alle sammen på en måte.
- 28 **Så hvis du tenker på engelsk-klassen. Du har aldri blitt fortalt at du bare**  
29 **skal snakke engelsk i engelsk klassen?**
- 30 – vel jeg tror lærere er veldig sånn på at de vil helst at folk bruker  
31 engelsk i engelsken fordi engelsk er –vi lærte det siden vi gikk i  
32 førtseksklasse som gir mening at de vil bruke det mer fordi folk kan mer  
33 engelsk enn for eksempel det de hadde gjort i spansk eller fransk eller  
34 tysk– det hadde vært ok med at folk bruker Norsk da– men når det  
35 kommer til engelsk så vil de helst at vi bruker engelsk, men jeg tror ikke  
36 de skal –lager ikke så stor “deal” ut av at det skal bare være engelsk i  
37 engelsken liksom.

Code-switching

Accept for code-switching

English classroom  
Attitudes to other  
languages in the  
classroom.

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 Del 1.2- Vokabular/læringsstrategier
- 2 Da skal vi over til nøkkel spørsmålene som går på dette her med
- 3 læringsstrategier i møte med nye ord i engelsk. Vet du hva jeg
- 4 mener når jeg sier læringsstrategi?
- 5 – forskjellige måter vi bruker på å lære på?
- 6 Det kan være hvordan du angriper en tekst på og hva slags
- 7 teknikker du bruker for å lære noe, ikke sant –det kan være mange
- 8 forskjellige ting– så hva ville du sagt at du selv gjør når du i møte
- 9 med et ukjent ord i en engelsk tekst?
- 10 – i en engelsk tekst så vil jeg da først vil jeg lese om setningen i
- 11 seg selv fordi jeg er veldig –jeg forstår ting mer når det er i
- 12 sammenheng. Jeg kan på en måte forstå at– og hvis det er det som
- 13 skjer i teksten så må det ordet bety det –og hvis ikke det hjelper,
- 14 så vil jeg da prøve å oversette det til en av de språkene jeg kan.
- 15 Først ville jeg da ta norsk og hvis ikke det går så prøver jeg på
- 16 tamilsk men som mest sannsynlig ikke kommer til å gå heller og
- 17 da prøver jeg bare –jeg leter etter for det meste synonymmer –fordi
- 18 synonymmer vil si veldig mye– det er veldig lett å få en
- 19 sammenheng mellom det– eller så søker jeg en definisjon på ordet
- 20 eller,- ja.
- 21 Bruker du engelsk/engelsk ordbøker?
- 22 –jeg bruker ikke ordbøker, men på nettet liksom? ja og nei– det
- 23 kommer an på –jeg vil si jeg bruker engelsk/engelsk hvis det er
- 24 sånn– det kommer egentlig an på ordet vil jeg si, men for det
- 25 meste så hadde jeg oversatt det til Norsk.
- 26 Bruker du ordnett da eller? –Ja!
- 27 Så du ville du sagt at vokabularet ditt, sånn teknisk vokabular
- 28 fortsatt er bedre på norsk enn på engelsk?
- 29 –jeg vil på en måte si det er likt fordi Norsk sin vokabular har jeg
- 30 ikke så mye tilgang til på en måte jeg har ikke vokst opp med det
- 31 så det er veldig mange som jeg har null tilgang til å vite fra før
- 32 men engelsk vokste jeg opp med å høre masse fordi jeg var jo i
- 33 England hvert år på grunn av familie der og jeg ser mer på engelsk
- 34 shows/programmer– hører mer på engelsk musikk så jeg vil si at
- 35 engelsk vokabularet mitt er bedre enn den norske vokabularet
- 36 mitt, men på grunn av skole så har jeg selvfølgelig spesifikke ord
- 37 som jeg ble bedre på i Norsk fordi man skriver mer Norsk tekster
- 38 Så det kan hende at når du slår opp et ord som du lurer på på
- 39 engelsk at du får et Norsk ord som du ikke kjenner– som du også
- 40 da lærer deg? –Ja, så da lærer jeg på en måte begge.
- 41 When I read an unknown word in a text I: “snakk litt høyt rundt
- 42 punktene på lista”.

Receptive vocabulary strategies

1. Guess from context
2. Dictionary translation  
Norsk then Tamil
3. Synonyms/Thesaurus
4. English/English

Dictionary English/English

Online dictionary

Advanced vocabulary  
English/Norwegian

Family in England

General vocabulary

Academic vocabulary

# APPENDIX 8 INTERVIEW TRANSCRIPT A

1 When I read an unknown word in a text I:

2 Respondent A:

3 Never Sometimes Often/Always

1	Look up the word in an English- Norwegian dictionary			x
2	Look up the word in an English- only dictionary			x
3	Look up the word in an English-Tamil/Somali dictionary	x		
4	Use Google translate			x
	Indicate what language you translate into	Norsk		
5	Guess its meaning from the context			X Alltid først
6	Ignore the word		x	
7	Ask the teacher for assistance (more when she was little)	x		
8	Ask a friend if they know the word (except in group work)	x		
9	Look for cues to the meaning in the word itself Oftentimes			x
10	Make a note of the word	x		
11	Compare the word to words that look similar in other languages I know (Norsk- Engelsk, Tamil -Spansk og Koreansk)		x	

4 –I Look up the word in an English- Norwegian dictionary – Yes, always!

5 det det vil på en måte være mellom begge (sometimes/lways) ja kan man si  
6 ja det kommer an på hvor –det er samme om jeg forstår det i sammenheng  
7 med setningen

8 –Look up the word in an English- only dictionary –vil det da si –vi det  
9 da være synonymer og sånn? Ja, jeg gjør det ganske ofte.

10 –Look up the word in an English-Tamil/Somali dictionary– jeg gjør det  
11 veldig, veldig sjeldent –så jeg vil si “never”

12 – I use Google translate- always! Do you trust google translate? –ja, for det  
13 meste, men også når det er ord så vil det mest sannsynlig være riktig, men  
14 hvis det da fortsatt ikke gir mening for meg så er det synonymer,  
15 sammenheng i tekst og sånn.

16 – Indicate what language you translate into – hva vil du mene med det?

17 for det meste så oversetter du til Norsk fra engelsk? Ja!

18 –Guess its meaning from the context –det er kanskje det første jeg gjør når  
19 jeg møter et ukjent ord. –Ignore the word– noen gang sier jeg det er fordi  
20 noen gang så har det ikke så stor trykk til hva teksten handler

Online Dictionary  
English/Norwegian

English/English  
dictionary

English/Tamil  
dictionary

Google translate  
– Norwegian

Ignore the word

## APPENDIX 8 INTERVIEW TRANSCRIPT A

1	om så det vil ikke si så særlig mye –først så for det meste så pleier jeg	
2	bare lese igjennom hele, men hvis den delen har en veldig stor	
3	“impact” til hva historien handler om eller om det faktisk <b>har trykk til</b>	
4	hva oppgavene mine er –så vil jeg kanskje gå tilbake på det –og noen	
5	ganger så er jeg bare nysgjerrig–	
6	–Ask the teacher for assistance jeg gjør det veldig kjeldent- for å	Ask the teacher
7	være ærlig. Ja,– jeg tror jeg gjorde det kanskje litt sånn før, men jeg vil	
8	ikke si jeg gjør det lenger.	
9	–Ask a friend if they know the word–det gjør jeg aldri unntatt hvis det	Ask a friend
10	er sånn– vi jobber med noen -så er det sånn; “og hva er dette her for	
11	noe?”	
12	–Look for cues to the meaning in the word itself –hva mener du?	Intralingual clues
13	<b>Ja, sånn for eksempel hvis et ord har –ly i endingen- så er det</b>	
14	<b>antageligvis et adverb, ikke sant?</b>	
15	–jeg tror det er litt sånn automatisk som skjer i hjernen min – jeg	
16	tenker ikke så dypt inn i det, men jeg vil si det skjer i hjernen min– at	
17	det bare er noe jeg kanskje lagrer automatisk- så antageligvis ganske	
18	ofte, ja.	
19	–Make a note of the word –jeg er ikke så flink på det skal man si, så	Make a note
20	jeg vil si nei	
21	–Compare the word to words that look similar in other languages I	Interlingual comparison
22	know–det gjør jeg med Norsk og Engelsk fordi de har –også hadde	
23	tamilsk og spansk noen felles ord som var veldig like. Norsk/engelsk	
24	og tamil/spansk og koreansk –altså tamil til koreansk, men jeg kan	
25	klare å holde en vanlig samtale på koreansk men jeg kan ikke skrive	
26	eller noe annet--	
27	<b>..men i forhold til engelsk så er ikke tamil noen fordel?</b>	Tamil as a research in English learning Concurrent bilingualism
28	hmmm nei? Nei. fordi jeg føler jeg har lært av det så likte at jeg vet	
29	ikke om det er en fordel eller ikke, men hvis jeg lærte engelsk senere	
30	så kan det ha hatt en fordel på det, men for meg personlig så var det	
31	ikke sånn. <b>For det var egentlig mer som at du lærte tamil og engelsk</b>	
32	<b>nesten likt?</b> ja så det var sånn det samme for meg ja –men jeg jeg kan	
33	tenke meg at tamil kunne hatt en fordel til engelsk hvis jeg lærte det	
34	senere.	
35	<b>Hvilke av dine språk er nærliggende å sammenligne «ukjente» Engelske ord med?</b>	
36	–for det meste Norsk, ja.	Interlingual comparison English/Norwegian
37	<b>Kan du beskrive hvordan du lærer deg nytt vokabular i Engelsk? Hvilke teknikker</b>	
38	<b>braker du for å lære deg nytt vokabular? Hvis dere får en tekst i</b>	
39	<b>engelsktimer for eksempel og så er det noen nye ord Hva gjør du for å</b>	
40	<b>lære deg de ordene?</b>	
41	for å forstå det eller lære i seg selv? – <b>å holde det?</b>	Receptive/Productive
42	det jeg vil si at det bare er et ord som på en måte automatisk	
43	registreres i hodet mitt og så må jeg bare kunne forstå det for at det	understanding



## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 skal være et ord jeg kan bruke i et tekst senere på en måte og da igjen– sammenhenger oversetting og  
2 alt det der.
- 3 **Så du pleier ikke ta notater, eller skrive ned vokabular i en egen**  
4 **notisbok, eller? Nei!**
- 5 **Hvilken type engelske tekster liker du å lese?**
- 6 – jeg er jeg er ikke en sånn leseperson, men jeg vil si at jeg er mer på  
7 sånne ting som har spennening –sånn en twist tiden noe sånn fantasi,  
8 krim–lignende sånn– ovenfor ting som Shakespeare og ja det er litt  
9 sånn jeg hadde blitt utslitt av en side liksom.
- 10 **Hvilke type engelske tekster forventer du at du vil måtte lese i dine**  
11 **fremtidige studier?**
- 12 –jeg kan ikke svare– for jeg vet ikke hva jeg skal bli, men hvis man  
13 tenker utafør fra studiet så vil jeg si at jeg kommer til å ha litt sånn i  
14 en eller annen sammenheng måtte ha engelsk i livet mitt på grunn av  
15 familie eller når det kommer til dokumenter, på en måte? –kanskje,  
16 hvis det er komplekst språk så kan jeg kanskje komme til å oversette  
17 dette til engelsk for å forstå det bedre, men når det kommer til studiet  
18 så vet jeg ikke helt.
- 19 **Opplever du/har opplevd at Tamil har vært en ressurs i Engelsk**  
20 **språklæring?**
- 21 – ja, det det der med at hvis jeg har lært det senere ja
- 22 **Har læreren aktivt noen gang bedt deg sammenligne Engelsk og andre**  
23 **språk du kan?**
- 24 –nei, jeg vil ikke si det.
- 25 **Hvilket råd ville du gitt til en yngre elev fra samme språkbakgrunn**  
26 **som deg selv som ønsket å forbedre sin karakter i engelsk?**
- 27 – jeg vil personlig si at ja hun– å leser masse greier i det er ikke noe  
28 som de fleste ungdommer eller yngre folk hadde vært villig til å gjøre  
29 eller interessert i å gjøre det kommer til å være kjedelig at de kommer  
30 ikke til å ville lære det når noe er kjedelig– eller ut av min personlig  
31 mening så– hvis noe er kjedelig så er jeg sånn; “OK jeg orker ikke  
32 dette her”,- men jeg hadde sagt; “se på serier først hvis du ikke kan  
33 lese på engelsk så vil jeg si se jeg på med lyd på engelsk og les på det  
34 språket du kan og så bytte til –når du har blitt vant til det –og høre  
35 engelsk i seg selv –byttet til å lese på engelsk. Og så– nå etter at du er  
36 komfortabel med å kunne lese det– prøve å bare høre på det i seg selv  
37 alene og si at du forstår det. Og jeg vil si at å se på ting er mye lettere  
38 fordi når man har en visuell representasjon av hva som skjer så kan  
39 man sette sammen fordi det er mye lettere å forstå med bilder – i min  
40 personlige mening enn å måtte lese et helt blankt med masse tekst ja jeg synes det er –det er jo sånn  
41 jeg personlig lærte meg da jeg var liten– men jeg synes det er en veldig bra måte å lære på nå også  
42 uansett om man er eldre også– så man må bare finne noe man er interessert i – sånn at man holder seg  
43 til det– en serie eller en film man er interessert i.

Taking notes

Reading preferences

Expectations to future  
English reading

Tamil as resource

Language comparison in  
class

Advice to younger  
students

Personal interests

Watching series

Understanding from  
context

Visual aid

## APPENDIX 8 INTERVIEW TRANSCRIPT A

- 1 **Er det noe du mener at lærerne oppmuntrer til også eller?**
- 2 jeg har hørt noen få lærere si det tidligere– før sånn når det kommer til  
3 språk –bare for eksempel i spansk så så vi på spanske filmer –ja det vil  
4 si at noen lærer gjør det, men jeg tror ikke det er så mange som– jeg  
5 tror ikke det–jeg synes ikke det er nok som sier det jeg synes det er  
6 flere folk som sier sånn; “les om det og jobb med det”, men derfor  
7 hvordan skal vi jobbe med det? Det er ikke noe –hva? det er veldig,  
8 veldig sjeldent, men personlig vil jeg sitte der å søke opp random  
9 engelske ord og bare sitter der og studerer jeg vil– hadde håpet at  
10 lærere sa mer at man skulle se på ting man er interessert i fordi jeg  
11 personlig tenkte ikke over at det var en stor fordel for meg selv– før  
12 jeg forsto at– før jeg lærte koreanske ved å se på ting så det jeg var da  
13 jeg innså at “Å det var jo sånn jeg lærte engelsk også”–
- 14 **nettopp så hvis du tenker på strategier da for språklæring, da har vi**  
15 **egentlig snakket om her –da er det liksom –det er din strategi –altså å**  
16 **se og lære av konteksten på en måte.**
- 17 JA, det er en veldig visuell– jeg lærer veldig godt visuelt over andre  
18 ting – så jeg foretrekker sånn der å holde presentasjoner i stedet for å  
19 bare stå der å snakke
- 20 **Er det noen du tenker nå vi ikke har snakket om som er relevant?**
- 21 jeg tror ikke det nei
- 22 **Oppsummering: vi har jo snakket om at for deg personlig så kan du**  
23 **ikke se at tamil har hatt noen stor påvirkning på din læring av engelsk**  
24 **fordi du har lært det egentlig parallelt med Tamil, men du kan se noen**  
25 **sammenhenger mellom engelsk og norsk i forhold til oppbygging av**  
26 **språket var det riktig?- engelsk og tamilsk ja, fordi vi mente at Norsk**  
27 **og tamil sin oppbygning er annerledes så det er syntaksen det så i den**  
28 **sammenheng så har tamil en fordel på en for meg som lærte det**  
29 **parallelt så var ikke det så stor betydning for meg kan man si– det**  
30 **hadde ikke noe stor “impact”.**
- 31 Nei, men det kunne kanskje vært det hvis noen lærte først tamil og så  
32 Engelsk- jeg lærte tamil først, men jeg var så ung at det hadde ikke så  
33 stor ikke så stor innflytelse på meg kan du si.
- 34 **Hvor gammel var du da du begynte på tamilskolen?**
- 35 –3 vil jeg si, fordi det var sånn barnehageaktig også –ja og så gikk jeg  
36 der i 13 år opp til 10. Klasse.
- 37 **og så tok du morsmål eksamen– da øvde du jo før det også gjorde du**  
38 **ikke?**
- 39 –ja da hadde vi sånne forberedelse klasser til morsmåls eksamen fordi  
40 i Tamilskolen, opp til sånn femte klasse, så lærer vi struktur og  
41 setningsoppbygning, ord, bokstaver –og så etter det, så vil jeg si det  
42 var –det var sånn oppbygning også, men det var også fokus på  
43 historien– så fra da så var det ikke så stor innflytelse betydning unntatt

Watching things out of  
interest

How I learned English

Visual learning aid  
- Contextual cues

English/Tamil  
simultaneous bilingual

Tamil influence on  
learning English

Morsmåls eksamen  
–Nivå 3

## APPENDIX 8 INTERVIEW TRANSCRIPT A

1 det at vi fikk historien men også lærte vi også mer vokabular ut av det og så– ja, men jeg hadde sånn  
2 klasser som da ble holdt for morsmåleksamen.

3 **Og da tok du morsmåleksamen da du var 16?**

4 –jeg tok nivå 2 i niende klasse jeg husker ikke hvor gammel jeg var da, men ja også tok jeg nivå 3 i  
5 fjor høst–i første vgs.

### 6 Del 2- Thinking-out-loud while reading a text

7

8 Underlines “Sewage”- jeg vil anta at det er noe som lukter fælt, men  
9 jeg vet ikke helt akkurat hva det betyr.. Går videre.

Guessing from context  
–Cross reference with  
debrief comment

10 Hesitates on the word “Waver”, but carries on.. (is she reading from  
11 context or ignoring the word?)

12 “Squalor”- stopper ved ordet- “sa jeg det riktig?” **Vet du hva det betyr**  
13 **eller? Nei. hva tror du?**

Guessing from context?  
Wrong inference  
Ignore the word?

14 Er det sånn scholarship, lisson? Tror ikke det skrives sånn. Jeg vet ikke  
15 helt hva det er nei.

16 Fortsetter bare videre.

17 Stopper ved “affluence”? Går opp i tonefall som ved et spørsmålstejn.  
18 men leser videre...

Guess from context (see  
comment in debriefing)

19 Stopper ved “unfathomable”- leser: [ənˈfæt..] – Det vet jeg ikke hva er.

20 Stopper ved tuberculosis- vanskelig å uttale. Leser sakte med trykk på  
21 ritkige stavelse; [Tu:bærkʌlu:si:s]- Jeg vet ikke hvordan man sier det på  
22 Engelsk men.. **jeg spør om hun vet hva det betyr-** hun sier: “er det ikke  
23 tuberkolose?”

Interlingual comparison  
–Norwegian

24 Nøler litt ved Permeated. Leser: [pærˈmætəd] Leser ufortrødent videre.

Guessed from context

25 Leser ut teksten.

#### 26 DEBRIEFING:

27 “Permeated”- litt rar uttale- jeg spurte henne etterpå om hun forsto  
28 ordet? Hun svarte: “Jeg reagerte ikke på det, da jeg tenkte jeg forsto

Guessed from context

29 det ut ifra sammenhengen. **Hva tenker du det betyr?** Svar: “at alle er på  
30 en måte utsatt for det?”

31 **Unfathomable.** Hoppet over det fordi det har et ord foran seg – far  
32 from being “mysterious”- så hun antar det er noe lignende som er ikke  
33 approachable kan man si- så man vet hva det er og hvorfor det  
34 kommer. Altså at det er noe som er visst- det er ikke noe man ikke vet.  
35 Jeg tenkte at det var noe som betød at det var visst. Det er et adjektiv-  
36 det er noe som forklarer noe- fordi det må være samme ordklasse som  
37 mysterious. Det er det og det, altså må de være like typer.

38 **Synes du teksten var lett å forstå?**

## APPENDIX 8 INTERVIEW TRANSCRIPT A

1 –Overfladisk, liksom- Ja. Når leg leser hele teksten så tenker jeg ikke  
 2 så mye over de spesifikke ordene, men hvis jeg skulle lest en setning  
 3 alene- bare den setningen som hadde det ordet- så hadde jeg vært sånn-  
 4 kanskje jeg burde søke opp det ordet. Eller hvis oppgaven min gikk ut  
 5 på den setningen.

6 **Du stoppet også ved «sewage»? Hun lytter til min uttale.**

7 –For jeg vet ikke hva det spesifikt er, men jeg vil anta det er noe som  
 8 ikke lukter godt, eller er det sånn- sew- sånn undergreie- tunellen  
 9 som... (pause) «sewage».. er det det det er. **Det går opp et lys da hun**  
 10 **kjenner igjen ordet.**

11 **Ja hva er sewage? Spør igjen for å sjekke forståelsen.**

12 –Er det ikke sånn der all skitten går igjennom? Den tunellen med  
 13 vann? \_

14 **Det er helt riktig kloakk!** – Ah jeg visste det ordet, bare kom ikke på  
 15 det akkurat nå.

16 **Sjekker forståelsen av teksten. Hva ville du sakt denne teksten handler**  
 17 **om?**

18 –Den handler om hvor om at hva hva heter det World Health  
 19 Organisation– at liksom de fokuserer mer på inntektene av penger enn  
 20 å seriøst hjelpe de rundt seg, og at man antar fort at det er på grunn av  
 21 det er sånn– man tenker ikke over at det fordi de lever i en dårlig  
 22 kondisjon og at det er derfor de er blir påvirket av disse sykdommene,  
 23 og ikke at legene som da vil sannsynlige lever i bedre kondisjon ikke  
 24 får disse fordi de er– ikke er svake fysisk, eller ja har ikke de har de  
 25 cellene til å kjempe mot på en måte.

26 **Ville du slått opp disse ordene hvis du hadde PC tilgjengelig?**

27 Ja, jeg hadde sikkert slått opp «unfathomable». – jeg hadde mest  
 28 sannsynlig ut alle så hadde jeg slått opp den «permeated» fordi den var  
 29 ikke så lett å ta i sammenheng på en måte men den «unfathomable»  
 30 kunne være litt sånn– jeg kunne forstå det ut av sammenhengen på  
 31 grunn av synonymet foran på en måte. –jeg tenkte at det var noe som  
 32 ville si at det var visst –at det ikke var noe som folk ikke visste.

33 **Og så vet du hvilken ordklasse det er..**

34 -Ja det er et adjektiv, det er noe som forklarer- jeg forsto det fordi  
 35 mysterious er et adjektiv, og jeg vil ikke tro at man putter noe annet  
 36 etter- når man skal si- det er det og det.

37 **og så var det tuberkulose, der fant jeg et ord som...**

38 – ja på Norsk– bare kunne se sammenhengen på det på Norsk.

39 **Hazards da?**

40 det er litt sånn et ord – er liksom det er vanskelig å forklare på norsk  
 41 fordi jeg vet det på engelsk –det er det jeg sliter med. Due to like  
 42 problems, kind of.. kan man jo si.

Purpose of reading

How you read is also  
context sensitive

Receptive vocabulary

Dictionary

Guess from context

Interlingual  
comparison–Norwegian

Backwards translation-  
to Norwegian difficult

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 INTERVJU- B- 20. January 2022, kl.16

2 Del 1- Språkbakgrunn

3

4 **Can you tell me a little about your language background?**

Language background

Norwegian introduced  
in kindergarten

Dominant language

Weekend language

School language

Home language

Spanish 4<sup>th</sup> language

Parents

Grandparents

5 I was born and raised here in Norway so initially one might think  
6 that I would start off by learning Norwegian but I actually started  
7 off learning my mother tongue which is Tamil and we spoke that  
8 language around the family and community most of the time and  
9 then as my brother who's two years older than me started going to  
10 kindergarten and Norwegian school he kind of brought home the  
11 Norwegian language into our house and we started  
12 communicating using a few Norwegian words here and there and  
13 as soon as I was four I started going to the International School  
14 where we were taught English and Norwegian but mainly –  
15 everything we learned was in English –so I would say that I'm  
16 stronger in the English language than the Norwegian language  
17 but so far I feel that all three of them are very helpful in my  
18 everyday lifestyle as I live in Norway so have to speak  
19 Norwegian and it's just been like– in the weekends it's mostly  
20 Norwegian and then during school times it's also English and at  
21 home it's Tamil so I feel like I have a good balance of all the  
22 languages.

23 Prior to learning English at the school as well as that I've study  
24 Spanish for seven years now yeah so I have a little bit of  
25 knowledge in that subject as well.

26 **So, with your mother and father you speak Tamil? – Yes,**

27 **And do you have grandparents here? –** I used to and with my  
28 grandpa I used to speak in Tamil but with my dad I sometimes  
29 speak in Norwegian –now it's become a mix of everything except  
30 for English which is mostly which is only at school with my  
31 friends but yeah otherwise it's Tamil and Norwegian primarily.

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 **And with your your brothers and sisters?** I talk in Norwegian  
2 mostly, but here and there once again, Tamil words that–  
3 sometimes it comes to the point where there's no word in Tamil  
4 to describe something that I'm doing so I'm using Norwegian.  
5 **So, you use Norwegian, Tamil and English on a daily bases?** –  
6 Yes  
7 **So when would you say you started learning English?**  
8 – well when I was younger I used to watch English shows  
9 because my parents come from Sri-Lankan background therefore  
10 Norwegian TV wasn't very understandable for them or  
11 especially for my mom at that point– so I grew up watching  
12 English– learning the English language with simple ABCD'S  
13 the alphabet with the numbers in English prior to my learning  
14 part of my education at the International School so I would say  
15 since I was very young– before the age of three, because that's  
16 when I started at the school, but I was very weak when I first  
17 started and then I started developing new vocabulary that helps  
18 me.  
19 **So, did you start at the International School when you were three  
20 or four?**  
21 –Well, I started when I was three but I turned 4 within that year  
22 that I started –so I'm not really sure..  
23 **If you were to grade the languages in terms of strength –you  
24 might have different strengths in different languages– talking–  
25 writing–reading and understanding conversation- How would  
26 you rate them?**  
27 I would say talking, writing, reading– everything in English  
28 would be .... (cannot make out the word)  
29 **So, you best language is English?**  
30 –yes and then I would move on say my speaking language that  
31 I'm most comfortable in after English would be Tamil, but once  
32 again I'm weaker in the reading section of it, and

Sibling language

Code switching

Daily language use

Started learning English

English TV

IB

Strongest language

Language ability mother  
tongue

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 stronger in the Norwegian reading section so it kind of depends  
2 on which aspects you look at.  
3 **So, you are stronger in Norwegian writing than in Tamil**  
4 **writing?**  
5 –yeah, once again it has a lot to do with the alphabet as there are  
6 many letters in Tamil and lot of grammatical things that you  
7 don't have in original English with make it 10 times harder. **Did**  
8 **you pass the mother tongue exam?**  
9 –Yes I did (so at what level?) Nivå 3.  
10 **So that means to finished first year of high school?**  
11 –I did it when I was in first year of high school, yes.  
12 **But you still learn Spanish?**  
13 –I stopped taking Spanish two years ago.  
14 **Why did you stop?** –I did not want to stop– coz I love learning  
15 new languages, and I feel learning Spanish can help me in  
16 different countries especially because there's a lot of people that  
17 know how to speak Spanish, but I stopped taking Spanish  
18 because I couldn't take that subject in my school cause there's  
19 only six subjects that you can take and if you want to study  
20 something you need to take– you have to choose between so and  
21 so –well I could choose three languages, but it didn't seem  
22 reasonable, because I already had Norwegian and English and  
23 that's like a mandatory thing that you have to choose if I chose  
24 Spanish then I had to take away Norwegian or one of them.  
25 **Kan du beskrive dine ferdigheter i morsmålet sammenlignet med**  
26 **Engelsk og norsk? (skriftlig, muntlig, akademisk språk?)**  
27 –as in my strength? I would say that speaking would be stronger  
28 as I've spoken Tamil ever since I was..– the first word that I said  
29 was in Tamil– so yeah, I would say I'm stronger than —that and  
30 the everyday language in Tamil is also something that is– you  
31 know, kind of normal – so I wouldn't say like academically it's  
32 strong because when – I

Reading

Writing

Mother Tongue Exam.

Level 3

4<sup>th</sup> Language

Conflict with Mother  
tongue exam

Tamil Language ability

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 did once– I did go to Tamil school, and when we did study a lot of old fairy tales and such  
2 things, so it wasn't very academic it was mostly like Tamil myths and legends so

3 I would say in English and Norwegian I have better academic  
4 language when it comes to Norwegian, since I was learned that  
5 an gradually understood the language in a way– I've gained a  
6 bigger or greater academic perspective on it so I could speak  
7 more academically in Norwegian than I can in the two other  
8 languages I feel both English and Tamil.

9 **So Norwegian is your strongest academic language?**

10 – Well, if you compare–I can also speak very academically in  
11 English, but when you're learning Norwegian you learn it very  
12 academically so the language and the vocabulary that you gain is  
13 mostly academic– academically related– so I wouldn't say..  
14 yeah, I'm pretty strong in that as well good.

15 **So what is your experience of being multilingual in Norway?**

16 **Do you think it's an advantage or do you think the society at  
17 large sort of appreciates multilingualism?**

18 I personally think it's a very good thing because there are many  
19 communities in Norway and I am a part of the Tamil community  
20 and the Norwegian community and the English community so I  
21 feel like there is a wide variety of people that I could talk to and  
22 communicate with–especially when it comes to for example  
23 English when I'm out and about in the city during summertime  
24 there are many tourists here so I feel like I have the vocabulary  
25 to be able to guide them where they want to go and be able to  
26 communicate with more people than I would have with only one  
27 language.

28 **What effect do you think multilingualism has had on your  
29 learning of new languages? Do you think it's been an advantage  
30 speaking many languages or a disadvantage?**

31 – I wouldn't say it's a disadvantage, but I would say the more  
32 you broaden your.– the amount of languages you study the less  
33 you focus on for example one specific one like English–

Strongest language:  
Academic language  
ability

Academic language  
ability

Experience of being  
multilingual

Pragmatic  
communicative skills

Multilingualism effect on  
language leaning



## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 so I feel that to an extent I know the English language, but  
2 when I started learning Spanish I kind of –it kind of splits– the  
3 knowledge that I gain in each language and vocabulary that I  
4 have. So, I wouldn't say that's a disadvantage I would just say  
5 that it really depends on person to person. I feel that knowing  
6 Spanish is very helpful– in perhaps everyday life– I get to  
7 watch a lot of interviews in Spanish and understand– get to  
8 speak to a lot of people– so yeah,  
9 **So, take Spanish for example, have you been able to draw on**  
10 **Tamil when learning English or Spanish or Norwegian?**  
11 – When learning Spanish I would say Tamil had a very– a  
12 bigger impact than I thought it would– **when learning Spanish?**  
13 –Yes, because there are some words in Tamil that are –that's  
14 the same in Spanish – these words I will forever remember in a  
15 way even if I lose all my capability of Spanish speaking, I will  
16 always remember them because of the way my mind connected  
17 those two languages together.  
18 **So they were words that sound similar or they have the same**  
19 **meaning?**  
20 –they have the same meaning, for example farm an pān and  
21 pan was the same both meant bread in both languages and  
22 zapatos and zapathé (shoes). Yeah, there are a lot of  
23 connexions. **So you would say that you are attuned to**  
24 **similarity in language when you learn new languages?** –Yes!  
25 –I feel like everyone notices that and try to make similarities  
26 out of what you already know.  
27 **Is that something that you use consciously when learning new**  
28 **vocabulary?**  
29 –I wouldn't say that's conscious –more unconsciously you  
30 automatically compare the languages when you know  
31 something prior to what you've learned.  
32 **Are you very comfortable switching languages when you need**  
33 **to– can you expand on that?**

Lack of focus  
Semi-lingualism

Tamil as a resource in  
English learning

Language comparison  
Spanish/Tamil

Automated language  
comparison

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 –yeah it depends if I'm talking with my Tamil friends, then I  
2 speak in Norwegian, but then I switch to Tamil to make some  
3 jokes, then I switch back to Norwegian, so it's nothing like –  
4 yeah I'm very comfortable in all the languages that I speak, and  
5 switch back and forth at will.

6 **Do you feel that your language background is a resource when**  
7 **you're learning new languages ?**–Well yeah, as I said earlier  
8 you can make several connections with the languages that you  
9 already know. **Did you make connections on other levels than**  
10 **vocabulary?**

11 –for example, grammatically –not quite sure how to say that in  
12 English. (bøyer?)**Conjugation?** –Conjugation, so yeah– like in  
13 Spanish present tense and past tense was the same as me  
14 leaning in Norwegian. I kind of I don't make much connexions  
15 to English when it comes to grammar because English is a  
16 language that I learned by speaking and around the community  
17 that I live in, so therefore I never learned the “He, she it goes..”  
18 –

19 **So, you would say it was more like a native way of acquiring**  
20 **the language?** – yes!

21 **–do you want to talk a little bit about your aspirations? It seems**  
22 **like your family values education.**

23 – yes, very highly– especially being an immigrant here in  
24 Norway or not anymore, but when they first came to Norway–  
25 their main goal was to have a strong education for their  
26 children and that is why mainly I go to a private school  
27 because of that reason– so that I get the best education in their  
28 eyes– as it is very important for them too as they think  
29 education is the only outlet to any issue that you're having–  
30 when it comes to war, your education level is also highly  
31 appreciated in a way– to get out of the country to live, in a way  
32 to survive. As well as that, my uncle is a lot of things an  
33 engineer, a doctor he is everything, so they value education  
34 very much I think.

Code switching

Connections

Language comparison  
Grammar

Immersive language  
learning vs. taught

Family values: education

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 And they put you through Tamil schools, so that must mean  
 2 that they also see the value of learning your mother tongue  
 3 properly. – yes, especially because not everyone immigrated to  
 4 here to Norway so being able to communicate with people in  
 5 different countries is very important especially when it's family  
 6 as well.

7 Part 1.2- Vocabulary/Learning Strategies

8 How do you meet unknown words in a text?– Or, what do you  
 9 do when you read a text and you find a word that is unfamiliar?

10 –Well most of the time it's getting to know what context it is in  
 11 and reading for example if I'm reading a book then I read the  
 12 page before and the page after two set the word into context and  
 13 try to figure out what it means in itself –if not obviously I am–  
 14 go to dictionary or Google Translate from Norwegian then I  
 15 hope that I know the word in English or else I just search it up  
 16 on a dictionary.

17 When I read an unknown word in a text I:

18 Respondent B:

19

Never Sometimes Always

1	Look up the word in an English- Norwegian dictionary	x		
2	Look up the word in an English- only dictionary			X often
3	Look up the word in an English- Tamil/Somali dictionary	x		
4	Use Google translate			X very often
	Indicate what language you translate into	Find synonyms- definition		
5	Guess its meaning from the context			X Nr. 1
6	Ignore the word		x	
7	Ask the teacher for assistance		x	
8	Ask a friend if they know the word		x	x
9	Look for cues to the meaning in the word itself	x		
10	Make a note of the word			
11	Compare the word to words that look similar in other languages I know			X often

20

Value of communication

Guessing from context

Dictionary

Google translate

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 Good, so then you say you first try the context, then the  
2 dictionary and then maybe - Google translate depending on  
3 whether you got a laptop or phone maybe? so when you do  
4 look it up in the dictionary do you look it up in in an English  
5 /Norwegian dictionary? –No.  
6 – English|English Dictionary? –Yes, yeah  
7 I use Google translator very often I would say that's after  
8 reading it in context before the dictionary– yeah. **And you**  
9 **trust Google Translate?** – not always if it doesn't make sense (I  
10 would test that as well against the context).  
11 **So, you'd say you normally translate by finding synonyms in**  
12 **English.** –Yeah  
13 If I don't know the word in English then it would most likely  
14 be– it would be synonyms or the dictionary and lastly would be  
15 Google Translate.  
16 **OK, but if you look it up in a dictionary what do you translate**  
17 **into?**  
18 –from English to English yeah –so finding the definition  
19 basically, yeah!  
20 Summing up: **So, guessing the meaning from context is sort of**  
21 **always first priority number one. ignore the word?** – in some  
22 cases, yes!  
23 –also: ask the teacher for assistance (if you're in cloass?)  
24 – sometimes, yes! **But less frequently?** –Yes!  
25 **Do sometimes ask your friend?**– Yes.  
26 **Look for cues to the meaning in the word itself? (for instance if**  
27 **I see an- ly at the end of the word then I know it's an adverb. –**  
28 **Yeah.**  
29 Well, I don't think I look for the word class consciously.. I  
30 don't think so no– because I haven't done the grammatic part of  
31 English– it's why my brain doesn't think that way– but in  
32 Norwegian I definitely do.

Google translate- test  
against context

Intralingual cues

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 Do you sometimes compare the word towards that looks  
2 similar in other languages you know? –Always when  
3 appropriate.  
4 So, which of your other languages do you sometimes  
5 compare unknown English words to ? —when it comes to  
6 English I don't think I very rarely or never see any connexion  
7 to the Tamil or Spanish mostly to Norwegian so –a lot of  
8 words are similar in Norwegian and English.  
9 So, English and Norwegian connexion but rarely Tamil? –  
10 Yeah!  
11 Actually in Spanish there are quite a lot of similarities.... –  
12 Ah, you mean because of the Latin? Yes, have you noticed  
13 that?  
14 –the Latin connexion, yes but when I'm comparing the  
15 languages I would say Tamil and Spanish and English and  
16 Norwegian– the most.  
17 Could you try to describe how you learn new vocabulary in  
18 English. What techniques do you use to learn new  
19 vocabulary?  
20 –reading books –it's just recently now that I've actually  
21 started to like reading books, but prior to that I watched a lot  
22 of TV– TV- shows in English, documentaries–such things  
23 that kind of broaden my vocabulary in English, which also  
24 makes me research about the questions as well– I mean the  
25 vocabulary, sorry.  
26 So, even when you're watching a show you might notice  
27 words in the context. Do you think it sticks when you see  
28 things? –yeah, I think it does, a lot– coz growing up our  
29 Disney Channel was all in English and so I felt like I had an  
30 advantage in learning English and I know a lot of people that  
31 have amazing English because of the shows that they  
32 watched– that they kind of just mimic what they watch.  
33 What type of English text do you like to read?

Interlingual comparison

Interlingual comparison  
Norwegian

Interlingual comparison  
Latin connection

Experience of learning English  
Vocabulary learning  
strategies  
Immersion  
TV  
Reading

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 –most of the time I just read school books but I like reading  
2 news articles in English as well as fictional books I would  
3 say.  
4 **What types of English texts do you expect to have to read in**  
5 **your further studies?**  
6 – well academic ones mostly but as a personal hobby I think  
7 of continue reading fictional books as well as the newspaper–  
8 yeah, very relevant to today's–yeah  
9 **Do you feel that Tamil has been a resource when learning**  
10 **English?**  
11 – when learning English, I don't know directly what benefits  
12 it has– yeah I can't pinpoint any specific, but I feel that it  
13 really helps knowing a lot of languages when you're learning  
14 new languages as well –so, but I just don't know directly what  
15 it is.  
16 **Has your teacher any at any point actively asked you to**  
17 **compare English and other languages that you know?**  
18 – No, I don't think so  
19 **What advice would you give to younger people of the same**  
20 **sort of language background as yourself... who wishes to**  
21 **improve their English grade?**  
22 –I personally feel that it has a big say in who you surround  
23 yourself with– speaking constantly in English will greatly  
24 improve your English speaking skills as well as you gain new  
25 vocabulary that you could use for the writing.– And I  
26 personally feel that that's what has helped me the most.  
27 **So, you feel you've gained new vocabulary from talking to**  
28 **your friends?** –Yes! And teachers and –yeah random  
29 strangers, who knows, but as well as – reading books help a  
30 lot, but if the student is like me who doesn't really like to read  
31 or didn't really like to read I would say watching TV shows –  
32 watching shows in English really strengthen your vocabulary  
33 more than one would think it does.  
34

Reading preferences

Expected future reading material

Multilingual language learning advantage

Teacher language comparison

Advice to younger pupils  
Immersion

Talking  
TV

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 **What strategies for language learning would you recommend**  
2 **for this pupil?**

3 –I feel like if you read to understand what you're reading it  
4 will help in the vocabulary aspect but once again every  
5 student is different in what they are strong in –so, it can be  
6 news like –watch the news in English- then certain things in  
7 their everyday lives just change to English which can in a  
8 way divert their minds to a more English perspective than  
9 what they were looking at before.

10 **Do you think is there anything that you feel that we haven't**  
11 **touched upon that might be important?**

12 – nothing that I can think of right now.

13 Well. Ehm- as I said earlier, when talking about people who  
14 are book smart and socially smart in a – so when it comes to  
15 learning in your language or getting better at a language it  
16 really depends on what kind of student you are so as you said  
17 earlier reading a book to gain the vocabulary can be hard for  
18 some students as opposed to students that are book smart and  
19 gain this variety of vocabulary– pick up the words for  
20 instance.

21 **So at the international school- I guess your books do not have**  
22 **vocabulary lists on the side margins?** –No, no, no!

23 **So, you learn all subjects in English?**

24 – Yes, everything is in English so you just have to read– you  
25 have to just pick it up– it's up to you to understand.

26 **They don't go through the text specifically?**

27 No, but they do in Norwegian– well they do go through the  
28 text, but it's not as in like –vocabulary word for word, but our  
29 Norwegian teacher even though we are in Norwegian A– she  
30 knows that we speak a variety of languages, therefore she  
31 picks out some vocabulary words that might be hard for us,  
32 for example –words that might be used before in time– which  
33 isn't used that much anymore– can be confusing.

34 (oldfashioned words)

Advice  
Language learning strategy

Read to understand

News

Search for things – interests

Learner type & preference

IB  
No explicit vocabulary  
tuition- or lists (ENG)

Explicit vocabulary tuition  
in Norwegian  
Archaic language

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 **And does your teacher then encourage you to compare those**  
2 **words with other languages that you know?**— No, not  
3 necessarily. English Spanish influences and those words  
4 specifically academic yeah I feel that comparing I feel that I do  
5 that mostly when it comes to a language that I'm not quite sure  
6 of , but when it comes to Norwegian it's more as in the definition  
7 of the word as opposed to my mind comparing the word to in  
8 different language, but if I don't know the word in the context of  
9 like a book or something, but I do see a comparison to it to the  
10 English language then I do assume that it means the same as it  
11 does in the English language. So yeah,  
12 **-so you do it yourself as you said earlier that you quite often**  
13 **compare English |Norwegian both ways. – yeah!**

### 15 Part 2- Thinking-out-loud Reading experiment

16 Read the prescribed text – Health in the Rich and World and in  
17 the Poor. She had no problem with the vocabulary in that text-  
18 all words were pronounced correctly and posed no problem in  
19 terms of understanding. Instead, she was presented with an  
20 abstract from an article that is relevant for her future studies in  
21 Psychology. The article was on the syllabus for Psychology 2.  
22 (NTNU)  
23 Gray, S. J., & Gallo, D. A. (2016). Paranormal psychic believers  
24 and skeptics: a large-scale test of the cognitive differences  
25 hypothesis. *Memory & Cognition*, 44(2), 242-261.  
26 doi:10.3758/s13421-015-0563-x

28 **Stops by the word Extrasensory perception** “Well, I wouldn't  
29 know what the word extrasensory perception meant— Or,  
30 perception, yes, but extrasensory (goes up as a question)- – but,  
31 in the context of psychology- and – hmm dividing the word  
32 extra and sensory up- I could kind of- have an idea as to

Language comparison

English |Norwegian  
Norwegian| English

Intralingual cues



## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 what it means. **What do you think it means?** –Well, (laughs)– How do I say it– not the  
2 ordinary- there is something more- Ahm, in terms of perception. Yeah.

3 **Continues reading quite fluently- cognitive differences**  
4 **hypothesis- is a bit of a mouthful- but she does not stop there-**  
5 **continues reading the text.**

6 **Stops at episodic memory distortion Reads on:**  
7 “Team showed that there were no consistent group differences  
8 on tasks of episodic memory distortion”– I am not sure what the  
9 word episodic means in this context– I cannot or episodic– I  
10 would connect it to episode and I would think it's the memory  
11 distortion would apply in different episodes, instead of in a  
12 linear way if you understand what I mean so As for now I  
13 would assume that is what it means.

14 Continues reading the rest of the text until the end with no  
15 apparent trouble.

16 **END OF TEST / DEBRIEFING**

17 **Did episodic mean what you thought it meant? Did you go back**  
18 **to check? Did it make sense in the context reading forward?**

19 –Well, Ehm ( long pause- tries to orient herself in the text  
20 again) I'm not quite sure in the context, but I would– this word I  
21 wouldn't search up if I was reading this from a non-textbook I  
22 would just assume that episodic is what– anyway connected to  
23 the term episodes–well, like sometimes, for example–  
24 connecting it to a mental illness work for example depression  
25 where there might be episodes where it's harder for some  
26 people, or yeah or where it's stronger or schizophrenia where  
27 they have episodes.

28 **And, the word cognitive was repeated a lot here- did that make**  
29 **sense to you in the context?**

30 – in the context yes but I feel that cognitive is a word that you  
31 can't define. **But you understand what it means?** yeah, I if I  
32 were to explain it, I would just –I wouldn't know where to

Checks with context

Intralingual cue

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 start– it's abstract– it's to do with how your mind works, and  
2 yeah,

3 **And demographic was that a word jumped out?** –No, I for  
4 example in school we've done– we've looked at a lot of  
5 demographics when it comes to geography.

6 **So there were only two words in this text that you were**  
7 **unsure of? The rest you read in context?**

8 **With one word (extrasensory), you looked at the word itself**  
9 **and compared it to other similar words in English to derive**  
10 **the meaning? Yes!**

11 **Would you think that's quite typical of your reading style?**

12 –although I wouldn't notice it and pick it out, I feel that I do  
13 think that way when I read– as in like splitting the word  
14 extrasensory –it just did it by itself in a way, and I feel like  
15 that's how your mind works in a way to figure out the  
16 meaning of something that you don't know when you also  
17 don't have the resources to look it up. The first thing your  
18 mind goes to is finding a similarity in the vocabulary –**so**  
19 **extrasensory if you divide that up what does it remind you of?**  
20 –well **extrasensory** reminds me of **extraordinary** in a way so  
21 that's when I think of the not the normal but something more  
22 than what's usual. **And sensory?** Well, sensory connects it to  
23 our senses that we already have the five senses and then when  
24 it's extrasensory in the context that makes sense– because of  
25 the psychic beliefs. Mostly it talks about the psychic beliefs  
26 and people that are sceptical and people that are not sceptical,  
27 so yeah.

28 **Your textbooks in International School –are the text more**  
29 **less like this, or more difficult or easier?**– I would say it  
30 depends on the subject for example physics they have their  
31 own vocabulary that they use which makes it harder for you  
32 to understand in the context twice when you don't know what  
33 that word means.

Intralingual cues

Guess from context  
Check with context

Academic vocabulary  
Scientific vocabulary

## APPENDIX 9 INTERVIEW TRANSCRIPT B

1 So, what is your strategy with that kind of scientific  
2 vocabulary?  
3 –most of the time they explained what it means– if it's like the  
4 law or something, but when they don't explain it most of the  
5 time it's asking the teacher or searching it up eventually.  
6 And with those types of words that are quite technical do you  
7 find that your background languages help you there?  
8 –not really- anyway because the background languages \_ even  
9 comparing Norewegian to English– when it comes to scientific  
10 terms– I wouldn't be able to find the connexion as I haven't  
11 learned science in Norwegian or science in Tamil I've only  
12 learnt science in English, so yeah, I think it would be hard to  
13 find a connexion there.  
14 It would have to be the Latin connexion and that's that again I  
15 mean it might depend on your level of knowledge for instance  
16 Spanish or your level of knowledge even in English– that you  
17 can notice– you could see stems of words and say “this is  
18 Latin”– in Latin I know that this prefix means something to do  
19 with lights you know those sort of things that's why you could  
20 actually also pick away at quite technical words and terms, but  
21 its advanced level, perhaps.  
22 –So that's why I think learning Latin or Greek is very  
23 important in a way and I also want to learn it so I can – that's  
24 an easier way to learn new languages from that base or  
25 foundation that you gain– as there are a lot of languages or I  
26 mean words that stem from the Latin or Greek origin so.

Ask the teacher  
Check definition in  
dictionary

Language awareness  
Language comparison  
Difficulty comparing  
scientific language

Language awareness  
Interlingual/intralingual  
comparison

Words stemming from  
Latin and Greek

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 INTERVJU – C- 25. Januar 2022, kl. 10:00

2 Del 1- Språkbakgrunn

3

4 **Kan du fortelle meg littegrann om språkbakgrunn enn din?**

5 – morsmålet mitt er tamilsk, og så er jeg født og oppvokst i Norge, så  
6 jeg snakker både norsk og engelsk. **Hvilke språk snakker du hjemme?**

7 –jeg snakker en blanding av norsk og tamilsk med foreldrene mine,  
8 men søsteren min snakker jeg hovedsakelig bare norsk og når  
9 bestemoren min bor hos oss så snakker jeg bare tamilsk med henne.

10 **Søsken og venner da, hva snakker du med dem?**

11 –søsteren min så er det egentlig bare norsk, men vennene mine det  
12 kommer litt an på– hvis jeg har tamilske venner så snakker vi noen  
13 ganger bare tamilsk, men til vanlig snakker jeg jeg vil se en blanding  
14 av norsk og engelsk– med de vennene som ikke kan tamilsk da.

15 **Og med tamilske venner så snakker du?**

16 –Da snakker jeg norsk, men jeg gikk jo på Tamilskole og med de så  
17 snakket jeg mye tamilsk–vi snakket mye om sånn tamilske filmer hva  
18 vi hadde gjort med familie og sånt.

19 **Når gikk du på Tamilskole?**

20 – Siden – så jeg har gått til 10 år nå så ble jeg ferdig i 10. klasse.

21 **Og du har tatt morsmåls eksamen?** – ja jeg tok i nivå 2. – jeg synes  
22 skriftlig var ganske greit fordi jeg føler jeg er ganske sterk skriftlig,  
23 men muntlig var annerledes fordi der forventes det at du skal snakke  
24 veldig grammatisk korrekt– å ikke blande inn norske og engelske ord–  
25 så det var litt annerledes fra hvordan jeg snakker til vanlig.

26 **Pleier du å svitsje litt mellom ulike språk når du snakker?**

27 –ja, og ikke sant, mamma og pappa og bestemoren min er litt sånn  
28 vant til at jeg ikke snakker– hvordan skal jeg si det– helt Tamil sånn  
29 som vanlig tamilske folk gjør det– ja, så det var litt annerledes.

30 **Hvor ofte vil du si at du bruker de ulike språkene som jeg snakker?**

31 –hver dag. Spesielt tamilsk og norsk, men engelsk– noen ganger  
32 blant– det kommer litt an på om jeg snakker med slektninger fra  
33 England eller ikke– så engelsk er mer sånn; lese og skrive.

Tamil morsmål  
Født i Norge

LP  
LS  
LG

LF

Norsk og Engelsk  
med andre venner

Norsk med  
tamilske venner-  
tamil på  
tamilskolen

Tamilskole

Morsmåls eksamen–  
Level2

Tamil Skriftlig

MIX

MIX

Frequency

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1	<b>Så har du altså tamilske slektninger i England?</b> – ja, jeg har kusiner	Relatives in England
2	og fettere, og før pandemien og sånt så pleide jeg å gå til en England	
3	i sommerferien og jeg tenker det var ganske god trening for å få meg	
4	til å ikke bli sjenert når jeg snakker engelsk med andre folk.	
5	<b>Når vil du si at du begynte å lære å snakke engelsk da?</b>	Started learning English
6	–når jeg startet på skolen, ja men jeg tenker det var mye sånn– jeg	
7	tok mye eget initiativ og lånte mange engelske bøker fordi jeg ble	English L3
8	veldig interessert i engelsk.	
9	<b>Ville du sagt at engelsk var ditt første, andre, tredje eller fjerde</b>	Strongest L : N
10	<b>språk?</b>	
11	–tredje språk. <b>Hvilket språk er du sterkest i?</b> Norsk tenker jeg, fordi	Taking/writing: N
12	jeg tror det er det språket jeg bruker regelmessig uten å sånn tenke	
13	over at jeg må snakke riktig eller tenke på uttalelsen <b>Kan du</b>	Reading
14	<b>differensiere mellom de ulike språkene og ferdigheter eng. snakke–</b>	
15	<b>skrive– lese?</b>	Understanding conversation:
16	–jeg tenker; snakke er Norsk, det er jeg veldig sikker på; å skrive og	
17	å tenker jeg er norsk, men lese– det er Norsk, men samtidig engelsk	Preferred reading test:
18	fordi jeg leser mest engelske bøker. Å forstå muntlige samtaler –jeg	
19	vil si at jeg forstår ganske godt på norsk og engelsk, men på tamilsk	Judgement of topological relatedness of languages
20	hvis det ikke er et tema jeg er godt kjent med så sliter jeg litt med å	
21	på en måte si meningene mine ja.	Language ability mother tongue
22	<b>Hvilket språk ville du foretrukket å ta en lesetest på?</b> – Norsk.	
23	<b>Hvilket språk ville sagt ligner mest på engelsk; morsmålet ditt eller</b>	Poorer vocabulary Everyday language
24	<b>norsk?</b> – Norsk. Det er vanligvis at jeg oversetter engelske ord til	
25	norsk eller motsatt.	
26	<b>Kan du beskrive dine ferdigheter i morsmålet sammenlignet med</b>	
27	<b>engelsk og norsk (skriftlig, muntlig og akademisk språk)?</b>	
28	–relativt flink når det kommer til å skrive og snakke, men jeg vet	
29	ikke om jeg kan si at jeg kan liksom– for eksempel hvis du ba meg	
30	lese en bok på tamilsk– en veldig tykk bok med mange avanserte ord	
31	så tror jeg ikke jeg kommer til å klare å skjønne alt sammen– sånn	
32	som jeg hadde gjort på norsk eller engelsk. Så jeg tror jeg er god nok til å på en måte snakke	
33	til folk som kan tamilsk og på en måte lese og skrive, men ikke like flink til at jeg kan for	
34	eksempel uttale meg i noe– i det språket, på en måte. Ja, men jeg klarer meg sånn i hverdagen.	

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 Hvilke erfaringer har du gjort deg som flerspråklig i Norge?  
2 – erfaringer? Ville du sagt at det er en fordel å være flerspråklig i  
3 Norge? –JA, 100% det er fordi du lærer ganske mye av å kunne flere  
4 språk fordi det handler ikke bare om liksom– språk er jo ikke bare om  
5 sånn grammatikk eller ordforråd, men det er jo også knyttet til en  
6 kultur så du blir mer bevisst på ulike kulturer vil jeg si. Så, men en  
7 ulempe kanskje er at jeg sliter noen ganger med å bare blande alle de  
8 forskjellige språkene, og det er noen ganger det er noen ting jeg  
9 virkelig vil si som jeg kan på tamilsk, men ikke kan direkte oversettes  
10 på norsk eller engelsk og det kan være frustrerende en gang iblant.  
11 Hvilken innvirkning tror du det å være flerspråklig har hatt på din  
12 egen læring av andre språk i skolen? –Det å kunne mer et språk har  
13 gjort at det ikke er like skremmende å for eksempel å angripe en  
14 vanskelig tekst eller snakke til folk som kan språket ganske godt fordi  
15 –ja på en måte– jeg har prøvet og feilet i andre språk. Hvis skjønner  
16 hva jeg mener? Spesielt– jeg synes ikke engelsk og norsk var så  
17 vanskelig å skjønne fordi tamilsk var mye vanskeligere for meg å  
18 forstå, og sammenlignet med det så synes jeg ikke det var så  
19 «intimidating»- hvis jeg skal si det sånn.  
20 Hvor komfortabel er du med å bytte språk når du vil eller trenger det?  
21 –Det kommer litt an på hvem jeg snakker med. Hvis det er familie så  
22 tror jeg ikke jeg blir så veldig nervøs, men hvis det er med en lærer –  
23 en norsklærer– så blir jeg litt sånn– da vil jeg ikke begynne å snakke  
24 på engelsk på en måte.  
25 Opplever du at din språkbakgrunn er en ressurs i egen språklæring?  
26 Det sa de jo egentlig litt om da. Vil du utdype det noe mer eller?  
27 – eller jeg nevnte jo det, men altså at jeg får et mye større ordforråd–  
28 jeg blir jo kjent med mange forskjellige ord i mange forskjellige  
29 språk, så jeg tror det i seg selv gir meg litt bedre utgangspunkt når det  
30 kommer til å skrive tekster, snakke..  
31 Snakker du andre språk enn tamil og engelsk?  
32 –nei, jeg vet ikke om du kan ta med dette her, men jeg tok spansk  
33 første semesteret mitt i første klasse. (vg1)

Experience of  
multilingualism

**Advantage**  
Cultural  
understanding

**Disadvantage:**  
Code mixing

**Disadvantage:**  
Looking for words  
that are not directly  
translatable

Multilingualism:  
effect on language  
learning

Trial and error

unthreatening

Language  
switching

Vocabulary size

Spanish

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 – jeg synes det var skikkelig gøy, men jeg jeg synes det var skikkelig  
2 enkelt grammatikk sammenlignet med tamilsk fordi tamilsk har er  
3 blitt litt sånn et veldig komplekst språk fordi det har litt sånn 247  
4 tegn, så grammatikken i seg selv er veldig utfordrende og når jeg  
5 sammenlignet det med spansk så synes jeg det var ganske enkelt, men  
6 jeg tror i framtiden kanskje, så vil jeg kanskje prøve å lære språket  
7 for det synes det var så fint.

8 **Noen sa til meg at jeg synes det var lett–de kunne se likheter også**  
9 **mellom spansk og tamil?**

10 – jeg så ikke så mange likheter– det kan være de snakker om  
11 setningsoppbyggingen eller noe –fordi jeg husker ikke så mye av  
12 grammatikken da, men ja liksom – setningsoppbygging for eksempel  
13 mellom norsk og tamil er jo ikke veldig lik– sånn hvordan du på en  
14 måte– når verbet kommer substantivet og alt det der– det kan være  
15 det var på spansk å tamilsk, men jeg er ikke 100% sikker. **Så du**  
16 **sluttet med spansk, fordi du skulle ta morsmåleksamen?** –Ja.

17

### 18 Del 1.2- Vokabular| Læringsstrategier

19

20 **Hva gjør du når du møter et ukjent ord i en engelsk tekst?**

21 –det er vanligvis at jeg prøver å se hvilken kontekst ordet er i og i  
22 hvilken sammenheng på en måte– fordi et ord kan jo ha forskjellige  
23 betydninger. Ja, og vanligvis så prøver jeg på en måte å oversette det  
24 til norsk eller så prøver jeg å finne synonymer som jeg kan isteden  
25 sette inn –fordi da jeg var ung så kjøpte pappa et lesebrett til meg  
26 sånn «kindle» og da var det veldig enkelt for meg å på en måte finne  
27 definisjon til ordet, oversettelsen, så jeg ble veldig vant til å gjøre  
28 det– så når det kom til for eksempel tekster under tentamen som var  
29 et ord jeg ikke kunne –så bare slo jeg det opp på ordboka og jeg syns  
30 det hjalp meg ganske mye å bare lære ordet. **Hvilken ordbok brukte**  
31 **du da?**

32 –jeg brukte den fra ordnett.no.– ja den brukte jeg på videregående,  
33 men på grunnskolen så fikk vi måtte vi ha sånn fysisk fordi vi fikk

Positive feelings  
towards L4

Language  
comparison

Easy grammar (L4)

Setningsoppbygging  
Syntax

Context

Dictionary use

Online dictionary

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 ikke tilgang til internett, og da var det vanligvis enten den som nå oversatt sånn norsk  
2 til engelsk og engelsk til norsk, ja eller så var det den som ga sånn definisjon på ordet sånn  
3 ordliste type. Ja, engelsk/engelsk.

4 **Se på denne listen her– er noen av disse strategiene her velkjente for deg?– er det noen du  
5 bruker mer enn ande?**

6 When I read an unknown word in a text I:  
7 Respondent C:

		Never	Sometimes	Always
1	Look up the word in an English- Norwegian dictionary			often
2	Look up the word in an English- only dictionary			often
3	Look up the word in an English- Tamil/Somali dictionary <b>Ikke engelske ord, men tamilske ord</b>			
4	Use Google translate	seldom		
	Indicate what language you translate into	Norsk		
5	Guess its meaning from the context			X Always
6	Ignore the word		x	
7	Ask the teacher for assistance		x	
8	Ask a friend if they know the word	x		
9	Look for cues to the meaning in the word itself	but rarely	X	
10	Make a note of the word		x	
11	Compare the word to words that look similar in other languages I know <b>Ikke så mye I Engelske tekster, men ofte i dansk, svansk- eller andre språk som ligner norsk</b>			

9  
10 – mm slå opp ordet i en ordbok– den er kanskje bruker mest- Både  
11 Engelsk norsk og Engelsk/Engelsk.  
12 **Look up the word in an English- Tamil dictionary**– ikke når det er et  
13 engelsk ord, men hvis det er et tamilsk ord, ja!  
14 **Bruker du Google translate?** –Nei, nei, nei –det gjør jeg ikke!  
15 **Så for det meste når du oversetter så oversetter den til Norsk eller?** –ja  
16 **Gjetter meningen fra konteksten?** ..og det var det første du sa til meg. Er  
17 **det liksom første tingen du prøver eller?** –Ja , det er kanskje den første  
18 tingen jeg prøver fordi ja noen ganger så har du ikke alltid tilgang til  
19 ordnett eller ordbok så da må du på en måte finne ut på egenhånd **Hender**  
20 **det at du ignorerer ord ?**

Dictionary use

Guessing from context



## APPENDIX 10 INTERVIEW TRANSCRIPT C

1	–nei, ikke –kanskje når jeg leser om bok og jeg vet liksom cirka hva ordet	Ignore word
2	betyr ja basert på konteksten og da gidder jeg ikke å slå det opp, men ja	
3	hvis det er en tekst der jeg må analysere så slår jeg det opp.	
4	<b>Hender det at du spør læreren etter ordets betydning?</b>	Ask teacher
5	–hvis det er en vanskelig tekst å tolke, men ikke når det er en eller annen	
6	artikkel eller en bok jeg leser– da spør jeg ikke.	
7	<b>Er det mer et spørsmål om tolkning enn om ordbetydning?</b>	Ask teacher: –Interpretation
8	– ja og det er litt mer sånn –jeg husker i 10. gang så leste jeg Stolthet og	
9	Fordom «Pride and Prejudice»- på engelsk og det var en tung bok, så da	
10	spurte jeg mye engelsklæreren –men sånn; «hva er det dette betyr ja jeg	
11	skjønner ikke helt hvilken sammenheng dette egentlig er»	
12	<b>Hender det at du spør venner etter ordets betydning?</b>	Ask friends
13	–Nei, ikke så veldig.	
14	<b>Do you sometimes look for cues to the meaning in the word itself?</b>	Intralingual: cues in the word itself
15	– ja, eller læreren min i ungdomsskolen ba oss liksom om å bryte opp	
16	ordet i 2–kanskje se hva det første ordet betyr og så finne ut hva meningen	
17	eller betydningen er, men jeg føler det er ikke ofte det fungerer på meg.	
18	Sometimes, kanskje.	
19	<b>men for eksempel det at man kan se på et ord om det er et – hjelper det?</b>	Interlingual comparison
20	–Ikke så veldig egentlig, men det kan være ordet ligner på et ord i et	
21	annet språk jeg kan og da hjelper det kanskje fordi da skjønner jeg jo	
22	meningen bak det.	
23	<b>Det er jo det siste punktet her, om du sammenligner ordet med ord i andre</b>	Interlingual comparison
24	<b>språk du kjenner?</b>	
25	–ja, men ikke– nei ikke så mye engelske tekster, men si at jeg går til et	
26	annet nordisk land da ja og jeg leste et skilt på for eksempel svensk eller	
27	dansk –det kan være noen ganger det ligner på norsk –da har jeg en viss	
28	anelse over hva det betyr.	
29	<b>Men du synes ikke du gjør det på engelsk?</b> –Nei- ikke så veldig mye.	
30	<b>Tar du notater av ordet? Tar du et mentalt notat eller skriver du ordet noe</b>	
31	<b>sted slik at du skal huske det senere?</b>	

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 –hvis det er ord jeg virkelig vil bruke i hverdagen min eller når jeg  
2 snakker, ja! Men hvis det er ord jeg tenker ok det er bare fint om jeg  
3 vet hva det betyr for å kunne forstå teksten –ikke så veldig. Det  
4 kommer litt an på ordet også ja så kommer det an på hvor nyttig det er  
5 i dagligtale.

6 **Hvilke av dine språk er nærliggende å sammenligne ukjente engelske**  
7 **ord med?**

8 –Hmm., norsk kanskje? **Så du vil ikke si at du bruker tamil så mye**  
9 **her?** –Nei,.

10 **Kan du beskrive hvordan du lærer deg nytt vokabular i engelsk?**

11 – da bruker jeg kanskje ord jeg har hørt fra andre eller lest i tekster og  
12 prøver å bruke de selv i ulike settinger da –det kan være å snakke med  
13 læreren i en veldig sånn formell måte, eller så er det bare å snakke  
14 med slektninger – for meg –å klare å huske ord er å bruke dem, enten  
15 å skrive eller lese eller jeg vet ikke jeg– snakke! Jeg klarer ikke pugge  
16 ord og så bruker det på en måte. Jeg må på en måte omringe meg med  
17 språket hele tiden for at det skal på en måte sette seg, og blir litt sånn  
18 mer naturlig.

19 **Hvilken type engelsk tekster liker du å lese?**

20 –jeg liker å lese fiksjon– i første klasse leste jo mye sånn–nyheter og  
21 sånt på engelsk. Nå leser jeg nyheter mest på Norsk, men hvis det er  
22 sånn–artikler om ting eller det kan være land jeg har lyst til å besøke–  
23 mat jeg liker–filmer og sånt –så er det mye på engelsk jeg leser.

24 **Hvilken type engelske tekster forventer du at du vil måtte lese i dine**  
25 **fremtidige studier?**

26 –da tenker jeg høyere utdanning da– ja og jeg har hørt fra folk sånn  
27 søster med en og folk som er eldre enn meg at mange lærebøkene  
28 deres er på engelsk– ikke bare lærebøkene, men sånn undervisnings-  
29 videoene er på engelsk så jeg tenker at det blir mye sånn faglig da –  
30 det må jeg må lese i framtiden –tenker det må bli noe innenfor realfag

31 **Har du opplevd at tamil har vært en ressurs i engelsk språklæring?**

32 –Ja, kanskje hvordan ja angriper en tekst på–ja, jeg har litt lært meg å  
33 på en måte å forstå tekstene bedre da, og kanskje når jeg snakker også

Note taking

Interlingual  
comparison with  
English- Norwegian

Comparing English  
to Tamil- No

Experience of  
learning English

Language bathing

Fiction

Reviews  
Recipes

Academic texts  
textbooks

Future studies

Tamil as a resource  
in English learning?

Strategies

## APPENDIX 10 INTERVIEW TRANSCRIPT C

- 1 engelsk at jeg ikke er like redd for å snakke engelsk –fordi jeg har snakket mye tamil og blitt  
2 rettet på av læreren min på Tamil skolen, men også liksom av slektninger. Så å snakker  
3 engelsk til læreren min var ikke så skummelt egentlig.
- 4 **Det kan jo henge litt sammen med læringsstrategi –ja du sier**  
5 **«angriper» en tekst, måten jeg angriper en tekst –det høres jo ut som**  
6 **om du liksom er vant til å «problemsolve»- å lete etter «cues» i teksten**  
7 **for å så skjønne hva det betyr?**
- 8 – ja, det er på en måte det jeg gjør –jeg må på en måte se hva budskapet  
9 med teksten –og ikke bare lese teksten –det er liksom å lese mellom  
10 linjene– fordi spesielt tamilske tekster –er noen ganger du kan lese et  
11 helt avsnitt også skjønner du ingenting, på en måte, så nå har jeg fått  
12 den mentaliteten– å prøve å forstå teksten i stedet for å bare lese den.
- 13 **Har læreren aktivt noen gang bedt deg sammenligne engelsk og andre**  
14 **språk du kan?**
- 15 – ikke på videregående, men da jeg –de første årene liksom da man skal  
16 lære seg engelsk så er det mye sånn du burde prøve å oversette engelsk  
17 ord til norsk eller når du ser på serien burde du se med norske  
18 undertekster og så starte å se med engelsk undertekster og uten det var  
19 mye sånn– bare for at man skulle forstå det språket bedre.
- 20 **Så ikke på videregående. –Nei.**
- 21 **Hvilke råd ville du gitt til en yngre elev (fra samme språkbakgrunn som**  
22 **deg selv) som ønsket å forbedre sin karakter i Engelsk?**
- 23 –jeg tror for meg var det bare å tørre å snakke engelsk egentlig. Jeg  
24 kjente på at jeg holdt meg mye igjen selv om jeg kunne ting– så turte  
25 jeg ikke si det, fordi jeg var redd for at det skulle være feil – sånn å leve  
26 i Norge –det er ikke ofte man får bruk for engelsk når man skal snakke  
27 med folk–så jeg tenker å snakke med folk som også snakker Engelsk,  
28 sånn som slektninger eller til og med lærerne din, når du har  
29 muligheten– jeg tror det er god trening.
- 30 **Hvilke strategier for språklæring ville du anbefalt for denne eleven?**

Context  
Reading strategies  
Reading between  
the lines

Reading for  
understanding

Teacher  
encouraging  
language  
comparison

Advice to younger  
pupils

Dare to speak

## APPENDIX 10 INTERVIEW TRANSCRIPT C

<p>1 – jeg tror eleven burde lese mange engelske bøker –jeg tror det var det  2 som fikk meg til å på en måte knekke koden, fordi jeg skjønnte hvis det  3 kommer på en måte en vits på engelsk så skjønnte jeg den bedre fordi  4 jeg hadde lest noe på i bøkene mine eller jeg hadde på en måte sett det  5 et eller annet sted. Ja, så jeg ja –bare ta initiativ og les noe du liker på  6 engelsk. Ja, det tror jeg er den beste måten å trene seg på.</p>	<p>Advice  Language learning strategy  Immersive reading</p>
<p>7 <b>Er det noe du tenker jeg ikke har spurt om som jeg kanskje burde vite?</b>  8 –tamil –jeg føler det er veldig annerledes for meg enn engelsk –jeg er  9 jeg kan på en måte ikke sammenligne noe nå fordi de er ikke så veldig  10 like, men jeg har jo tatt i bruk engelsk ord istedenfor tamilske, hvis jeg  11 ikke kan det ordet på tamilsk og det er jeg tror det er liksom de eldre  12 generasjoner beste man vil sier og sånn det er mange tamilsk ord vi  13 bruker i dag som vi egentlig lånt fra andre språk, fordi, ja det er  14 liksom i historien til Sri Lanka og alt det der –det er forskjellige folk  15 som har på en måte tatt over landet i en viss periode. Det er mye sånn–  16 ja, men ordet du bruker nå er egentlig ikke tamilsk– det er liksom et  17 portugisisk ord eller et engelsk ord– det er litt sånn– Det også fikk  18 meg til så bli litt mer bevisst på at –ok landet jeg kommer fra har hatt  19 en historie og det har påvirket språket de snakker.</p>	<p>Language awareness  Interlingual comparison  Tamil language comparison</p>
<p>20 <b>Ville du sakt at det gjør deg mer bevisst på språk?</b> – ja,- før så trodde  21 jeg litt sånn om språk og rett fram det var liksom lese skrive snakket  22 var ikke noe mer enn det– men jeg forstod at språket er en –det er en  23 del av en kultur– det er en del av det er liksom del av folks meninger,  24 følelser det er sånn folk er –uttrykker seg på –jeg tror det fikk meg til  25 å liksom utvikle meg som person, fordi jeg forstod folk fra andre  26 kulturer mye bedre.</p>	<p>Loan words (Tamil)  Language awareness</p>
<p>27 <b>Del 2- Thinking-out-loud while reading a text</b></p>	<p>Cultural impact</p>
<p>28 <b>Leser uforstyrret, høytlesning, uten åpenbare problemer- frem til..</b>  29 <b>.. our beliefs waver – perfekt uttale- stopper allikevel etter waver:</b>  30 <b>«Jeg tipper waver handler om at vi på en måte [lang pause] Leser du</b>  31 <b>rundt nå eller? –Ja, jeg leser rundt, jeg leser ikke videre. – forandrer</b>  32 <b>seg på en måte? (tonefall går opp som ved et spørsmål) Det er det jeg</b>  33 <b>tenker. Ville</b></p>	<p>Guessing from context</p>

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1	du slått opp det ordet vanligvis? – Jeg hadde kanskje slått det opp-	Dictionary
2	bare for å lissom...- fortsetter.	
3	Fortsetter ufortrødent til hun kommer til <b>squalor</b> - leser ordet med	Dictionary
4	sakte, med god uttale-	
5	–Jeg tror jeg hadde søkt opp dette ordet her.	English/Norwegian dictionary Synonyms-
6	Ville du søkt det opp i norsk-Engelsk eller Engelsk/Engelsk ordbok?	
7	–Jeg tror jeg ville oversatt det fra Engelsk til Norsk. Hmmm- så hadde	Guessing from context- unsuccessful inference
8	jeg kanskje sett på synonymer som kunne erstattet det ordet, ja!	
9	Fortsetter å lese. Jeg avbryter- Hva tror du det betyr da?	Ignore the word?
10	–Jeg vet ikke, det må jo ha noe med, – lissom. Hva kaller man det –	
11	grunnleggende «needs» da- kanskje <u>kriterier</u> , jeg vet ikke. –Ja.	Guess form context unsuccessful inference
12	Fortsetter å lese frem til «curative» [ku:reit i:v] hvor hun liksom tar litt	
13	sats og legger trykket på feil stavelse som i curate. Stopper ikke opp-	Ignore the word?
14	har hun forstått dette ordet? Leser fra kontekst?	
15	Fortsetter å lese frem til <b>«affluence»</b> .	Guess form context unsuccessful inference
16	–Jeg hadde kanskje søkt opp det ordet her. Hmm [lang pause] Hva tror	
17	du det betyr?	Guess form context unsuccessful inference
18	–hmm, caused by affluence, – det må være årsak til sykdommer i den	
19	rike verden [tonefallet går opp som ved et spørsmålstejn-	Ignore the word?
20	–Det må ikke være noe veldig– noe sånn– jeg vet ikke jeg.. Du kan	
21	lese videre så kanskje du forstår det da. –Ja!	Ignore the word?
22	Leser videre- hopper over en stavelse i <i>unfathomable</i> - [ʌnfæθəbl]	
23	men stopper ikke av den grunn...? Leser <i>natural</i> som nature...	Ignore the word?
24	[neit[ʌrəl] leser videre til <i>permeated</i> - leser: [pərmeitəd] leser videre til	
25	slutt. Var det flere ord i avsnittet, hvor du ikke var helt sikker?	Ignore the word?
26		
27	–Neeeeiiii, men jeg sitter litt fast på den her- peker, <b>Affluence?</b> – Ja.	Dictionary
28	Den ville jeg slått opp.	
29	Jeg tror jeg ville slått opp de tre ordene her- peker på <b>waver</b> , <b>squalor</b>	Does not translate, but claims to understand
30	and <b>affluence</b> som hun har streket under i teksten.	
31	<b>Ikke unfathomable?</b> –Hvor er det du?.. Ja! Jeg hadde ikke slått opp	Does not translate, but claims to understand
32	det.	
33	Det vet du altså hva betyr? –JA, [lang pause].....	

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 **Permeated? Every cell permeated?** –Ja, er det ikke på en måte  
2 ødelagt.. eller? Det er det jeg tenkte- **Tenkte du at det var ødelagt?** –  
3 Hmmm. [nikker bifallende] **Det betyr gjennomsyret-**  
4 –gjennomsyret, ok. Ja.  
5 –Jeg synes teksten var ganske grei egentlig, jeg synes ikke den var så  
6 vanskelig.  
7 **Vil gjerne prøve på en tekst til**  
8 **Trekker frem Abstract- teksten og forklarer hva en abstract er og**  
9 **tittelen på artikkelen.**  
10  
11 **TEKST 2**  
12 **Leser frem til *extrasensory perception*.**  
13 –Extrasensory- kanskje den. **Hva ville du gjort her da?** Extrasensory,  
14 jeg hadde kanskje ikke slått det opp- **Extrasensory perception...**  
15 –Extra, det betyr jo ekstra vanlig. *Sensory*–Jeg vet ikke kanskje  
16 sensorisk–kanskje noe i den sammenhengen, hadde jeg kanskje tenkt.  
17 –sensorisk jeg tenkte litt –den veien –liksom da tenker jeg mer sånn  
18 basert sansene våre hvis de gir mening.  
19 De har også puttet inn en forkortelse her [referer til ESP] – hmm, ja  
20 jeg kunne jo kanskje ha slått det opp- jeg vet ikke.  
21 **Fortsette å lese- retter på seg selv ved *hypothesis*.** [hipøθi:]–  
22 [hipøθi:səs]  
23 **Nøler også litt når ordet gjentas litt lenger ned i teksten og fortsatt**  
24 **markant norsk trykk på siste stavelse.**  
25 **Stopper opp ette å ha lest ordet *empirically* (perfekt uttale).** – Jeg  
26 hadde nok slått opp den.  
27 **E.g. da hva betyr det?** – dette er en forkortelse, jeg husker den, bare  
28 vent litt [lang pause]  
29 **Hvorfor står dette i parentes?** – fordi du kan lese teksten uten å si det..  
30 (som står i parentes). Jeg tenkte liksom «for eksempel». **Ja, nettop.** –  
31 Fordi, jeg kunne ha lest teksten uten å lese det i parentes– jeg tror det  
32 er bare for å få leseren til å forstå bedre.**Leser videre til *episodic*.** –  
33 Kanskje ***episodic***? –Jeg hadde kanskje slått opp det ordet, fordi jeg  
34 tror ikke jeg vet hva det betyr. **Hvis du skulle gjette da?**

Guessing from  
context  
Wrong inference

Intralingual  
Divide word

Dictionary  
Guess from context

Dictionary

## APPENDIX 10 INTERVIEW TRANSCRIPT C

- 1 **Episodic memory distortion** [perfekt uttale-går opp i toneleie]. – Det må  
2 ha noe med hukommelsen å gjøre- Hmm, det kan være at det er et  
3 fagbegrep, men jeg er ikke helt sikker.
- 4 **Hva tenker du når du hører ordet «episodic»?**  
5 Det høres veldig gjenkjent ut. Jeg prøvde å oversette det til norsk– men  
6 det ga ikke meg noe mening. Jeg føler at det ble son episodisk, men jeg  
7 skjønte fortsatt ikke hva det betyr. (sic. i sammenhengen], – Så den  
8 hadde jeg kanskje bare slått opp- betydningen- fordi den tror jeg ikke  
9 jeg hadde forstått selv om jeg hadde oversatt den.
- 10 **DEBRIEFING**
- 11 **Hva med denne var den vanskelig å forstå?**  
12 –Jeg synes den var interessant, egentlig, ja- **Hva tenker du at den**  
13 **handler om?**  
14 –Det handler om hvordan ja folk tror på det –hva kaller man det–  
15 unormale eller det som ikke handler om– eller realiteten– du vet, det å  
16 gå til– liksom «fortune teller»– de som forteller om framtiden din og alt  
17 det der. Det snakkes litt om det.
- 18 **Ja, da er vi tilbake til det ordet extrasensory perception...**  
19 –ja kanskje folk som tror på det unormale da? –det som ikke er –  
20 liksom det unaturlige på en måte? Det er kanskje det det betyr da.
- 21 **Så der går det an å så gå tilbake ikke sant? For nå skjønte du jo ut fra**  
22 **konteksten.**  
23 **Det er akkurat som det går opp et lys for henne. Hun ler.**  
24 –kanskje det var fordi det var første setning så jeg visste ikke hva det  
25 skulle handle om, men nå som jeg vet hva teksten handler om var det  
26 enklere.
- 27 **Ordet «Cognitive» var det lett å forstå eller?**  
28 – kognitiv, jeg har hørt ordet mye på Norsk så jeg har hørt ordet før–  
29 jeg klarer ikke å beskrive det det–grunnen til at jeg ikke streket under  
30 det, var fordi jeg hadde hørt ordet før og jeg tror jeg faktisk har slått  
31 opp ordet også før.
- 32 **Vi snakker litt om ordet kognitiv i teksten- mest intervjuer..**  
33 **Hvordan synes du teksten var å forstå?**

Guessing from  
context

Interlingual-  
compare to  
Norwegian

Guess from  
context

Meta strategy/  
reading strategies

Interlingual  
comparison to  
Norwegian

## APPENDIX 10 INTERVIEW TRANSCRIPT C

1 –jeg synes det var grei– så jeg klarte å forstå innholdet –det er bare noen  
2 ord jeg bare liksom stussa over.

3 **Var de ordene er viktige for å forstå sammenhengen?**

4 – jeg følte jeg det første ordet (extrasensory)–det handler om liksom–det  
5 teksten handler om, men jeg klarte jo å få med meg det uten å kunne  
6 ordet til å begynne med, mens de andre var liksom de beskrev kanskje litt  
7 mer jeg vet ikke–«crucial» –hvis jeg skal si den sånn– for å forstå  
8 teksten– du kunne på en måte forstå det den uten å kunne de ordene.

9 **Men, Tamil var ikke til så mye hjelp her?**

10 –Jeg tror ikke at for slike tekster –at jeg sammenligner med Tamils så  
11 mye. Med mindre jeg har lest noe på Tamilsk med det samme temaet  
12 som denne teksten- da kanskje jeg sammenligner, men ikke så veldig  
13 egentlig.

14 **Eller hvis de bruker de samme låneordene fra Engelsk, og det kan jo  
15 forekomme i slike tekster?**

16 –Ja, det kan det.

Interlingual  
comparison  
Tamil



## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 INTERVJU—D- 31. januar 2022, kl.12:30

2

### 3 Del 1- Språkbakgrunn

4 17år, Tamil som morsmål. **Hvilke språk snakker dere hjemme**  
5 **for eksempel ?**

6 Hele min språkbakgrunn begynte jo da fra jeg var mindre, så  
7 begynte vi med tamilsk hjemme –ble sendt på barnehage–  
8 snakka litt Norsk– mens engelsk det startet jeg med, faktisk, på  
9 barneskolen –har gått på Tamilskole fra 4-5-årslderen og jeg  
10 går der fremdeles nå– og skal avslutte nå til sommeren, og kan  
11 jo da jobbe som en lærerassistent videre men det kan vurderes  
12 og så snakker vi da Tamilsk hjemme,– har hatt slektninger i  
13 utlandet –når det er helligdager eller spesielle anledninger da  
14 ringer vi og snakker og da snakker vi også på tamilsk, men  
15 engelsk kom inn i min hverdag fra barneskolen. På starten så  
16 hadde jeg egentlig et ganske sånn magert forhold til engelsk og  
17 engelsk virket ganske vanskelig, men og så har det jo vært en  
18 læringssak– jeg har alltid fått beskjed av lærer om å lese bøker–  
19 få en interesse få læringsflyt –kjenne på hvordan språket– Hva  
20 er det språket bringer meg?— og fått beskjed om å lese bøker  
21 som interesserer meg, og jeg har faktisk også lest bøker og  
22 prøvd å –OK, hva er det der i den engelsken?– nå så har jeg  
23 alltid prøvd å lese og prøve og forstått da! Men, til tider så kan  
24 det også være ganske vanskelig og litt sånn kjedelig å lese har  
25 jeg merket, men så har jeg altså funnet ut av at om jeg jobber  
26 for det da får jeg «payback» for det da–  
27 –Med mor og far så snakker jeg tamilske, ja– så blir det jo litt  
28 Norsk og iblant –så søsken er primært Norsk også i blant  
29 kanskje tamilsk. –venner er Norsk, ja. **Også tamilske venner?**  
30 Ja,– en sjelden gang så kommer det inn i tamilsk ord fordi det  
31 er bedre å si det på den måten iblant, så da blir det tamilsk .

Started learning English

Tamil School

Mother tongue exam

Tamil at home  
LR

Experience of learning  
English

Experience of learning  
English

Working hard

LP  
LS  
LF

LF-T

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 Er det hvis det er en ting som en ikke finner begrepet på Norsk, for  
2 eksempel? –Ja, eller det kan det være litt sånn– ordtak eller noe  
3 sånn som er kanskje litt mer bedre å si på tamilsk enn det blir på  
4 Norsk. Ja!

5 Hvor ofte bruker du de ulike språkene du snakker? – for det meste  
6 så har jeg jo brukt Norsk hele veien fra jeg var små, men fikk  
7 ikke– det er litt sånn med engelsken– fikk ikke like god tilnærming  
8 til Norsk før igjen på barnehagen, men også hjemme så snakker vi  
9 tamilsk. Mamma og pappa kunne jo egentlig ikke Norsk og da var  
10 det –da gikk det ofte i tamilske hjemme og så var det Norsk på  
11 barnehagen– så på barneskolen begynte jeg mer med engelsk mer  
12 med Norsk men igjen tamilsk hjemme og har egentlig snakket  
13 tamilsk fra jeg var små til nå, og jeg tror jeg også kommer til å  
14 gjøre det framover.

15 Så, i hverdagen, snakker du Norsk og tamilsk hver dag, for  
16 eksempel?

17 –Ja, det vil jeg si at jeg gjør. Hvor ofte snakker engelsk?  
18 –Engelsk er ganske sjeldent fordi vi kommuniserer best på tamilsk  
19 og norsk – og så blir det jo engelsk en ganske sjelden gang.  
20 Engelsk har blitt bare gjennom skolearbeidet. Det har aldri vært en  
21 sånn privat ting med at jeg snakker engelsk privat så–jeg har  
22 egentlig bare jobbet med engelsk når det har vært i  
23 skolesammenheng da.

24 Men du fikk ganske gode karakterer i engelsk etter fullført vg1? –  
25 Ja, jeg fikk karakter 6.

26 Så du må ha gjort noe riktig der? Jeg kan ærlig innrømme at på  
27 ungdomsskolen så fikk jeg 3. Jeg hadde fått masse kommentarer  
28 om å jobbe med grammatikken jobbe med språkflyten –jobbe med  
29 alt mulig sånn– og klarte å klatre meg opp på en 4 der –og så synes  
30 jeg at på ungdomsskolen så var det jeg hadde veldig sånn –jeg  
31 burde ikke å snakke timene i på engelsk fordi jeg hadde ikke en så  
32 god kontakt på engelsk, og jeg følte at – Hva vil folk si? – og hva  
33 vil folk gjøre? Men etter ungdomsskolen så kom det noe i meg, og  
34 jeg var sånn: «nå, nå skal jeg– nå driter jeg i hva folk sier, og så på

LT-F

Lanuage use

Frequency

Working hard

Experience of learning

English

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 videregående det var da jeg primært jobber med engelsk og da også skrev jeg tekster– jeg  
2 prøvde alltid å prøve å finne ut av –hva er det jeg ikke skjønner?– og på en måte forske litt på  
3 det, og da fant jeg ut at en ting jeg selv gjorde var jo det å bruke kommentaren til lærerne– vi  
4 hadde jo en engelsklærer som alltid kommenterte om at –at du kan gjøre sånn– og sånn–og  
5 brukte det som en forbedring enn å kaste den over skulderen og bare drite i den kommentaren  
6 «orker ikke engelsk» –og så ga jeg det en sjanse, og det viste da resultater til slutt, men så er  
7 det det at jeg tror det handler litt om at selv om man ikke har den tilnærmingen– hvis man står  
8 i det– så kommer man seg i mål. Så det er på denne måten engelsk fikk en annen vending hos  
9 meg, da.

10

11 **Så ville du sagt at engelsk var litt første andre tredje eller fjerde**  
12 **språk?**

13 –Jeg hadde sakt tredje.

14 **Hvilket språk er du sterkest i? (Differensier mellom – snakke–**  
15 **skrive –lese– forstå)**

16 –Når det kommer til snakking så tenker jeg at norsk og tamilsk  
17 egentlig– skrivning er kanskje norsk og tamilsk; det er litt vanskelig å  
18 si. Lese er Norsk– det vil jeg si–forstå muntlige samtaler– der  
19 tenker jeg at engelsk – engelsk, altså jeg skjønner det jo, men det er  
20 bare det at når jeg skal sette meg inn i det så blir det vanskeligere, så  
21 jeg vil heller si at å forstå muntlige samtaler der er det et tamilsk,  
22 norsk og engelsk– de 3 kommer inn der, ja.

23 **Hvilke språk vil du følte mest komfortable å ta å lestest i dag, hvis**  
24 **du fikk velge?**

25 – Det er norsk.

26 **Hvilket språk ville du sagt ligne mest på engelsk; morsmålet ditt**  
27 **eller norsk?**

28 –hmmm, jeg ville sakt norsk. –for jeg tenker at en ganske stor  
29 forskjell er det at tamilsk har 247 bokstaver, og så kommer engelsk  
30 og har 26 – det er litt sånn bare det skaper jo ulikheter og så tenker  
31 jeg at norsk og engelsk– du har samme alfabetet, så det bygger litt  
32 opp på samme måte– kanskje grammatikken ikke er prikk lik og s

Assessment of English

Language ability  
rating

**Strongest language**

Reading test

TOPR

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 ånne type ting, men det er enkelte ting som kan være litt sånn– ok, her er det noe felles trekk,  
2 eller noe sånt– så der tenker jeg på den måten så er de ganske like, ja.

3 **Kan du beskrive ferdigheten i morsmålet sammenlignet med**  
4 **engelsk og norsk? Du sier at du har gått på – kan du utdype litt**  
5 **hvor godt du snakker tamil og eller skriftlig akademisk språk for**  
6 **eksempel**

7 –Jeg har gått på tamilskole fra starten av, og det bygger seg helt  
8 på starten så er det jo alfabetet og sånne type ting– etter hvert så  
9 leser vi små tekster –man begynner å skrive –først hadde vi sånn  
10 glosetest– og så, etter hvert så utviklet det seg, og vi drev og  
11 skrev lange tekster –nå skriver vi litt sånn «Five paragraph  
12 essay»- opplegg, så jeg vil nok si at både skriftlig og muntlig så  
13 er det litt sånn på Norsk at det er liksom man bygger på hele  
14 veien da– så jeg kan lese lange tekster og jeg kan skrive lange  
15 tekster, så jeg vil nok si at– **ville du rangert du sa det i stad**  
16 **tamilsk først og så Norsk og så engelsk gjelder det også**  
17 **skriftlig?**

18 – Skriftlig– kanskje kommer norsk foran tamilsk, da.

19 **Hvilke erfaringer har du gjort deg som flerspråklig i Norge?**

20 – som flerspråklig i Norge, så tenker jeg på det– jeg personlig  
21 merker at iblant så kan jeg si en setning med tamilsk eller noe  
22 engelsk– blande– det kommer aldri ut som et helt språk– så hvis  
23 noen spør om jeg snakker tamilsk med foreldrene, så sier heller  
24 at vi snakker tamilsk og norsk fordi det jeg sier er aldri en hel  
25 setning der det bare er tamilske ord, men det er heller det at jeg  
26 blander inn noen norske ord og da gjør vi oss forståelig–på den  
27 måten så vil jeg si at det er ofte det at å være flerspråklig– ja, det  
28 kan være positivt, men på den annen side– det kan også være litt  
29 sånn vanskelig å ordlegge seg, for eksempel– **fordi man mikser**  
30 **så mye?**–Ja!

31 **Men synes du –er det sett på som noe positivt i Norge, det å**  
32 **være flerspråklig? Føler du at det blir verdsatt?**

33 – jeg tenker det da –at «oi du kan så mange språk»– og det er jo  
34 ganske interessant at veldig mange interesserer seg i det. «Å, det er

Language ability- mother  
tongue

Tamil School

Disadvantages of  
multilingualism

Code mixing–MIX

Advantages of  
multilingualism

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 tamilsk du snakker? Er ikke det veldig vanskelig?»– og da er det jo– det er jo ganske  
2 interessant bare det, og jeg tenker at det er gøy selv, å kunne så mange språk.

3

4 **Hvilken innvirkning tror du det å være flerspråklig har hatt på din**  
5 **egen læring av andre språk i skolen?**

6 –men jeg har jo hatt tamilsk og norsk, så det er litt sånn –de har jo 2  
7 store kontraster, men så har jeg også hatt tysk som fremmedspråk–  
8 kan ikke det sånn kjempegodt, men jeg tenker da at det var mye  
9 lettere for meg å lære tysk i og med at det var tilnærmet norsk, mens  
10 tamilsk det er jo sånn helt snudd på hodet ...det er litt sånn med  
11 engelsk for meg– at du må virkelig sette deg inn i det og du må stå i  
12 det du lærer– så det er krever egenvilje tenker jeg– og siden jeg  
13 lærte et så vanskelig språk fra da jeg var yngre så er det vært lettere  
14 for meg da å lære –for eksempel tysk og andre språk –at jeg har  
15 åpnet flere dører da.

16 **Er du komfortabel med å bytte språk når du trenger det eller vil det?**

17 – ja, det vil jeg si jeg– jeg kan stå på trikken med venner og  
18 plutselig kommer mamma på telefonen– å si et eller annet så kan jeg  
19 svare henne på morsmålet mitt.

20 **Opplever du at din språkbakgrunn er en ressurs i egen språklæring–**  
21 **at det å snakke flere språk er en fordel når man skal lære seg nye**  
22 **språk? Du svarte jo litt på det i forhold til å lære tysk, vil du utdype**  
23 **det?**

24 –egentlig ikke– jeg tenker at språk generelt for meg har vært en sånn  
25 det har jo vært et viktig våpen i mitt liv for å kunne uttrykke meg  
26 sånne type ting– og jeg generelt har hatt ganske vansker med  
27 engelsk for eksempel, men jeg tenker at står man idet så kommer  
28 man seg over det. **Du snakket om vilje i sted. Er det viljen din og**  
29 **det å jobbe hardt som du tror har vært utslagsgivende?**

30 – ja, for jeg kunne egentlig ha– fra ungdomsskolen til så har jeg jo  
31 egentlig hatt sånn dårlig forhold til engelsk sånn: «Engelsk er dritt,  
32 og her prøver jeg og det går ikke».– jeg kunne ha kommet med en  
33 sånn mentalitet i videregående også, men så tenkte jeg at nå prøver

**Multilingualism:  
effect on language  
leaning**

L4

TOPR

Advantage of  
multilingualism

MIX

Advantage of  
multilingualism

Experience of  
learning English

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 vi –nå finner vi ut av feilen og så løser vi det det –og så er det jo  
2 også de lære som gir sånn: «ikke kast den kommentarer over  
3 skulderen og fortsett videre i livet– se på det, gå gjennom det, vi  
4 finner feilen»– og det har hjulpet meg. Jeg husker at jeg husker  
5 ikke «was/were» regler, og det er ganske lett og rett fram– og da  
6 tok jeg et ark– skrev ned eksempler på det –som når jeg skrev en  
7 tekst så var jeg ikke: skal det bli *was* eller *were*– ok se tilbake på  
8 arket– så sånne type ting har hjulpet meg ganske langt da. Og det  
9 har også gjort at man blir litt interessert når man får det til også –så  
10 det handler om nettopp det å få det til– får du det til i den prøven–  
11 –får du det til da– da orker man når man gidder å jobbe mer med  
12 det da–  
13 **Så lærerens kommentarer har vært verdifulle?** Ja, de  
14 kommentarene har hjulpet meg videre.  
15  
16

Experience of learning  
English

Working hard

Teacher's comments

### 17 Del 1.2- Vokabular/læringsstrategier

18 **Hva gjør du når du møter et ukjent ord i en engelsk tekst?**  
19 Første– er ordbok–I en ordbok så kan det kanskje så et synonym så  
20 jeg støtter meg på synonymet som kan hjelpe meg til å finne hva  
21 ordet betyr –søke opp definisjon av ordet eller søke sånn –hvis det  
22 er i «imagine» jeg ikke vet hva betyr så sier jeg «imagine» og så  
23 kort fortalte eller sånne type ting– jeg bruker de –leser det i  
24 konteksten hva er det ordet prøver å si –hvis det er en ting som har  
25 tittelen «sommerferie» så kommer det et eller annet...så kjenner  
26 jeg at det har noe med sommerferie å gjøre, eller noe med  
27 sommeren å gjøre–så det er litt å se litt sammenhenger tenker jeg,  
28 og så kan det kanskje være ord som kanskje ligner på noe andre  
29 ord på norsk for eksempel som kan være litt sånn– ja, men det er jo  
30 dette her –så der tenker jeg det er det jeg primært jobber med. Det  
31 er første jeg gjør er jo egentlig ordbok eller søke opp ordet rett og  
32 slett, ja.

Dictionary

Guessing from context

Interlingual  
comparison

# APPENDIX 11 INTERVIEW TRANSCRIPT D

1 **OK, da har du fått en liste her som du kan se litt på –Forsøk så å rangere hva du gjør og**  
 2 **rekkefølgen på det–du har på en måte sagt det til meg nå, men jeg skriver sånn 1 2 3 ved siden**  
 3 **av ja – hva du gjør først og sist.**

4 When I read an unknown word in a text I:

5 Respondent D:

		Never	Sometimes	Always	
1	Look up the word in an English- Norwegian dictionary			x	2
2	Look up the word in an English- only dictionary		x		
3	Look up the word in an English-Tamil dictionary	x			
4	Use Google translate		x		
	Indicate what language you translate into	Norsk			
5	Guess its meaning from the context			x	1
6	Ignore the word		x		
7	Ask the teacher for assistance		x	Last resort	6
8	Ask a friend if they know the word		x		
9	Look for cues to the meaning in the word itself			x	3
10	Make a note of the word			x	5
11	Compare the word to words that look similar in other languages I know			x	4

7  
 8 **Look up a word in an English/Norwegian dictionary**– jo always  
 9 **Look up the word in an English- only dictionary** –Sometimes, I  
 10 would say.  
 11 **Look up the word in an English-Tamil dictionary**– NO, Never  
 12 actually– I don´t use that.  
 13 **Use Google translate.** – Sometimes. –det er jo egentlig fordi at et  
 14 engelsk ord kan jo ha flere kontekster så jeg tenker at bruker jeg  
 15 den– er det ikke sikkert jeg får betydning jeg trenger –i den  
 16 konteksten kan det komme en helt annen betydning. **Så du tar det**  
 17 **med en klype salt?**  
 18 – ja ofte det er sånn: første er ordbok og går ikke så går jeg til  
 19 Google Translate, men så søker jeg opp igjen eventuelt for å finne ut  
 20 ... i denne sammenhengen –hva er det man prøver å finne ut av da.  
 21 **Oversetter du da fra engelsk til norsk da eller til tamil?**  
 22 – ja det er engelsk til norsk.

E/N-D
E/E-D
E/T-D
GOOGLE
Dictionary use
GOOGLE

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1	<b>Guess its meaning from the context</b> , – JA, always!	Guessing from context
2	<b>Hva tenker du kommer først: gjetter fra konteksten eller slå det</b>	
3	<b>opp i en ordbok?</b>	
4	– konteksten først og så ordbok.	
5	<b>Ignore the word</b> . –Jeg kan si «sometimes», fordi noen ganger så er	Ignore the word
6	jeg litt sånn– igjen, se på konteksten hvis det virker litt sånn– nei,	
7	men kanskje ikke det her har så mye å gjøre– så da hopper jeg over	
8	det. Det er litt vanskelig å si- jeg har ikke merka det i timene	
9	akkurat-	
10	_Så den føler jeg er mer sånn når jeg leser sånn alene eller	
11	hjemme er det ofte <u>det</u> skjer.	Ask teacher
12	<b>Ask the teacher for assistance</b> . –Men det kan jo være ting i timene	
13	jeg ikke skjønner, så– da spør jeg om det. Sometimes.	
14	<b>Ask a friend if they know the word</b> . –Ja, «sometimes», men det er	Ask friend
15	så å si siste ressurs.	
16	<b>Look for cues to the meaning in the word itself</b> . –jeg vil si ja	Intralingual cues
17	«always»	Note taking
18	<b>Make a note of the word</b> . – JA	
19	<b>Compare the word to words that look similar in other languages I</b>	
20	<b>know</b> . –ja !–det er jo ikke alle ord som ligner men de ordene som	Interlingual comparison
21	<b>ligner ser du etter likheter?</b> – ja!	
22	<b>Så hvis du skal rangere det nå etter at du har sett det en gang da sa</b>	
23	<b>du ville satt konteksten først og så ordbok?</b>	
24	Ja, konteksten først og så ordbok ja. <b>Hva er det tredje du tror du</b>	
25	<b>kanskje gjør da som du gjør ofte?</b> men den der og så <i>English only</i>	Dictionary use
26	<i>dictionary</i> –alt det er jo– alt går jo som nummer 2 da –det å bruke	
27	ordbok– det spiller ikke noen rolle hvilken akkurat-	
28	– kanskje 3 den der look for clues in the word itself– ofte men	
29	ingen bare se på ordet og prøve å skjønne hva det er de prøver å	
30	formidle– <b>i selve ordet i seg selv?</b> , –Ja! Og så da er jeg på 4 så	
31	hadde jeg prøvd å sammenligne det med en annen og så 5	
32	eventuelt <i>Make a note of the word</i> . –og så 6 vil være å– fordi når	Note of the word
33	jeg lager Note of the word – så vil jeg ignorere det, fordi jeg har	Ignore the word



## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 lagd et notat, ikke sant– så sånn tenker jeg fordi det andre er jo mer  
2 sånn generelt da og så eventuelt etter det spør læreren alt det der .  
3 **Hvilke av dine språk er nærliggende å sammenligne ukjente**  
4 **engelske ord med?** – Norsk– er primært og så er det altså at  
5 tamilsk– det er sånn fordi på tamilsk så har man jo ikke– man har  
6 ikke alltid sånn ord som passer til noe –så da kan man –iblant så  
7 bruker man engelske ord i tamilsk kontekst –så derfor er det ikke  
8 vanlig at jeg tenker når det engelske ord– så er det ikke vanlig at  
9 jeg tenker tilbake på tamilsk på den måten. **Ja, nettopp –ikke den**  
10 **veien men andre veien ofte?** – Ja.  
11 **Kan du beskrive hvordan du lærer deg nytt på vokabular i**  
12 **engelsk? Hvis du f.eks. skulle lært deg et nytt ord i en tekst.**  
13 –når jeg skrev engelske tekster så skrev jeg ofte bare med  
14 vokabularet jeg hadde selv –og da var det ofte det at jeg brukte  
15 ganske sånn lette ord som alle visste om og sånt og da fikk jeg for  
16 eksempel beskjed om å skrive akademisk og et av strategiene jeg  
17 brukte der var det å skrive synonymer på å ord –jeg jeg vet jo selv  
18 hvilke ord jeg ofte bruker og sånn–så lagde jeg en liste så skrev jeg  
19 ned ord jeg kan bruke i stedet for dem– brukte for eksempel  
20 tekstbindere på engelsk og sånne type ting –så det er akkurat ikke  
21 vært at jeg skal lære meg det, men jeg heller på en måte –for vi har  
22 alltid med oss hjelpemidler –så da skriver jeg det heller ned slik at  
23 jeg kan bruke det.  
24 **Hvilke typer engelske tekster liker du å lese?** – Både engelsk  
25 generelt har jeg likt fantasy bøker jeg når det kommer til norsk og,  
26 så er jeg ganske glad i biografier– selvbiografi da.  
27 **Hvilke type engelske tekster forventer du at du må lese i dine**  
28 **framtidige studier?**  
29 –jeg har hørt masse, ja, for eksempel– så har det vært slik at  
30 engelsk har vært –engelsk har man i første året og så er det ikke  
31 det før ut på universitetet –så har jeg alltid hørt at man skal ha  
32 sånne forelesninger og –bøker er på engelsk– kanskje prøver å bli  
33 på engelsk– så jeg tenker at– sånne type ting. **Hva tror du det**  
34 **kommer til å studere har du noe formening?**

Interlingual  
comparison

English in Tamil  
context

Experience of learning  
English

Making lists of  
Synonyms

Reading preferences

Projected reading  
material

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 –nei, jeg vet ikke enda, men jeg er ganske interessert i sånn kjemi,  
2 biologi sånn typer ting. **Ja, der er det jo mange fagord-** ja og der  
3 er det jo begreper er det viktig for eksempel å forstå begreper, men  
4 igjen så kan de også minne litt på det som er på norsk da, for  
5 eksempel «biology» er jo biologi liksom –der ser man noen  
6 likheter.

7 **Opplever du, eller har du opplevd at tamil har vært en ressurs i**  
8 **engelsk språklæring?** – Nei, egentlig ikke, jeg tenker litt at tamisk  
9 er litt sånn kontrast fra engelsk. Jeg vil heller si at engelsk har  
10 hjulpet meg til tamilsk, men ikke har tamilsk hjelper for å lære  
11 engelsk. –Hvis man bare tenker norsk og engelsk så tenker jeg at  
12 setningsoppbygging er helt forskjellig og så fra norsk til tamilsk så  
13 er jo setningsoppbyggingen igjen helt forskjellig –så jeg ser ikke  
14 noe likheter sånn direkte i den måten der –**så**

15 **setningsoppbyggingen er på engelsk også er veldig ulik**– ja enten  
16 om det er fra norsk til engelsk eller engelsk til tamilsk så er det  
17 ganske ulikt på den måten– sånn; det er ikke noe jeg kan ha brukt  
18 fra tamilsk inn i – tenker jeg.

19 **Har læreren noensinne aktivt bedt deg sammenligner engelsk og**  
20 **andre språk du kan? – ikke nødvendigvis tamil, men andre språk–**  
21 **altså tysk for eksempel?**

22 –Nei, men det er jo sånn i timen –sånn: «ja i engelsk har vi sånn  
23 og sånn, men si i tysk så har vi kasus» eller– så det er sånn at vi  
24 snakker om det i timen. **Så de har sammenlignet språk?**

25 –Ja, men ikke sånn aktiv at vi gjør det sånn veldig ofte da, men det  
26 kan skje i blant.

27 **Hvilket råd ville du gitt en yngre elev fra samme språkbakgrunn**  
28 **som deg selv som ønsker å forbedre sin karakter i engelsk?**

29 –ja det er jo–alle har jo forskjellige utgangspunkt, men det jeg  
30 tenker er at bare det å fikse opp i grammatikken har store resultater  
31 vil jeg si. Skrive akademisk, skrive grammatisk korrekt, skrive om  
32 ting som interesserer dem selv –da kommer man langt med det det  
33 –man kan skrive tekster som interesserer seg selv og så kan man  
34 spørre lærerne om å rette de– skrive tekster som– eller skrive ned

Projected reading  
material

Tamil as a resource in  
English learning?

Language comparison

Language comparison

Language comparison  
in class

Advice

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 eksempel –i skrive ned synonymer og sånn ha med nyttige kilder som kan hjelpe en til  
2 eventuelle prøver og sånt.

3 **Nå nevnte du jo –det var neste spørsmål –hvilken strategier for  
4 språklæring ville du anbefalt denne eleven?– der har du jo  
5 allerede nevnt noen.**

6 –ja, språklæring det handler jo egentlig om å øve, trene og ville  
7 det da –igjenn vilje har en viktig rolle– ta til seg kommentarer  
8 man får –bruk de –det er det som skal hjelpe deg videre det  
9 hjelper ikke å sitte med det samme utgangspunktet og skrive,  
10 skrive, skrive– det kommer du ikke langt med det det –så det jeg  
11 tenker er viktig er at man ser at det er feil her –fikser opp i det –  
12 fikser det opp i det så får du resultatet for det, og hør med læreren  
13 om er det riktig sånn eller er det feil sånn –**så det å bearbeide  
14 tekster det er veldig viktig.** – Det er veldig viktig, ja!

15 – men det er sånn –jeg for når jeg skriver og så leverer jeg og så  
16 får jeg tilbake en tekst og så er det masse rødt og sånt og da blir  
17 jeg ofte litt sånn– Argh har de kommet tilbake med de  
18 kommentarene liksom, men så leser jeg bare sånn: « hvem skriver  
19 sånn?»– altså «hva er det jeg har skrevet?»– og da ser jeg det i  
20 ettertid så det er en ting er jo da lese det gjentatte ganger for da  
21 ser man ofte feilen og det er for eksempel en ting jeg ikke gjorde  
22 da som jeg har lært nå.

23 **Har du noe å legge til som du tenker jeg ikke har spurt om? –**  
24 Hmmmm, nei.

25 **Så har jeg forstått det riktig da når du sier at du synes ikke selv du  
26 bruker tamil \_eller at dette er nyttig for deg i engelsk læring?**

27 –nei det vil jeg ikke helt si– fordi vet du –ja fordi de er ganske  
28 forskjellige språkmessig– så det er ikke noe jeg kan ta fra tamilsk  
29 som jeg kan bruke inn i engelsk.

30 **Men du sa tidligere at det at du hadde jobbet deg gjennom tamil  
31 gjorde at det var, på en måte vannt til å jobbe med språk? –Ja.**

32 Så sånn i forhold til læringsstrategier så har det kanskje... ? Ja, det  
33 kan ha hjulpet på den måten, men det er det at jeg har så og si  
34 jobba mye med tamil– så altså sånn fra jeg var små til nå– så lærer

Advice

Advice

Advice

Tamil as a resource in  
English learning

## APPENDIX 11 INTERVIEW TRANSCRIPT D

- 1 jeg og tamilsk og type læringsstrategier og sånne type ting –og så er det jo–vil jeg si –alt går  
2 jo ikke pent og pyntelig på en måte, så  
3 jeg merker sånn i ettertid at ja jeg har jobbet hardt for det, men så  
4 er det litt sånn –hva står jeg igjen med til slutt?  
5 Det er litt det det handler om –**Det motiverer å se at det gir**  
6 **resultater?** –ja!  
7  
8 **Del 2- Thinking-out-loud while reading a text**  
9 Reads **Health in the Rich World and in the Poor**  
10 Reads until “criticises” (reads the words three times with some  
11 difficulty- but does not underline it- continues until **sewage-** reads  
12 in a hesitant voice- [səʊeɪdʒ]).  
13 –Her vet jeg ikke hva “sewage” er... da tenker jeg på «sandwich»  
14 av en eller annen merkelig grunn..., men det må bety at hun lukter  
15 noe i nesen hennes– for de snakker om at alt er varmt og det er-  
16 dust- det er ... støv!- imellom tærne. De har et sånn veldig dårlig  
17 miljø, virker det som- *and the smell of.....* så det må være en ekkel  
18 lukt her. Så jeg vil påstå at det kanskje er være noe råttent eller en  
19 sånn type ting. Det er sånn jeg tenker om det ordet. **Ville di slått**  
20 **det opp eller?** Nei, fordi jeg ser ut ifra konteksten at her er det noe  
21 sånn ekkel lukt, og det er ikke så viktig hva det lukta.  
22 **Leser frem til Waver- (perfekt uttale), men stopper allikevel**  
23 **Waver? (tonefall går opp)-** Ble jeg nå usikker på, fordi- hun ble  
24 syk, men fordi troen vår... og så waver– vi er litt– når vi ble syke  
25 så følte vi oss dårlige–eller at vi hadde en– vi ble syke, men den  
26 hadde jeg kanskje slått opp– for jeg merker ikke helt–skjønner  
27 ikke helt–hva eller hvilken kontekst den kom fram i.  
28 Men, jeg tenker at det har noe med sykdom, og at man tror at man  
29 skal bli dårligere. Det er sånn jeg tolker det, men jeg hadde slått  
30 det opp for å skjønne det – i hva slags kontekst man mener dette  
31 ordet betyr.  
32 **Leser uten problemer ut avsnittet, og nesten ut neste avsnitt hvor**  
33 **hun stopper ved **squalor.** Uttaler [skœiɛlɔr] to ganger (går opp i**

Working hard  
Good results are  
motivating

Intralingual  
comparison  
guessing from context

Checking with context

Dictionary use

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 tonefallet siste gang som i et spørsmålstegn)– så, mange har blitt  
2 drept og de lever under forferdelige vilkår– eller levekår– og man  
3 har ikke mat og penger og the [skøielør]–den—det her skjønner  
4 jeg ikke noe av ut ifra konteksten–så her hadde jeg helt sikkert tatt  
5 opp en dictionary og funnet ut av ordet– søkt det opp eventuelt for  
6 å finne ut av hvilken sammenheng ordet kom.  
7 Fortsetter å lese frem til **curative**- leser først [ku:reiti:v]- leser ut  
8 setningen- går tilbake til **curative**, og leser det nå med riktig trykk.  
9 Curative–at den skal kurere- tenker jeg på sånn på norsk, men den  
10 også er jeg litt usikker på, men jeg tenker at det skal ha noe med  
11 [ku:reiti:v]- jeg tenker på kurere sånn på norsk– at den skal  
12 helbrede– at den medisinen skal helbrede,men jeg markerer den.  
13 Leser begynnelsen på neste avsnitt og stopper ved **affluence**- har  
14 litt problemer med uttale, men treffer riktig ved andre forsøk-  
15 affluence- Her ville jeg– jeg hadde mer tenkt på «influence» nå,  
16 men det er at disse problemene skjer på grunn av at de rike.. også  
17 et eller annet. Her skjønner jeg ikke helt ut av konteksten hva det  
18 er man prøver å fremme, så jeg hadde faktisk tatt opp en ordbok  
19 nå, og funnet ut av det, for det er– det har jo noe å si for selve  
20 konteksten.  
21 Forsetter til **unfathomable**. Nøler ved ordet. Leser: [ʌnfætəmeɪbəl].  
22 Fortsetter litt, men stopper og ser tilbake- ehm– at man får  
23 hjerteproblemer for eksempel er ikke uvanlig, og [ʌnfætəmeɪbəl]  
24 Leser hver stavelse... [ʌn-fæt-ə-meɪ-bəl] **Hva gjør du der nå?**  
25 **Deler du et opp?** –Ja, jeg prøvde å se det litt fra hverandre. Hmm,  
26 mysterious– så det må være noe som er – det er ikke usannsynlig,  
27 nesten– det er sånn man kan se på det. Mysterious– da ville jeg  
28 tenke på at– det er ikke rart at folk blir– får- «heart deceases», men  
29 også at det er– det er ikke usannsynlig–det er litt sånn jeg tenker på  
30 det. **Setter strek under ordet. Så det hadde du ikke slått opp, men**  
31 **lest fra konteksten, eller?** – ja, eller jeg ser jo litt at « heart  
32 decease»– det er jo ikke– det at man får det er jo ikke noe mysterie  
33 det! Det er jo helt vanlig. Det er ikke like viktig, det er jo bare en  
34 beskrivelse.

Checking with context

Dictionary use

Interlingual  
comparison

Intralingual cues

Dictionary use

Intralingual cues

Check with context

Guessing from context

## APPENDIX 11 INTERVIEW TRANSCRIPT D

1 Fortsetter å lese– leser ut teksten. Leser «permeatet» feil, men går  
2 videre. Leser: [pɜ:meɪtəd]  
3 **END OF TEXT**

4 Så går hun tilbake: – Så, her er **radio-active** radioaktiv, man ser  
5 det litt sånn i denne konteksten- den skjønnte jeg, men jeg  
6 bare– også **chemicals**– det er kjemikalier– man kan tenkte på den  
7 sånn. Så det er derfor– for eksempel at norsk og engelsk– man  
8 kan se det litt mer i sammenheng da.

9 **DEBRIEFING**

10 **Every cell permeated... Hva tenkte du der? Hoppet du bare over**  
11 **den eller?**

12 –Jo, at en typisk Amerikansk arbeider– han jobber så hardt at- at  
13 man jobber med sånne kjemikalier– eller radioaktive stoffer– de  
14 blir på en måte drept, eller sånn– de blir påvirket fordi de jobber  
15 med sånne farlige stoffer.

16 **Hva synes du om denne teksten- var den vanskelige å forstå?**

17 Greit, men det har jo noen vanskelige ord som kan skape  
18 vanskeligheter tenker jeg– jeg jeg vil nok si at det handler litt om  
19 å se på det som en helhet og ikke dette handler om noe med  
20 Health og det handler om Rich and Poor– så det vil være noen  
21 som er mye mektigere enn noen som vil slite –og siden det  
22 handler om Health så vil Deceases– sånn sykdommer og sånt vil  
23 jo trekkes frem– utfordringer, konsekvenser og sånne type ting vil  
24 trekkes fram.

25 **Hvis du skulle oppsummert denne artikkelen hva ville du sagt den**  
26 **handlet om?**

27 Det det handler jo egentlig om hvordan helse– helsen er i  
28 Amerika som eh –hvordan en eh–hvordan de– det er på en måte–  
29 er en kritikk, men samtidig en refleksjon over hvordan forholdene  
30 er i landet–litt sånn beskrivelse på starten om hvordan  
31 omgivelsene er og så kommer man virkelig i detaljer om hvilke  
32 sykdommer som kommer og forskjellen mellom de rike og de  
33 fattige, og hvilke utfordringer det skaper.

34  
35

Ignore the word

Interlingual comparison

Interlingual comparison

Guess from context

Control strategy

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 INTERVJU –E– 2. februar 2022, kl. 09:00

2

### 3 Del 1- Språkbakgrunn

4 **Kan du fortelle meg litt om din språkbakgrunn?**

5 Jeg snakker både Norsk tamilsk kan en del engelsk og ja,  
6 spansk på ungdomsskolen– så jeg kan endel språk da.

L4

7 **Hvilket språk snakker dere hjemme?**

LP

8 Vi snakker tamilsk og norsk–altså begge foreldrene mine klarer  
9 å snakke Norsk så det er sånn jeg kommuniserer lettere på  
10 Norsk enn tamilsk, men jeg har også besteforeldre her og de  
11 har ingen språkkunnskaper så derfor må jeg snakke mye  
12 tamilsk.

LG

13 **Søsken da?** –det er bare norsk, eller det er liksom når det er noe  
14 relatert til vår kultur eller noe vi skal gjøre så kan det hende at  
15 jeg er liksom bruker noen ord men mesteparten er alt på norsk  
16 og det samme med venner– eller altså på skolen så har jeg også  
17 mange tamilske venner altså når vi skal... liksom noen ordtak  
18 og noen ord er liksom morsommere å si på tamilsk og det er  
19 liksom– noen ganger så ville man ikke at alle skal forstå og da  
20 er det liksom– da kan det hende at man bruker et annet språk.  
21 (inneforstått tamilsk)

LS

LF

LF-T

22 **Har du gått på tamilske?**

Tamil School

23 – ja jeg har gått siden jeg var 3 år og jeg slutta når jeg begynte i  
24 første videregående– altså i fjor sluttet jeg. **Har du tatt**

25 **morsmåleksamen?** –ja både nivå 2 og nivå 3 **oi det er godt**

Mother tongue exam

26 **gjort er det vanskelig?** – jeg altså jeg har gått på tamil kole i

27 mange år nå det er liksom hver lørdag har jeg brukt på det så

28 jeg har jo fått noe ut av det, men det var en del arbeid. **Det vil**

29 **jeg tro. Hvor ofte bruker du ulike språkene du snakker vil du**

30 **si?** –altså norsk bruker jeg mest, tamilsk´en etter Norsk da men

frequency

31 jeg vil si jeg vil også bruker det veldig mye fordi jeg møter jo

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 besteforeldrene mine nesten hver dag ja og bruker norsk og familie skole ja og engelsk bruker  
2 jeg veldig sjeldent altså – jeg er ferdig å bruke engelsk på videregående skole også er jeg  
3 ferdig med faget –så det er liksom mindre bruk av engelsk men det er sånn hvis jeg får  
4 tilfeller der jeg må kommunisere med engelsk så bruker jeg selvfølgelig det.

5 **Når begynte du å lære engelsk?**

6 – jeg begynte å lære engelsk på barneskolen, men jeg har  
7 lærte det ganske sent fordi læreren var egentlig ikke en – så  
8 vi lærte– brukte aldri engelsktimen på barneskolen for å  
9 lære engelsk så vi lå ganske bak og så skjedde det masse  
10 sånn på barneskolen– foreldre og alt begynte å klage og  
11 sanne ting så jeg var ganske eller min klasse og jeg var jo  
12 ganske sene på å lære engelsk.

13 **Ville du sagt at engelsk har vært første, andre, tredje eller**  
14 **fjerde språk?**

15 – jeg vil si at det er tredje språk.

16 **Hvilket språk er du sterkest i? –Norsk. Både skriftlig og**  
17 **muntlig? –Ja!**

18 **Å lese da? –Norsk også. Å forstå muntlige samtaler? –Norsk**  
19 **der også.**

20 **Og så kommer tamilsk og så engelsk? – Eller, tamilsk og**  
21 **engelsk kan liksom være på begge samme punkt da. Ja,**

22 **OK, tamil og engelsk på delt andreplass –Ja, men det er**  
23 **sånn snakke tamilsk er jeg også ganske flink til da, og forstå**  
24 **samtale– det er bare skrive og lese det er jo 247 bokstaver–**  
25 **så det er litt krevende.**

26 **Så du vil si at du er flinkere til å skrive og lese engelsk? –**

27 **Ja, sånn midt imellom det er litt enklere da. Hvilket språk**  
28 **vil du føle deg mest komfortabel å ta en lesetest i? –Norsk!**

29 **Hvilke språk ville du sagt de ligner mest på engelsk;**  
30 **morsmålet ditt eller Norsk?**

31 –det er selvfølgelig norsk fordi, det er jo nesten like  
32 bokstaver, mens tamilsk har jo 247 bokstaver, så det er  
33 liksom bokstav til på en måte hver lyd og det er liksom – det  
34 høres helt annerledes ut da.

Started learning English

Assessment of English L3  
Strongest Language

Language ability rating

Conversational Tamil

Reading test

TOPR



## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 Kan du beskrive dine ferdigheter i morsmålet sammenlignet med  
2 Engelsk og norsk? (skriftlig, muntlig, akademisk språk?)

3 –altså morsmålet mitt e som jeg sa så er jo det noe jeg bruker i  
4 daglig– jeg er ganske flink muntlig– altså skriftlig ... altså man må  
5 jo kunne så mange bokstaver og det kan være litt avansert da fordi  
6 det er så mange bokstaver for hver lyd– så du kan liksom blande  
7 mellom bokstaver og siden jeg har på en måte– etter at  
8 morsmåleksamen så har jeg begynt å glemme liksom, fordi jeg  
9 setter ikke liksom så mye vekt på å kunne det så jeg føler jeg  
10 begynner å glemme liksom det jeg kunne da. **Hvilke erfaringer har  
11 gjort deg som flerspråklige i Norge?** —altså en ting med  
12 morsmåleksamen er jo ganske pluss for oss som har et morsmål  
13 som ikke er norsk–det hjelper jo oss med karakterer og  
14 ekstrapoeng og så er det jo mange situasjoner —jeg har møtt på  
15 liksom mennesker som ikke kan for eksempel Norsk eller bare  
16 snakke tamilsk eller trenger hjelp med å kommunisere på engelsk  
17 –for eksempel i byen og sånt, og da har det vært veldig liksom  
18 rimelig å kunne eller være flerspråklig da. Også selvfølgelig det  
19 med besteforeldrene mine– jeg er på en måte tolk i noen  
20 situasjoner når de skal til legen eller å hjelpe liksom folk som ikke  
21 kan norsk da.

22 **Hvilken innvirkning tror du det å være flerspråklig har hatt på din  
23 egen læring av andre språk i skolen?** –altså jeg synes det er  
24 liksom– jeg må klare å skille alle språkene fordi liksom  
25 grammatikken er så ulikt fra – så det noen ganger så kan du på en  
26 måte glemme deg og liksom tenke på noe helt annet og så blir det  
27 feil da, men det har også vært en fordel, fordi når du kan flere  
28 språk så er det på en måte det er lettere å lære altså du liksom vet  
29 hvilke teknikker –studieteknikker du kan på en måte bruke for å  
30 mestre i det språket.

31 **Hvor komfortabel er du med å bytte språk når du vil eller trenger  
32 det?**

Language ability mother  
tongue

Language attrition

Advantages of  
multilingualism

Multilingualism: effect  
on language leaning

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 – jeg er ganske komfortabel med å bytte. **Hender det at du også**  
2 **blander språket?**  
3 – altså når jeg snakker hjemme så er det sånn at jeg vet at  
4 foreldrene mine ikke kan de ordene, eller at besteforeldrene mine–  
5 det er liksom–besteforeldre mine, selv om de ikke kan norsk så  
6 skjønner de noen sånne daglige ord fordi de har hørt barnebarna  
7 side hele tiden– så da kan jeg bruke sånne enkle: «snakke», «gå»  
8 og sånne ord, og da forstår de det– så da– er jeg liksom– jeg vant  
9 til å blande det. **Du sa også at du blander en del når du snakket**  
10 **med tamilske venner på skolen eksempel?** –Ja, det liksom bare  
11 kommer av liksom– det kommer automatisk liksom i  
12 sammenhengen– hva vi snakker om eller...  
13 **Opplever du at språkbakgrunnen er en ressurs i egen språklæring?**  
14 **– ja det har vi egentlig snakket om før– du tenker at det er mest**  
15 **studieteknikker som gjør at det er lettere for deg?**  
16 –ja, og samtidig det at når man kan flere språk så er det sånn– du  
17 lærer på en måte veldig mye om de ulike språkene da– altså jeg vet  
18 hvordan liksom på en måte– norsk, så lærer vi liksom hvordan  
19 Norsk ble grunnlagt og alt– historien bak det og hvordan de  
20 språkene har oppstått i ulike tolke retninger –og det liksom– er litt  
21 kult da at jeg kan vite at noen språk har bare 29 bokstaver og noen  
22 har tohundreogførtisyv og det er liksom litt kult å lære da.  
23 **Du snakket jo også om at om at du hadde spansk på –**  
24 **sammenlignet til noen gang tamil med spansk?** – altså i spansk,  
25 fordi Sri Lanka har jo vært –altså Spania eller Portugal har hatt  
26 koloni der– så Portugal– portugisisk og spansk bruker en del  
27 samme ord tror jeg– så det er når jeg lærte spansk så var det noen  
28 ord som jeg bruker i tamilsk også og da gikk jeg å spurte foreldre  
29 om hvorfor vi bruker det språket –eller liksom de ordene når det er  
30 noe vi ikke bruker i vårt språk. Da sa foreldrene mine at liksom det  
31 at de har vært undertrykt og alt det der så har det ført til at mange  
32 lærte seg de språkene og begynte å bruke ord fra deres språk og det  
33 ble liksom på en måte bare med i deres muntlige språk, men  
34 egentlig ikke i språket vårt da.

MIX

Multilingualism: effect  
on language leaning

Language comparison

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 **Men det har blitt en del av det nå- over tid. – ja! – ja omtrent sånn**  
2 **som dere blander engelsk inn i norsk** –Ja, og det er jo det samme–  
3 altså England hadde jo også koloni der så engelsk også det er  
4 liksom –foreldrene mine kan ikke liksom det ordentlige tamilske  
5 ordet for noen ord, så de bruker liksom engelske og spanske ord og  
6 det er liksom litt kult, men litt trist også.

7 **Jeg oppfatter at mange tamilere er veldig opptatt av språk– på**  
8 **grunn av historien og bevisst på språkutvikling og dette her med**  
9 **som du sier undertrykking**– Ja, og det er jo sånn vi lærer jo veldig  
10 mye om vår historie altså og foreldrenes våres vei hit og hvor  
11 vondt de har hatt det da– altså de har jo opplevd krig og mye  
12 vondt, og jeg føler også det er en ganske stor motivasjon– altså de  
13 kom til et fremmed land– måtte tilpasse seg– integrere seg, og vi  
14 har liksom fått en stor liksom mulighet her i Norge, på en måte– å  
15 utvikle oss og liksom få en bra jobb, få en bra utdanning– ja det er  
16 liksom motivasjon at foreldrene mine [Information removed –  
17 anonymizing-parental education]– så jeg føler det er mange  
18 tamiler som har den motivasjonen da– å gjøre liksom foreldrene  
19 sine stolte –gjøre det– liksom tenke at de hadde det vondt på den  
20 tiden. Vi får liksom det vi har lyst på– ting og tang, men de hadde  
21 jo ikke den muligheten– de måtte liksom løpe for livet. Det er en  
22 stor motivasjon for å mestre. Så skjønnte mine foreldre at de  
23 allerede fra ung alder måtte lære oss å kunne norsk mye bedre enn  
24 tamilsk, men samtidig så var de sånn at tamilsk også måtte– på en  
25 måte være noe vi visste hvorfor vi måtte lære, og liksom kunne vår  
26 bakgrunn da–altså hvor vi stammer fra- hvor vi kommer fra–altså  
27 at vi ikke glemmer det da. [Information removed- anonymizing-  
28 parental history]

29

30 **Del 1.2- Vokabular/læringsstrategier**

31 **Hva gjør du når du møter et ukjent ord i en Engelsk tekst?**

MIX

Immigrant experience

Language awareness

Cultural impact

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 Så når jeg ikke vet ordet så pleier jeg ofte å markere dem– søke på  
 2 nettet –altså vi bruker ikke sånne ordbøker men vi bruker jo det på  
 3 nettet som Lexin<sup>1</sup> og så videre, og hvis jeg ikke forstår ordet eller  
 4 finner riktig betydning på nettet så pleier jeg ofte å spørre læreren  
 5 min da. **Hvor ofte vil du sagt at du bruker en engelsk/norsk**  
 6 **ordbok?** –noen ganger.  
 7 **English only dictionary?** – nei aldri, og ikke tamilsk/engelsk heller,  
 8 nei em. **Google translate?** –der kommer det også. **Hvilke språk**  
 9 **oversetter du til når du bruker Google Translate?** –Norsk. **Hender**  
 10 **det at du gjetter meningen fra konteksten?** –Ja, det pleier jeg ofte–  
 11 jeg liksom er liksom midt i mellom her (midt imellom always og  
 12 often) – ja altså noen ganger så kan man forstå ordet ved å liksom  
 13 lese setningene, men det er ikke alltid man på en måte forstår da –  
 14 **ignorer det word** –jeg tror det er liksom også her –noen ganger  
 15 ...det noen ganger man ikke trenger å bry seg om alle ord da.

Dictionary use

Ask teacher

E/N-D

E/E-D

E/T-D

GOOGLE

Guessing from context

Ignore the word

16  
 17 When I read an unknown word in a text I:  
 18 Respondent E:  
 19

		Never	Sometimes	Always
1	Look up the word in an English- Norwegian dictionary		x	
2	Look up the word in an English- only dictionary	x		
3	Look up the word in an English-Tamil dictionary	x		
4	Use Google translate		x	
	Indicate what language you translate into	norsk		
5	Guess its meaning from the context			x
6	Ignore the word		x	
7	Ask the teacher for assistance			x
8	Ask a friend if they know the word		x	
9	Look for cues to the meaning in the word itself		x	
10	Make a note of the word			x
11	Compare the word to words that look similar in other languages I know		x	

<sup>1</sup> LEXIN-ordbøkene er laget spesielt for minoritetsspråklige elever i grunnskolen, videregående og voksenopplæring. Ordbøkene inneholder ord og uttrykk som er nyttige når man bor i Norge.

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 **Ask the teacher for assistance?** Imellom– noen ganger og så  
2 samtidig som alltid er liksom 75% –det er liksom– kommer an på–  
3 når vi er på skolen og jobber sammen så kan det hende at jeg spør  
4 vennene mine. **Make a note of the word?** –ja, det pleier jeg ofte å  
5 gjøre hvis jeg ikke forstår– det gjør jeg med Norsk også da f.eks.:  
6 jeg har fått tekster– altså sånne gamle dikt og sånn –der er det er  
7 ikke alle ord jeg forstår. **Look for cues to the meaning in the word**  
8 **itself? Hender at du for eksempel at du deler opp ord– at du kan**  
9 **forstå en del av ordet og så prøver å sette det sammen igjen?** – det  
10 er liksom noen ord så går det an å dele opp men det er ikke alle ord  
11 det går an å dele opp i engelsk– så noen ganger så går det også,  
12 men det spørres da hva ord og uttrykk som står der da. **Compare the**  
13 **word to words that look similar in other languages I know?** –em  
14 altså engelsk og norsk er jo –kan man sammenligne, fordi noen ord  
15 kan være likt, men tamilsk og engelsk går ikke– så jeg liksom– det  
16 er liksom veldig sjeldent jeg sammenligner, men det er liksom  
17 midt imellom her også –det kan hende at noen ganger.  
18 **Så du vil si at du sammenligner norsk og engelsk men ikke tamilsk**  
19 **og engelsk.** –Ja, det er litt mer sjeldent- **Hvilke av dine språk er**  
20 **nærliggende å sammenligne ukjente engelske ord med? Du har jo**  
21 **både tamil og norsk og spansk...** – spansk er jo noe jeg lærte på  
22 ungdomsskolen for interesser, men siden jeg ikke har hatt eller  
23 snakket så mye spansk og liksom gjort det jevnlig så føler jeg at  
24 jeg på en måte har glemt det helt da– men altså jeg –selvfølgelig så  
25 sammenligner jeg engelske ord med norsk da.

26 **Kan du beskrive hvordan du lærer deg nytt vokabular i Engelsk?**  
27 **Hvilke teknikker bruker du for å lære deg nytt vokabular?** –  
28 hvordan jeg lærer nye ord– altså jeg ser veldig mye på YouTube  
29 og sånn engelsk eller britisk og amerikanske YouTubere og de  
30 bruker jo ord og uttaler jo det på en veldig annen måte som gjør at  
31 liksom automatisk– Dagens barn– vi liksom –vi lærer veldig mye  
32 av nettet da så vi hører andre si ting og tang og da på en måte  
33 forstår man liksom. **Så det er den teknikken de bruker mest for å**

Ask the teacher

Note taking

Intralingual cues

Interlingual  
comparison

L4

Interlingual  
comparison

Experience of learning  
English

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 **lære nytt vokabular– rett og slett bare å høre på ting?** Ja, jeg jeg  
2 hører jo veldig mye– og så sang, fordi vi er jo ganske interessert i  
3 sang og det er liksom ofte noen ord som kan være veldig sånn  
4 fengende og det liksom automatisk forstår hva det er –og så er det  
5 sånn noen ganger så leser jeg bare liksom ting på Instagram og  
6 eller på Snapchat eller et eller annet som kommer på engelsk–  
7 liksom det er ikke alt man forstår, men liksom det gir mening når  
8 du leser det i en **kontekst** på en måte så du lærer ord du liksom  
9 aldri har hørt liksom i daglige livet ditt her liksom.

Guess from context

10 **Hvilke type engelske tekster liker du å lese?** –altså jeg er ikke en  
11 leseperson så jeg leser ikke så mye tekster jeg hører/ ser på filmer  
12 og liksom bruker engelsk undertekst og sånn på filmer og sånt så  
13 jeg føler at jeg ofte –liksom, det er sånn jeg på en måte lærer  
14 engelsk da– ikke gjennom tekster. **Men du skal kanskje studere**  
15 **videre en dag– hvilken type engelske tekster forventer du at du vil**  
16 **måtte lese i dine framtidige studier?** –altså i studier liksom– så jeg  
17 tror liksom lærebøkene kan være på engelsk og så –jeg føler at  
18 man ser på mye sånn klipper og ting å YouTube videoer og sånt–  
19 som kan være på engelsk, og så føler jeg også at man kommer til å  
20 –spørs hva man studerer, men jeg føler at engelsk er brukt veldig  
21 mye på universitetet da. **Har du bestemt deg for noe enda?** –jeg har  
22 faktisk ingen drømmer, men noe innenfor helse, men jeg prøver å  
23 gjøre videregående best– å få de beste karakterene ut av alt og så  
24 ser jeg bare an hvordan ting går– tar sånn det kommer.

Reading preference

Projected English  
reading material

25 **Opplever du eller har du opplevd at tamil har vært en ressurs i**  
26 **engelsk språklæring?** –men altså jeg har mange– siden faren min  
27 bodde der– så har jeg også en del slektninger der–(England) så når  
28 jeg er der så er det veldig vanskelig å forstå de engelske barna  
29 fordi de kan ikke tamil så mye som meg og de snakker veldig mye  
30 på engelsk og det er sånn at jeg må på en måte snakke med  
31 foreldrene deres for å forstå hva de prøver å si og da er det ofte at  
32 jeg har lært noe av dem da– så gjennom slektninger så føler jeg at

Tamil as a resource in  
English learning?

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 jeg har lært liksom– da har jeg på en måte knyttet i tamilsk og engelsk.

2 **Kan du huske om læreren noen gang har bedt deg sammenligne**  
3 **engelsk og andre språk som du kan?**

4 –jeg føler ikke vi har sammenlignet andre språk med engelsk som mye  
5 jeg føler vi bare har liksom oversatt ordet og på en måte forstått ord,  
6 men jeg føler ikke vi har sammenlignet så mye med liksom engelsk da.  
7 **Har du blitt spurt om å sammenligne med tamil for eksempel?** –Nei,  
8 aldri!

9 **Hvilket råd ville du gitt til en yngre elev fra samme språkbakgrunn**  
10 **som deg selv som ønsker å forbedre sin karakter i engelsk?** – Altså, det  
11 er veldig viktig å se på ting– hører på ting altså det er veldig viktig å  
12 lese engelske tekster og bøker og så videre og når man skriver tekster  
13 for og innleveringer og så videre– så er det veldig lurt å bruke læreren  
14 aktivt– altså se om grammatikken er riktig –forstå grammatikken før  
15 man begynner å skrive og veldig bruke liksom– å bruke et variert –  
16 altså det jeg pleier å gjøre er at jeg bruker det ordet jeg kan gjennom  
17 hele teksten og så Word er det sånn, du har på en måte et søkefelt så  
18 kan du søke på en måte hvor mange ganger du har brukt et ord og så  
19 går jeg på en ordbok og så søker jeg det ordet og så finner jeg mange  
20 ulike liksom måter å liksom si det samme ordet på (synonymer) –så  
21 andre ord istedenfor da –og da bare bytter jeg etter hva som passer inn  
22 til setningene og da selvfølgelig læreren blir jo da sjokkert over at du  
23 har så bra vokabular, men egentlig er det ikke det vokabularet mitt,  
24 men jeg har liksom på en måte brukt internett aktivt for å forstå.

25 Det lærte jeg faktisk på videregående av en annen venn da– ja som jeg  
26 jeg har aldri tenkt på det, men det er veldig! **Er det noe du føler at du**  
27 **ikke har fortalt meg om så langt?** –Å, jeg har lagt merke til det at så vi  
28 var jo en på en måte en generasjon der på en måte det var da mobilen  
29 begynte å komme, men jeg som så ikke så mye på YouTube og  
30 barneTV når jeg var barn– eller jeg så på norsk barne-TV, men jeg så  
31 ikke på engelske barnetv eller Netflix og slikt– jeg

Language  
comparison in class

Advice

Making lists of  
synonyms

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 lekte veldig mye ute, men jeg har mindre kusiner nå- og de kan  
2 allerede bare av å gå på barnehagen- snakke engelsk- de klarer å  
3 snakke med britisk aksent og alt- og det er veldig kult- så i  
4 fremtiden så føler jeg at det er mange barn i Norge som kan  
5 engelsk, bare gjennom YouTube og så videre- teknologien- de  
6 bruker allerede som barn- og de får mye nytte av det- samtidig  
7 som mange ulemper da.

8 Jeg så barne-tv på norsk- dubbet til norsk, så jeg lærte ikke så mye  
9 engelsk av det.

10 **Men du har lært deg godt norsk da, – Ja!**

11

### 12 Del 2- Thinking-out-loud while reading a text

13 *Leser uforstyrret, høytlesning, uten åpenbare problemer- ut første*  
14 *avsnitt, men går tilbake til ordet malaria-* Ehm, altså hvis jeg  
15 husker riktig så tror jeg malaria også er en sykdom, men jeg er litt  
16 usikker, men jeg føler jeg har hørt det ordet før.

17 *Leser videre frem til «sewage»* –jeg vet ikke hvordan man uttaler  
18 det ordet, og jeg vet heller ikke hva det betyr. *Fortsetter* «In their  
19 nose»– så det ordet hadde jeg søkt opp på ordnett.no

20 **Du er sikker på at du hadde søkt det opp?** –Ja, altså det er jo liksom  
21 *[lang pause]* – Hm, det er liksom noe med- de beskr.- de- hva  
22 heter det- beskriver en lukt- så jeg vet ikke om man trenger det,  
23 men for at jeg skal kunne det, og jeg skal huske det neste gang jeg  
24 kommer borti det, så hadde det vært fint med et norsk ord- så jeg  
25 vet i bakhodet hva det er, men jeg kan skjønne via kontekst- hva  
26 det betyr –sånn sirka.

27 *Leser uforstyrret, høytlesning, uten åpenbare problemer til midten*  
28 *av neste avsnitt og stopper ved «waver»– leser med god uttale, men*  
29 *gjentar «beliefs waver».* –Jeg vet ikke hvordan man uttaler det siste  
30 ordet, men jeg vet heller ikke hva det betyr, og jeg kan heller ikke

Intralingual  
comparison?

Dictionary use

Guessing from context

Dictionary use



## APPENDIX 12 INTERVIEW TRANSCRIPT E

1	skjønne hva det betyr gjennom konteksten. <b>Så her ville du slått opp ordet?</b> –Ja.	
2		
3	Leser videre og stopper opp ved « <b>assessing</b> » –Jeg vet ikke hvordan	
4	man sier det «Ass... assend...jeg sliter litt med s- ene her assessing	
5	Leser med god uttale, men toneleie går opp som ved et spørsmål.	
6	Leser videre litt lavt for seg selv- leter etter konteksten fremover i	Check with context
7	teksten. Betyr det ordet– liksom: tilgang, eller..? <b>Ikke helt.</b> –Men	Ask the teacher
8	liksom– jeg skjønner liksom setningen, men jeg vet ikke akkurat	Dictionary
9	hva det ordet betyr. <b>Så hva ville du gjort her, tror du da?</b>	(combo)
10	– Søkt det opp! <b>Det betyr å evaluere.</b>	
11	Leser uforstyrret, høytlesning, uten åpenbare problemer- fra	
12	begynnelsen av neste avsnitt til nest siste setning i avsnittet. Stopper	Dictionary use
13	ved « <b>Squalor</b> ». Forsøker ikke å lese ordet. –Jeg vet ikke hvordan	
14	man uttaler dette ordet, og jeg hadde søkt opp hva det betyr også.	
15	Fortsetter nesten ut avsnittet, men stopper igjen ved « <b>curative</b> » leser	
16	det som <i>corrective</i> . –Jeg skjønner hva «effect» er, men jeg vet ikke	
17	hva [ <i>forsøker å uttale ordet</i> ] [køre'kti:v]	Interlingual
18	Jeg uttaler ordet for henne « <i>curative</i> » – Ah. Kur!– altså, en veldig,	comparison
19	Altså, jeg skjønner liksom når du sa– når jeg hørte det– så kunne jeg	
20	skjønne at det var noe med kur da. <b>Det norske ordet kur?</b> –Ja! –at	
21	man kan, på en måte, gi medisiner og man blir frisk kjapt. Jeg tror	
22	det er det det betyr. In the rich world many diseases are caused by	
23	<b>affluence</b> . [ <i>legger trykket på siste stavelse</i> ] Gjentar ordet med same	Intralingual cues
24	trykk. – Altså, det høres ut som «influence», eller noe sånn, men jeg	
25	er ikke sikker på hva det betyr, og jeg hadde også søkt opp det.	Dictionary use
26	Leser videre og stopper opp ved « <b>unfathomable</b> ». – Unf...jeg har	
27	aldri hørt eller sett dette ordet før, og det hadde jeg også søkt opp.	
28	Eller, jeg vet ikke om det er veldig viktig å skjønne det, for det er	Ignore the word
29	liksom– de bare beskriver noe <b>Så du ser hva slags ordklasse det er?</b>	Checking context
30	– Det er jo et adjektiv. <b>Hvordan ser du det?</b> – Fordi det står	
31	«mysterious and...»– mysterious er liksom et adjektiv da- de	
32	beskriver en situasjon da.	

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 Leser videre og stopper opp ved «tuberculosis»- begynner å uttale  
2 det, men stopper halvveis-  
3 Det er jo tuberkolose på norsk- tror det. Begynner på neste setning  
4 «Other diseases are due to ...» Jeg vet ikke hvordan man sier det  
5 ordet og jeg vet ikke hva det er-jeg har aldri hørt om det. Hvilket  
6 da? – det der: Hazzards, hazards– hvis jeg uttaler det riktig. Leser  
7 videre litt lavt for seg selv- leter etter konteksten fremover i  
8 teksten. – Ja, altså den setningen ga ikke så mye mening for  
9 meg– jeg forsto den ikke helt på grunn av at jeg ikke visst hva det  
10 ordet var- så der hadde jeg selvfølgelig sett etter hva det ordet  
11 hadde betydd.  
12 Leser videre og stopper opp ved «permeated». Leser [pørmeitød]-  
13 Stopper...hvordan sier man det ordet er? Leser videre og ut  
14 artikkelen.  
15 Men du streket ikke under «permeated»? –Altså, jeg føler ikke det  
16 er veldig viktig å kunne, men jeg forstår ikke hva det betyr-  
17 (inneforstått- hoppet over ordet) Så du hoppet over det ordet da,  
18 eller?–jeg hoppet over det ja. – Altså i den setningen så skjønte jeg  
19 at liksom– altså at vi rike har liksom tilgang til veldig mye mobil  
20 og teknologi og sånne ting, og det er noe som er urettferdig og  
21 «unhealthy» liksom. Så jeg skjønte jo hva de prøvde å si, uten at  
22 jeg skjønte det ordet.  
23 **END OF TEXT/ DEBRIEF**  
24 Det var to ord til her som du stoppet litt opp ved –jeg vet ikke om  
25 det betyr at du ikke forsto de.. eller: –«contract some of the serious  
26 infectious diseases”. “Contract»– det var fordi jeg tenkte på et  
27 annet ord, - jeg husker ikke helt- jeg holdt på å si Connection eller  
28 et eller annet sånn ord– så det var det at jeg holdt på å si noe feil-  
29 den andre også- jeg vet ikke hvorfor jeg stoppa der, for jeg forstår  
30 det. Så, «infectious»? – jeg tenker bare infeksjon og «disease» er  
31 jo et eller annen sykdom. Så da tenker du norsk eller? Ja, det som  
32 er– er at noen ord- det skrives ikke helt likt, men det kan uttales  
33 likt på starten eller slutten av ordet- noe veldig likt norsk–og da  
34 kan man på en måte gjette seg frem.

Interlingual  
comparison

Checking with context

Dictionary use

Ask teacher

Ignore the word

Intralingual cues

Interlingual  
comparison

## APPENDIX 12 INTERVIEW TRANSCRIPT E

1 **Synes du teksten var vanskelig?** – vel, jeg trodde at det skulle være  
2 en sånn skikkelig vanskelig tekst, men det var ikke så ille- det var  
3 bare et par ord– og siden jeg ikke har lest mye engelsk på lenge, så  
4 var det liksom– jeg måtte komme tilbake til å huske det.  
5 **Hvis vi sammenligner med det du svarte på skjemaet tidligere, er**  
6 **det noe du pleier å gjøre som du ikke fikk gjort her?** – hmm, hva  
7 mener du? **Som å spørre læreren f.eks., men det gjorde du jo**  
8 **faktisk.**  
9 Ja, for jeg visste jo at du selvfølgelig kunne noen av disse ordene–  
10 så liksom automatisk det var sånn jeg visste at du hadde  
11 kunnskaper så jeg kunne lære noe ut av det, så det liksom kom  
12 automatisk at da satt det her at jeg kunne bruke deg som et  
13 virkemiddel da.  
14 **Er det noen ord du vil vite nå i etterkant eller?**  
15 – det adjektivet– hvis det er adjektiv riktig ved «mysterious».  
16 **Unfathomable?**  
17 **Ja, det betyr umulig å fatte og «to fathom» er å fatte-**  
18 **unfathomable er ufattbart/ ufattelig.**  
19 **Hazards? Det betyr farer- in the natural conditions- for eksempel**  
20 **og et oljespill eller miljøgifter –ting som lekker ut i våre**  
21 **omgivelser som er farlig for helsen vår.**  
22 –det ordet har jeg faktisk aldri liksom hørt eller sett i tekster. **Og**  
23 **så var det «squalor»** – ja det visste jeg heller ikke hva betydde, men  
24 det [Leser raskt litt teksten rundt igjen] –liksom jeg skjønner at det  
25 er jo noe substantiv sikkert– altså det må være liksom– siden de  
26 snakker om mat og penger så må det også være noe liksom– noe  
27 rike mennesker har da?  
28 **Det er faktisk det motsatte... «for people are killed because of the**  
29 **conditions they live under» Squalor- betyr egentlig bare veldig**  
30 **skitne omgivelser som i slummen f.eks.** –OK, for vi er ofte vant til  
31 å liksom bare si at de har dårlige enn varmen til og sånn ting så vi  
32 er ikke liksom jeg er ikke vant til det ordet.  
33

Ask the teacher

# APPENDIX 13 INTERVIEW TRANSCRIPT F

## 1 INTERVJU –F –

2 3.februar 2022, kl.12:30. Del2: 9. februar kl. 10:15

### 3 Del 1- Språkbakgrunn

4 Jeg heter .... jeg er 17 år og er tamilsk– og jeg kommer opprinnelig  
5 fra Sri Lanka.

6 **Kan du fortelle meg litt om din språkbakgrunn?** – jeg snakker  
7 tamilsk og norsk og noen ganger engelsk også, men for det meste så  
8 snakker jeg norsk og tamilsk fordi foreldrene mine er tamilske og da  
9 bruker vi det språket hjemme også. **Så med far og mor så bruker**  
10 **du...?**

LP

11 – jeg bruker som oftest tamilsk, men så bruker jeg også norsk noen  
12 ganger med mamma, men pappa er veldig sånn der: «du må snakket  
13 tamilsk hjemme»– for å opprettholde språket da. **Har du**

LP

14 **besteforeldre her?** –Nei, men jeg pleide å snakke tamilsk med dem  
15 og. **Hvor bor de?** – De er døde, men de bodde i Frankrike og Sri  
16 Lanka, så det var liksom fellesspråket jeg kunne snakke– det var  
17 ikke noe annen mulighet på en måte. **Og søsken da?** –da snakker jeg  
18 norsk jeg synes det er så lettere å kommunisere på norsk med dem  
19 siden de er også litt yngre, og de synes norsk er enklere å snakke. **Og**  
20 **venner?** –Venner er også norsk. **Hva med tamilske venner?** –Det er  
21 da også norsk. **Hender det at dere blander språk?** –Å ja, det er veldig  
22 ofte blanding når vi er liksom bare tamilske venner så hender det  
23 ofte at vi begynner å snakke på tamilsk, fordi det –noen ganger  
24 virker det litt morsommere eller så er det bare sånn –et fellesskap da  
25 –vi føler liksom– vi føler at vi er nære på en måte. **Så er det kanskje**  
26 **noen ordtak og sånn som er lettere...?** –Ja, noen ordtak beskriver  
27 bedre, ja.

LG

LS

LF

LF-T

MIX

28 **Hvor ofte bruker du de ulike språkene du snakker?**

MIX

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1	– jeg ville sagt 50/ 50% på en måte– jeg bruker Norsk sånn på skolen	Frequency
2	og så med en gang jeg kommer hjem så er det over til tamilsk– det er	LS
3	sånn automatisk– det bare blir sånn.	
4	<b>Så du bruker Norsk og tamilsk hver dag?</b> – Ja, hver eneste dag, mens	Frequency
5	engelsk er –sikkert –det er sånne ord som jeg noen ganger bruker i en	
6	norsk setning eller en tamilsk setning, men jeg bruker det ikke til å	MIX
7	snakke egentlig med mindre jeg er på reise eller noe.	
8	<b>Når begynte du å lære engelsk?</b> –Det var på barneskolen i første	Started learning English
9	klasse? Er det i første klasse? <b>Noen har sagt at de hadde, i stedet for</b>	
10	<b>norske tv-kanaler hjemme, så hadde de engelske tv-kanaler. Hvordan</b>	
11	<b>var det for deg?</b> –Nei, vi hadde –vi har bare hatt tamilsk og norsk tv-	
12	kanaler –så det var sånn ( <b>så dere hadde også tamilske tv-kanaler?</b> ) –	
13	Ja, det er alltid det som går på tv, men når jeg skal se på TV så byttet	
14	jeg til norsk– så var det sånn at pappa sa «nei jeg vil se på tamilsk» –	
15	det var bare sånn. ☺	
16	<b>Hvilket språk er du sterkest i ville du sagt? Nå kan det være litt</b>	
17	<b>forskjell på å snakke, skrive og lese og forstå muntlige samtaler så du</b>	
18	<b>kan gjerne differensiere.</b>	
19	–ja, å forstå så mener jeg at norsk er lettere for meg, fordi – for	Strongest Language
20	eksempel når jeg snakker med mamma så er det veldig ofte jeg	
21	stopper opp og her sånn «hva mente du nå», mens når det er å snakke	Understanding conversations
22	muntlig så føler jeg at jeg <b>kan flere ord på tamilsk</b> – så at norsken–	
23	jeg kan snakke norsk flytende, men det er så mange ord jeg ikke kan	
24	som jeg kan på tamilsk og skriftlig så er norsk mye lettere synes jeg	Writing
25	siden på tamil så er det 247 bokstaver det er så mye, men norsk er	
26	mye lettere for meg, og så– ja, så det er egentlig forskjellig når det	
27	kommer an på å skrive da er det sterkeste norsk.	
28	<b>Hvilket språk ville du følt deg mest komfortable å ta en lesetest?</b> –ja,	
29	norsk der og.	Reading test
30	<b>Hvilket språk ville du sagt ligner mest på engelsk; morsmålet ditt</b>	
31	<b>eller norsk?</b>	
32	– em jeg ville sagt norsk. Morsmålet mitt er ganske annerledes– det	
33	gjelder både setningsoppbygging og alt –ord og alt. <b>Har du hatt noen</b>	TOPR
34	<b>andre fremmedspråk?</b> – Ja, tysk. <b>Hvor lenge da?</b> – i 3 år	L4

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1	på ungdomsskolen. <b>Hendte det at du sammenlignet noen språk</b>	Language comparison
2	<b>der?</b> —Ja, da var det ofte en norsk og tysk følte jeg.	
3	<b>Du har tatt morsmåleksamen til hvilket nivå?</b> – Ja, til nivå 2 og 3.	Mother tongue exam
4	<b>Kan du beskrive ferdigheten i morsmålet ditt sammenlignet med</b>	
5	<b>engelsk og norsk?</b>	
6	–jeg føler egentlig ferdighetene min i morsmålet er mye bedre enn	Language ability mother
7	i engelsk fordi morsmålet mitt har jeg snakket siden jeg begynte å	tongue
8	snakke, mens engelsk kommer jo ikke før i første klasse når jeg	L3
9	var 6 år –og det er sånn nå bruker jeg ikke engelsk i det hele tatt på	Started learning
10	skolen, men tamilsk er sånn– hver dag hjemme, hele tiden, mens	English
11	engelsk er sånn– hvis jeg skal si en setning må jeg stoppe opp og	
12	tenke– det er ikke sånn automatisk– jeg føler at tamilsk er sånn –	Language frequency
13	når jeg tenker så kan jeg plutselig tenke på tamilsk også, men det	
14	hender aldri at jeg tenker på engelsk. <b>Så akademisk språk– der</b>	
15	<b>kunne sagt at du også er sterkere på tamilsk enn på engelsk?</b> – ja,	Language ability mother
16	men sterkest på norsk.	tongue
17	<b>Hvilke erfaringer du har gjort deg som flerspråklige i Norge synes</b>	
18	<b>du det er noe som er verdsatt her sånn generelt?</b> –Det kommer an	Disadvantages of
19	på fra miljø til miljø egentlig jeg føler at noen steder så kan det	multilingualism
20	være sånn– at de ikke setter pris på det eller at de er sånn og du er	
21	flerspråklig– mens andre steder kan det være «Å det er veldig kult	Advantages of
22	at du er flerspråklig, kan du lære meg litt»– og det er veldig kult,	multilingualism
23	og jeg føler også at jeg har fått bruk for det egentlig– for eksempel	
24	når jeg skriver C.V. da– så synes jeg det er litt kult at jeg kan også	
25	tamilsk– Da skrev jeg et ekstra språk– blant annet så –ja det	
26	kommer an på.	
27	<b>Du sa tidligere at du var ganske komfortabel med å bytte språk når</b>	
28	<b>du vil eller trenger det..?</b>	
29	–ja,ja, jeg mikser hele tiden.	MIX
30	<b>Opplever du at din språkbakgrunn er en ressurs i egen</b>	
31	<b>språklæring?</b>	Tamil school
32	–Eh, ja, det har vært det, fordi når jeg– jeg går på tamilskole, eller	Tamil as a resource in
33	jeg gikk– ikke nå– og der lærte man liksom –måten de lærte på	English learning?
34	kunne jeg bruke når jeg lærte engelsk på skolen også– så det var	

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1 sånn– når jeg lærte ordtak og sånn, så var det sånn–så kunne jeg bruke det på en måte i  
2 engelsken og så videre– sånn de måtene de lærte oss på.

### 3 Del 1.2- Vokabular/læringsstrategier

4 **Hva gjør du når du møter et ukjent ord i en engelsk tekst?**

5 –Eh, hvis det er en tekst jeg føler meg komfortabel til å lese så  
6 føler jeg at jeg ofte kan ta det ut fra konteksten, men når det er  
7 sånne artikler for eksempel– på nettet –så pleier jeg å søke det  
8 opp– bare tar en ny fane å søke fort opp på «translate» liksom og  
9 så fortsetter jeg sånn.

Guess from context

GOOGLE

10 **Når du sier «translate» mener du da Google translate?**

11 –Ja, jeg synes det er så vanskelig med bøker– det tar så lang tid. –

12 **Ja, men du bruker ikke nettressurser som ordbøker på nett? – Ikke**  
13 så ofte det tar ofte– jeg tar ofte Google translate.

14 Ok, se litt på denne lista der:

15 When I read an unknown word in a text I:

16 Respondent F:

17

		Never	Sometimes	Always
1	Look up the word in an English- Norwegian dictionary			X means google
2	Look up the word in an English- only dictionary	x		
3	Look up the word in an English-Tamil dictionary	x		
4	Use Google translate			x
	Indicate what language you translate into	Norsk		
5	Guess its meaning from the context			x
6	Ignore the word	x		
7	Ask the teacher for assistance		x	
8	Ask a friend if they know the word	x		
9	Look for cues to the meaning in the word itself		x	
10	Make a note of the word		x	
11	Compare the word to words that look similar in other languages I know		x	

18

19

20 – det første punktet er Look up the word in a English| Norwegian dictionary.

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1	–ja, det er egentlig for det meste.	
2	<b>Look up the word in an English/English dictionary?</b>	E/E-D
3	–den bruker jeg nesten aldri!	
4	<b>Look up the word in an English/Tamil dictionary?</b>	
5	– jeg synes det er så lettere å ha norsk beskrivelse for det – nei jeg	E/T-D
6	jeg pleier jo ofte hvis det er et ord jeg ikke forstår det så tar jeg da	
7	alltid på norsk. <b>Ja, så du bruker ikke engelsk/ tamil?</b> –Nei, da	
8	bruker jeg heller norsk/tamil.– Ja, så det er sånn hvis jeg skal søke	
9	opp et tamilsk ord så bruker jeg norsk/ tamil og hvis jeg skal skrive	
10	– det er alltid norsk liksom – det er det letteste føler jeg.	
11	<b>Og så sa du at du brukte Google translate ganske ofte?</b> – Ja, det er–	GOOGLE
12	jeg synes det er så lett vint <b>Og da oversetter du til?</b> – eh norsk!	
13	<b>Guess its meaning from the context?</b> – Ja, det er også er veldig ofte	Guessing from context
14	jeg bruker– jeg synes det og så på en måte bearbeide ordet inn i	
15	hodet mitt også hvis jeg liksom bruker tid på å forstå og tenker hva	
16	det kan bety, men etter å ha gjort det– så søker jeg fortsatt å opp i	
17	Google translate for å være sikker da.	
18	Først prøver jeg å forstå, men for å være sikker så –ja.	
19	<b>Ignore the word?</b>	
20	–Nei, jeg pleier aldri å ignorere ordet.	Ignore the word
21	<b>Ask the teacher for assistance?</b>	
22	–em det det hender noen ganger at jeg spør læreren, hvis lærerne er	Ask the teacher
23	tilgjengelig og rett ved siden av, men det er ikke slik at jeg sender	
24	canvas melding for å spørre om et ord, men hvis det er sånn jeg har	
25	engelsktid og læreren står ved siden av så kan jeg fort spørre: «	
26	betyr det?»	
27	<b>Ask a friend if they know the word?</b>	
28	– nei det er pleier jeg ikke å gjøre så ofte– jeg vet ikke hvorfor,	Ask a friend
29	men det er bare...	
30	<b>Look for cues to the meaning in the word itself?</b>	
31	–Hva vil det si? <b>Det betyr: hvis du for eksempel har et ord som</b>	
32	<b>slutter på -LY så vet du at det er... et adjektiv. Eller et adverb- ja,</b>	Intralingual cues
33	<b>adverb. Eller hvis du har et ord som du kan dele opp i 2 –ikke sant</b>	



## APPENDIX 13 INTERVIEW TRANSCRIPT F

- 1 UN- parallell betyr ikke parallelt– sånne ting.– da kan du lete etter– på en måte– ting med  
2 ordet som gjør at –som hjelper deg til å forstå ordet.  
3 –ja det er jo –jeg føler det går under den– å forstå det ut fra konteksten– jeg føler det går litt  
4 under der. **Ja, men det hender altså også at du gjør det?** – Ja.  
5 **Make a note of the word?**  
6 –Ja, men det føler jeg at jeg pleide å gjøre mye mer på  
7 ungdomsskolen– da jeg måtte –der følte jeg at jeg måtte lære meg  
8 flere ord, men nå er det ikke så ofte jeg gjør– det eller jo jeg  
9 gjorde de første (vg1) da vi hadde engelsk, men ikke nå lenger.  
10 **Ikke nå når du er ferdig med engelsk?** ☺ – nei, jeg føler at jeg er  
11 . ☺  
12 **Compare the word with words that look similar in other**  
13 **languages I know?**  
14 – ja det–da sammenligner jeg med tamilsk, fordi det er ganske  
15 mange ord som kommer fra engelsk i det tamilske språket også –  
16 fordi– under den tiden hvor Storbritannia tror jeg– som hadde  
17 okkupert Sri Lanka– da var det mange ord som kom inn i det  
18 tamilske språket og da er det liksom **plate** og sånt– det er masse  
19 ord der. **Altså, det er mange engelske låneord i tamilsk?** – ja like,  
20 men med ulik uttale eller litt ja det er veldig ulik.. sånn plate–  
21 tallerken liksom så sier vi **[plɪət] with palatal -l /plate** –på tamilsk,  
22 men skriftmåten blir liksom lik– så da kan jeg sammenligne litt.  
23 **Du sa også at du sammenligner med tysk og norsk?**  
24 –fordi der er det jo også ganske mange like ord –bare forskjellige  
25 uttalelser. **Ja, hva med engelsk og norsk?** –Engelsk og norsk– det  
26 må vel være at jeg har gjort det– ja, jeg føler fordi de første  
27 språkene jeg sammenlignet var sikkert engelsk og norsk på  
28 skolen, men jeg kan ikke huske det sånn at jeg har gjort det på en  
29 måte. **Hva med grammatikk?** – grammatikk til engelsk liksom?  
30 Ja, kanskje– nei jeg vet ikke– jeg tror ikke det– jeg følte det var  
31 også var når jeg skulle lære det første gang så følte jeg det var så  
32 forskjellig fra norsk så var det litt vanskelig, men så kom jeg til

Note taking

Interlingual comparison

Interlingual comparison

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1 tamilsk som også er forskjellig fra både norsk og engelsk, så der var  
2 det liksom ingenting til hjelp på en måte– da var alt forskjellig  
3 **Hvilke av dine språk er nærliggende å sammenligne ukjente**  
4 **engelske ord med?**  
5 – av norsk og tamilsk? –Både og– føler det er sånn 50/ 50.  
6 **Kan du beskrive hvilke teknikker du bruker for å lære deg nytt**  
7 **vokabular?**  
8 –der skriver jeg– et ord jeg ikke vet skriver jeg ned på en sånn liste  
9 og så bare tar jeg det opp og leser eller så bruker jeg den når jeg skal  
10 skrive tekster.  
11 **Så hvilke typer engelske tekster liker du å lese?** Jeg liker å lese  
12 skjønnlitterære bøker.  
13 **Hvilken type engelske tekster forventer at du vil måtte lese i dine**  
14 **fremtidige studier?**  
15 –Da er det sikkert boka sånn læreboka, men jeg gruer meg  
16 skikkelig til det.  
17 **Hva vil du studere i framtida?** – Jeg har veldig lyst til å studere  
18 medisin. Der blir det sikkert veldig mange fagbegreper. **Ja og**  
19 **sikkert mange fagbegreper som er basert på latin.**  
20 –Ja, så jeg må bli klar til å skrive ned lister igjen føler jeg.  
21 **Ja, men der er det også mange likheter mellom latinsk og engelsk**  
22 **fordi at engelsk har hentet så mye fra latin. Også norske fagbegreper**  
23 **i medisin har antagelig hentet fra samme steder–så de kan være**  
24 **ganske like.**  
25 Ja, ofte er jo medisinske ord likt over hele verden nesten.  
26 **Hvilke råd vil du gi til en yngre elev fra samme språkbakgrunn som**  
27 **deg selv som ønsket å forbedre sin karakter i engelsk?**  
28 –em, jeg hadde sagt les bøker– ikke masse sånn tjukke bøker, men  
29 noe som du er interessert i, fordi når jeg var barn også så følte jeg at  
30 det ikke hjalp når andre sa det til meg, men det liksom bare går  
31 automatisk i hodet uten at vi vet det– så når vi leser en bok vi liker  
32 så føler jeg at liksom da er det mer sjanse for at jeg vil lære det  
33 ordet for å forstå hva som skjer, mens når det er en tekst fra skolen  
34 så er det sånn– jeg vil ikke lære meg det ordet .

Interlingual  
comparison

Making lists

Reading preferences

Projected English  
reading material

Making lists

Language awareness

Advice

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1 Hvilke strategier for språklæringen vil du anbefalt for denne eleven?  
2 –em sånn hvordan mente du? Teknikken liksom som du benyttet  
3 deg av.. når jeg skulle lære engelsk da pleide jeg å lese norske bøker  
4 og da pleide jeg å oversette hele boka til engelsk så da lagde jeg min  
5 egen bok og så pleide jeg å vise til foreldrene mine liksom– det var  
6 sånn jeg likte å gjøre det da.  
7 Den har jeg aldri hørt før!  
8 –Det er den boka «Hei, det er meg!»– da pleide å skrive «Hi, It´s  
9 Me!» –og så gjorde jeg om hele fortellingen til min egen da, så  
10 familien min var mine søsken og mine foreldre – den ligger fortsatt  
11 hjemme. Så artig!  
12 Du sa jo også det der med at det at du har lært deg tamilsk, som er  
13 såpass vanskelig –og der måtte det på en måte virkelig jobbe sikkert  
14 – å få til det skriftlige og det akademiske språket i tamisk – siden du  
15 har tatt til morsmålseksamen på høyt nivå. Du sa noe om det at du  
16 lærte noen teknikker –hva slags teknikker var det du lærte deg som  
17 du har brukt på engelsk?  
18 –Det er sånn teknikker som– det er bare egentlig å lese og skrive og  
19 gjøre oppgaver og sånt, men jeg føler det har hjulpet ganske mye.  
20 Sånn vi pleide å ha skuespill og sånt på tamilskolen og da tenkte jeg  
21 liksom– ja da pleide å hjelpe også i engelsken– så det var bare sånn  
22 kule aktiviteter da som jeg liker som fikk meg til å bli interessert. Så  
23 bare å gjøre noe som du liker på et annet språk.  
24 Ja, så når du kommer til vokabular så sa du at du skrev ting ned,  
25 men hvordan får du sjekke ut uttale på nye ord på engelsk?  
26 –der pleier jeg å bruke den –det er sånn hun sier ordet på Google  
27 translate, men noen ganger så virker det så urealistisk, men det er jo  
28 alltid sånn– YouTube videoer og sånt funker også til å bare høre på  
29 engelske YouTube videoer så kommer uttalen også inn.  
30 Så du bruker mye YouTube og ser på serier på engelsk for  
31 eksempel?

Advice

Multilingualism: effect on language leaning

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1 –Ja, men jeg føler når man leser et ord så leser man det riktig selv  
2 om man ikke vet hva ordet betyr fordi det er så liksom uttalen er  
3 sånn likt på alle ord.  
4 **Du mener at du har lært deg uttalereglene på en måte? Ja.**  
5 **Hvilke undertekster bruker du når du ser på Netflix for eksempel?**  
6 – da bruker jeg Norsk bruker norske– **ja, ikke tamilsk- nei det går**  
7 **kanskje ikke an heller**– nei , og det det tar for lang tid å lese!  
8 **Kan jeg oppsummere litt. Du er 17 år med tamilsk bakgrunn- du ble**  
9 **ferdig med Engelsk i fjor, og gikk ut med 6 i Engelsk.**  
10 **Hva tror du er nøkkelen til din suksess i engelsk?**  
11 Jeg tror det er at jeg egentlig har jobbet hardt. Jeg har lest masse  
12 engelsk og prøvd å få mange ord– altså vokabularet– jeg har prøvd å  
13 liksom–masse synonymer da– brukt synonymordboka ganske mye  
14 når jeg skriver tekster og sånt.  
15 **Vil du si at foreldrene dine verdsetter utdanning høyt?**  
16 ja de verdsetter det ganske høyt ja. **Har du høy utdanning selv?** –  
17 nei, de fikk ikke muligheten til det fordi de måtte– Det var krig i Sri  
18 Lanka når de gikk på skole – de måtte flykte til Norge da eller pappa  
19 flyktet til [anonymiser] og Norge.  
20 Har de fått seg utdanning i Norge i ettertid? – [information on  
21 parental education removed in order to anonymize] men de hadde  
22 ikke muligheten til å bruke det på en måte og når jeg har fått denne  
23 muligheten– så liksom– jeg kan liksom ta tak i den muligheten da–  
24 jeg ser hvor mye de har mistet på grunn av det. Det er noe jeg har  
25 tenkt på bevisst ja!

26 **Del 2- Thinking-out-loud while reading a text**  
27 **Leser uforstyrret, høytlesning, og stopper i andre setning i andre**  
28 **avsnitt på «sewage». Leser: [seveid3]. Jeg vet ikke helt hva det**  
29 **[seveid3] –hva det ordet er, men det høres ut som noe ekkelt- ekkel**  
30 **lukt på en måte, men jeg hadde søkt det opp på google translate for**  
31 **å være sikker på hva det betyr.**

Working hard

Making lists of  
synonyms

Socio-economic factors

Guess from context

Google

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1	Leser videre frem til «waver»– leser med god uttale, Det ordet	
2	forsto jeg ikke helt. Leser setningen en gang til fra begynnelsen. –	Check with context
3	Nei, jeg klarte ikke heller å tolke det ut ifra konteksten, så jeg	
4	hadde også søkt opp hva det betyr.	Google
5	Leser uforstyrret, høytlesning, uten åpenbare problemer til midten	
6	av neste avsnitt og stopper ved «squalor». God uttale. Squalor	
7	skjønnte jeg heller ikke, men jeg tror det må være noe som er– noe	
8	som dreper folk på en måte– noe som er dårlige levevilkår, men	Guessing from context
9	jeg vet ikke helt hva det er så det må jeg også søke opp. Fortsetter	Google
10	ut avsnittet, men kort pause foran «curative». Leser det riktig og	
11	fortsetter på neste setning- stopper og streker under «Affluence»	
12	uttaler ordet med stress på- ence- siste stavelse som i fluēnce.	
13	Leser så med trykk på riktig stavelse: «Affluence» ? –vet jeg	
14	heller ikke hva betyr [pause] – men, jeg tror det er– jeg føler det	
15	kan være noe sånn: at det egentlig ikke hadde vært en «disease»,	
16	men at det blir skapt på grunn av noe...men jeg vet ikke hva det er	
17	på en måte. Hva leser du av setningen da? Leser setningen en gang	
18	til. Så det er laget av «affluence» på en måte- det kommer av	Guessing from context
19	«affluence», men jeg vet ikke hva det betyr, men jeg føler det er	
20	noe som egentlig ikke hadde trengt å være der på en måte.	
21	Leser videre i neste setning og stusser litt ved unfathomable- leser:	
22	[ənˈfæt ˈəʊməbəl]. Fortsetter, uten å sette strek under dette ordet, ut	Ignore the word
23	setningen. Uttaler «tuberculosis»: [tuːbɜːkəliːsəs].	
24	Begynne på ny setning og stopper ved ordet «hazards». Leser:	
25	[hæzɑːrds], og setter strek under ordet– leser ut setningen. –nei, det	checking context
26	skjønnte jeg heller ikke. Hva ville du normalt gjort der tror du? –Jeg	GOOGLE
27	forstår at det er noe som skaper disse sykdommene på en måte,	
28	men jeg hadde søkt opp hva det betyr. Leser videre- nest siste	
29	setning og stopper ved «permeated», leser [pɜːmiːtəd], men	
30	fortsetter ut setningen. Streker under ordet.	
31	End of text.	
32	Så det er jo– altså de to siste ordene– føler jeg er sånn– ting som	Guessing from context
33	mennesker har skapt som egentlig ikke har tenkt å være der, at det	

## APPENDIX 13 INTERVIEW TRANSCRIPT F

- 1 er ikke naturlig i hvert fall så «In the rich world» så– jeg føler de mener at – i hvert fall i  
2 fattige land så er det ikke så mye av radioaktiv stråling og så videre så i det–in the rich world–  
3 så tror jeg at det er radioaktiv stråling og alt det unødvendig på en måte.
- 4 **Ville du slått opp «Affluence»?** – ja det hadde jeg gjort. Ja, jeg  
5 hadde søkt opp «caused by affluence». «Caused» også? – ja fordi jeg  
6 føler noen ord kan forandre betydningen når– eller jeg vet hva det  
7 betyr, men jeg føler at «Affluence» kan ha en annen betydning med  
8 «Caused» foran på en måte.
- 9 **DEBRIEF**
- 10 **Vil du vite hva det betyr nå når du har lest ferdig teksten?** Ja.  
11 «Affluence» betyr velstand eller rikdom. –Å ja. **Intervjuer forklarer**  
12 **litt mer om livsstilssykdomme o.l.**
- 13 **Og hazards?** –ja Det betyr farer. Og «squalor» det betyr da dårlige  
14 forhold, så det gjettet du deg egentlig frem til sier dårlig levekår og  
15 der er egentlig det det betyr så.. men du ville slått opp? –Ja, jeg ville  
16 slått det opp ja.
- 17 **Sewage betyr kloakk.** – Ekkel lukt ja. Ja, nettopp så du gjettet jodeg  
18 frem til det–du forsto det jo riktig fra sammenhengen selv om du  
19 ikke forstod akkurat det ordet. –Ja.
- 20 **Hva med tuberculosis?** Det hadde jeg ikke visst med mindre  
21 tuberkolose hadde vært et ord på norsk.
- 22 **Så der sammenlignet du?** –Ja, egentlig uten å forstå det, eller uten å  
23 være bevisst på det.
- 24 **Da lurer jeg også på et annet ord....[informanten avbryter]–**  
25 «conditions» er jo samme –kondish–det føler jeg– det er ikke et ord  
26 på norsk er det det? Kondisjoner? ... **men du føler du forsto det når**  
27 **du sammenlignet med norsk?** –ja, eller jeg føler jeg liksom jeg har  
28 aldri lært meg det ordet på engelsk, så jeg vet ikke hvordan jeg  
29 forstod det.
- 30 **Ved «permeated» da stoppet du litt uttalte det litt rart...?–** Ja. **Forstår**  
31 **du ordet, eller bare gjettet du det fra konteksten?** – jeg skal jo prøve  
32 å lese det på nytt...
- 33 **Leser setningen om igjen frem til «permeated».**

GOOGLE

Interlingual  
comparison

Interlingual  
comparison

## APPENDIX 13 INTERVIEW TRANSCRIPT F

1 – jeg føler det er liksom hver celle er –hva heter det? Sånn bare  
2 infisert på en måte– eller... ja–av radioaktiv stråling. **Så da leste du**  
3 **faktisk fra konteksten?** – Ja, egentlig. **For du kunne ikke det ordet?** –  
4 Nei, jeg kan ikke det ordet nei.  
5 **Det er så mye vi gjør ubevisst ikke sant? Du sa infisert og det er**  
6 **ganske riktig, på en måte det er jo det det betyr eller: gjennomsyret**  
7 **kan vi kanskje også si, men det er jo akkurat det samme så det er**  
8 **helt riktig.**  
9 **Og tuberkulose der sammenlignet det med norsk? – Ja.**  
10 **Er det andre steder du tenker som du kanskje kunne ha gjort det?**  
11 –Hospitals- sammenlignet med tamil så er det – vi sier hospital/  
12 [høspi:təl] med palatal -l.  
13 –så det er jo– det lærte jeg fra tamilsk egentlig så når vi leste på  
14 barneskolen var det sånn og jeg kan det ordet. Og town er også vi  
15 sier town på tamil også og [i:røplem]. **Hva var det siste du sa?**  
16 Aeroplane–Ja, vi sier [i:røplem] på tamil, så det er derfor jeg blandet  
17 noen ganger uttale også.  
18 **Så alle de 3 ordene der er også i tamil– så blander ofte å uttale.**  
19 –Jeg husker lenge på barneskolen hvor vi prøvde å lære oss ordet  
20 airport men på tamil så sier vi ja–port [i:a:pøt] så jeg fikk alltid feil  
21 på det ordet– jeg klarte ikke å omstille meg.  
22 **When «assessing» modern medicine– hva tenkte du der ? Var det et**  
23 **ord du kunne?**  
24 – det er ikke et ord direkte kan, men når vi kommer til det på en  
25 måte– når vi attend´ er det på en måte tenkte jeg så det– der  
26 sammenlignet jeg med et annet ord som er engelsk da- attend-  
27 **«Infections» da?–** infeksjoner det må jo komme derfra eller  
28 infeksjon.  
29 **Sammenlignet du med norsk der eller har du lært det ordet?** Der  
30 ordet kan jeg, men jeg kan det fordi det er infeksjoner på norsk– **så**  
31 **det var det var ikke et nytt ord for deg det der?** –Nei. Nei, i hvert fall  
32 ikke nå med korona og sånt.

Guessing from  
context

Interlingual  
comparison

Guessing from  
context

Interlingual  
comparison

## APPENDIX 13 INTERVIEW TRANSCRIPT F

- 1 «Curative»? hva tenkte du da? – jeg– da tenkte jeg «To cure»,  
2 liksom –da tenkte jeg også det betyr en kurerende effekt. – Jeg tenkte  
3 visst ganske mye uten å være bevisst på det.  
4 Ja, nettopp, fordi du har helt sikkert sett «to cure» før, men har du  
5 sett «curative» før? – Nei, det har jeg ikke.  
6 Så der så du på ordet og så delte du det opp og tenkte at det må være  
7 en form av «cure»?  
8 –ja, det har jeg gjort.  
9

Intralingual cues