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**Kort ved øra, kort i nakken –**  
**Yrkesrettet engelsk for frisører**

Short Back and Sides - Vocationalisation of the  
English Subject for Hairdressers

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# Sammendrag

## **Kort ved øra, kort i nakken – Yrkesrettet engelsk for frisører**

Denne oppgaven tar for seg yrkesretting i engelskfaget i norsk videregående skole. Den omhandler FBIE-programmet og hvorvidt det som blir undervist i engelskfaget er relevant for arbeidslivet til frisører.

Teksten inneholder intervjuer med frisører og lærere, samt organisasjoner som har en direkte, eller indirekte innvirkning på engelskfagets innhold, i tillegg til innsikt i tidligere og nåværende læreplaner, prosjekter om yrkesretting samt lovverk som omhandler språk på arbeidsplassen.

Denne teksten viser, blant annet at det har blitt gjort store fremskritt med tanke på yrkesretting de siste årene, men også hvordan frisører hadde ønsket mer undervisning i kommunikativ kompetanse. Selv om loven sier at en arbeidstaker kan få informasjonen på det språket de ønsker fungerer engelsk likevel som et fellesspråk mellom kolleger og til kunder i frisørsalongen.

Det vises også at frisører bevisst bruker engelsk i ulike settinger og bevisst bruker ulike typer engelsk tilpasset situasjonen.

# Summary

## **Short back and sides – Vocationalisation of the English subject for Hairdressers**

This thesis concerns the vocationalisation of the English subject in Norwegian upper secondary schools. It concerns the FBIE vocational programme and whether what is taught in the English subject is relevant for hairdressers, in their professional lives.

The paper consists of interviews with hairdressers, teachers and organisations that directly or indirectly influence the English subject's content, along with an insight into past and present curricula, vocationalisation projects and the laws concerning the use of language in the workplace.

This paper shows, for instance, that there has been great progress towards vocationalisation in the last few years, but also how hairdressers would like to see more communicative competence learning in the subject. Even if the law states that an employee has the right to translated information, English is still used as a lingua franca between colleagues and to customers in the hairdressing salon.

It is also shown how hairdressers, in their profession, use English in various settings and knowingly use different types of English, appropriate to the situation.

## **Preface and acknowledgments**

I wanted to write about English and hairdressers as I have worked as an English teacher in the old version of FBIE, at the time when English was taught in hairdressing classes in the second year.

There were few resources for vocational studies, even less for FBIE and close to non-existent for hairdressers. I saw how interconnected the profession was with the English language, in further education, missions abroad and where the hairdressers find inspiration.

During my teaching education, vocational studies were not mentioned at all, but I have taught vocational studies in every upper secondary where I have worked. The notion of vocationalisation has therefore interested me, not only to make the lessons relevant and interesting for the students but also to connect with them.

Thanks must be given to friends and colleagues who have pointed me to the right people or places, and those friends and family members who have explained and pointed me to the right laws and regulations. Special thanks must be given to those informants who were willing to participate.

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# 1 Introduction

This paper concerns the English subject in vocational studies in upper secondary schools in Norway. It deals with vocationalisation and how it has evolved and is used in the Hairdresser, Florist, Interior and Retail Design programme – *Frisør, blomsterbinding, interiør og eksponeringsdesign* – FBIE. The programme is new as of 2020 along with a new curriculum, which is followed by a new timetable and a new set of textbooks.

The purpose of this thesis is to show how the changes in the curriculum, including learning aims relevant to the students' vocational study, have helped to somewhat enhance vocationalisation in upper secondary schools. It looks at the previous curricula, and the work and research on the current curriculum, which shows how the authorities' views on vocational studies have changed and the positive feedback it has received from teachers. This paper also explores the FYR project, where vocationalisation was taught to teachers from all over the country, but also how the project's legacy has been lost in poorly maintained resources. In addition, the paper also concerns the Norwegian laws concerning language in the workplace, how English is used as a Lingua Franca among hairdressers and the language importance in customer relations, further education and how hairdressers acquire new skills.

In finding information for this thesis, I have interviewed hairdressers, hairdressing companies, organisations, English- and hairdressing teachers, and textbook authors. I have also been in contact with institutions and organisations connected to the hairdressing education or profession.

For a theoretical foundation, I have chosen to look at communicative competence and motivation, as it reflected both the informants' answers and the changes to the curriculum and project launched by the authorities.

The citations that I have translated directly are referred to as *own translations*. In this paper, there are some words and expressions that I needed to translate myself or choose one of many different translations I have found. Some names of departments, organisations and education have changed through the years and some expressions are referred to differently in English, depending on the sources. This list of terms can be found in the appendix (Appendix 19).

## **2 Thesis - Topic, Questions, Aims and Previous Research**

### **2.1 The Aim of My Research**

The personal aim of my research was not only to obtain an insight into how English is taught and learned in upper secondary schools, but also to see how it was received by those who employ my former students. As an English teacher myself, I also wanted to gain more of an understanding of vocational studies in general and FBIE in particular. I wanted to explore the differences, if any, between English in schools and English in professional life and find some elements that could help to bridge that possible gap. I, therefore, ended up with the following topic question:

### **2.2 Topic Question and Research Questions**

**To what degree does the English subject in FBIE correlate with how the English language is used by hairdressers in their profession?**

As this thesis will demonstrate, hairdressers use English extensively in their work. I will therefore raise the question of how they use it, both orally and written, and how they found their English education relevant to their profession.

I will also look at how the new curriculum has introduced a higher expectation of relevant learning. I will therefore raise the question of how English is taught in vocational studies. From material and exercises to what the administration sees as their vision for their department and the challenges of a diverse group of students. I will further look at the curriculum and the work that has been done to implement relevant learning. I will also look at the most common English textbooks used in vocational studies and how they, and their accompanying online sources, are relevant for hairdressers.

Concerning hairdressers, I chose to focus on how the hairdresser profession views the English skills among their workers and newly graduated hairdressers. I will look at whether hairdressing companies and organizations are satisfied with the English skills of their workers



and if they want some changes to their English education. In connection to exploring hairdressers and their workplace, I will explore what the Norwegian law, other than The Education Act says about foreign languages in the workplace. This concerns what is written in law about either foreign language texts appearing in Norwegian workplaces or how Norwegian workplaces deal with non-Norwegian speakers or foreign mother tongues.

A more general issue that emerged while researching different institutions, organizations, workplaces, and schools was the question of how much the various players in the field were aware of each other. This thesis will look at to what degree the schools and their employees are aware of what the profession needs, if there is an understanding of the law in the schools, companies, and hairdressers, and possible wishes to strengthen the bonds between vocational studies and the vocation.

### **2.3 Relevant Learning**

Since the term relevant learning is often mentioned in my thesis it needs to be explained. In laws, government documents and curricula, relevant learning is mentioned, but seldom explained further. In NIFU's report on the current curriculum (Aakernes et al., 2022, p. 136) it states that *“for students in vocational studies, relevance could be vocational oriented”*. In other words, the subject's topics, exercises, and text resources are thought to be useful for their profession. On the other hand, relevance can also mean that *“the students feel that what they learn is interesting and important, but not necessarily connected with their vocation study”*. The latter could include elements of the English subject that teachers might find essential, for instance, English-speaking countries, US and UK politics and culture, and fictional literature. In this thesis, the notion of relevant learning concerns the former definition. This raises the further question of what is relevant for hairdressers. As this thesis will show, there is largely a consensus that learning professional terminologies, writing reports and CVs, health and safety, and more than any other, communicative competence are relevant topics in an English education aimed at hairdressers.

### **2.4 Other Research**

The notion of vocationalisation has been researched before. Mainly, by the FYR project. The final report of the FYR project (Directorate of Education, 2017) has a list of the research they used to conduct the report. Still, much of the research by the government seems to have ended

with the FYR project. However, NIFU released a report (Aakernes et al., 2022), that concerns the students' experience of the new curriculum and vocationalisation. There have been master thesis papers released concerning vocationalisation with different research fields than this one. They mostly concern whole vocational programmes and because the current curriculum is quite fresh, the majority do not include it. Much of the research done by and for teachers, also seems only to concern the educational field and not the professional, therefore, only seeing it from a teacher's perspective.

## **2.5 The Setting of the Research**

In answering the questions above I needed to seek out the different fields that the problem concerns. During my research, I have conducted interviews with hairdressers, vocational teachers, English teachers and heads of departments in schools. I have further contacted different organizations in the hairdresser profession, dealing with companies and those providing further education and hairdressers' unions. I have also gathered information from different institutions both in the educational and professional fields. Most of the information gathered was done by conducting interviews of corresponding e-mail. The methods of gathering this information will be explored in the next chapter.

### 3 Method

In this chapter, I will explain the data I collected for this thesis and how I collected them. Also, I will explain the reason behind my choice of participants and the method used to retrieve the data. Further, I will look at some challenges and possible weaknesses in my method and the collected data.

#### 3.1 Choosing a Method

Since I needed to find both experiences from different fields and factual answers, I chose two different methods. The first was simply to make inquiries to different institutions that deal with Norwegian law, guidelines for employers and employees, and the Norwegian curriculum. This was initially done by sending an email to the institutions via their web page, but in some cases, this had to be followed up by a phone call.

The other method I used was to conduct qualitative interviews with teachers, hairdressers and the administrative parts of schools providing education for hairdressers.

Bogdan et al (2016, p. 102) point to Benny and Hughes when they state that *“interview is the favored digging tool for social scientists”*. They see qualitative interviews as more flexible and dynamic and that *“qualitative interviews have been referred to as nondirective unstructured nonstandardized and open-ended interviewing”*.

According to Bogdan et al (2016, p. 103), there are different kinds of what they call in-depth interviews, which can be either autobiographical, working as the researcher’s eyes and ears in the fields, or a way to compress longer settings and situations into an account of happenings. Still, Bogdan et al (2016, p. 104) point out that *“In each case, interviewers try to establish rapport with informers and to develop a detailed understanding of experiences and perspectives.”* In this research, I found a basis in Bogdan’s last point, where informants tell of their experiences with the English language, both in school and at their work.

In choosing a qualitative approach I would touch upon topics or see new views that I would not have done when using a question sheet or a form the informant would fill in. I could also probe for answers that I would expect. For instance, asking in general about what they thought took up too much time, and thereby triggered an anecdote about what they saw as useless exercises or topics in the classroom.

Bogdan et al. (2016, p. 105) state that *“Interviewing is well suited for studies in which researchers have a relatively clear sense of their interests and the kinds of questions they wish to pursue.”* This is coherent with what I experienced in trying to get and meet informants. This field of research was new to them in general. The parts that were dealing with hairdressers were new to research in education, whereas the parts dealing with education were new to research in hairdressing. Other than showing that research is needed, in-depth interviews and informal conversations made time to explain my goals and intentions with my work. This could in some cases make the participants more at ease and more willing to share their experiences.

### **3.2 Norwegian Centre for Research Data**

Before the research began an application was sent to the Norwegian Centre for Research Data - NSD. All storing of personal information was done in accordance with the NSD guidelines. Every individual acting as an informer was sent a document, outlined by the NSD (Appendix 21), that included information about the project, contact details and their rights as an informer and they agreed to its content.

### **3.3 Choosing Participants**

In answer to how many informants you need to interview, Bogdan (2016, p. 107) quotes Kvale as saying, *“Interview as many subjects as necessary to find out what you need to know”*. In my case, I was not looking at what percentage of informants experienced this or the other, but rather examples from their education and profession. Still, there was a need to not only find informants who eagerly had something to say about the topic but also those who felt that the topic did not intervene with their everyday lives. I was sure to include those who said that they never used English, or at least were under that impression. Bearing this in mind, I could get plenty of information from just a few subjects, within each professional field.

### **3.4 The Selection of Interviews and Correspondence**

For this thesis, I interviewed people from different backgrounds. They include three hairdressers, representatives from three hairdressing companies that own a chain of salons, the union of hairdressers, a representative from the employer’s association for hair salons, a representative from Pivot Point who provides a digital learning tool for hairdressers, two

vocational teachers who teach in FBIE and hairdressing, two English teachers from upper secondary schools, a textbook author and a representative from a publishing house that provide textbooks. In addition, I had contact with representatives from The Norwegian Directorate for Education and Training, and The Norwegian Labour Inspector Authority, who provided me with information.

### **3.5 Finding Participants**

My aim in this research was to find information from a wide field of participants. I, therefore, needed to find these participants from different institutions and professions.

Regarding institutions, I sent off e-mails to those I knew had the answers. They would, in most cases, elaborate on, or confirm my initial thoughts. In some cases, I was referred to the right organization or people.

When it came to informants in schools and hairdressers, I had to be both more persistent and even more patient. After doing some internet searches to find schools that offer hairdresser courses, I sent off e-mails to different schools with information about my work and requested information and possible informants. For ease, I chose those schools that were geographically closest to me, because I wanted to do those interviews face to face and also, I could cover interviews with, school administration, English teachers, and vocational teachers in one visit.

When it came to dealing with the hairdressers, I had to choose a different approach. I could not find an institution or organization I could contact, to get hold of willing participants. I decided to write a short overview of my work and some key questions and contact information, which I printed out and handed out in different hair salons where I informed them about my paper and how I would like to have informants. This proved to be less fruitful, and I received no replies during my research. I decided therefore a different way to come in contact with working hairdressers. I requested, based on my research, to become a member of a closed Facebook group for hairdressers in Norway, with the promise that I would cancel my membership as soon as the paper was submitted. I posted on the group a short and perhaps informal post about my work. This seemed, at first, a more fruitful way of finding people to interview.

### **3.6 Ways of Conducting an Interview**

I started out wanting to conduct interviews with each institution and representatives from education, profession, and the administrative part of both parties. I then chose to conduct interviews with a few people from each field. When dealing with few informants, but from many fields, qualitative interviews would again be appropriate for this research.

Further, I expected to receive standard answers from the institutions about what the laws say, how they work, whether they were in contact with other parties mentioned in this thesis and maybe some thoughts on the experience of multi-language in their field.

This was to be supplemented with the experience of English teachers and hairdressers, which would be more anecdotal but could back up or counter what the institutions say.

I decided to start with the institutions that could easily answer my questions by e-mail. In these cases, the answers were not anecdotal and had their basis in laws, guides or known routines. It was therefore easier to answer, and it was also not a personal answer from the receiver of the e-mail. The e-mail I received would look the same if it was meant for a worker, a journalist, or a student.

Concerning the organizations and the institutions, I, in most cases, received an answer to my e-mail, as mentioned, that contained the information I needed. This was sufficient in the cases where I contacted national institutions that could provide a factual answer to each question and the answer could be included in this thesis as they were. In other cases, I needed to make a phone call when the initial e-mail was never answered. This was most common when dealing with hairdressing companies. In these cases, I took notes during a phone conversation and had to rewrite them for the text and could therefore not be regarded as direct quotes. Still, I regard this information as from an institution, rather than personal.

The plan was to conduct interviews at schools and to do this either by sitting down at a table with one or more participants from each section of the school. When visiting schools, it became clear that this was when one from the administration had time to talk and not the teachers. The time was spent with tours and general information on the schools, the vocational study and how they organized it. In each case, I was introduced to teachers who would agree to do interviews and got their contact details. Later the interviews would be conducted either over the telephone or using digital tools, like Zoom or Microsoft Teams. During the guided tours, I used the time to ask follow-up questions that were relevant to my working thesis. When the interviews were done by phone or digitally, an interview guide was followed

(Appendix 20). This included topics that I wanted to touch upon during the conversation. Still, I did not follow this to the point, as there were some topics the subjects were more eager to talk about than others. I, therefore, had to adapt as the interviews went along, and in so, I found new elements that I had not reconsidered before conducting the interviews.

The interviews with the hairdressers were done over the phone. When possible candidates contacted me via Facebook, I gave them my phone number and asked them to call me when it was suitable. I started by asking questions about how long they had been working as a hairdresser and some of their interest in their profession. This was not important for my research, but it established a more relaxed atmosphere, in which the informants were perhaps more willing to talk. Again, I followed an interview guide, but again I had to adapt to what the subjects wanted to talk about.

In each interview, I started by informing them of their anonymity and sent an e-mail with information about their rights according to the Norwegian Centre for Research Data (Norsk senter for forskningsdata – NSD). In the interviews done face to face, a document was handed out, which the informants read and signed. Regarding the phone interviews, I had to be more creative and decided to send the document via text message or e-mail and then ask the informants to read the said document. I then sent a new text message asking if they understood and agreed to the content of the document. I took it as an agreement if the informants replied with a positive. I will return to the reason it had to be done like this when dealing with the challenges in my research. When interviewing teachers, I sent an e-mail with the information and received a reply with an agreement.

In this case, there were some questions that some participants might have found too critical. Asking teachers if they had any knowledge of the hairdressers' use of English or asking companies if they upheld Norwegian laws might seem confrontational. In my first contact with these informants, I tried to hide these questions under broader topics in my introduction letter, sent by e-mail. I also tried to ask these questions in a way that indicated that I lay the responsibilities on other parties. For instance: "Have you received any guidelines from your department on how English is used by hairdressers?" The results of these interviews can be found in Chapter 6.

### **3.7 Challenges – The Method and the Field**

There were a few challenges to collecting data for this paper. These are important to include as they show the difficulties of dealing with multiple fields and this could not only be reflected in the challenges these fields have when trying to cooperate toward a better education, but also in how these elements are non-static.

One of the biggest challenges of this paper was simply to find informants. Firstly, there were many thresholds to cross, since my research needed participants from many fields. If my work were restricted to one school, one workplace, or even one type of workplace, I would only have to get access to one or two, to again get access to several subjects. In my case, I had to get in contact with hairdressers, all from different workplaces, English teachers, vocational teachers and administrative personnel from different schools and textbook writers who all had to agree and be willing to participate. Further, I had to get answers from hair salon companies, textbook publishers and those who organize hairdresser courses. Also, I needed answers from institutions like The Norwegian Directorate of Education and Training, hereby referred to as The Directorate of Education, The Norwegian National Centre for English and Other Foreign Languages in Education and The Norwegian Labour Inspector Authority. While these were more willing to reply, perhaps compelled by their mandates, it took quite a long time to get an answer. Hair salons, on the other hand, were difficult to get hold of. The first e-mail was never answered, by any company. I then proceeded to call the company and was put in touch with, what they thought were the right people, who then asked me to mail them their questions, which in turn were never answered, before I performed the process again, but asked to be put in touch with different people. For instance, I would ask for someone who holds arranged courses, instead of the head of Health and Safety. This shows that this research demanded a lot of plate spinning and adaptations. Initial channels had to be thrown out and new ones found, all the way through my research.

Secondly, when it came to the hairdressers in the Facebook group, they were initially positive and even sent me messages that they were willing to be informants. However, when I contacted them or tried to arrange a phone interview, less than 20% replied. Also, almost all the possible informants from the hairdresser profession refused to use e-mails. Either because they did not like using e-mail, they said they never checked it, or they claimed to not know or had forgotten the address. Neither of the participants could manage to sign a PDF file on their phone, tablet, or PC. As mentioned above, the participants were therefore asked to confirm their consent via text message, and in a few cases, e-mail.



In the period I did my research some external elements caused some challenges. There is no escaping that the COVID-19 pandemic played its part in this. In the period of lockdown in Norway, there was no chance of meeting representatives and informants face to face. From March 2020 to September 2021 Norway was in lockdown and meeting people was close to impossible. Also, there were difficulties in reaching people via schools and organizations as they were working from home. Those whom I could contact at home felt it hard to participate at the time, due to not being in the office and having a full schedule. The participants from schools and the profession I had to wait until the society had opened up in spring 2022, but even then, many were hesitant to meet, and it transpired that many workplaces had not returned to normality with weekly meetings and a full workforce under one roof.

In the autumn of 2022, the teachers went on strike in almost every part of Norway. This meant that schools I contacted in the spring of 2022 asked me to wait after exams, which was followed by the summer holidays and then directly into the strike in the autumn.

For the reasons mentioned, I had to re-establish contact with possible informants, because of the long time that had passed since first making contact. Some of these contacts were lost, especially hairdressers. In these cases, I had to find new contacts.

Concerning schools, I used to have close contact with a large upper secondary school, which again had a rather large group of hairdresser students. Fairly early in my research, it was decided that the course of Design and Handcraft (Design og Håndverk) would be closed and moved to a different school. This meant again that I lost many of my contacts since some of the teachers went on to different schools or work and the old administration was placed under new management. Still, I managed to establish contact with the school that took on most of the teachers and provided the course for would-be hairdressers in the area.

The most important factor of changes that were made during my time of research was that the old curriculum (*Kunnskapsløftet* 2006 – LK06) was scrapped and replaced with a new one (*Fagfornyelsen* 2020 - LK20). This meant that I had to rethink my approach to the topic. On the other hand, this meant that I could look at how the authorities viewed the education for vocational studies and how they saw fit to make changes to it. In this case, the changes were less of a challenge and more of a contributing element in finding out how, or if, the English subject was made more coherent with the everyday use of the language. The change in the curriculum and its effects will be explored further in Chapter 4.

### **3.8 Possible Weaknesses of the Collected Data**

Mainly, the research area of this paper could be regarded as an overview of the topic it concerns. This means that there is less of an in-depth analysis of each participating part. Since I could not find any extensive research in this field, I saw it fitting to approach this as a broader topic and research. I am sure that more in-depth analysis can be made for each participant, where one looks at just the schools and teachers, but also for other fields of research to look at how the English language is used in hair salons, regarding the law, health and safety, or the psycho-social aspect in the workplace. In those studies, there could be more time and effort made to get access to its chosen field, collect more data from a single group of people and explore that field in a more detailed manner. In this research, there had to be made boundaries for how many participants and how much data to include.

As it is, this paper is meant to scrape the surface of a lesser-researched area and hopefully be an asset to those who want to explore further, amongst both the educational- and the professional organizations.

Most of the people I wanted to interview from the hairdresser profession, did not want to have their voices recorded. At least they were very reluctant when I mentioned it. They were informed that the recordings were just made for transcriptions and would not be published and would be deleted after the project ended. Still, there was hesitance since almost all had an aversion to having their voices recorded. They were more positive when I said I could do notes instead. I, therefore, decided to move away from the idea of recording the interviews and simply taking notes. In further contact with hairdressers, hairdresser organisations and institutions I decided not to mention the idea of recording the interview. In the end, I did not record audio from any of the interviews and went with taking notes and including the interview as an in-direct text where I report on what was said in the interviews.

### **3.9 Incorporating the Interview Data into this Paper**

Since the interviews were not recorded, there are no direct quotes or transcriptions from the interviews. Instead, I wrote an indirect text from the notes taken during the interviews. This was done as soon as possible so that the content of the interviews appears in this thesis as precisely as possible. The notes that were taken were transcribed in English and included here as appendices. The only editing that was done was to exclude notes that may refer back to the informants' identity or workplace. E-mails received from organisations and institutions are

also included as appendices. Some of the organisations preferred a phone call and these are included in the interview sections, while those who preferred e-mails are included as normal text or quoted.

## 4 Background

In this chapter, I will look at the earlier curricula, work to implement relevant learning and work on the current curriculum. I will also explore some of the earlier research that has been done in this field. I have chosen to look at how the FYR project made teachers aware of vocationalisation, how the old curriculum compares to the current, how the current curriculum came to fruition, to what degree it includes vocationalisation, and how teachers and students experience the current curriculum. In order to look at what has been done before in this field, we can divide it into three parts. Work and research that was done during the last curriculum, what was done in connection to implementing a new curriculum, and the research that has been done since the current curriculum was presented or launched. At the end of the chapter, I will look at how different laws affect the workplace and could come into play when dealing with relevant learning.

### 4.1 History of Hairdressers' Education

It is difficult to compose a detailed history of how one becomes a hairdresser, but according to the Hairdresser's Union (*Frisørenes Fagforening*) a national curriculum did not occur until the curriculum of 1994 (Reform 94) and before then, it was down to Vocational Schools (*Yrkesskolen*) to provide the education and diploma or even just starting in the family business. (Frisørens Fagforening, personal communication, 11<sup>th</sup> October 2022 – Appendix 7) This does not ring true if we look at The Education Act of 1974 which in section §3-1 states that “*education shall normally bring competence for further education, vocations, documented partly competence or other completed upper secondary education*” (own translation). This shows that while the representatives from the union might be wrong about when hairdressing was implemented into the upper secondary schools, the vocational studies were still seen by outsiders as a separate school from the rest of the upper secondary. This might be because of the type of education or simply the geographical location of the school.

### 4.2 Earlier Research on Relevant Learning

Berg (2001, p. 43) stated that “*vocationalisation is about how one sees both the general subjects and the vocational subjects as equals in the schools' overarching education project*”. (own translation). Berg (2001, p. 33) further points out that vocationalisation was the teachers' responsibility to incorporate in the lesson after the 1994 curriculum, and that many general

subject teachers saw this as an easy answer from the department concerning the criticism they received about the size of general subjects in upper secondary schools. She discovered that teachers were critical of how vocationalisation took time from the subject, as the curriculum was the same for vocational studies as it was for general studies, and how vocationalisation was not adequately described in the curriculum. She concluded that general studies and vocational studies, each have to acknowledge each other and that they are both a part of a greater education project. (Berg, 2001, p. 43-44)

Myren and Nilsen (2001, p. 66) stated that “*vocationalisation is about how teachers and administrations in upper secondary schools can create a complete and cohesive education that is relevant within the different vocational studies*”. (own translation)

They further point to two different ways of making the lessons and their content relevant for vocational students. The inductive and the deductive way. The inductive way has its basis in the vocational subject and uses elements from the general subject thereby vocationalizing both the content of the general subject and the methods. The deductive way, on the other hand, has its basis in the general subject and the teacher would use examples of how it could be used in the vocational subject. (Myren & Nilsen, 2001, p. 66-70)

While the former might be more desirable, it is more connected to the vocational teachers, rather than the general subject teacher in everyday lessons. Still, it shows the importance of cooperation between vocational teachers and general subject teachers.

Myren and Nilsen (2001, p. 70-73) found different factors that affected to which degree vocationalisation was successful. It had to be organized by the administration and they had to include it in the school's overarching plans. General subject teachers should be connected to a vocational study, or studies, rather than the teacher's own subject. The schools need to have contact with the different professions and include them in planning. There is also a need for an extensive library with authentic text concerning each vocation. It is the administration's responsibility to make room and time for cooperation, planning, and projects across the subjects. As for the teachers they should be as few as possible and teach for a longer period, meaning if a general subject teacher has more than one general subject, that teacher should be assigned to more than one subject for each class and teach it over multiple years. The general subject teachers should also be assigned to as few vocational programmes as possible in order to be more familiar with each programme. There is also a need for more than one teacher in each lesson, to support each other. When the students have work

experience in the first two years, general subject teachers should be able to visit them at their work, for consultation and to experience what is needed regarding their subject.

Regarding how teachers should be more connected to their vocational classes, the new curriculum supports this, since whole subjects have been delegated to each year, rather than over two years. The important notion that vocationalisation has to come from above, with planning, prioritization, and support from the administration, school boards, and the directorate and not passed down to each teacher to learn and explore.

The challenges of vocationalisation in the 1994 curriculum continued in the 2006 curriculum, but measures were taken to implement relevant learning in everyday lessons.

### **4.3 The Old Curricula**

The goals and rationales behind the curricula have changed over time. When the new curriculum of 1994 came into play, the subjects were made general for all types of education. The then-new curriculum stated that *“This curriculum is valid for the general subject of English on first and second year vocational studies and first year of the other studies”* (Ministry of Education, Research and Church Affairs, 1994, preface). After twelve years of the R94 curriculum, it was suggested that it caused students to quit school due to the emphasis on theoretical subjects for vocational students. Tom Are Trippestad stated that *“Reform 94 introduced more theory in the schools. Many of the students who had more practical talents, had a hard time getting through school”* (Myrhol, 2009). Before anyone had completed a full education with Reform 94 it was replaced by the 2006 curriculum (*Kunnskapsløftet – LK06*). The government (Ministry of Education, 2004, p. 4) stated that *“The new curriculums will be less detailed, and the central aspects will be prioritized and given more attention”*. This meant that was up to the schools and teachers to decide what was to be included in the lesson. This curriculum laid the basis that is still used today, where the emphasis is on learning, and how to learn instead of what to learn. There are no specific reading lists, persons or events mentioned, instead, there were learning aims for the students to master and there was more freedom for teachers to choose the content based on students, student groups and type of education. In addition to the curriculum, there were implemented some new projects to better the situation for the students. The *Ny Giv* project (perhaps best translated as New Energy), of which the FYR project was a part, was introduced to better the chances for students to

complete upper secondary school. This included better counselling, following the students' progression closer and more systematic testing (Snl, 2021).

Still, with these measures put into place, the curriculum of general subjects was the same in general studies as in the vocational studies. During this period, one can argue that the teachers were encouraged to make the lessons relevant, but not forced to. There were, on the other hand, textbooks that differentiated the studies. Cappelen Damm's *Tracks* had one book for all of the vocational studies, while Gyldendal's *Skills* had one for each vocational study, with some of the content changed to fit the study. Even so, according to the curriculum, a teacher could teach the same content, and compose the same lesson for each of the two main studies.

It was not only the curriculum that was the same for both general and vocational studies. The subject name and subject code were the same for both English subjects (Ministry of Education, 2006, p. 2). Therefore, it looked the same on the graduation diploma. Since the subject was the same theoretically, it could, in practice, be that students who took English in vocational studies, completed upper secondary school with a diploma in general studies. The English subject on the student's diploma was giving the student competence for higher education, but in reality, the English that was taught was made relevant to the student's earlier vocational studies. If there were a tendency to be leaner on the skills a student had to master for each grade in the English subject on vocational studies, it would cause a gap in the student's actual skills and the diploma issued.

While this might not be important for most studies, there are studies, both in Norway and abroad that require a certain set of English language skills. The fact that the English subject was the same but taught, and perhaps assessed differently would be a disservice to both student and the institution giving the student admission.

Not only the request to differentiate the general subjects between general and vocational studies but also the aim to make the subjects more relevant for each vocation, work began up until 2020 to change the curriculum.

#### 4.4 Earlier Work to Implement Relevant Learning

We can understand how relevant learning became a part of the current curriculum if we look at what was done during the last curriculum. While some of these projects and courses are no longer active, they are an important part of shaping the current curriculum.

In the lead-up to the new curriculum of 2020, there was work done to highlight relevant learning in vocational studies. Already in 2010, the government started the *Ny Giv* project, to increase the number of students finishing upper secondary school. This project was in three parts. One was to better communication between different institutions, the second was to make the transition between lower and upper secondary better for the students and the third was to gather data on the local governments' efforts to complete students' upper secondary education. (Ministry of Children, Equality and Social Inclusion et al., 2013, p. 7)

The project was led by The Ministry of Education but also consisted of The Ministry of Children and the Ministry of Labour. Every county and local government were included in the work along with local institutions that work with children. The project came to fruition as the government saw how people without completed upper secondary education were more likely to be unemployed for longer periods and that they were overrepresented among different welfare benefits. They also saw that there were more demands for higher education and that the uneducated workforce would, in that case, disappear. (Ministry of Children, Equality and Social Inclusion et al., 2013, p. 5)

According to statistics (Statistics Norway, 2022), the number of students who completed upper secondary increased after the project was implemented. In a period between 2006-2012 compared to 2015 to 2021 the number rose from 72% to 80.4% in all studies, while in vocational studies, specifically, it rose from 60.5% to 70%.

In a period between 2010 and 2013, the *Ny Giv* project included *Fellesfag, yrkesretting og relevans* – FYR, which can be translated as General subjects, vocationalisation, and relevance. This project ended in 2016 before work on the new curriculum started. Still, it is important to include it as it made schools, administrations, and teachers from both studies, aware of relevant learning in vocational studies.

In 2013 The Directorate of Education with the local governments took over the responsibility from the ministries to make sure that the initiative was implemented in all schools and to make sure the education was meeting the required standard. (Directorate of Education, 2017, p. 2)



#### 4.5 The FYR Project

The aim of the FYR project was according to the Directorate of Education's end report (2017, p. 3)

*"...to enhance the vocationalisation of the general subjects in vocational studies to increase the students' motivation and for students to see the value of the general subjects more clearly. The initiative is to ensure that students in vocational studies receive an education in Mathematics, Norwegian, English and Science that is regarded as relevant for their everyday life and is aimed towards a future working life."*

(own translation)

Although no longer active, the FYR project is an important predecessor to the current curriculum, not only because it deals with relevant learning, but also because of the size of the project. I have therefore chosen to explore the FYR project and the work around it as I believe it has an important role in how vocationalisation has become part of the curriculum and teachers' everyday lives.

As part of the Transition Project, the government launched the FYR project in 2011. While the rest of the Transition Project concerned students with lower results, the FYR project concerned all students in vocational studies. The Ministry of Education aimed to make the subjects aim towards the vocation and make them a more relevant experience. (Ministry of Education, 2014, p.15)

According to The Directorate of Education, relevant learning in vocational studies had been practised before 1994 but had gradually been taken away with the R94 curriculum and almost gone by 2006 with the LK06 curriculum. (Directorate of Education, 2017, p. 2) Therefore there is a need to supplement the curriculum with pedagogical tools to find a new way to make students reach the competence aims in the curriculum. This is reflected in a report released before the FYR project (NOU, 2008:18, p. 81) by the government where they point out that:

*"There is no research or other documentation that can say anything about how LK06 is a basis for vocationalisation, or whether vocationalisation takes place. [...] They suggest that there be made manuals for vocationalisation for each curriculum in the general subjects, that are binding."*

(own translation)

The project included the subjects Mathematics, Norwegian, Science, Social Science, and English. Teachers in those subjects were given 25% of their work time to meet and work on the project. As a result, the project was spread across the country and specialized teachers worked in a large proportion of the upper secondary schools. This meant that teachers who were not directly connected to the project still had information and colleagues at close hand. In 2013 the FYR project was taken over by The Directorate of Education and in 2017 it was the responsibility of The Directorate and the counties to strengthen the competence among middle management and give schools a more complete education aimed at vocational studies. (Directorate of Education, 2017, p. 2)

The Directorate of Education claimed to find the reason for relevant learning in The Education Act. In section 1-3 the act states that *“Education must be adapted to the abilities and aptitudes of the individual pupil, apprentice, candidate for a certificate of practice and training candidate.”* (Educations Act, 1998, §1-3). Since the law text seems to refer to the consideration of the students themselves and not what is taught, one has to look further to find anything mentioned about relevant learning. The regulation to The Education Act (Regulation to the Education Act, 2006, §1-3) explains that *“The education in the general subjects shall be suited to the educational programme.”* (own translation). In the Directorate of Education’s explanation of the new regulation, they point out that this concerns the subjects, Norwegian, English, Mathematics, Science, Social Science and Physical Education and have been included in the introduction to each subject in the curriculum (Directorate of Education, 2010). Although the regulation was published in 2006, the mentioned paragraph was not set in motion until 2010, four years after the launch of the LK06 curriculum and just before the start of the FYR project.

With the need for having relevant learning in the vocational studies stated by law, The Ministry of Education launched the project in 2011 with a letter to the local governments (Directorate of Education, 2016, p. 3) stating:

*“The Ministry wishes to focus on the general subjects in upper secondary education in the vocational studies concerning the transition project. The curricula in the general subject have been reviewed and edited so the competence aims can, to a larger degree, be suited to each education program, so they will be relevant for all students. From the autumn of 2010,*

*the principle that all general subjects will be suited to each educational program is determined by the regulation to §1-3 in The Education Act.”*

(own translation)

In Meld. St. 20 (2012-2013) ch. 6.5.3 from the government states that:

*“As opposed to specific curricula for general subjects in vocational studies, the principle of common curricula in the general subjects secures a large degree of flexibility in the education run and maintains the students’ possibility to acquire a diploma in general studies.”*

(own translation)

The government concludes that they will:

*“Contribute to more cohesion in the education by continuing the work with the development of vocationalisation of the general subjects in the vocational programmes.”*

Meld. St. 20 (2012-13) ch. 6.5.3 (own translation)

Christiansen (et al., 2016) refer to Dale et al. when they state that there is little or no culture for professional networking within the teaching profession. According to them, the FYR project led to more organised collaboration between teachers, there was more equality between vocational teachers and general subject teachers, and they acknowledged their other’s competencies and qualities.

In contrast to this, the teachers I interviewed pointed out that there was little to no collaboration between general studies- and vocational teachers, as they thought no time was set aside for this.

The National Digital Learning Area had the responsibility to gather content and provide an online resource network. According to the end report, the resources were organised by subject and vocational programme. In reading the number and date of visitors they saw that these pages were most visited in the immediate time after a FYR course was held. There were also questions about the quality of the content, as anyone could submit their lesson plan or tools they had used. (Directorate of Education, 2017, p. 9)

As of October 2022, the pages on NDLA's website have been closed, due to not being able to maintain security updates. There are links to the resources, but most of them include files that cannot be opened or downloaded. The page was closed in 2021.

Still, there are resources available at the different national learning centres. Concerning English, there is one audio file for hairdressers. (NDLA, n.y.) The last update was in February 2022, but it seems the content is organized for the last curriculum and the pages are under revision. (NDLA, 2022) The lack of online resources and databases is reflected by the teachers I interviewed, who stated that academic and relevant texts were difficult to find.

The FYR project ended in 2016, but even if it was a closed chapter when work on the current curriculum started, the project worked as an important enforcer to include relevant learning in the new curriculum, since almost all of the players within education were familiar with it, thanks to the project.

In The Directorate of Education's final report on the FYR project (Directorate of Education, 2017, p. 4) they concluded that, according to the students, they were more motivated and experienced a positive difference in the lessons. Some schools had not come far in the process, at the time of the released report, still, there was feedback that the FYR project was implicit for the changes. The Directorate has seen some increase in those who completed upper secondary school. As the reasons are complex, they cannot conclude to what degree the FYR project is part of this, although it has had a positive effect.

The report states that involving both vocational and general subjects has had an impact on how it is structured by the school's administration and played a part in the quality of the education and the vocationalisation of the general subjects.

The Directorate also concludes, referring to ToFU's research and different master theses, that the joint exam for vocational studies and general studies in the English subject has been a hurdle for vocationalisation to a considerably large degree. The written exam, given by the authorities, makes teachers afraid to use too much vocationalisation as they fear the students would not be properly prepared.

The general teachers also think that vocationalisation is a hurdle for getting through the LK20 curriculum. Still, the Directorate found that it has been significant enthusiasm for the FYR project, among vocational teachers, general subjects teachers, administration, and students.

One aspect of the FYR project's success is, according to the Directorate, that it was government-driven, therefore made a larger impact, across the education field and the country.

The report points out that the FYR project touched upon both vocational and general subjects and changed the method of teaching. The FYR project's use of specific didactic tools, which could be directly transferred to the classroom, showed a development in the teachers' competence, in a field that had been previously neglected.

(Directorate of Education, 2017, p. 3)

The FYR project reached schools nationwide. It was the introduction of relevant learning for teachers since it had not been included in the curriculum for 20 years. Therefore it plays an important part in educating teachers employed in vocational studies. As the project took part in the latter years of the last curriculum it also can be seen as a bridge between the two curricula with the current inclusion of relevant learning.

As my hairdresser informants were all educated during the last curriculum, it is reflected in their answers that they did not feel the lessons were relevant for their future profession, with one citing that job application was the only relevant writing task. Even if the topic of the FYR project was not raised it shows that the project possibly worked better in some schools than others, and although the project was far-reaching the need for incorporating relevant learning in the curriculum can be seen in the informants' answers.

#### **4.6 Earlier Research on Hairdressers**

One of the most recent research projects on hairdressers (Jordfald, 2013, p. 45) showed that while it was common for hairdressers to be educated within the Norwegian school system, private schools were becoming more popular. From 2003 to 2013, the number of hairdressers privately educated rose from only 2% to more than 20%. Generally, the number of employees in hairdressing and related professions increased from around 13200 in 1998 to over 16600 in 2011 (Jordfald, 2013, p. 12). The profession sees little competition from abroad, therefore a good domestic economy, low unemployment, and increased salaries are positive markers for recruitment (Høst et al., 2015, p. 71). After the Covid-19 pandemic, the number of both hairdressing salons and hairdressers went down by around 3 % (Rekdal, 2022) Most hairdressers think they will still be in the profession in five years, and the number of hairdressers has quit the profession has increased and they are more likely to change

workplaces while still working within the profession (Jordfald, 2013, p. 84-85). There is also a tendency for hairdressing companies to grow with more salons and employees. As more and more are working as employees in a larger chain of hairdressers, there are fewer with a master's craftsmanship certificate than in 2003. (Jordfald, 2013, p. 87) In general most hairdressers like their profession and their workplace (Jordfald, 2013, p. 88).

#### **4.7 The Current Curriculum**

Beginning in 2020 a new curriculum (LK20) was introduced in Norway. This is also, at the time of writing, the current curriculum. Along with both new and re-edited aims for students to reach, it also featured new general aims, spanning all subjects and considerable changes to the timetables in upper secondary. The English subject along with the Norwegian subject was a one-year course in general studies, while in vocational studies it was divided into a two-year course. Before the current curriculum, English was 84 hours in the first year and 56 hours in the second year (Ministry of Education, 2006, p. 4). In the new curriculum, the subject is 140 hours in one year (Ministry of Education, 2019a). What is now a five-lesson-a-week subject, was divided into three lessons for the first year and two lessons for the second year. With the new curriculum, the new plan was to make English a first-year subject and Norwegian a second-year subject in vocational studies. This means that English will be taught in the introductory course, while Norwegian will be taught in the specialized courses. Sticking to the FBIE courses as an example, the English lessons will be in classes with hairdressers florists, interior designers and artists, while Norwegian lessons will be in each specialized class the next year. The same goes for all the other courses in vocational studies. While it might be a gain for the Norwegian subject, the English subject will have more difficulties in making the lessons more relevant for the diverse student groups. Still, when interviewing teachers, they were all positive about having one subject for one year instead of two, explaining that it saved time and they got to know the students better. On the other hand, one mentioned the peculiarity of conducting relevant lessons, where the students were uncertain about their choice of profession.

The curriculum contains learning aims that have been changed, edited, added, or dropped, but more importantly, the English subject has been split into two subjects, with specific subject codes and learning aims for general studies and vocational studies. For instance, the

curriculum used to be divided into four sub-categories – *Language Learning, Oral Communication, Written Communication, and Culture, Society and Literature*, which is now scrapped.

Under the sub-category *Language Learning*, there is now no mention of students evaluating their work or progress. Where it used to say, “*use a wide general vocabulary and an academic vocabulary*” in Oral Communication and “*understand and use an extensive general vocabulary and an academic vocabulary related to one’s education programme*” in *Written Communication* it now states, “*listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations*”. I asked the teacher informants about the former aim. As we will see in Chapter 6, they interpreted it as meaning instructions and manuals.

In *Culture, Society and Literature* it stated that the student should “*discuss and elaborate on different types of English language literary texts from different parts of the world*”. This has been replaced with “*read, discuss and reflect on the content and language features and literary devices in various types of texts, including self-chosen texts*”, but more importantly it has been accompanied by the aim “*read and summarise vocational content from English-language documentation*”. “*English-speaking countries*” are now referred to as the “*English-speaking world*”. The aim to “*discuss and elaborate on the growth of English as a universal language*” has been changed to “*describe key features of the development of English as a language in working life*”.

The many aims that dealt with writing text have been compressed into “*create texts relevant to the vocation with structure and coherence that describe and document the pupil’s own work and are adapted to the purpose, recipient and situation*”. In what was the sub-category of culture the aim “*discuss and elaborate on texts by and about indigenous peoples in English-speaking countries*” has been changed to “*explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts*”.

Some specific working strategies have been edited out. For example: taking notes, evaluating work, and having extensive discussions. There is a new core element about the values and principles the education is based on.

Each subject has now got its own “*About the subject*” part. This contains *Relevance and Central Values, Core Elements, Interdisciplinary Topics and Basic Skills*. In *Core Elements* we see again that *Culture, Society and Literature* are gone, and have been replaced by

*Working with Text in English*. In *Basic Skills*, the skill of working with numbers is gone. Still, we can find this in the core elements under the heading *Working with Text in English*, where texts are defined in a wide sense and can include graphs and numbers and working is defined as reading, understanding, and gathering information from a text. The heading *Interdisciplinary Topics* is new and contains *Health and Life Skills*, and *Democracy and Citizenship*. This is where we find many elements of those competence aims from the old *Cultural, Society and Literature* category. In *Relevance and Central Values*, there are several changes to the text, but in summary, one can say that there is no longer mentioned that English is a *Buildung subject*, not specified to places in the world where English is the official language and no mention of the pleasure of reading. On the other hand, there is a mention of preventing prejudice, more mention of communication skills and the language's asset in school and society. Still, there is no mention in this part of the curriculum about the subject's relevance to the student's chosen vocation. In fact, the whole "About the subject" part of the curriculum is the same texts in general studies as in vocational studies.

(Ministry of Education, 2006) (Ministry of Education, 2019b).

Despite all these mentioned changes, the English subject is the same when it appears on the graduation diploma (Ministry of Education, 2019b, p. 12). One can therefore argue that many of the elements and aspects of the curriculum that deal with further education and preparation for colleges and universities have been removed from a subject that still grants a student access to these institutions.

With the inclusion of relevant learning in the current curriculum and changing the timetable, the English teachers' working day has been altered to a degree. As I discovered in my interviews the change of the timetable came as a positive change for English teachers, even if it is at the cost of vocationalisation.

### **Feedback to the Process**

In the years leading up to the new curriculum, there was a chance for different institutions, organisations, schools, and people to take part in a hearing to review changes to the new curriculum and the reconstruction of the different subjects. The participants could do an online questionnaire and add comments to proposed changes. Two of the informants for this thesis mentioned specifically that they contributed to these hearings.



Among those who wanted to keep the curriculum, and also keep the aims the same for general studies and vocational studies were the Foreign Learning Centre, the largest union within the private sector; *Fellesforbundet*, and the largest teacher's union *Utdanningsforbundet* (Directorate of Education, 2018). According to *Fellesforbundet* and *Utdanningsforbundet*, different aims for vocational studies would create an unnecessary gap between the two. They further argued that the FYR project gave teachers the right tools to make the subject relevant for vocational studies and that schools should instead make an effort to provide material, like textbooks and additional texts, that are relevant for each vocation in every subject. The Foreign Learning Centre argued along the same lines saying that “*vocational relevance is more of a pedagogical method than a need to divide the subject*” (Directorate of Education, 2018, own translation) On the other hand, Norway's largest overall union *Landsorganisasjonen – LO*, along with the Committee for Design and Handcrafts argued to change the curriculum. While the committee gave no reason for their view at the time, LO argued that a change of the curriculum would enhance the efforts made by earlier work with the FYR project and would also make schools provide relevant material in each subject and therefore help the teachers to reach the goal of relevant learning in agreement with their sister organisation *Fellesforbundet*. The organisation also adds that vocational relevance is important for students to gain more knowledge of their chosen professional path. The teacher's union *Skolenes Landsforbund*, a sub-group of LO consisting of many vocational teachers, goes even further in asking why dividing the curriculum has not been done years ago and even wanting a curriculum in the general subject with specific aims for each vocational study. (Directorate of Education, 2018)

Regarding dividing the subject between the two first years, all organisations mentioned wanted to keep the division, except for the Foreign Language Centre, which wanted to move the English subject to the second year, so that there would be more room for relevant learning. *Fellesforbundet*, *Utdanningsforbundet* and The Committee for Design and Handcrafts argued that a year pause in a subject would stagnate the progression in the subject, while LO added that continuous work in each subject was important for students who have recently moved from abroad and might have larger challenges with skipping one year of English or, especially Norwegian. One of the teacher's unions *Norsk Lektorlag* argued for English in the first year and Norwegian in the second year. They reasoned that this was better for students who moved schools or those who wanted to a third year with a higher education

competence diploma. They further argued that writing in English in the first year would still benefit the Norwegian subject in the second year.

There was a second hearing in late 2018 and published in early 2019 (Directorate of Education, 2019) where again participants were given a draft of the new curriculum. In this draught, some learning aims were changed for the final curriculum. Specifically, there were several aims that concerned relevant English learning in vocational studies:

- Discuss work-related subjects and argue one's own, and others, views.
- Communication about working signs of progress in the vocation, suited for purpose and recipient.
- Write different types of texts about work-related subjects with structure and cohesion, suited for purpose, recipient and setting.
- Read and discuss different types of texts about cultural differences and different forms of communication at the workplace.
- Read and gather relevant information from different types of texts connected to one's own vocational study.

(own translation)

As we can see, these aims were more connected to the vocational studies and make clear that English is learnt to be used, not only as a way to communicate with clients but also as a part of professional life in the workplace.

The reaction to these draughts was mostly positive amongst those organisations already mentioned. The Foreign Language Centre, for instance, argued that these aims helped make students see that the English subject was useful in their professional lives. Still, there were critical voices. *Utdanningsforbundet* thought that the aim concerning writing work-related texts was unrealistic and questioned the lack of culture and literature in a course that they still thought of as both a language subject and a *Bildung* subject, but they might contradict themselves in their answer as they also mention that they are pleased that English would be regarded as a language subject instead of a social science subject taught in English. The lack of competence aims concerning culture and literature was also important to *Norsk Lektorlag*. They, on the other hand, were also critical of how much relevant learning was actually in the curriculum. As they saw it, the mention of work-related elements was not enough to secure relevant learning. They requested specific tasks that the student had to learn that were in connection to the working life. In their answer, they mentioned terminologies,

work environment, and health and safety as topics and work reports, e-mails, orders, interviews, conferences, and international meetings as reading and writing tasks. They also add that in-depth learning with relevant vocational topics would be impossible as English teachers cannot be expected to inhabit the competence in each vocational study. *Norsk Lektorlag* also raised the important notion that if the English subject in vocational studies would still give the student the competence to apply for higher education, just as English in general studies, the exam should, in principle, be changed to make it the same in both education programmes. (Directorate of Education, 2019)

In the final draft of the curriculum, and the one that is in use at the time of writing, the following competence aims still contain mentions of relevant learning or the workplace:

- listen to, understand, and use terminology appropriate for the trade, both orally and in writing, in work situations.
  - explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant topics.
  - read and summarise vocational content from English-language documentation.
  - create texts relevant to the vocation with structure and coherence that describe and document the pupil's own work and are adapted to the purpose, recipient, and situation.
  - describe key features of the development of English as a language in working life.
- (Ministry of Education, 2020b)

While most of the competence aims have changed in the final draft since the last hearing, in many cases, one can argue that the aspect of working life and vocations have been added to the competence aims. The same argument was given by *Norsk Lektorlag* who saw it as an addition to general studies and not 20-30% of the curriculum that was mentioned in earlier hearings (Directorate of Education, 2019).

As I have explored there were different views on a new curriculum and how a school should be organized. The curriculum also went through some changes during this hearing and went away from a more radical change, where the subject was completely split from general studies and focused harder on its specific purpose within a vocational study.

## **The Launch of the LK20 Curriculum**

The new curriculum was set in motion in the autumn of 2020 for years 1-9, the first year of upper secondary school and single-year programme subjects in general studies. The next autumn it was implemented for year 10, the second year of upper secondary and vocational programme subjects. In 2022 the curriculum was valid for year three in upper secondary school and two-year programme subjects in general studies. The new exams followed the subject's implementation of the new curriculum, and the first vocational certificate exams are planned for spring 2024. (Directorate of Education, 2022)

#### **4.8 Research on the 2020 Curriculum**

As the current curriculum is fairly new there is not an extensive body of research that has been published yet. Still, there are some that deal with the experience and challenges of implementing the new curriculum. One of the most comprehensive is the report by the Norwegian Institute of Research and Education Studies – NIFU – published in 2022. The report states that vocational students found the general subjects to be relevant for vocational studies. The students, in a Building and Construction class, thought that they got the most out of a lesson when they saw how elements of a theoretical subject could later be used practically. They also noticed when the lessons were planned with both vocational- and general subject teachers. Especially, in Mathematics where, in one instance, the teacher was present in vocational lessons. Regarding English, they saw the value of learning relevant English phrases, as they were aware that they would use English at the construction site. Still, there were examples of schools where there was no cooperation between vocational- and general subjects. Students of an Information Technology and Media Production class saw little relevance in their general subjects. (Aakernes et al., 2022, p. 130-131) There could be a couple of reasons for this. Late incorporation, teachers not being familiar with vocationalisation, but also the nature of the study, where the professional path might not be as clear as in other vocational studies. The report mentions that the Building and Construction students generally had an idea of what their profession would be and therefore had a clearer idea of what was relevant to them. In the comparison between classes, the report states how students noticed and responded positively to well-planned lessons and cooperation between vocational- and general subjects. (Aakernes et al., 2022, p. 131-132) The report concludes by pointing out that relevant learning could be viewed in different ways. In some vocational studies, they need to learn elements that are relevant to a specific profession, while in other studies relevant could be viewed as something interesting or important, but not aimed at a

specific profession. The report used the examples of Building and Construction as a study where the students know their future profession, in contrast to Sales, Service, and Tourism, where the students have not yet chosen their profession. (Aakernes et al., 2022, p. 136) Regarding FBIE where the classes are comprised of different studies, the latter view of relevant learning could be more useful. An argument for viewing something interesting and important as relevant learning would be in situations where the classes are less clear cut of their future, the professional life is not familiar to the teachers or there are several studies in one classroom. Riise (2021) pointed out in his article the paradox of vocationalisation when vocational classes were mixed in the general subjects to save money. Again, the result would be to view relevant learning as something that would engage that class, in order to use the language and see its relevance in that they are gaining communication skills, rather than vocational relevance.

Regarding the teachers, the report mentions that they thought there was less wiggle room in the new curriculum, but still, local adjustments could be made. Concerning vocationalisation, they mentioned that they met a challenge in communicating between the vocational- and general subjects teams. The cross-subject cooperation worked best when there was time set aside for planning. (Aakernes et al., 2022, p. 103-104) Generally, the greatest challenges for working with multiple subjects were making it work with timetables, the time needed, and finding suitable arenas (Aakernes et al., 2022, p. 107). The report quotes a teacher saying that in cross-subject projects “*the students meet the general subject teacher as a problem solver*” (Aakernes et al., 2022, p. 106) meaning that problems they came across in the vocational subject could be solved by a general subject teacher and therefore get a new view of both the teacher and the subject.

As for the students, a master's thesis from 2022 looked at the students' experience with the new curriculum in vocational studies. Concerning vocationalisation, they saw relevance as something connected to their profession. (Karlsen, 2022, p. 62) They also thought that even more relevance could be gained by moving the general subjects into the workshops. The students also thought that vocationalisation lost a lot of its value since different classes were often put together in the general subjects. While many welcomed vocationalisation, some were afraid that the topics would be too complicated. Since they were struggling in English already, they thought that the introduction of professional terminologies and topics would make it worse. (Karlsen, 2022, p. 63) An important finding Karlsen made was that the students found little relevance in the interdisciplinary topics (2022, p. 96).

In their article, Hellekjær and Skarpaas (2021) look at teachers' experience with vocationalisation and they point out that it could be seen as a tool for teachers to adapt their teachings to a specific study. They see how vocational themes in general subjects can help achieve conventional language learning. They also state that general subjects in vocational studies should be different, as to the nature of the studies, where students often expect something different from general studies and lower secondary school and this is often their reason for choosing vocational studies. (Hellekjær et al., 2021, p. 4)

They further point out that relevance in a subject could be a knowledge of the students' interests that do not concern vocational studies but can make the subject more appealing. Still, when dealing with vocational topics, it creates a scaffold for the English subject. (Hellekjær et al., 2021, p. 5)

Concerning the challenges that vocationalisation brings, Hellekjær and Skarpaas argue that it takes time and effort for teachers to learn the basics of a vocational study, and therefore many English teachers are not as confident when teaching a vocational topic. Also, the lack of continuity, where teachers are engaged for short periods over many vocational studies makes it difficult for them to get to know each study. Teachers found maintaining contact with vocational teachers difficult since they were organized in teams by their subjects and not the classes they taught. Another challenge to vocationalisation was the students who were not committed to their vocational study. Either because they realized they had chosen the wrong vocation, or they had failed to get accepted for their first choice when applying for upper secondary school. In these cases, vocationalisation did not work as a motivation, but rather the opposite. The lack of resources was also a challenge to the teachers as they saw the textbook failing to present adequate vocational material. They often had to search for resources and in some cases, teachers chose topics based on what they found, rather than what was relevant for vocational studies at that time. (Hellekjær et al., 2021, p. 5-6) This is also a challenge, that some of the informants brought up in my interviews.

Hellekjær and Skarpaas (2021, p. 7) finally point out that,

*“improved collaboration may reduce the impact of all the challenges to VO that the teachers mentioned. It could facilitate increased familiarity with vocational programmes, increase access to suitable learning material and provide a better starting point for motivating all students.”*

We see here that the school's administration has a great responsibility to organize the teams, timetables, and facilities to make it easier to accomplish vocationalisation. Also, the notion that vocationalisation can be demotivational for some students is important to notice, with the statement that some non-vocational topics can still be regarded by students as relevant and therefore increase the chance of motivating them.

#### **4.9 Laws Regarding Language in the Workplace**

As this thesis concerns language in the workplace it is important to look at what the laws say about it. This gives a basis for what is regulated when we deal with language other than oral communication. In my interviews with hairdressers and hairdressing companies, I found that the availability of translated instructions or content tables varied from salon to salon. In some cases, everything was translated, others had everything in English while some places had more detailed information in English.

In Norway, there is no all-inclusive act that covers the use of language in either the society as a whole or in all professions based in Norway. Still, there are parts of different laws that require certain people and organisations to follow specific requirements that do indeed concern languages and their use.

When dealing with laws and regulations at the workplace concerning health and safety, it is easy to just focus on heavy machinery, working at heights and correct lifting methods. It is important to notice that these laws concern all workplaces and even those that might seem relatively harmless, such as hairdressing salons. Hairdressers work with electrical tools and chemicals, and the salons have fire exits, a limit on the number of people at one time and sharp objects. Therefore, any hairdressing company, salon owner and management have a responsibility for their employees, just as any construction site supervisor. It is therefore important that all employees know the rules and procedures of a safe work environment, regardless of their skills in a certain language.

The Norwegian Labour Inspection Authority – LIA, is an organisation that inspects but also helps businesses follow the law, by supplying guidelines, education, and training. One of their most used laws is the 2005 Working Environment Act.

According to the LIA, there are no requirements directly concerning translations, but there are some stipulations that would include languages and understanding. §4-2 of the

Working Environment Act states that *“The employees and their elected representatives shall be kept continuously informed of systems used in planning and performing the work. They shall be given the training necessary to enable them to familiarise themselves with these systems, and they shall take part in designing them.”* The LIA further points to §3-2 (1) a) of the same Act that states *“that employees are informed of accident risks and health hazards that may be connected with the work, and that they receive the necessary training, practice and instruction”*. This means that it is fully the employers’ responsibility to inform the employees. Concerning how the employers must make sure the employees understand the information can be found in the comments to the section. *“The employer must give information in a language that the employee understands [...] This also if the employer is a foreign speaker”* (Personal Communication, Appendix 17). This states that it is the employee who has the right to decide in which language they want the information. Even if the employee understands one language, they might have a higher skill in another language. It is then the employers' responsibility to translate the information, regardless of whether it is written or oral. The translation must then also be done in a professional manner, which might entail hiring an interpreter.

The LIA also states that it is not only information within the workplace that is affected by the rules of languages. *“In Norway, manuals have to be in Norwegian. It is the producer, the producer’s representative or the one supplying the machine in the concerning language area, that are responsible for a translation”* (Personal Communication, Appendix 17).

In Appendix 1.7.1 of the Regulation of Machinery, it states that,

*“All written or verbal information and warnings have to be formulated in the, or those, EEA-languages that are used in the country where the machine is sold or used, and it has to, by request, be delivered with a version on any of the official languages that the operators normally understand”* (own translation).

It further states in Appendix 1.7.4 that *“All machinery has to be supplied with a manual. The manual must be produced on one or more of the official EEA languages in the member country where the machine is sold or used”* (own translation).

This means that any information, warnings, and manuals of any tools used, must be in the language the employee wants. It is however restricted to one of the official languages of the EEA. This is the same as the 24 official languages of the EU (EU, n.d.) in addition to Icelandic and Norwegian. As Norway is a part of the EEA and not the EU, it will be referred



to as EEA languages as it is mentioned in Norwegian law. In my interviews, teachers referred to manuals when asked about relevant documentation. If all employers were following the letter of the law, such documentation is not as commonplace as one might think.

Regarding the responsibility of the translation, the Regulation of Machinery states in Appendix 1.7.4.1 a) that *“The manual must be produced in one or more of the official EEA languages. The phrase – Original Manual – must be included in the one or more language versions for which the producer, or their representative, takes responsibility”* (own translation) and Appendix 1.7.4.1 b) of the regulation it makes clear that *“If there is no – Original Manual – in the country of use’s EEA-language the producer, their representative, or the one marketing the machine, in the given language area, have to produce a translation for them, or those, concerning languages”* (own translation). This shows that the translation is not the responsibility of the company, salon owner or management, but rather at the desk of the producer, importer or distributor. It is, however, the responsibility of the employer to acquire products, that meet the requirements.

Regarding health and safety, the LIA states that any employer that deals with chemicals that have a health risk must provide a safety document and a chemical index. A safety document is made by the distributor of the product containing a chemical, while the index is made by the employer. The safety document contains information about a certain product, while the chemical index is a list of the chemicals contained within a workplace. (Norwegian Labour Inspection Authority, n.d.)

According to the LIA, the Safety Documents must be written in Norwegian, and every section needs to be filled in. An employer could also make a short version for employees, that is easier to understand. Regarding the chemical index, the LIA states that:

*“The information has to be given in Norwegian and be short and easy to understand. The employer must make sure that the employees, that do not speak Norwegian, get the sufficient written information and education from the information in the chemical index.”* (Personal communication, Appendix 17)

The LIA does not mention specifically that the Safety Documents need to be translated, but a basis for such translation could be found in LIA’s general guidelines for languages and education, where they point out that *“The employer has to make sure that all employees get the education, training and instruction that is needed to execute the work in a safe way. This has to be given in a language the employee understands.”* (Personal

communication, Appendix 17). As Safety Documents are created to execute the work safely, it is therefore understood it is to be translated for employees to understand.

The LIA further mentions that *“Right education contributes to avoiding accidents, damages and illness amongst the employees. The education must be repeated when necessary and be given in a language the employees understand”* (Personal communication, Appendix 17). This means that any training done in person, on courses or while on the job, must be given in a language the employee is confident to understand and be updated according to the time elapsed since the last training or changes in tools, machinery, instructions, or regulations. The LIA concludes by mentioning that:

*“This is valid regardless of business, regardless of position, or whether one is a substitute, temporary worker etc. But of course, the education must be suited to those tasks and the responsibilities one has. But all have a certain need for, and right to, the necessary education and training.”* (Personal communication, Appendix 17).

This shows that proper education of the employees, regarding a safe work environment, should start from day one and are valid in all businesses.

The Working Environment Act, together with the Regulation on Machinery, makes sure that employees have the right to all information given in their chosen languages. Even if the Regulation on Machinery only mentions EEA languages, the employers, that are fluent in other languages, are then covered by the LIA guidelines. Following the letter of the law, there should be no need for any lingua franca, or improvised translations, regarding training, education, health and safety, instructions, warnings, or manuals.

In this chapter, I have given the background for how vocationalisation has become a part of the curriculum and different thoughts on relevant learning. Even if the curriculum includes relevant aims and topics, it fails to explain what is seen as relevant and its usefulness in the section *About the Subject*. Since the work with vocationalisation in the last few years, beginning with the *Ny Giv* initiative was based on trying to motivate students to complete upper secondary education, I decided to let motivation be one part of the theoretical background for this paper, which will be explored in the next chapter.

## 5 A Theoretical Approach to the Findings

As a theoretical background to my thesis, I have chosen to focus on communicative skills and motivation. As interviews were deducted and correspondence came in, the common answer to important factors in the English subject was communication. The notion of having communication skills was mentioned by informants who are members of the profession and former students of both vocational studies and general studies. The fact that hairdressing is a service profession and deals directly with people shows a strong argument that communicative skills should be a substantial part of language education.

From the viewpoint of the national-, and local governments, schools and teachers show that vocationalisation is an effort to motivate students. This motivation could be based on both making the subject more interesting for the students, but also to show how it is useful in their future profession. The motivation factor does not simply have to come from just one side of the table. Students also want to be motivated by working on those interests and useful skills.

In this chapter, I will present theoretical approaches to communicative competence and motivation in order to show the foundation of these two aspects of learning.

### Communication

The hairdresser informants pointed out that making small talk and being able to keep a conversation as important factors in their business. Simensen (2018, p. 28) explains communicative competence by referring to Dell Hymes that it is a knowledge of “*when to speak, when not, and as what to talk about with whom, when, where, in what manner*”. They further state that “*there are rules of use, without which the rules of grammar would be useless*”. They elaborate on this by claiming that, in learning English, one needs linguistic and grammatical competence, essential as they are, but it is not the only factor one needs to become competent in a language.

This shows that it is a factor of social competence that is necessary for taking part in successful communication. Regarding students who have a future in a profession with customer interactions, this would be an essential part of any language learning. The difference between customers and co-workers, front desk and lunchroom, and formal and informal speech could be explored while acquiring language skills.

Simensen (2018, p. 32-33) also points to the Common European Framework of Reference for Languages - CEFR, published by The Council of Europe in 2001. In the document, there is a model of communicative competence that includes different types of skills that are required to conduct successful communication. The skills are divided into three main groups. The linguistic skills, *“include language components such as vocabulary, morphology, syntax, phonology and orthography”* (Simensen, 2018, p. 33). The sociolinguistic competence deals with *“skills and abilities related to the social dimension of language use, such as politeness conversations”* (Simensen, 2018, p. 33). The last group is the pragmatic competencies of a language, in which the user has the ability to *“structure a message in an utterance or text, as well as the ability to perform communicative functions – for example, describing, explaining, persuading”* (Simensen, 2018, p. 33).

Regarding a vocational student’s needs, all three groups are relevant. Still, it can be argued that the sociolinguistic and the pragmatic competence aims need to be taught, exercised, and tested, while the linguistic competence, when concerning a specific profession, could easier be acquired by, time, place and exposure. This sort of exposure could be found in Noam Chomsky’s communicative competence theory of universal grammar.

Vivian Cook (2009, p. 215) writes that Chomsky’s model of a universal grammar contains principles that *“account for all the things that languages have in common”* and *“parameters account for their differences”*. According to Chomsky, *“these principles and parameters are built in to the human mind”*. Cook (2009, p. 2016) suggests that, according to the universal grammar theory, second language *“teachers should concentrate on those aspects of syntax that will not be acquired automatically by the students”*. There is also room for negative evidence in second language learning, as students will find elements in the language that do not occur in their first language. This is unlike any first language learning, where positive evidence is at the forefront (Cook, 2009, p. 215). Regarding syntax that is automatically acquired, the hairdresser informants stated that in an English-speaking setting, there were words that they did not understand, but the information still made sense in the setting.

Noam Chomsky wrote a revision of his universal grammar theory, where he introduced the Minimalist Program, in which language learning was reduced to the learning of the properties of vocabulary. According to Cook (2009, p. 217) its main conclusion was that *“words should be taught, not as tokens with isolated meanings, but as items that play a part in the sentence by dictating the structures and words they may go within the sentence”*.

In this case, any vocabulary learning within the vocationalisation of a language learning subject could be a part of communicative competence learning. Whenever new words are taught, they would be put together with a relatable verb, noun, adverb or adjective. For instance, *scissors* with *cut* or *blunt* and *invoices* with *send* or *pay*. In that way, the student will learn scenarios where the words are used and how they are used. With vocationalisation, any scenario should be relevant to a future profession.

Hasselgård (2018, p. 340-341) quotes Michael Halliday to argue that “*the immense scope of a modern corpus, and the range of computing resources that are available for exploring it, make up a powerful force for deepening our awareness and understanding of language*”. Hasselgård points out that online sources are an almost unlimited access to the English language and benefit in finding frequent expressions, used in research for the learner, or a reference tool for the teacher (Hasselgård, 2018, p. 328). Concerning the latter, a corpus could be useful for vocationalisation, where a relevant, authentic text could show language, known techniques or a new vocabulary in context with a profession. Using and creating a corpus consisting of texts, videos or images would not only seem relevant to the profession itself but could also argue for the rightful place of the language concerning the profession. As mentioned earlier, the online sources composed by the FYR project are no longer available and when interviewing English teachers, they stated that resources were difficult to find.

Tishakov (2018, p. 53) also refers to Halliday when she explains the functional model of language in which language is placed within a context of situation and context of culture. Tishakov states that culture is where language is used in “*groups with similar interests, background or experiences*” and the context of the situation “*deals with situational variables that affect a communicative event, set within the cultural norms of a group*” (2018, p. 53). Using this model as a background for creating a task for vocational students, we can create a setting for the student where the goal is to find the right use of language in a certain situation. Tishakov looks further into Halliday’s model when exploring the situation’s field, tenor, and mode, where, vocationalisation of the English subject could concern, the field of a profession. In which a professional meets either other professionals or customers. The tenor of the communication, where the “*familiarity, attitudes or power relations*” play a part in how the students express themselves, and the mode of communication, where the form of communication is explored and how it would manifest itself in a profession (Tishakov, 2018, p. 54).

Canale and Swain (1980, p. 2) explain the difference between grammatical and communicative approaches by the former's base in "*phonological and morphological forms, syntactic patterns and lexical items*", in contrast to the latter's functions of, for instance, "*apologizing, describing, inviting or promising*". They also make a distinction between competence and performance, where competence refers to grammatical knowledge, while performance deals with how the language is used (Canale & Swain, 1980, p. 3). They point to Dell Hymes, Cambell, and Wales when they state that communicative competence is more than grammatical knowledge, but also a contextual or sociolinguistic competence, where the user is aware of the language's rules of use, as to Chomsky's strong notion of a purely grammatical competence (Canale & Swain, 1980, p. 4). As one cannot exist without the other, there are times when one notion is introduced before the other in second language learning. "*One may have an adequate level of sociolinguistic competence in Canadian French just from having developed such a competence in Canadian English*", Canale and Swain claim (1980, p. 5). One has to have the grammatical tools to complete one's communicative tasks. This raises the question of the presumptions a teacher can make of their students.

On one hand, one can assume that a student has, by the time they have reached upper secondary school, gained some of the grammatical knowledge to mainly concentrate on communicative performance competence. On the other hand, one can assume that the student has a basis of communicative competence through their mother tongue and therefore bases the second language learning on the grammatical competence needed to transfer that already learned competence into a second language. Concerning vocationalisation, the assumption could as easily be a mix between the two, where new situation-based scenarios are introduced as well as new grammatical elements.

Canale and Swain (1980, p. 14) point to the conclusion made by Oller and Obrecht where they claim that there are "*no strong theoretical reasons for emphasizing getting one's meaning across over grammatical accuracy at the early stages of second language learning*". Still, there is no evidence for the other way around. There is, however, some evidence that getting one's meaning across, would be more important than "*explicit concerns about appropriateness at the early stages of second language study*" (Canale & Swain, 1980, p. 15).

Even when concerning upper secondary students, the notion of balancing grammatical knowledge and communicative competence would still be valid, where a teacher would make examples of grammatical knowledge in use and add the appropriate mode for interpersonal communication.

Canale and Swain (1980, p. 16) also refer to Hymes in explaining what is possible in terms of grammatical knowledge, what is feasible, and finally, what could be understood. Further, they see the appropriate concerning social context and finally, what is performed in terms of evaluating the degree of successful communication. Hymes states that there are, what he called, speech events, *“to refer to activities or aspects of activities that are governed directly by rules of language use”* Hymes further explains that any speech event consists of certain components that are: participants, setting, scene, the form of message, topic, purpose, key – tone of the message, channel – oral or written, code – what language or a variety of a language, norms of interactions – volume, interruption, physical distance, its interpretation, and genre (Canale & Swain, 1980, p. 17).

One could argue that the notion of speech events would be a part of language theory that would benefit from stepping out of the shadows and into the classroom. By introducing this communicative competence theory to the students, they would be able to play with the different components and show how it will alter their performance. Any poor performance would highlight the need for and importance of a certain component and how they work together.

Regarding such poor performances, Canale and Swain (1980, p. 25) claim that, at the time, there were only a few communicative competence theorists who dealt with breakdowns in communication, *“for example, how to deal with false starts, hesitations, and other performance factors”*. They also see a lack of exploring situations that would be unknown to one or more of the participants – *“in short, how to cope in an authentic communicative situation and how to keep the communicative channel open”*. These are situations that every second language learner encounters especially those who struggle in a second language or are new to a certain communicative situation. Regarding vocational studies and vocationalisation, most situations would be new to the students. Exploring and acknowledging broken communication and rendering unsuccessful performances harmless could build self-confidence in the students and promote trying, failing, and trying again.

Canale and Swain (1980, p. 27) claim that *“a communicative approach must be based on and respond to the learner’s communication needs”* and that *“the second language learner must have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language”*. Further, the learner should be exposed *“to realistic communication situations is crucial if communicative competence is to lead to communicative confidence”*. This shows the importance of a well-prepared lesson with relevant and thought-

through scenarios that could, at any time, be argued to have a base in a profession. It also shows a demand for teachers to be knowledgeable about the future profession of their students and the teachers' role as competent speakers. Not only as judicators of grammatical knowledge but also as a guide in communicative settings. One of the hairdresser informants mentioned role-playing as something they would like to see more of. In addition to the many who mentioned customer service, it makes a strong argument for exploring Hymes' speech events in the classrooms. While it might not include interaction with highly competent speakers, it can be regarded as realistic as, according to informants, hairdressers usually speak English with others who have English as a second or third language.

The authors also claim that the first language subject would play a major part in an enhanced knowledge of the structure of languages, "*for example grammatical categories, communicative functions, appropriateness conditions, rules of discourse and registers*". Whereas the cultural aspects of the second language subject would "*provide them with the sociocultural knowledge of the second language group that is necessary*" (Canale & Swain, 1980, p. 28). If the first language is close in structure to the second language, a second language teacher could assume that the most important factors of the languages are already learned or covered in the first language lessons. Second language teachers could then not only focus on drawing comparisons with what is the same in the two languages but also focus on the grammatical differences and the cultural adjustments that are needed.

Canale and Swain (1980, p. 33) refer to Monrow when they state that the teacher must take on the role of an instigator in communicative situations and point to Savignon when claiming that activities, not only have to be relevant, meaningful, and genuine but also increase in difficulties.

Finally, Canale and Swain (1980, p. 34) raise the question of "*whether or not native texts should be incorporated into second language classroom materials*", about the lack of communicative competence in the textbooks, at the time. Regarding vocationalisation, this question could be explored further. One could regard any communication, using English as a lingua franca, as an authentic text or situation. It cannot be regarded as native, in the sense of being produced by native English speakers, but still following Canale and Swain's notion of a meaningful, genuine, and realistic speech event.

## **Motivation - A Balancing Act**



Many of the informants, from different backgrounds, mentioned self-confidence or being comfortable in an English-speaking setting. This is about keeping a conversation going, but also about being understood and giving correct and precise information.

Andreassen et al. (2010, p. 36) refer to Bandura when they point out that the expectation of achievement is related to how someone thinks they can accomplish what is demanded to solve a certain task. According to Bråten and Oluassen (2004, 2005), students who have little motivation show little interest in the subject and have no belief in succeeding. The motivated students have a belief in their possible achievement and see the value of the competence aims they are orientated towards (Andreassen et al., 2010, p. 37). This shows the importance of not just setting achievable goals for the students, but also catching and keeping the students' interest that can be found within the subject. On the other hand, if the teacher sets the expectations too low, or with too little progress, the student might get bored or show little value in the subject (Andreassen, 2010, p. 40).

According to Saul McLeod (2022), Abraham Maslow presented his motivation theory in 1943. It was constructed like a pyramid in which one could place, persons, elements of life, or needs and see where to progress. In general, it had two parts; deficiency and growth or being needs. The levels within deficiency goals would vanish as soon as they were met, according to Maslow's first version of the theory. In the new versions of 1962 and 1987, Maslow acknowledged that certain life events could make a person go back and forth through the lower levels.

The pyramid was first divided into five levels. The first, and lowest, were physiological needs, which include food and water, warmth, and rest, and the second level included safety needs like shelter and security. These were regarded as basic needs. The next two levels were psychological needs, with belonging and love as the third level and esteem as the fourth. This included having interpersonal relationships, prestige, status, and a feeling of accomplishment. In the latter, younger individuals would weigh heavily on status and respect, rather than accomplishment. The fifth and top level is more of a Utopia, the self-actualisation, where one has to reach everything that one is capable of becoming. Maslow later stated that he thought only 2% had reached this level in his 1970 edition of the theory.

Maslow also saw that there were individual differences between what was important and what was regarded as fulfilled. The climb through the levels could also be affected by external circumstances and the levels were not completely rigid. Maslow also later added to

his levels with cognitive needs that deal with curiosity and need for meaning, the aesthetic level with its search for beauty and balance, and the transcendence levels that concern a need for the mystical, sexual needs and the pursuit of science, religion and faith.

Regarding education, Maslow saw the physical, emotional, social and intellect as one, with a holistic approach to education and learning. As to life in general, a student needs to fulfil their basic needs to tackle higher levels of the pyramid. He also suggested that a student must feel valued and respected to create a supportive environment. If a student suffers from low self-esteem, one cannot expect academic progress at a rate that would be optimum. (Macleod, 2022)

Regarding vocationalisation, we see the need to make the content of the subject suited for the students. This could be either lowering the bar, as mentioned in the previous chapter or approaching the elements of the subject to show its usefulness, to grow or maintain the students' interest in the subject. This is also backed by Andreassen et al., who refer to the student's view of the subject's value. As there are different ways to vocationalisation, both making achievable goals and keeping an interest are creating and maintaining motivation, in accordance with Maslow. One of the teacher informants stated that their FBIE classes had groups of students suffering from low self-esteem in connection to how they would perform in the subject and not necessarily connected to low achievement.

The critics of Maslow point out, according to McLeod (2022), that he found the characteristics of the fifth level in people he admired and thus very selective and subjective. This is also reflected in his statements on how a person could reach the fifth level. In Maslow's examples of people in the fifth level, there are no women, also there is no notion that many people would find level two safety, in level three love and vice versa. Everyday feelings that affect people positively or negatively could also impact the pyramid across levels and Diener (2011) simply pointed out that one can feel happy and hungry with friends. (McLeod, 2022)

Frederick Herzberg's two-factor theory was introduced in 1959 together with Bernard Mausner and Barbera Snyderman. It was used to show satisfaction among workers in a job situation but has also been converted to the classroom. Alshmemri (et al., 2017, p. 12) state that the two-factor theory consists of motivation and hygiene. The theory was influenced by Maslow's motivation pyramid and has influenced how one looks at attitudes in the workspace and how these attitudes can be both positive and negative. In the two groups, we find factors

related to the need for growth and self-actualisation as motivation and factors related to “*the need to avoid unpleasantness*” as hygiene factors. In their research, they found that hygiene factors were less important than motivation factors and they influenced job satisfaction in different ways. (Alshmemri et al., 2017, p. 12)

According to Herzberg, one of the most important motivation factors was a recognition of the work itself, achievements, responsibilities, and the possibility of growth. On the other side of the scale, the hygiene factors were, for instance, company policies, relations to administration, supervisors and co-workers, and salary. The motivation factors tend to concern the job itself, while the hygiene factor deals with aspects surrounding the job. (Alshmemri et al., 2017, p. 12)

If the hygiene factors are plenty, this would lead to dissatisfaction in the job. However, if there are few hygiene factors, this would not automatically lead to a satisfactory work situation. Likewise, if the surrounding job situation is optimal and there are no hygiene factors, this would not alone lead to a motivated workforce. (Alshmemeri et al., 2017, p. 13)

In the different elements that are considered motivational, there are telling signs of success. Any negative or even neutral advancement must be regarded as demotivating. Also, the lack of responsibility with an authoritarian hierarchy within the structure would hinder any motivation for the work. The work itself could either be too easy, too difficult or even boring to enhance the worker’s motivation. Regarding growth, there must be room for learning new techniques or acquiring and being able to show any professional knowledge. Finally, there must be a culture for recognition of achievements made, but this recognition could be of no value if said achievement is done in easy, boring, and forced work. (Alshmemri et al., 2017, p.13)

In Herzberg’s motivation theory, we find many aspects that could be translated into the classroom. Concerning motivational factors advancement needs to be recognised and responsibility must be given. Again, recognising easy achievements could come across as patronising and have the opposite effect. Any over-the-shoulder approach to everything that is being done, teaches nothing about responsibility and the possibility to achieve something by oneself. One of the most important factors is that the work itself has to be important, shown to be useful and easy to connect to a professional life. This could be said to be self-evident. When regarding vocationalisation. In proving essential, we can increase the chances of the students experiencing personal growth, in the way Herzberg describes it, as learning the

techniques and professional skills. This is reflected in one of the hairdresser informants, who pointed out that the bar was lowered too much in their English classes resulting in, according to the hairdresser, boring lessons.

As for the hygiene factors, when regarding education, it could be useful to be aware of the factors that are in play, when students gather together in schools. Herzberg mentions the interpersonal factors (Alshmemeri, 2017, p. 14), where he includes supervisors, subordinates and peer and their interactions, concerning both work-related and social discussions. One general assumption we can make about the students in a vocational study is that they have an interest in a certain profession or professional path and even that is variable.

Regarding Herzberg's inclusion of company policies, it is easy to compare that to the different rules in schools. Some of them can be regarded as necessary in an environment with such different people, others can be thought of as traditions and part of a school culture. Again, it is important to be aware that some of these traditions could work as a hygiene factor for some students. This would also include the culture of reading, writing, doing tasks and answering questions while sitting at a desk for an hour.

Concerning supervision, whether we want to, or not, the teacher-student relationship could be seen as a clear hierarchy. Complete surveillance and repeated check-ups on the students could be felt as an intrusion and a way to rush work. Awareness of different work tempi, preferred work environments and learning techniques, could increase the possibility of such hygiene factors.

Herzberg mentions working conditions as one of the hygiene factors. This is a factor that is often discussed regarding educational institutions. There are plenty of elements in a school that will have an effect on working conditions, such as too many students in too small classrooms, long timetables, old and insufficient equipment, and out-of-date textbooks. Since vocational studies have their workshop in addition to their classroom, their experience of less-than-optimal working conditions could be doubled. In this context, we can also include the psycho-social aspect. The atmosphere in the classroom can affect the students, as one of the teacher informants points out when they refer to weaker students who are reluctant to speak English because they are afraid to make mistakes and the stronger students who feel embarrassed to show off their skills.

Finally, there is the question of salary. Paid education in Norway is scarce and non-existent in upper secondary. The students are paid in the two years of internship, but nothing

close to a living wage. The notion to make students see free education and knowledge as payment would be far-fetched and a little condescending. Still, the fact that passing general subjects has an impact on whether or not someone is a qualified worker, with the salary that follows, could be a trigger and motivation to work at the subject.

If students find motivation in seeing the value of communicative competence, we can say that these aspects of learning are two sides of the same coin. The next chapter will show that in my interviews with people connected to hairdressing, education, or both, communicative competence is an aspect of language learning that is raised by many of the informants and how they view it as an essential part of their working lives.

## **6 Interviews, Correspondence and Textbooks**

This chapter includes texts created from interviews with informants and correspondence with organisations and institutions. The reason why there is no direct transcription of the interviews is mentioned in Chapter 3. To conclude the chapter, there are overviews of the two most common and recent versions of the textbooks used in upper secondary schools.

### **6.1 Hairdressers**

#### **Hairdresser 1**

Hairdresser 1 was educated at a rural upper secondary school and graduated in 2012. This means that they had the LK06 curriculum throughout their secondary school education. They now work in a salon owned by one of the larger hairdresser companies in one of Norway's larger cities.

During a normal day, Hairdresser 1 often talks or listens to English. Firstly, their academic director is an English speaker and some colleagues do not speak Norwegian, therefore English is used as a lingua franca. Secondly, they also have some friends with whom they use English as a common language. Regarding their colleagues, they say that nothing is translated for them in the salon, therefore they sometimes work as interpreters for information in Norwegian. This information is both spoken and written language.

Concerning using English terminologies, they use Google to find the right word in situations with co-workers and customers, where the meaning might have been unclear. This could be done by themselves, as likely as the customer. Within the company, English is sometimes used, especially in courses. In the last two years – 2020-2021, all courses have been through online video conferences, because of Covid 19 lockdowns and some of these have been in English. In addition, Hairdresser 1 follows several English-speaking people on social media platforms. Many of these are influencers in the hairdressing profession and they use them as inspiration in their work. In most cases, they understand the content through the video or images and any unknown terminologies make sense in context and sometimes they learn new terminologies through these social media profiles.

Thinking back to their English lessons in upper secondary schools, they have little positive to say. Firstly, they claim that the lessons were pretty bad overall, with few

challenges and the level was low, not only in both teachers and most of the students but also in the teacher's general expectations, which had a negative impact on the stronger students. Secondly, they claim there was nothing in the lessons that was relevant for hairdressers. The classes were put together with students from the healthcare studies and therefore the class had no general interest or common professional path.

As for what should be learned in the English subject in upper secondary school, or what they missed in the subject, Hairdresser 1 points out that relevant language should be at the forefront. They think the most important thing is to get students comfortable with speaking English. Any oral task was bound too much to academic English or typically English topics. They would wish for more day-to-day conversations and the skills to do small talk. According to Hairdresser 1 is this not only essential for any hairdresser, but it is also a good way to be less self-conscious, able to take initiative to start conversations and feel comfortable in English-speaking situations.

(Appendix 13)

## **Hairdresser 2**

Hairdresser 2 was educated at an upper secondary school in one of Norway's larger cities and graduated in 2010. In their time at school, they were taken out of class in English for special education in writing. As far as they can remember, nothing was directed towards hairdressers and the only thing relevant for vocational studies was how to write a job application.

In their profession, they claim to use English quite a lot. They work close to a harbour and when the cruise ships arrive, many customers are English speakers. Regarding further education and courses, many are in English. Even some courses from Norway are in English, and many courses based in the Nordic countries use English as a common language, according to Hairdresser 2. During the COVID-19 pandemic, most courses were online and almost all were in English. Concerning written English, they state that they never write English, but read in some places. For instance, most manuals, instructions, and content descriptions are in Norwegian, but often they are more detailed in English. Still, in the job, there is a requirement to know and master Norwegian.

Hairdresser 2 is a gamer; therefore, they use English quite often in their personal life. They also follow some influencers on social media platforms, but they think that the

influencers often use the wrong terminologies. The hairdressers use a more professional language. This sometimes must be changed, when talking to customers, as the customers have learnt the wrong terminologies. In communication with customers, they sometimes use Google to find the right words, often connected directly to styles and cuts, so nothing is misunderstood. This is because different customers use different words, even if they are Norwegian speakers. Hairdresser 2 often uses body language and gesticulates for better communication, but for good customer service, they think the name of hair colours is the most important and sometimes the most difficult to explain.

Regarding what they think is important to learn in English, Hairdresser 2 points to everyday conversation and gets it to flow freely. They especially think it is sometimes difficult to start a flowing conversation in English. They never write anything in English, so they would like to see more oral tasks. One of the most important elements in oral English is how to describe things and differentiate small nuances. They also think it is very important to make students feel safe and comfortable in English-speaking situations.

(Appendix 14)

### **Hairdresser 3**

Hairdresser 3 has worked as a hairdresser since 2010 and is situated in a rural place in Norway. Still, there is a lot of tourism in the town and many foreign workers, therefore they speak English often at work. Hairdresser 3 has one parent from an English-speaking country; therefore they claim to be quite fluent in English. Even so, they acknowledge that English is mostly used as a lingua franca between them and foreigners with a third language. They have noticed that, when speaking English to each other, non-English people think that other non-English people are easier to understand. They have also experienced that most customers do have not the same grasp of English as they have and often use pointing and showing while speaking English. Concerning any written English, they explain that most texts, in any form, are usually translated by the company or the supplier.

Regarding further education, they have been on courses that are held in English, and they have used Pivot Point, both in school and work, where English is mostly used.

Thinking back to their school days, they remember that the English subject was aimed at hairdressers, even if the class was mixed with other vocational studies. As for what they



want in an English lesson for hairdressers, they mention, that any acting out or role-playing would be useful. They see it as a better exercise than glossary tests and it helps the students to talk about everyday topics and to keep the flow while speaking in English.

(Appendix 15)

## **6.2 Hairdressing Companies and Organisations**

### **Hairdressing Company 1**

Hairdressing Company 1 is situated in one of Norway's larger cities. They are a men's barbers, meaning they specialize in short hair and barbering. They have several salons in different cities, after starting the business in 2014. I sent the company an e-mail with different questions and topics and received a brief answer.

They have in fact no hairdressers, or barbers, that have a certificate from a Norwegian school. They argue that there is no certificate for barbers in Norway. Therefore, their employees have either no certificate or are educated abroad. That also means that the majority of their employees are from abroad and their working language is English.

In regard to customers, they say they have no problem working with customers in English. They guess that those who have a problem with English might book an appointment with another salon.

(Appendix 9)

Whether or not there is a certificate for barbers in Norway is a little unclear. There are courses, in both the upper secondary schools and the private schools, for barbering. Still, there are no longer pure men, or women, hairdressing education. Students in the upper secondary are taught both styles.

As to having only English as a working language shows that this is possible in a larger city, where there are options for the customers. It can also be a safe haven for those who do not grasp the Norwegian language. This shows that it is possible for a complete English language-driven business in Norway and that it has its reasons and covers an important field.

## **Hairdressing Company 2**

The representative from Hairdressing Company 2 works as an academic and creative director in one of Norway's largest hairdressing companies. The representative also works in the education department of the company, meaning that they provide both courses for those who have a hairdresser's degree and work in the business and the vocational programme subjects for those who are seeking an apprenticeship. They informed me that the private school takes longer than the four years in total, which is normal in the upper secondary schools and the time is divided by lessons, practice, and on-the-job training. The general subjects are provided by a nearby upper secondary school, but in many cases, the students have already completed the general studies as they are mostly in their 20s and they have completed another study when they were younger. At the end of their education, the students sit an exam that is held in an upper secondary school. The same as the students from the state schools.

In regard to what sort of English is used in the hairdresser profession, the representative points out that many terminologies are used in everyday conversations, both amongst hairdressers and between hairdressers and customers. Often English expressions are used, even if both parties speak Norwegian. While some expressions are used in one way by the professional, they can be used in another by customers. They give me *layer* as an example where there are two different meanings, one taught in hairdressing schools and courses and the other used by non-hairdressers, presumably taken from social media and fashion influencers. They state the importance of knowing these differences and how languages are used in different settings.

In addition, they point out that the company sometimes sends their employees to take courses or participate in corporal gatherings abroad. For Norwegian companies, London is the most popular destination, both because of its central place of the industry, and because the language makes it easier than travelling to other countries.

As to what is important to teach in the English subject, the representative claims that customer relations are the most important factor. They also point out that this is important for most of the professions in the FBIE programme. They also claim that from a psycho-social viewpoint, it is important to strengthen the self-confidence in the student to not only talk to people but to establish interpersonal relations.

Finally, the representative makes some clear statements about the vocational studies in general and the hairdresser's programme in particular. They see a hairdresser as not being

creative in the same way as an interior designer or florist. The knowledge a hairdresser has about colour, chemicals, and behaviour of hair, roots and scalp are suppressed in calling the profession creative. In the representative's opinion, the hairdresser would be better off being taught as a hotel receptionist, as opposed to a creative artist. They would rather see the hairdresser education in Norwegian schools as a three-year professional education, that still could be taught in general subjects, but would be completely separated from the visions of general studies, especially when dealing with cultural education.

(Appendix 6)

### **Hairdressing Company 3**

Hairdressing Company 3 is a company with several salons that are located in smaller cities and rural areas around Norway. The representative for the company is employed in the education department of the company and they offer a private hairdresser school, that qualifies to take the vocational exam in an upper secondary school.

In the representative's opinion, the most important factor, regarding English is to be able to conduct oral communication. This is in order to establish a good customer relation. Concerning an academic language, they think that this is mostly to do with acquiring new knowledge, and little to do with the language a hairdresser uses in everyday communication. The academic language must be able to meet the customer's language in order to understand and be understandable.

As for the students' English skills, they think that the students have a good grasp of the language but understand how difficult it could be if someone does not possess certain English language skills. There is some academic literature, but this is seldom used during a normal working day and there is close to no English writing. Still, the representative points out, that some educational films are used. Everything from old DVDs to the Pivot Point programme. There are also some manuals and content descriptions in English, depending on the manufacturer or supplier. As for those who have not mastered the English language, illustrations are often used and they teach the students to draw hairstyles, colour patterns and cuts. These could also be used in communications with customers.

Regarding the English education in vocational studies, they think that the most important element to succeed in vocationalisation would be training in communications and

that this could be done in groups and classes where different professions are gathered. In addition, the students need to learn well-selected words and suggest that these could be found in the text by the supplier or on social media sites or profiles, concerning hairdressing.

(Appendix 11)

### **Norwegian Hairdresser and Wellbeing Companies**

*Norske frisører og velværebedrifter* – NFVB is Norway's only employer's association within the hairdresser profession and a sub-organisation under the Confederation of Norwegian Enterprises – NHO. Since 1907 NFVB has worked for those companies that employ other people, with a membership of about 80%. As many companies are sole proprietorships, this covers about 55% of the total revenue (Rekdal, 2022).

As well as making companies competitive in the market, offering courses and insurances, controlling tariffs, and securing health and safety, one of their goals is to enhance the hairdressing education to be compatible with higher education, by trying to broaden the education choices for vocational colleges, as well as being an attractive profession for young people seeking a creative and social profession (NFVB, n.d.).

The representative from the company tells me that they have not received any feedback on the quality of English in their hairdresser salons. Nor have they had any contact with any schools about the way hairdressers are educated. However, they have had their say through hearings.

According to the answer NFVB submitted to a hearing in 2019, they favoured more vocationalisation for their students and the need for the curriculum to change. They also see the need for different curricula in different vocational programmes, according to their needs. Where FBIE have a need for more language subject and botany in the science subject, other programmes would require other sciences. In addition, they also see the need to make it easier for those who have chosen general studies to change to vocational studies (FRFBIE, 2019, p. 4-5).

This is reflected in what the representative tells me about what is important in the English subject. They see the importance of English as a common language used with customers or co-workers. They do not think this is a great necessity in Norway but see that to get the desired result of the treatment, English is the closest language to which to turn.

Regarding demanding to know Norwegian in hair salons, the representative states that most employers would demand a grasp of oral Norwegian. This is again in order to communicate directly and without mistakes, with the customer. Concerning those who have another mother tongue than Norwegian, they point out that there are Norwegian courses available through NAV – Norwegian Labour and Welfare Administration, or the employer. Although they are aware that there are salons that have found their market among communities, or individuals who are non-Norwegian speakers, most businesses have Norwegian as their main working language.

Concerning whether or not, there are examples of English documentation in the salons, the representative states that this does occur, but they spend much time educating both the salon owners and their employees in understanding important information in English. This is mostly documentation from the suppliers.

In regard to what is important in the English subject, they point to everyday communication, academically expressing themselves and interpreting content in products and other documentation. They also think that the new timetable, with the whole English subject in the first year, might be best suited for the students. While they feel that the English education in schools is good, they think it might be a touch academic, towards the English subject.

(Appendix 10)

### **Pivot Point**

In this project, I have been in contact with different schools, both comprehensive and private, and companies, who all, at one time, mentioned that Pivot Point and LAB were used in the classroom. This was in relation to English terminology and communication used in both education and profession. They used both textbooks and digital learning platforms in the vocational subjects and the English terminologies were used in common language in other classes, even if they were in Norwegian. In some hairdressing companies, the learning platform was also used to teach their employees new styles or areas of hairdressing. The programme was also regarded as a forum for hairdressers and could be said to work as a hairdresser's social media.

According to their website, Pivot Point is a company that provides, tools, training hair, mannequins and hairdresser kits to both students and professionals. They were established in 1962 by Leo Passage as a school in Chicago and grew worldwide during the 1970s and 1980s as a leading force in hairdressing education. In addition, they wrote textbooks and provided curricula for hairdresser schools. In 1992 they launched educational laserdiscs. They were linked up to textbooks which had barcodes, for easy access to a specific video, image, or slow-motion playback. In 2010 they released their digital learning platform, *Artist Access*. This was replaced by *LAB – Learning About Beauty* - in 2014. Their vision was to make the digital learning platform more like a social media platform in order to make user share their knowledge, experiences, and accomplishments, but also to make the learning experience more fun. In 2016 they released a library of learning books called *Fundamentals*, which details the work in a salon and not only focuses on the technical. The learning platform was upgraded to LAB 2.0 in 2020-2021, as a result of the Covid-19 pandemic, which saw the use for homeschooling and distance learning. (Pivot Point, n.d.)

In an interview with the representative for Pivot Point Scandinavia, they point out that Pivot Point is an international company and therefore has a company standard that crosses both borders and languages. Still, all the terminologies used in Scandinavia are in English. There are translated versions of the learning platforms and books, but this is not the case in Scandinavia. Still, there are talks of having the whole learning programme translated, but this has not been decided as the company sees the Scandinavian languages as fairly small and because the users have adequate English skills, there is no need.

The Pivot Point learning platform is constructed as a step-by-step programme according to the representative. This means the teacher or academic director could follow the progress of their students or employees. They saw a boost in the use of the program during the COVID-19 pandemic when all upper secondary schools in Norway were closed for long periods. The digital learning platform was then used together with video meeting programmes to continue and complete the education.

The company also performs physical courses at schools and salons. These are commonly not in English, according to the representative, since there is a branch of the company situated in Scandinavia. The courses are therefore held across the Scandinavian borders and there is usually no need for translations or a lingua franca.

In addition, the company releases the digital magazine *Trend Collection* which shows new styles, inspirations, and step-by-step tutorials. The content can also be linked to LAB via QR codes. As this is the first and most important source for news and trends for many hairdressers, the English terminologies would be in use in salons and schools.

How English is important to the Pivot Point programme, the representative stated that they need English as they will use English terminologies extensively and because hairdressers have access to LAB during both their education and professional life, the programme could be in use throughout their working life.

(Appendix 5)

### **6.3 Hairdressing Teachers**

#### **Hairdressing Teacher 1**

Hairdressing Teacher 1 works in an upper secondary school in one of Norway's larger cities. They have a background from a private hairdresser school; therefore they have not been a student of hairdressing in upper secondary themselves. They have worked as both director and academic director at a hair salon in a large city, before applying for a vocational teaching course. They have worked as a teacher since the autumn of 2021. Because they started working after 2020, they have not worked with any other curricula save the current, but they dealt with LK06 and the change to the new curriculum during their student years.

Regarding collaboration with teachers of general subjects, they claim that there have not been any. Even if this is wanted, there is little time for this in an otherwise busy schedule.

When it comes to any contact with the hairdresser branch, there are some visits to the schools and some school trips to representatives from the profession. Still, this is mostly for recruiting students for future work. Even so, there were informal talks between the different parties, but nothing was planned beforehand. As a teacher and not part of the administration, they have not had any feedback from the hairdresser- salons, companies, or organisations.

During their time working as a hairdresser, the teacher has some experience of what sort of English was used at the hairdressing salon. Regarding what elements of the English subject that is important, Hairdressing Teacher 1 points to communication. They specifically mention what they call normal talks. This is the communication we use every day, for example, small talk or conversation about current topics. Hairdresser Teacher 1 states that not

everything that is considered vocationalisation of English can be academic since hairdressers do not usually use an academic language to the customers.

When asked about whether they used oral academic language in any setting, they remembered that they were sent on a course abroad once. Still, it was more of a lecture and they themselves did not use any academic language. The lecture was fairly easy to understand. Even if they did not understand some words, the lecture made sense in the context.

However, they referred to the digital course programme Pivot Point, as a medium where an academic language is used by hairdressers. They state that this programme is currently being translated into Norwegian but is still in use in English amongst students and hairdressers.

They could not recollect using any written English in their work as a hairdresser.

Concerning the student group of FBIE they can understand the reasoning for gathering those vocational programmes in the first year, as a compromise for smaller classes, employing more teachers and needing more space. When dealing with vocationalisation, they find the prospect a little strange. With the different professions in the first year, they have shared tasks in the programme subjects. However, they see that there could be vocationalisation, but it has to include all students and they refer back to communication and customer service.

(Appendix 4)

### **FBIE Teacher 1**

FBIE Teacher 1 is an academic coordinator in FBIE in a rural upper secondary school. They have worked as a vocational teacher in both FBIE and their earlier versions of the vocational programme. The school offers hairdressing and interior and retail design in the second year. Many of the students that choose FBIE, do it for the hairdresser programme.

In regard to working with the new curriculum, FBIE Teacher 1 stated that they partook actively in the hearings that were provided by The Directorate of Education. Since florist was a new programme subject in the first year, they had to start making networks with local florists. Even if they do not offer the florist programme in the second year, they have usually practice days during the first year, where the students can visit workplaces and try out



different professions. Because of this they have a close relationship with the local workplaces and get feedback on the students and recommendations on the vocational subjects. This is part of getting the students to know the profession more in-depth. In the second year, this is increased to one day every week. Even if they do get the feedback they have not received any concerning the general subjects, according to FBIE Teacher 1.

They have, in general, a positive experience with the new curriculum. The new timetable means that the students have the same teacher for the whole of the subject and do not suffer the fact that many students change schools between the first and second year. FBIE Teacher 1 points out that because the subject has been compressed to one year, there is less pressure on both teachers and students.

FBIE Teacher 1 has also worked closely with the Erasmus project, where students within the EU – and the EEA – have exchange programmes. The possibility of becoming an exchange student has worked as a motivation for many students to advance in the English subject.

Concerning the group of students on FBIE, they explain that it is mostly girls, and the teachers have to work with the social challenges that many of the students face. FBIE Teacher 1 thinks that FBIE is a programme which many students with anxiety and social challenges choose. In this case, it is important to make the students comfortable talking in a classroom with other students. The tendency is that the weaker students do not want to talk as they are afraid to make mistakes, while the stronger students do not want to talk as they think it is embarrassing. They are aware that this would have consequences for their education and grades. Therefore, they see their customer days as an important part of their education. This is where the salon at the school opens up to people from outside the school. In this setting, the students are forced to communicate, while the customer would be aware that they are in a training session. This is mostly in Norwegian, but they still see it as useful for the English subject as it showcases what sort of language is in use.

As to what is important to learn in the English subject, FBIE Teacher 1 points out that it is most important to speak. Everyday communication with customers and co-workers is essential for any student on FBIE.

(Appendix 8)

## 6.4 English Teachers

### English Teacher 1

English Teacher 1 works at a rural school in Norway. They have worked as a teacher for over four years after having been educated and worked in other fields for some years. They have worked as an English teacher in other vocational studies before, but it is their first year as a teacher for Floral, Hairdresser Interior and Retail Design. Due to the strike in the autumn of 2022, they have had just a couple of weeks with the students but have had time to prepare. The school is quite large with over a thousand students since it takes on students from a large geographical area. Still, the classes in FBIE are not large enough to divide into groups of different professions.

They describe the student mass as most girls and with a concern for how they cope in the subjects. This can sometimes affect the students' well-being and mental health. Still, they continue, most of the students have a clear thought of what work they want to do and for what vocation they will apply, for the second year of upper secondary school.

English Teacher 1 used the textbook *Skills* by Gyldendal before the new curriculum, but the school changed to *Citizen*, by Cappelen Damm, with the launch of the new curriculum. According to English Teacher 1, this is a better textbook than *Skills*. They are far better pleased with the resources that are available online. They like that the textbook is the same in all vocational studies, but the online sources are divided into the different professions. They are also eager to point out that they have not tried or seen the new version of *Skills*, that came with the current curriculum. They further state that even though some of the tasks from the textbook and online resources seem very basic and perhaps for a younger group of students, they argue that it is better for the students to give them tasks they easily understand when dealing with new words and new ways to use the language. They give the example of the digital tasks where the students drag word boxes into the right places. They also see the benefit of something that is user-friendly for that age group.

Regarding relevant learning, English Teacher 1 states that vocabulary is an important part of relevant learning and gives the example of naming tools. Since the short time of teaching FBIE they have not had the time for relevant learning, they claim, but there is a plan for an oral presentation where each student presents their wanted profession.

Concerning their own qualification for teaching relevant learning, English Teacher 1 points out that a lot of it comes down to customer service. They continue to talk about the fact that terminology within the hairdresser profession is something they do not possess. Still, they point out that constructing a word bank is something they have done in other vocational classes. This is where the students write down words they come across, where they either cannot find the right word while talking, something they have to search for on the web while writing, or a term they encounter in the programme classes that the students do not know the right English translation. After finding the right word, the students then have learnt to write this down in a glossary, for later use, or to remember more easily.

Other topics that are planned throughout the school year, are writing work reports, accident reports and a CV in English.

When it comes to the competence aim; “*read and summarise vocational content from English-language documentation*” from the current curriculum, English Teacher 1 interprets this as manuals and instructions, but also product reviews and product descriptions. In general, they see this competence aim as something concerning a vocational relevant topic.

Concerning the student group in FBIE, English Teacher 1 finds that they are a complex group of youths, where the interests and personas are perhaps more divided than in other vocational studies. They give the example of construction classes, where even if they are carpenters or masons, there are some overlaps in the different professions and the students have more of the same interests. They also are more comfortable with teaching relevant topics, as they have more knowledge of tools, terminology and how the professions work.

Regarding the new timetable with the whole subject ending within the first year, English Teacher 1 is very positive. They describe the timetable with the English subject divided between two as simply useless. They argue this with the fact that many change teachers between the first year and the second year. Further, they will, after the first year, change classes and mix the students for their chosen profession. In addition, for this school, it is quite common for students to move to different schools or move from other schools due to the vocational studies that are offered at different schools. As a result, it will be hard to get to know the students and also know what they have learnt or been through in other schools, classes, or teachers. They further make the claim that teaching two lessons a week for the second semester in the school year is difficult, because of the elements mentioned above, but also because of the number of holidays and other days off, the students have in the spring. In

that period the lessons are used for other activities and the time period after the grades are set in May is basically a dead period for teaching. The preparations for exams are also difficult, according to English Teacher 1, as many topics that are more suited for general studies have to be covered as general preparation for exam writing and preparation for presentation skills and conversation skills for the oral exam.

They feel that with the new timetable, they have more time to go in-depth on topics and it is also easier for students to progress in the English subject.

(Appendix 1)

## **English Teacher 2**

English Teacher 2 works in an upper secondary school with only vocational studies. It is situated in rural Norway, and they have been working as an English and Norwegian teacher since 1999. They teach in FBIE, where most of the students want to become a hairdresser. The rest of the students do not know what they want, in the next year, with only a few students aiming for the design subjects.

Concerning vocationalisation, they claim that they make up most of the tasks themselves. Sometimes they find things in older textbooks, but mostly they use Google to find texts, information related to tasks or vocabulary related to professions. The tasks they come up with usually include professional terminologies or customer service. They also find relatable tasks in the online sources on the textbook Skills' digital platform. Since the grade is a combination of both written and oral competence, English Teacher 2 usually try to have as much oral activity as possible. The classes consist of many girls who are less than willing to speak English in the classroom and a relatively large number of students have documents from the pedagogical psychological service – PPT – that concern speaking in public. They, therefore, see the listening tasks found on *Skill's* websites as useful for enhancing communication skills.

Regarding the competence aim concerning English documentation, they are not completely sure what this is, but they suggest that it deals with manuals and terminologies, but also documentation that the students produce themselves.

As to the new timetable, English Teacher 2 has been very positive towards the changes. They like that the subjects are in the same year, something that is helpful, for

someone who is both an English and a Norwegian teacher. When the lessons are more frequent in a week, there is a greater possibility that the students remember what happened in the last lesson. There is also the fact that it is easier to get to know the students and that they might have the students over two years, in both subjects. The student combination in year one might be a challenge, regarding the students, who want to become florists, English Teacher 2 admits. They claim the student groups are quite different from the days when the vocational study was more directed towards arts and crafts, as FBIE attracts many of the weaker students. Since elements from every profession are supposed to be covered in the first year, English Teacher 2 claims that many of the students find the first year meaningless, in regard to their chosen profession.

(Appendix 12)

### **English Teacher 3**

English Teacher 3 works in an urban upper secondary school and is educated in different languages. They have worked in different schools for about 25 years and are currently in a school with both general studies and several vocational studies.

Regarding vocationalisation, English Teacher 3 starts the semester by having meetings with the vocational teachers. This is to coordinate with their schedule and follow up with what the classes are doing in the vocational lessons. The teacher likes to start the year with topics concerning the vocational study, to let the students know where they are and what they have chosen. English Teacher 3 uses different channels to find sources regarded as relevant to the vocation. They usually search the web, but it is not always easy to find the right stuff. It has to be authentic texts for professional use, but one also has to remember that the students are 16 years old and only in the start phase of their profession.

Since the written and oral skills of the subject count equal, one has to find relevant tasks for both. In the written part, there is room to get to know the workplace and explore elements concerning health and safety in the workplace.

In teaching Design and Handcraft, English Teacher 3 discovered that there were a lot of absent students and many quit when there was no limit for attendance. There was also a large division in the student group, with both stronger and weaker students and both groups

had students who found school a challenge. What was different in Design and Handcraft from other vocational studies was that this study needed some sort of talent from day one.

Regarding the new timetable, English Teacher 3 thinks that the old timetable with the English subject divided over two years did not benefit the students. The new timetable gives the students fewer subjects each year on which to concentrate. From the teachers' perspective, there are also benefits in that there are fewer students during the week and a greater possibility to know each student better. This also has the benefit of more time to grade each student. However, the students are further away from the internship in the first year and therefore there are more difficulties in referring to that upcoming period. The students' interests are also very different and many students change classes in the first year, as the classes are divided into the preferred profession from the first day. These elements make vocationalisation more difficult in the English subject.

As for the new curriculum, English Teacher 3 points out that there is actually not that much different from the previous curriculum and there is nothing in the new curriculum for vocational studies that would not qualify for applying to higher education institutions. The deeming factor lies in the number of lessons during the year, rather than the content of the lessons.

Finally, English Teacher 3 raises the questions of a complete vocationalisation of a general subject and what demands it would put on the teacher. They state that such a demand could not be met, as it would mean that a school would have to provide a specialized teacher for every vocational study in every general subject.

(Appendix 16)

## **6.5 Textbook – Author and Publisher**

The participants I interviewed, representing the textbooks in the English subject both came from the same textbook, *Skills* by Gyldendal. They worked as one of the authors and one of the editors for the book that covers Hairdressers, Florists, Interior and Retail Design. In this case, there are several versions of the textbook, each covering different vocational studies. The book for FBIE also covers Crafts, Design and Product Development, roughly what was the Design and Handcraft vocational programme before the current curriculum.

## **Textbook Author**

Textbook Author is a teacher, who works at an upper secondary school in one of Norway's larger cities. They received the order of a new textbook from the publisher, which again had planned a new book for the new curriculum. They were responsible for choosing texts and exercises for the book that covers FBIE. They were not involved in the planning of the textbook or the editing done by the publisher, nor were they involved in the online resources that accompany the textbooks. Any contact with the professional branch or organizations was left to the publisher.

According to the textbook author, the last editions of the textbook were already made relevant for each vocational study. Therefore, the last edition was used as the basis for the new textbook. This is in accordance with what the representative from the publishers said in their interview.

The textbook author points out that the book is neither a textbook for learning English, nor purely a textbook for learning about topics in the English language, but somewhere in between. The most important part is that it is a textbook for the vocational study, with relevant texts and exercises. Since the textbook is to be used in the first year of upper secondary, the textbook author points out that the book is constructed in such a way, that it could help the student to choose the profession for the next year. It includes text that is chosen or written so that they will introduce different career paths to the user. The textbook author continues to say, that the most important new element to the textbook was the inclusion of the interdisciplinary skills that came with the new curriculum. Some topics had to be rewritten, added, or thrown away so that they either covered the new interdisciplinary skills or were not superfluous since the part concerning most of culture and literature was taken out of the current curriculum.

Regarding relevant learning, the textbook author claims that it is now easier to find sources to make relevant exercises and topics in vocational studies. There are online resources from the publisher and also from different learning organisations. When asked about the competence aims in the current curriculum that states that the student should know how to *“read and summarise vocational content from English-language documentation”* they interpret documentation as all literature that deals with the vocational study, but especially mentions manuals.

From the textbook, the author points to the exercises that encourage small talk. These tasks are constructed to make pairs of students or small groups to discuss a subject or have a conversation. This would prepare the students for the professional life by exercising their communication skills, according to the textbook author.

(Appendix 2)

### **Textbook Publisher**

The textbook publisher is one of the largest publishing houses in Norway, Gyldendal, which has its own branch of books and material for the education sector, from the first year of primary school to higher education in colleges and universities. The interview was conducted with a representative from the publishing house, who also worked as an editor of one of the new textbooks.

According to the publisher, they went to the vocational teachers as a source for relevant content for the textbooks. Those who teach the programme subjects are, according to the representative, the voice of the profession. They also used the website [vilbli.no](http://vilbli.no) as a source to find the right way the programme classes are organized, and which vocational studies are being offered. This is a website constructed by the local governments and The Directorate of Education to provide information to young and adult students who are applying for upper secondary education.

Still, the publisher points out that English is a language subject and that this was their priority. Therefore, they were more in contact with English teachers, than vocational teachers, or representatives from any profession.

As with the author, the publisher stated that the previous edition of the textbook had relevant content for each vocational study and that they kept approximately 40% of the content for the new edition. Still, they had to make a compromise, because of the fact that FBIE is a small vocational programme. The one textbook that the publisher is offering FBIE is also the one they are offering Craft, Design and Product Development. This means that the textbook is covering a field similar to what used to be the old Design and Handcraft programme, which was split into two, with the current curriculum. Both vocational studies are considered small programmes and releasing one book was done to make sure there was a



sufficient sale of textbooks for the publishing house and that the schools would cover both programmes for less money.

The publisher acknowledges the wide spectre of students and their interests in the FBIE programme. This is reflected in the content of the textbook, as the publisher claims that the topics in the textbook concern wider elements, like communication, customer service and the professional working life, both in texts and the tasks that are related to the texts.

Concerning the new way the subject is now organized, the publisher states that this was not taken into consideration for the new textbook. This does not only concern the fact that the English subject in vocational studies is now larger in the first year, as opposed to a smaller subject over two years, but also the fact that English is now just taught to the whole programme in the first year and not in each class the second year.

(Appendix 3)

## **6.6 Textbooks – Skills and Citizen**

This paper does not include an in-depth analysis of the textbooks used in the English subject in Norwegian upper secondary schools. Still, what follows is an overview of the two most popular English textbooks used in vocational studies. The textbooks are *Citizens* by Cappelen Damm and *Skills* by Gyldendal. Both books are written for the 2020 curriculum, and both have a physical book together with online sources. While *Citizens* have a version for general studies and one for vocational studies, *Skills* are only for vocational studies. *Citizens* have one physical book for all vocational studies, and *Skills* has nine versions to be used in different studies. Both books have versions for special needs students, but this chapter will focus on the standard version and the one that will be used in the FBIE programme. As both books have accompanying online sources available for both teachers and students, the book and online sources will be viewed as a whole. The online sources for both textbooks can be found on the publisher's website but are in both cases behind a login through school accounts, or a paywall.

### ***Citizens* by Cappelen Damm**

*Citizen* has one physical book for all vocational studies, but the online sources have sections for each vocational study. The tasks provided online are aimed at different vocational studies, but in many cases, the task is divided into different sections with one vocational study for

each, so the student would deal with all studies. In some tasks, it is up to the student to choose a task that concerns their wanted profession or use it as a topic for longer texts. *Citizen* does not provide a glossary list but does contain a glossary for each text. In addition to an online section for each chapter, there are also sections for grammar, writing, preparing for exams and other elements covering all topics.

When exploring the book and online sources, it shows that it is constructed to be used combining both the physical book and website. The website contains more tasks for each chapter and has a user interface that invites the student to go through it step by step. This is a great change since the last English textbook from Cappelen Damm and also allows updating the sources in the future.

### ***Skills* by Gyldendal**

*Skills* by Gyldendal has nine different physical versions for vocational studies and one of them is for FBIE and Crafts, Design and Product Development – HDP. It has an online source, and the site is built as complementary to the textbook. It is possible to choose a profession in the tasks in the book and each chapter concerning vocational English has a text concerning each profession.

The online version, *Bokstøtte* – Book Support, or Bookends, is divided into chapters from the book and provide tasks and recorded audio version of the texts. There should be an online source for teachers for each vocational study, but at the time of writing, it has not been published for FBIE. This should include suggestions for lessons and semester plans and help to connect the lessons to the curriculum. The website is a part of the publisher's own online platform and teachers can interact with the students and make invites to tasks. The teacher can make custom chapters, where they can add sources like videos and text as a link. Still, most of the sources provided on the website are audio versions of the texts. There is no glossary list, but there is a glossary in each chapter. There are, however, tasks that concern grammar, creative writing, and exam preparations. These are built as step-by-step programmes and the teacher can overlook the progress.

In this chapter, I have gathered the interviews and correspondence from informants. This will, together with background information from Chapter 4, make the main basis of my analysis of these findings.

## **7 Discussion – an Analysis of my Findings**

I have already argued for the theoretical aspects that concern vocationalisation in the chapter concerning theory. In this chapter, I will look at the arguments made in interviews, inquiries, or could be found in the background work, to the changes made towards vocationalisation of the English subject and how it has affected the hairdresser education.

### **7.1 Concerning the Curriculum**

The curriculum has recently changed to include vocationalisation of the English subject. Still, it has the same core elements for both the vocational studies and general studies. It could be argued that nothing much has changed, and the notion of vocationalisation has been added. While some have argued to change the curriculum further, to differentiate between the different vocational studies, others have argued for keeping, what they consider, the important elements of the subject. Some of these aspects of the subject could find their basis in the core elements, such as democracy and citizenship.

Regarding the new timetable, most teachers are pleased with the subject being compressed to one year. The teachers will have fewer students each week, a better time to know them, and an easier time planning the semester. On the other hand, there is less room for a more precise vocationalisation, as the students are still in an introductory year. Still, the students are gathered in classes where their interests should be more similar. In the hearings for the new curriculum, none of the answers I looked at, would change the timetable to what it is today. Most wanted to keep it as it was, and a few wanted the English subject to be in the second year. However, it was pointed out that skills in one language subject can be converted to another, therefore the English and Norwegian subjects could be divided between the two years.

An important factor to consider is whether the English subject in vocational studies needs to qualify for higher education. The argument that the number of lessons, rather than the content, qualifies it for higher education became stronger with the introduction of the new curriculum. Also, the fact that students choose either a vocational- or university path at an early age, makes a strong argument for keeping the subject close to a general study subject. However, other general subjects in vocational studies, do not qualify for higher education. Also, many argued to change the exam in vocational studies, to a locally produced exam that was aimed at vocational programmes.

In the earlier draft of the current curriculum, there is evidence of a more vocational English subject, that has been changed in the final text. Earlier curricula showed that there were more relevant competence aims in the general subjects and also highlighted the fact that there were no competence aims that were specific to vocational studies, at the time. Even if we are not at the same level as we were forty or fifty years ago, it must be said that the current curriculum is a considerable step forward, concerning vocationalisation, with the current curriculum. On the other hand, in the part in the curriculum describing the subject's relevance, there is nothing aimed at the specific study or profession. The relevance to vocational studies can be found in the learning aims, where some aims mentioned “*related to [...] education programme*“ and “*vocational content*”. If we see the current curriculum from the perspective of following the success of the *Ny Giv* initiative, which increased the number of students finishing upper secondary, these aims would be an attempt to increase motivation among the students. This can be reflected in Savignon's statement saying activities must increase in difficulty, be meaningful, and genuine, but also be relevant. (Canale & Swain, 1980, p. 33) As mentioned earlier, Andreassen et al. (2010, p. 37) also pointed out that a motivated student must see the value of the competence aims. These small changes could not only make teachers view the subject in a different light but it would also be something to highlight to the students. As the curriculum lacks examples of how subjects are relevant for each vocational study, it would be the teachers' responsibility to explore this field. The part called *Relevance and Central Values* would be a perfect place for the professions to have a direct say, and be an active part of the curriculum.

Changing the curriculum for all subjects and all age levels has seen substantial changes to the whole school system. Its inclusion of vocationalisation has changed it from a pedagogical tool to a required part of the subject. Making the lessons and its content relevant for its students have been lifted out from the regulations of the Education Act, to be forefront in the documents that teachers are more likely to read and refer to frequently. When vocationalisation made it into the curriculum, it was already well known in schools, thanks to the FYR project.

## **7.2 Concerning the FYR Project**

Looking into earlier research I saw that the FYR project has played a major part in making vocationalisation more present in the teachers' minds when planning lessons, tasks, and even the school year. It has put trained teachers in almost every school in the country and worked

on an aspect of the subject that, after the project was concluded, was included in the curriculum. The FYR project seems to have had a clear goal and was large enough to make an impact. When the project was active it might not have had the same impact as when vocationalisation became part of the curriculum, but still, it must be seen as an instigator of the importance of relevant learning. There is a four-year gap between the project being concluded and the new curriculum launched. This could be regarded as unfortunate since many of the FYR teachers might have gone into other professions, changed workplaces, or retired. One major weakness of the FYR project is that much of its work is no longer available. Most importantly, online sources are no longer available. One of the websites, that had the responsibility to gather online sources, is not yet updated with the new curriculum, and the other has shut down. This is counter-productive, as they seem to have ended their mission after the project ended, but not considered the inclusion of vocationalisation in the new curriculum. As these organization received their task from the government, it should stand to reason that the government or The Directorate of Education launched, or assigned someone the task, of a new online source. Still, the FYR project must be said to have played a major part in the vocationalisation of the general subjects as it included all the organizations, institutions, and both school administrations and teachers. This would mean that the effort to make vocationalisation work would be pushed from all different angles and also be at the forefront of people's minds when working on the new curriculum.

### **7.3 Concerning Schools and Teachers**

In general, teachers seem to find vocationalisation comes naturally when teaching a vocational class. None of the teachers showed any hostility against vocationalisation. It could be argued that vocational students should read English novels, study short stories, and analyse poems, just as the general studies students. This is, in fact, a large part of the English subject in other areas and could be said to enhance the cultural capital. Even if the English teachers were unanimously positive about vocationalisation, they had challenges in finding topics, tasks and good resources and the lack of an extended glossary resulted in the students making their own.

The differences in the student group have also come up when speaking to English teachers. This shows that FBIE consists of students seeking a diverse field of professions. Therefore, it is possible to deduce that vocationalisation in FBIE classes is a greater challenge than many other vocational studies. This diversity is not only found in the vocational

programmes within FBIE but also in the students' interests. Vocationalisation must therefore be general in the tasks, but specific in how the tasks are performed. In such cases, part of the vocationalisation is transferred to the students. When the teacher gives a task on a vocational topic, it would be the students' task to find information, terminologies, and scenarios relevant to their vocation. Cook (2009, p. 216) argued that "*teachers should concentrate on those aspects of syntax that will not be acquired automatically by the student*". In dealing with vocational documents and content, one can argue that terminology and information closely connected to the vocation could easier be understood by the student, either with online research or familiarity, while grammar and orthography would need more guidance.

Concerning the hairdressing teachers, it was mentioned that there was little time to prepare for tasks or topics that covered more than one subject. The importance of communication was also pointed out, especially small talk and customer service. They also talked about the collaboration between businesses and the students, with visits both ways. A simple suggestion would be to prepare the students for language tasks when visiting businesses. If such visits are common in all schools, they should be reflected in textbooks as tasks of even a chapter.

As hairdressing teachers have a background in the profession and also have a knowledge of the curriculum and semester plans, their thoughts of what is important should be taken seriously. They are a strong resource for the general subject teachers and, as one of the English teachers does, should be an important part of planning tasks and topics. The notion that there is little time given to cross-subject meetings does not contribute to vocationalisation. The need for collaboration to reduce the challenges of vocationalisation is pointed out in Hellekjær and Skarpaas' research (2021, p.7). It is also mentioned by Christiansen et al. (2016) as one of the successes of the FYR project, again highlighting the vacuum created between the project's end and the launch of the current curriculum. It is arguably more important for an English teacher to have planned meetings with the teachers in the vocation they teach than other English teachers, as they already know their own subject.

#### **7.4 Concerning the Textbooks**

It can be argued that the textbooks and their publishers have done much to contribute to the vocationalisation of the subject. Topics in the books concern the profession and they have made specific versions to fit each of the vocational programmes. Different textbooks for the

vocational studies and the general studies have been a reality since at least the 2006 curriculum, therefore it can be said that they have both been aware of vocationalisation and responsible for spreading the idea of vocationalisation.

Still, it can be argued that more could be done. While the physical books show a good selection of texts and tasks, covering all professions, the online resources show little progress. While they serve their duty as a support for the books, with audio recordings, interactive tasks and as a teaching platform, they are little more. They could be a resource for authentic texts, links to English-speaking websites concerning health and safety, interviews with real people from the profession or glossaries with professional terminologies. This is in accordance with Myren and Nilsen's statement (2001, 70-73) about the importance of authentic texts and how Hasselgård (2018, p. 340-341) points out the lack of limitation of online resources referring to Haliday and the importance of an extensive corpus. It also relates to the difficulty teachers in earlier research had in finding relevant resources. Since all informants, when asked, mentioned manuals or instructions as examples of documentation, it must be noted that none of the online resources or books included authentic versions of this. The tasks could also be more suited for a website and promoting oral communication. Combined, this could help to expose the students to relevant scenarios from their chosen profession.

## **7.5 Concerning Hairdressing Companies and Organisations**

The hairdressing companies seem to be pleased with their employees' English skills. On one hand, this shows that hairdressers educated in upper secondary schools are generally well-equipped to get by with the English education they received. On the other hand, it does not mean that development within vocationalisation could teach a more specialized and academic language.

Many hairdressing companies open their own private schools and will choose their employees from that private school. This raises the question of whether hairdressing has a future in upper secondary schools at all. If we would like it to be, it has to be more specialized, and the general subjects could help with that through vocationalisation. The private schools do not offer the general subjects; therefore, the students must have had a diploma from either a vocational study or, in many cases, a completed general study. If, as one of the companies' representatives suggests, it would be better with a three-year degree in a vocational school, they would either be content with lower secondary English, employ their



own English teachers, as in the Military- or Police Academy, or require a general studies diploma. If the upper secondary schools wish to compete with the private schools, they have to show the resources they possess, by, for instance, teaching hairdressing English to hairdressing students.

In order to find reasons why students choose a private school, one can look to motivation. In Herzberg's theory of motivation, he divided it into two factors, motivation and hygiene (Alshmemeri, 2017, p.12). Regarding the motivation factors, it would come from within the student. This could be a realisation, after finishing general studies, that higher education is not the pathway forward or a strong attraction to starting a profession earlier. As for hygiene factors, private schools can offer like-minded students, responsibilities, and the possibility to see teachers and tutors in a genuine professional setting. One of the private schools, *Adam og Eva*, advertises the fact that students will be assigned to a salon after just six months (Adam og Eva, n.d.-a). The school also offers alternative routes to a hairdressing certificate, adapting to the students' needs and background (Adam og Eva, n.d.-b). In addition, the students would be paid at an earlier point in their education making the private schools closer to the profession in both the tenure from starting school and to being assigned to a salon, and geographically. This shows that the private schools compete against the upper secondary schools. However, to complete the education, the students must still have passed the general subjects.

Regarding the hairdresser's organisations, they also seem pleased with the hairdressers' English skills. Still, the worker's union praised the textbooks from forty years ago, when the English subject was aimed specifically towards a profession. They both participated in the hearings for the new curriculum, but naturally, they were concerned with the programme subjects. The workers' union stated that there were some courses in English, while both the worker's union and the employer's association pointed out that English was almost always used when a lingua franca was needed between hairdressers and customers. The employer's association also stated that the Norwegian language was preferred in salons, but there were language courses available for foreign speakers and that understanding information and documents was taught in the salons. This shows that, at least from the employers' point of view, requirements about language are met.

## 7.6 Concerning Hairdressers

The most convincing evidence that vocationalisation has come a long way is found among the hairdressers. Some recollected that there was little or no relevant learning at their time in upper secondary school. The results of the FYR project along with the introduction of vocationalisation in the current curriculum will possibly secure a more specialized English education than those hairdressers experienced. The hairdressers also proved that what is written in the law, is not always the reality. They sometimes work as interpreters for colleagues and find better information in English. Again, this shows an argument for having language laws as part of the English subject. It is both relevant and important for a safe working environment.

Many hairdressers use Pivot Point as a reference, learning arena and social platform. As Pivot Point is also used in schools it should be a perfect gateway for general subject teachers to gather information about the profession and where the students are in their education. Pivot Point creates a setting where English will be used in various ways. Pivot Point is an American company therefore the text and speech provided by the company is a source for a native English that concerns the profession. This would work as an online resource that Hasselgård (2018, p. 328) requested, and a library of authentic vocational texts put forward by Myren and Nilsen (2001, p. 70-73). Since Pivot Point is used internationally, the users of the platform would use English as a lingua franca when interacting.

Hairdressers find inspiration from different places. Many of them are in English. Social platforms, online videos, or corporate meetings and fashion gatherings abroad. They also sometimes have courses in English. The hairdresser profession is also renewing its competence along with new trends and technologies. Therefore, it could be argued they are in need of further education than most of the vocational studies in upper secondary.

The notion of further education where Norwegian cannot always be expected is a great argument for the English subject. Therefore, it also should be at the forefront of the subject.

The hairdressers were very clear that oral communicative competence is the most important part of the English subject, and they thought that there was too little communication practice in school. They asked for specific things like starting conversations, role-playing and small talk, which is in accordance with Canale and Swain's suggestions for tasks concerning communicative competence (1980, p. 27). If taking the hairdressers' wishes as commands, the aim of any lessons, topics or tasks should be to enhance communicative skills. In this case,

vocationalisation could help but is not necessary. Communicative skills could be learned in any topic and still be used in other settings. Still, certain communicative skills can be referred to Hymes' speech events (Canale & Swain, 1980, p. 17), where the setting alters the language used. It is also backed up by Chomsky's theory that a language must be learned, not as separate words, but words as a part of speech (Cook, 2009, p. 217). The wish for role-playing and "normal talk" is reflected in Canale and Swain (1980, p. 3) when they state that communicative competence not only consists of grammatical competence but also contextual and sociolinguistic competence. Role-playing can be an effective tool for this competence, but it can not be reduced to the teacher declaring one student as a hairdresser and another as a customer. It needs to be carefully planned with detailed settings and characters with backgrounds and not only placed in salons with a customer. In those cases, the student can act upon what they believe is the right behaviour, such as *formality, attitudes or power relations*, as presented by Tishakov (2018, p. 54), and thereby show how they would analyse the speech event. As hairdressers are expected to interact with customers for longer than most professions, the informants mentioned that they need to keep a conversation going. For this, we can look to Canale and Swain (1980, p. 27) who state that a learner needs to build communicative confidence by exposing them to "*realistic communication situations*", interacting with "*highly competent speakers of the language*". In some cases, the teacher might be the highest competent speaker available, and in other cases, it might work as well with other students, while some might need an external native English speaker. Again, this is a strong argument for incorporating Pivot Point as its role as an academic social platform into the classrooms.

The Hairdressers showed that they use English in different ways and very often. Whether it was as a lingua franca or in England, between colleagues or to customers, or as an academic language in further educating themselves. They were aware that they used different kinds of English in different settings and could differentiate between an academic language and layman's language and understand how to interpret between the two. The fact that hairdressers work as both receptionists and one-on-one with customers is a strong argument to follow the hairdressers' advice to have a major focus on communicative skills in the English subject.

## **7.7 Concerning the Law**

The basis of vocationalisation can be found, not in The Education Act itself, but in the regulation of the law. When it once, only concerned the students' abilities, it now also concerns the student choice of profession. Still, this only gives the reason for having vocationalisation, not how it should be used.

The laws concerning the working environment and the tools sold and used in a profession, actually argue against the need for some elements of a vocationalised subject. According to the law, students do not need to learn English based on understanding manuals, instructions, and health warnings. Still, it shows that this is not implemented in all workplaces, or not for every aspect of the working environment. Informants showed that those working with non-Norwegian speakers or with another mother tongue sometimes had to translate or explain certain information in the workplace. Some informants also spoke of workplaces where only English was used. Others talked of written English never being used. This shows that there are major differences within just one profession, with similar tasks, products, and workplaces.

English teachers should be aware of both the laws concerning languages in the workplace and this, along with the fact that the law is not always followed, should be part of the English education in vocational studies. As this is a field that is outside of a teacher's expected knowledge, it would support the argument of a textbook topic concerning laws and regulations in the workplace with emphasis on health, safety and language. The material used in the English subject could have more authentic examples from working life. This way, the students would be exposed to the language challenges they would meet in their profession.

## 8 Conclusion and Further Research

### 8.1 Conclusion

In this paper, I have gathered information from those people and organisations that are affected or have an effect on education in upper secondary school. This is to cover the thoughts and wishes of all those who have a connection to hairdressers' education and profession. I believe that these thoughts and wishes should be taken into regard in how schools and teachers teach vocational studies in general, and hairdressing in particular. Even if these players seem to be aware of, and in contact with each other, it seems to be a barrier between the vocation and the general subjects.

Vocationalisation seems to be hard to define. In some cases, it seems to be present when a topic is about a vocation, in other cases, it concerns tasks and exercises that cover elements of the English language that would be useful in a profession. While the former might awaken an interest in the students, the latter would keep that interest and show the subject's value.

Teachers find vocationalisation comes naturally in how they plan their lessons or semester plans. They, unfortunately, think there is little time to plan this, with representatives from the vocational subjects. It is also hard to find resources for vocationalisation, especially when trying to find authentic texts. This has become even harder as the two largest online resources for English teachers have been closed or are not updated for the new curriculum.

Regarding the new curriculum, there are now specific competence aims for vocational studies, that have not been there for the last thirty years. While some want specific aims for each vocational study, it has become clearer what the English subject should be in vocational studies. Since teachers come from an academic background, it might be important to clarify who the education is for and exclude elements that some might regard as essential in the *Buildung* aspect of the subject. During the work towards a new curriculum, the degree of vocationalisation of the subject was held back in the final draught. One of these was to change the exams that are the same for both general studies and vocational studies. This is shown to be a hurdle for vocationalisation as many teachers feel that the students are ready for the level of the exam. The new curriculum has also a change of timetable that resulted in the English subject being compressed to the first year of upper secondary school. While the teachers were

satisfied with this, it is another hurdle for vocationalisation, as the students do not know for certain what they will be studying the next year.

The FYR project has been an important factor in making teachers aware of vocationalisation. Unfortunately, it ended four years before the new curriculum and the result regarding resources can, as mentioned, no longer be found. Still, it gave a theoretical and researched background to argue for vocationalisation in schools and it gave teachers an important skill to see the vocational students' needs.

The textbooks have been dealing with vocationalisation for years, even so, they use two very different approaches. While *Skills* have different versions for different studies, *Citizens* have one book for all but have their vocationalisation in their online resources. In this case, the latter seems to be the most useful, in that they can update and add to the vocationalisation at any time. However, both books seem to mainly cover vocationalisation as topics about vocations and there are not many examples of authentic documents and scenarios.

Concerning the law, everything that has to do with health and safety must be translated into Norwegian and taught in a language that the employees understand. Still, there are examples that this cannot be followed in every situation. Therefore, health and safety is a topic that is very relevant for all vocational studies and should be a significant part of the English subject. The notion of the use of language in the workplace is strongly connected to the competence aim that concerns understanding English-speaking documentation, both in reading and producing such documentation. It could also be used with the topic of health and safety as the two are often linked.

Regarding the organisations surrounding the hairdressers, they seem to be generally content with the English education the hairdressers receive, although they do not seem to have had communication with the education field about the general subjects, which again shows the gap between the two subject groups.

Concerning the hairdressers, they showed that they use English in many different ways and settings. They are also very aware of how they use English. Whether it is to customers, between colleagues, in an academic way or as lingua franca. The fact that many receive their further education in English should be addressed in the curriculum or the textbooks. They also showed that vocationalisation was, at best, reduced to job application writing. However, they also pushed for more tasks and exercises dealing with communicative competence. Something

that would be relevant for all professions in FBIE. The hairdressers and their teachers pointed to online learning platforms used in the vocational lessons. Still, there is no sign of representatives from the learning platforms, the English subject or the schools have produced anything that encourages or supports collaboration between the hairdressing subject and the English subject.

The hairdressers also showed that experienced scenarios are important as part of vocationalisation, where the teacher refers to authentic scenarios and can present authentic texts and resources in which the content of the lesson can be made relevant.

Vocationalisation has come a long way since the introduction of the former two curricula and it must be said that it is the most helpful element to enhance the cohesion between the English subject and the profession. Still, the re-introduction of vocationalisation, textbooks and curriculum are still in their infancy and in time it will be revealed how these elements will change, develop and be a force for a better and more relevant English education.

## **8.2 Further Research**

As this research was performed right after the introduction of the LK20 curriculum, several research fields could be explored further. One example would be if the exam preparations are interfering with relevant learning in vocational studies, as it is shared with general studies. Since two new textbooks have been released it would also be relevant to see how they are used and reviewed, especially with their online resources. There is room to explore how the collaboration between teachers from general subjects and vocational subjects is conducted. Regarding the content of the English subject, there is the aspect of customer service and how, or if, it is taught and the use of role-playing in vocational classes. As for the hairdressing classes, the fact they use an English-speaking online platform as a learning arena in both their education and professional life is a perspective worth exploring.

After ending my research, I have the opinion that research about the English subject in vocational studies is scarce and in FBIE even more so. It might be one of the smallest vocational programmes, but it is full of diversity and talents, and a decent portion can be related to the English language.

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## 10 Appendices

### Appendix 1 – English Teacher 1

#### Transcribed and translated notes from a telephone interview.

- English teacher for 4-5 years
- Real estate agent, religion, English
- Rural school
- First year, girls, worrying about succeeding, mental health, know their education path
- Citizen textbook, vocationalisation, much better than Skills (older curriculum)
- In strike autumn 2020.
- FYR, tools vocabulary, customer relations, no terminologies, word bank, write down words in Norwegian
- Presentation about profession
- Simpler with construction, many professions overlap the same interests.
- Documentation is: instructions, reviews, about relevant topics.
- Accident reports, CV
- 5 lessons a week is good, used to be 2
- Know students
- 2 lessons useless
- First year in different schools
- New class second year
- 2<sup>nd</sup> semester, holidays, graduations, exams (preparations)
- Students need something that is user-friendly

### Appendix 2 – Textbook Author

#### Transcribed and translated notes from a telephone interview.

- Relevant, not a vocational textbook in English
- The order came from the publisher
- New: cross-subject tasks, the textbook was relevant in the last edition
- Easier to do vocationalisation, than before
- Documentation is: manuals, all academic literature
- Lots of small talk tasks.
- The book is constructed to choose your own profession
- Same book for FBIE and Handcraft

### Appendix 3 – Textbook Publisher

#### Transcribed and translated notes from a telephone interview.

- Publisher editor
- Vocational teachers are the voice of the profession
- English is a language subject, not a professional subject

- New timetable not taken into concern
- Wide field of professions
- FBIE+HDP in one book, small studies
- Use vilbli.no as a source
- Use 40% from last book

#### **Appendix 4 - Hairdressing Teacher 1**

##### **Transcribed and translated notes from a telephone interview.**

- Private school
- Academic director
- Leader
- Vocational teacher Oslo Met
- Graduated in Autumn 2021
- No collaboration, no time, want more
- LK20 not in action when studying
- Business visits schools to recruit. Student visit business
- Communicate, Normal talk
- No academic talk with customers
- Maybe English courses, pivot point, more lectures, no communication
- Nothing written
- FBIE, understand English, style, colour, composition
- Cross-subject task in the first year
- Vocationalisation, but concerning all

#### **Appendix 5 – Pivot Point**

##### **Transcribed and translated notes from a telephone interview.**

- Access to LAB
- Professional terminologies
- Nordic small languages
- Less motivation to translate
- Step-by-step instructions
- Digital during the pandemic grew, via Zoom
- Usually not in English
- International organisation
- Work Internationally
- Trend collection, a business magazine in English, online, updated with new fashions

#### **Appendix 6 - Hairdressing Company 2**

##### **Transcribed and translated notes from a telephone interview.**

- Academic and creative director
- Customer relations, in every profession

- Psycho-social
- Interpersonal, self-confidence
- Courses abroad
- Cross-academic expressions and terminologies
- Example: layer, academic vs. customer
- Hairdresser, not creative, more receptionists
- Should be a 3-year professional school

## **Appendix 7 – Hairdressers’ Union (Frisørenes Fagforening)**

### **Transcribed and translated notes from a telephone interview.**

- Union
- Vocational schools 50s 60s
- One year in school until R94
- Handcraft/Design since R94
- Since 94, men and women hairdressers
- Old books, English for hairdressers
- English is lingua franca
- RASMUS project
- Hairdressers like attending courses abroad
- Courses held by suppliers or producers
- Since 2006, new hairdresser study
- Education used to be professional schools or on-site
- Courses are simple enough to understand

## **Appendix 8 – FBIE Teacher 1**

### **Transcribed and translated notes from a telephone interview.**

- Academic leader in the school
- Florist, new, work with businesses
- Courses networking
- General subject teacher over the two years
- More girls, social challenges, mental health, angst
- Consequences for subjects, education
- Vocational in-depth study, the first year, know of professions
- Practical lessons, every week
- “Customer days”
- Talk English is important, Erasmus+
- New timetable, compressed, more focus on one subject

## **Appendix 9 - Hairdressing Company 1**

### **From e-mail reply**



**(Translated)**

Hi

We have mostly only barbers without Norwegian education diploma since the Norwegian education do not offer apprenticeship certificate in our academic field. That means that the majority of our employees are from abroad and our working language is primarily English. That may be not so relevant to what you are writing about, but I can say that in Oslo, there is no problem with working with customers in English and those who have problems with that, would rather book an appointment at a Norwegian barber, I would guess.

Cheers

Best regards

[Name withheld]

**(Original)**

Hei

Vi har for det meste kun barberere uten norsk fagbrev hos oss siden den norske utdanningen ikke tilbyr fagbrev til våre fagområder. Det betyr også at majoriteten av våre ansatte er fra utlandet og arbeidsspråket er primært engelsk. Det gjør kanskje at det ikke så relevant for det du skriver om, men kan i alle fall si at inne i Oslo er det null problem å jobbe med kunder på engelsk, og at de som har vanskeligheter med dette tipper jeg booker seg inn hos norske barberere.

Høres!

Med vennlig hilsen

[Navn Nevnes]

**Appendix 10 - Norwegian Hairdresser and Wellbeing Companies - NFVB**

**From e-mail reply**

**(Translated)**

**1. Short about why English is important for hairdressers**

- English is important if customers and/or hairdressers need English as a common language. I do not think that there is a large demand for this among Norwegian hairdressers, but language and communicating precisely and directly are very important to get the expected/wanted treatment, so if one can't talk in one's mother tongue or Norwegian, English is the first foreign language, in which to turn.

**2. Do you, as an employer's organisation, get feedback on the English skills at workplaces?**

- No

3. **Laws about language at workplaces. How is this treated in the different businesses?**
  - **Norwegian Requirement?**
  - Yes, most employers will require good (oral) Norwegian skills to perform service and treat the customers in a professional way
  - **Employees with another mother tongue, than Norwegian?**
  - Language is important for the right and professional customer service. In most salons, Norwegian would be wanted/demanded. Foreign language professionals will be offered a Norwegian course through their employer or NAV. Of course, we know of salons that have found their “market” in foreign language environments and perform this extra service. This would attract customers with the same language background, but they are a minority. Generally, Norwegian is the language in salons in Norway.
  - **Translated content descriptions, manuals, Health and Safety documentation?**
  - Some of this is in English (documentation from suppliers) We require heavily that this should be understood by salon owners, as well as employees. There are a lot of courses in the salon for understanding important documentation.
  
4. **There came a new curriculum in 2020 with a focus on vocationalisation. Were you involved in this work?**
  - Yes, through hearings.
  
5. **Are you, or have you been in contact with someone in the education sector about English (or other general subjects) in the hairdresser education in upper secondary school?**
  - No
  
6. **Any wishes for the English subject?**
  - **Content?**
  - See last answer
  - **Timetable (All English in the first year)**
  - Think that is well suited
  - **Topics**
  - We experience the English education as good, but perhaps a tiny bit academic. Everyday communication (customer service) is important, but it is also important to express oneself academically, in addition, to being able to read content descriptions.

**(Original)**

1. Litt kort om hvorfor engelsk er viktig i frisøryrket generelt sett  
Engelsk er viktig dersom kunder og/eller frisør behøver engelsk som felles språk. Jeg tror ikke dette er et veldig stort behov i den norske frisørbransjen, men språk og det å kunne kommuniserer presist og direkte er svært viktig for at behandlingen skal bli som forventet/ønsket, så dersom man ikke kan snakke på morsmål eller norsk, er jo engelsk det nærmeste fremmedspråket å ty til.

2. Får dere, som arbeidsgiverorganisasjon, tilbakemeldinger om engelskkunnskaper på arbeidsplasser?  
Nei
3. Lov om språk på arbeidsplasser. Hvordan jobbes dette med ute i bedriftene?
- Krav om norsk?  
Ja, de fleste arbeidsgivere vil kreve gode (muntlige) norskkunnskaper for å kunne yte service og behandle kundene på en profesjonell måte.
  
  - Arbeidstakere med annet morsmål enn norsk  
Språk er viktig for riktig og profesjonell kundebehandling, i de fleste salonger vil derfor norsk være ønsket/påkrevd. Fremmedspråklige fagutøvere kan tilbys språkkurs gjennom arbeidsgiver og/eller NAV. Vi kjenner selvsagt til salonger som har funnet sitt "marked" i fremmedspråklige miljøer og som yter den ekstraservicen dette gir kunder av samme språklige bakgrunn, men dette er et lite mindretall av salonger. Stort sett er det norsk som er språket i salonger i Norge.
  
  - Oversatte innholdsfortegnelser, bruksanvisninger, HMS-blad etc  
En del av dette er på engelsk (dokumentasjon fra leverandørene), vi legger vekt på at det skal forstås av så vel salongeiere som ansatte. Det kurses mye i forståelse av viktig dokumentasjon i salong.
4. Det kom ny læreplan i 2020 med fokus på mer yrkesrettet fellesfag. Var dere involvert i dette arbeidet?  
Ja, gjennom høringer
5. Er dere, eller har dere vært, i kontakt med noen i undervisningssektoren med tanke på engelsk (eller andre fellesfag) i frisørutdanningen på vgs?  
Nei
6. Ønsker som dere har til engelskfaget på vgs
- Innhold  
Se under
  
  - Timefordeling (alt er nå på VG1 FBIE)  
Tror det passer bra
  
  - Temaer

- Vi opplever engelskundervisningen som god, men kanskje en smule akademisk? Hverdagstale (kundebehandling) er viktig, men det er også det å kunne uttrykke seg faglig, samt å lese for eksempel innholdsfortegnelser.

### **Appendix 11 – Hairdressing Company 3**

#### **Transcribed and translated notes from a telephone interview.**

- Understand oral communication
- Academic literature, not much writing
- Customer relations, in classes for any profession
- Students are good in English and good at customer relations, but difficult for those who do not have the language skills
- Communicate with drawings
- Academic words/terminologies for new skills
- Education and course videos in English, Pivot Point in English
- Documentation: manuals
- Academic language must meet customer language, both Norwegian and English
- Suppliers translate
- Some English from influencers and social media
- Need to learn to find “good words” / the right words in English classes

### **Appendix 12 – English Teacher 2**

#### **Transcribed and translated notes from a telephone interview.**

- Upper secondary since 1999, vocational school, FBIE
- Skills, digital platform, Vocationalisation texts
- Makeup tasks: Customer relations, academic words/terminologies, old curricula/textbooks, google
- Most on FBIE want hairdresser
- New timetable, likes all of the subjects in one year, students did not remember from the last lesson, know students better
- Documentation: students’ own work, manuals, terminologies
- As many oral activities as possible, girls reluctant to talk in class, assessment 50/50, Listening tasks from Skills, Challenge: papers from PPT
- Group, half hairdressers, half don’t know, 13 hairdressers – 1 interior, 10 hairdressers – 2 new vocational study, challenge for florists and interior
- Students group differently from Design and Handcraft and Arts before that.
- Weaker students to FBIE, experience the first year as meaningless

### **Appendix 13 – Hairdresser 1**

#### **Transcribed and translated notes from a telephone interview.**

- Graduated 2012

- Works in a chain, large city
- English academic director
- Talks English every week, with friends and colleagues
- Language not translated for colleagues
- Terminologies, Use Google with customers
- Bad English in upper secondary, together with health study
- Use English in some courses and on courses on Microsoft Teams
- Follow people from the UK/US on social media.
- Relevant language should be taught, TALKING.
- Nothing relevant in upper secondary

## **Appendix 14 – Hairdresser 2**

### **Transcribed and translated notes from a telephone interview.**

- Graduated in 2010, urban school.
- Works in a large city, customers from cruise ships, use spoken English a lot.
- Is a Gamer
- Difficulty starting a conversation sometimes
- Normally google words
- Customers use different words than a hairdresser and each other
- Gesticulating
- Names of colours are important
- Influencers, use stupid names, sometimes use academic /professional language, disappear when speaking to customers, and use “customer language”
- Require Norwegian in the salon
- Products are described in Norwegian, but more detailed in English
- Some courses in English, Nordic courses in English, courses in London, education videos during lockdown
- Need to learn everyday conversation, and flow, manage to use the right words, mostly spoken, do not write (no emails), safe and confident
- Better when using as lingua franca
- Had special education, writing
- English subject not aimed a hairdressers, only application writing

## **Appendix 15 – Hairdresser 3**

### **Transcribed and translated notes from a telephone interview.**

- Graduated 2010
- Mixed class
- Rural place, tourists, foreign workers
- English-Norwegian background
- Have had English-speaking courses
- Used Pivot Point
- Use body language, points and gesticulate

- Non-English think another non-English is easier to understand
- Products are translated by the supplier
- Should learn phrases, use roleplaying, not glossary tests, more to keep a conversation going, everyday topics

### **Appendix 16 - English Teacher 3**

#### **Transcribed and translated notes from a telephone interview**

- English teacher, other languages, more than 25 years
- Can Phil languages
- Vocationalisation, talk to vocational teachers, start with vocational topics, and show where they are
- Find materials, by looking everywhere, not easy to find, must be professional text, but only 16 and in the beginning
- Oral vs written 50/50, know workplace safety
- Design Handcraft, dropouts when no attendance limit, divided student group, need for talent
- Two years, not good for students, poor overview in the first year, easier now
- Fewer students each week, less grading, know students better
- But further from graduation/internship, no work experience
- Different interests in student group
- Student change studies to other classes, classes divided within the vocational programme in the first year
- More difficult to be relevant in year one
- Communication
- Not much difference in the new curriculum
- Content much the same
- Nothing in competence aim, not qualifying for universities etc
- Number of lessons, not content, qualify for universities
- Demand for teachers with complete vocationalisation

### **Appendix 17 - Reply from The Norwegian Labour Inspection Authority**

**(Translated)**

**Answer to your inquiry to the Norwegian Labour Inspection Authority [INC ID# 424291]**

Thank you for your inquiry to the Labour Inspection Authority (LIA)

We understand that you want guidance regarding:

- Information about language in the workplace

The set of rules the LIA manage does not a direct requirement to translate. The Working Environment Act does have some general stipulations that will be used when regarding language and understanding information. The stipulations are valid for all businesses and are not specific to hairdressers.

§4-2 states, for instance, that it is the employer's duty that employees and their union representative are updated on information about tools and systems that are used for planning and executing the work. There should be given the necessary education to know the tools and systems and they should be actively involved in the production. The stipulation also entails that the design of the individual's working situation, the work should be organized and suited, by consideration, to the individual employee's working ability, expertise, age and other perceptions.

§3-2 (1) a) makes clear that to secure safety at the workplace, the employer has to make sure the employee knows the risk of health and accidents, that are related to the work and that the employee gets the education, training and instruction that are necessary. In the comments to the stipulation by Henning Jakelin and Helge Aune. Arbeidsrett.no – comments to the Working Environment Act, Anita Hegg §3-2 note 2:

*“The employer must give information in a language that the employee understands. In an accident case the LIA looked at, the employer had invited the producer of a machine to inform the user of the product, what precautions have to be taken and the dangers with irregularities. The information was given in English. Later, it was discovered when the machine needed maintenance, that one of the operators had not understood the English briefing. The LIA decided that the employer had not met their duty in informing about accidents and health dangers related to the machine. The consideration for the stipulation, that the employee must get information that the work is related to the danger of health and accidents to have the preparation to perform the necessary caution while executing the work, indicates that the stipulation is understood as the employer is dutybound to give the information in a language the employee understands. This is also true if the employer is a foreign speaker. A report from the LIA's campaign about working environments for non-Western employees (February 2005) shows that numerous non-Western employees do not get the necessary education and information. This is one of the conclusions after 50 visits made by the LIA and 140 dialogues with employers from non-western countries.”*

Refer to the following about machines and requirements for languages in manuals.

In Norway, manuals have to be in Norwegian. It is the producer, the producer's representative or the one supplying the machine in the concerning language area, that is responsible for a translation. One can read more about the details concerning manuals in the Regulation n Machinery, Appendix 1, 1.7.4

Safety Documents/chemical index and languages.

Information in chemical indices and Safety Documents shall be written in Norwegian.

There is written something on language requirements on our web page.

For Safety Documents:

*“Safety Documents have to be written in Norwegian. The information that is required in Appendix II should, if necessary, be included in the Safety Documents in the concerning, relevant paragraphs. Safety Documents should not have empty paragraphs.”*

For chemical indices

*“The information in chemical indices has to be in Norwegian and general information should be short and easy to understand. Safety Documents are often complex and in many cases, parts of the information in the Safety Documents that are essential and most relevant for the employees could be used in addition to the Safety Documents. This could contain the same content as an information document and used, for instance, as a poster in the workplace where the chemicals are used or where the pollution occurs.”*

This is also written in the regulation of execution of work §2-2 concerning chemical index:

*The information has to be given in Norwegian and be short and easy to understand. The employer must make sure that the employees, that do not speak Norwegian, get the sufficient written information and education from the information in the chemical index.”*

You can read further in LIA’s commentary under §2-2.

#### Generally about languages and education:

The employer has to make sure that all employees get the education, training and instruction that is needed to execute the work in a safe way. This has to be given in a language the employee understands.

Right education contributes to avoiding accidents, damage and illness among employees. The education must be repeated when necessary and be given in a language the employees understand.

This is valid regardless of business, regardless of position, or whether one is a substitute, temporary worker etc. But of course, the education must be suited to those tasks and the responsibilities one has. But all have a certain need for, and right to, the necessary education and training.

More specific requirements for education and training are found in the regulation on organisation, administration and participation § 8-2.

Relevant links.

Our page on education and training is  
<https://www.arbeidstilsynet.no/arbeidsforhold/opplaring/>

Regulation on organisation, administration and participation  
<https://www.arbeidstilsynet.no/regelverk/forskrifter/forskrift-om-organisering-ledelse-og-medvirkning/>

Be advised that our answer in this e-mail is just a guidance. Inquiries that require the proceedings in accordance with the Public Administration Act cannot be answered by email or must be in writing to the Norwegian Labour Inspection Authority via eDialog.

Best regards



**(Original)**

### **Takk for din henvendelse til Arbeidstilsynet**

Vi forstår at du ønsker veiledning angående:

- Info om språk på arbeidsplassen

**Regelverket Arbeidstilsynet forvalter har ikke et direkte krav om oversetting. Arbeidsmiljøloven har imidlertid en del generelle bestemmelser som vil komme til anvendelse i forbindelse med språk og forståelse av informasjon. Bestemmelsene gjelder alle bransjer og er ikke spesielt rettet til frisører.**

I [§ 4-2](#) fremkommer det blant annet at arbeidsgivers plikter at arbeidstakerne og deres tillitsvalgte holdes løpende informert om systemer som nyttes ved planlegging og gjennomføring av arbeidet. De skal gis nødvendig opplæring for å sette seg inn i systemene, og de skal medvirke ved utformingen av dem. Videre følger det at det ved utformingen av den enkeltes arbeidssituasjon skal arbeidet organiseres og tilrettelegges under hensyn til den enkelte arbeidstakers arbeidsevne, kyndighet, alder og øvrige forutsetninger.

Videre fremkommer det av [§ 3-2 \(1\) bokstav a\)](#) at for å ivareta sikkerheten på arbeidsplassen skal arbeidsgiver sørge for at arbeidstaker gjøres kjent med ulykkes- og helsefarer som kan være forbundet med arbeidet, og at arbeidstaker får den opplæring, øvelse og instruksjon som er nødvendig. Videre følger det av kommentarer til bestemmelsen av Henning Jakhelln og Helga Aune. Arbeidsrett.no – kommentarer til arbeidsmiljøloven, Anita Hegg § 3-2 note 2:

*«Arbeidsgiveren må gi informasjonen på et språk som arbeidstakeren skjønner. I en ulykkessak som Arbeidstilsynet hadde til behandling, hadde arbeidsgiveren invitert en produsent av en maskin til å fortelle om bruken av produktet, hvilke forholdsregler som måtte tas, og farer ved uregelmessigheter. Informasjonen ble gitt på engelsk. Det viste seg senere, da det skulle utføres vedlikeholdsarbeid på maskinen, at den ene maskinoperatøren ikke hadde forstått den engelske gjennomgangen. Arbeidstilsynet la til grunn at arbeidsgiveren ikke hadde oppfylt sin plikt til å informere om ulykkes- og helsefarer knyttet til maskinen. Hensynet bak bestemmelsen, nemlig at arbeidstakeren må få informasjon om at arbeidet er forbundet med ulykkes- og helsefare for å ha foranledning til å vise den nødvendige aktsomheten ved utførelsen av arbeidet, tilsier at bestemmelsen må forstås slik at arbeidsgiveren plikter å gi informasjonen på et språk som arbeidstakeren skjønner. Dette gjelder også dersom arbeidstaker er fremmedspråklig. En rapport fra Arbeidstilsynets kampanje om arbeidsmiljøforhold for ikke-vestlige arbeidstakere (februar 2005) viser at flere ikke-vestlige arbeidstakere ikke får nødvendig opplæring og informasjon. Dette er en av konklusjonene etter at Arbeidstilsynet i løpet av 50 tilsynsbesøk har gjennomført over 140 samtaler med*

*arbeidstakere fra ikke-vestlige land.»*

Viser til følgende om maskiner og krav til språk i bruksanvisning:

**I Norge skal bruksanvisninger være på norsk. Det er produsenten, produsentens representant eller den som markedsfører maskinen i det aktuelle språkområdet, som skal sørge for oversettelse. Man kan lese mer om detaljene rundt bruksanvisninger i Forskrift om maskiner, vedlegg 1, 1.7.4.**

Sikkerhetsdatablad/Stoffkartotek og språk:

**Informasjon i stoffkartotek og databladene skal være skrevet på norsk.**

På vår hjemmeside står det noe om krav til språk.

For sikkerhetsdatablad:

*«Databladene skal være skrevet på norsk. Opplysningene som kreves i vedlegg II skal om nødvendig, og dersom de er tilgjengelige, tas med i sikkerhetsdatabladene i de aktuelle, relevante underavsnittene. Sikkerhetsdatablader skal ikke inneholde tomme underavsnitter.»*

For stoffkartotek:

*«Informasjonen i stoffkartoteket skal være på norsk, og generell informasjon bør være kortfattet og lett forståelig. Sikkerhetsdatabladene er imidlertid ofte omfattende, og i mange tilfeller kan de deler av informasjonen i sikkerhetsdatabladet som er mest relevant å bruke for arbeidstakerne, kunne benyttes i tillegg til sikkerhetsdatabladene. Dette kan ha et innhold tilsvarende innholdet i et informasjonsblad, og for eksempel brukes som oppslag på arbeidsstedet der kjemikalet brukes eller der forurensningen oppstår.»*

Dette kommer også frem i forskrift om utførelse av arbeid § 2-2 vedrørende stoffkartotek:

*«Informasjonen skal være gitt på norsk og være kortfattet og lett forståelig. Arbeidsgiver må sørge for at arbeidstakere som ikke behersker norsk, får tilstrekkelig skriftlig informasjon og opplæring ut fra opplysningene i stoffkartoteket.»*

Du kan også lese Arbeidstilsynets kommentarer under § 2-2.

Generelt om språk og opplæring:

**Arbeidsgiver skal sørge for at alle arbeidstakere får den opplæringen, øvelsen og instruksjonen de trenger for å utføre arbeidet på en trygg måte. Denne skal gis på et språk arbeidstaker forstår**

Riktig opplæring bidrar til at arbeidstakerne unngår ulykker, skader og sykdom. Opplæringen må gjentas når det er nødvendig og skal gis på et språk som arbeidstakerne forstår.

Dette gjelder uavhengig av bransje og uavhengig av stillingstype, om en er tilkallingshjelp, sommervikar med mer. Men selvsagt må opplæringen tilpasses de arbeidsoppgavene og det ansvaret en har. Men alle har i mer eller mindre grad behov for- og rett på nødvendig opplæring.

Mer spesifikke krav til opplæring følger av forskrift om organisering, ledelse og medvirkning § 8-1.

Relevante lenker:

Vår temaside om opplæring: <https://www.arbeidstilsynet.no/arbeidsforhold/opplaring/>

Forskrift om organisering, ledelse og medvirkning: <https://www.arbeidstilsynet.no/regelverk/forskrifter/forskrift-om-organisering-ledelse-og-medvirkning/>

Vær oppmerksom på at vårt svar i denne e-post kun er veiledende. Forespørsler som krever saksbehandling etter forvaltningsloven, kan ikke besvares med e-post og må rettes skriftlig til Arbeidstilsynet via [eDialog](#).

Med vennlig hilsen

**Arbeidstilsynet, Svartjenesten**

## **Appendix 18 - Reply from The Directorate of Education (Excerpt)**

**(Translated)**

2. To your question regarding the background for a competence aim in the curriculum for English in the upper secondary school in vocational studies

- read and summarise vocational content from English-language documentation

it follows that in the curriculum for vocational studies (VS), there are different texts that the student must be accustomed to, than the curriculum for the general studies. The latter must work on literary texts, while VS should be able to deal with texts related to their profession. That could be everything from health and safety to reports, to instructions on how to operate machinery, even guidance on an including work environment etc. Here, the teacher can vary the content for the student group and to what vocational study they belong – there will therefore be room for several possibilities embedded in the competence aim. Therefore, it will vary from teacher to teacher, but the point is that the competence aim deals with texts related to relevant work situations. The main aspect of the competence aim is that the academic

content can be connected to the subject/programme the student has and in which the student wants to further their education, for instance, the hairdresser and hairdresser business.

3. The education authorities, both national, regional and local are bound by law to collaborate with representatives from professions. You will find more information in both The Education Act and the regulation of said act. All changes to the offers for upper secondary education, subject- and timetables and curricula have to be done in a three-party collaboration and must be submitted to a hearing. You will for instance find a lot of information about the process in regards to the 2020 curriculum (LK207LK20S), where all curricula in the education (Year 1-13) are changed on our website [udir.no](http://udir.no) and search for *Hearings* or *Fagfornyelsen* or *Fagfornyelsen vocational studies*.

There have been made specific guidelines for the collaboration between The Directorate of Education and the professional parties – more information about that can be found at <https://sryogfagligerad.no/>

Hope this helps – good luck!

Reference: 2022/77

Best regards

[name withheld]

Senior Advisor

The Directorate of Education

### **(Original – Excerpt)**

2. Til ditt spørsmål knyttet til bakgrunnen for et kompetansemål i læreplanen for engelsk vg1 i yrkesfaglige utdanningsprogram

- lese og sammenfatte faglig innhold fra engelskspråklig dokumentasjon

så er det slik at læreplanen for yrkesfagene (YF) er det forskjellige type tekster som eleven må forholde seg til, enn for læreplanen for de studieforbereende utdanningsprogrammene.

Sistnevnte må forholde seg til litterære tekster, mens YF skal kunne håndtere tekster relatert til arbeidsfeltet. Det kan være alt fra HMS, til rapporter, til instruks om hvordan å operere maskineriet, kanskje til og med retningslinjer om inkluderende arbeidsliv, osv. Her vil læreren kunne variere innholdet ut fra elevgruppen og hvilke yrkesfag de tilhører - det er derfor et stort mulighetsrom som ligger i det kompetansemålet. Så da vil det nok også variere fra lærer til lærer, men poenget er at kompetansemålet dreier seg om tekster relatert til relevante arbeidssituasjoner. Det mest sentrale med det kompetansemålet er at det faglige innholdet knyttes til det faget/programområdet eleven har og ønsker videre opplæring i, som for eksempel frisørfaget og frisørbransjen.

3. Utdanningsmyndighetene, både nasjonalt, regionalt og lokalt har et lovpålagt ansvar med å samarbeide med partene i arbeidslivet. Det vil du finne mer informasjon om i både Opplæringsloven og i forskrift til opplæringsloven. Alle endringer i tilbudsstrukturen for videregående opplæring, fag- og timefordeling og i læreplaner for fag gjøres i et

trepartssamarbeid og må blant annet på høring. Du vil for eksempel finne mye informasjon om prosessen som har vært i forbindelse med fagfornyelsen (LK20/LK20S), hvor alle læreplanene i grunnopplæringen (1.-13.trinn) er endret, på våre nettsider [udir.no](http://udir.no), søk for eksempel på Høringer eller Fagfornyelsen eller Fagfornyelsen yrkesfag.

Det er utarbeidet egne retningslinjer for samarbeidet mellom Utdanningsdirektoratet og partene i arbeidslivet - mer informasjon om det vil du finne her: <https://sryogfagligerad.no/>

Håper dette var til litt hjelp - lykke til videre med din masteroppgave!

Vår referanse: 2022/77

Vennlig hilsen

[Navn Nevnes]

seniorrådgiver

Utdanningsdirektoratet

## Appendix 19 – Terminology

- Chemical Index – *Stoffkartotek*. Documentation about a certain chemical, its use and how to handle an accident.
- Crafts, Design and Product Development – *Håndverk, design og produktutvikling*. A vocational study from 2020 that was once a part of Design and Handcraft.
- Design and Handcraft – *Design og håndverk*. An education programme that used to include hairdressers. In use from 2006-2020.
- Foreign Language Centre – *Fremmedspråksenteret* – Centre established by the Ministry of Education for foreign language learning in the Norwegian education system.
- FYR – *Fellesfaglig Yrkesrettet Relevans* – General subject Vocationalisation Relevance
- General Studies – Education Programme that prepares students for higher education.
- General subjects – The subjects that every student has in upper secondary, regardless of education programme.
- Hairdresser – Some professionals would prefer stylist or barber. In this paper, the term hairdresser is used for all, for simplicity.
- Hairdresser, Floral, Interior and Retail Design – *Frisør, blomster, interiør og eksponeringsdesign*. Education programme started in 2020.

- Health and Safety – *Helse, miljø og sikkerhet* – HMS. Concerning workplaces and the prevention of accidents, injuries and illnesses.
- Local Governments – from Norwegian: *Fylkeskommune* or *Kommune*. General term for those in charge of districts, counties or towns, thereby in charge of schools.
- Ministry of Education – Every constellation of departments/ministries, over the years, that have included education.
- Norwegian Labour Inspection Authority – *Arbeidstilsynet*. An organisation that inspects workplaces and employers and whether they follow the law.
- Safety Documents – *HMS Datablad*. Documentation and instruction concerning a specific machine/tool/chemical and the way to handle an accident.
- The English Subject – I have chosen to use the phrase “The English Subject” throughout this paper so to differentiate it from the language.
- Timetable – Here used as a description for how the subjects are divided, or not, between the first and second year of upper secondary school.
- Upper Secondary School – Year 11 to 13 in the Norwegian School System.
- Vocational Colleges – *Fagskole*, Higher education for vocational students after upper secondary school and completed apprenticeship.
- Vocational Studies – Education programmes that give the student a certificate in a chosen profession.
- Vocationalisation – Term to describe the process of making general subjects relevant or suited for vocational studies.

## **Appendix 20 – Interview guides (translated)**

These were the guides used by me during phone interviews.

Questions – English/FBIE Teachers

1. Background. Connections to hairdressing
2. How English is taught in FBIE/Hairdressing classes. Compare to other vocational studies/general studies?
3. How do you vocationalize lessons for hairdressers/FBIE?
4. Oral vs. written prioritizing.
5. Knowledge about laws concerning workplaces (communication, health and safety)
6. Thoughts about the new curriculum
7. Thoughts about textbook
8. Contact with professional branch
9. Collaboration with English teachers/FBIE teachers
10. Wish for changes

#### Questions – Hairdresser/Hairdressing Companies

1. Background. Connection to hairdressing
2. How is English used in the profession?
3. How was English taught in hairdressing classes? Compared to real-life
4. Knowledge about laws concerning workplaces (communication, health and safety)
5. How does the employer/you facilitate concerning the law about language in the workplace?
6. Getting/Providing information in the requested language?
7. Use of English concerning personal development in the profession
8. Wish for changes

#### Questions – Textbook author/editor

9. Background. Connection to teaching.
10. How English is taught in FBIE/Hairdressing classes. Compare to other vocational studies/general studies?
11. How do you vocationalize the textbook?
12. Research and choosing topics/texts
13. Prioritizing oral vs written
14. Knowledge about laws concerning workplaces (communication, health and safety)
15. Thoughts on new curriculum
16. Online resources
17. Wish for changes

### **Appendix 21 – Information document for informants**

Document from NSD's website

All names, e-mail addresses and phone numbers withheld (with the exception of NSD)

NN-1 – Conducting interviews and doing the research, master's student.

NN-2 – Tutor

NN-3 – Data Protection Officer

The document includes the aim of the project, those who work on the project (master's student and school), why they are asked to participate, what it entails and that is voluntary. How personal details are kept, used and later deleted. The informant's rights, why we can keep personal details, contact details for further information and finally a section for agreeing to the mentioned and place for signature.

**Vil du delta i forskningsprosjektet**

**Engelsk blant frisører**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å samle informasjon om hvordan det engelske språket blir brukt av frisører og hvordan engelskfaget i skolen forbereder studenter I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### **Formål**

Prosjektet har som formål å se på hvorvidt det er samsvar mellom engelskfaget i skolen og hvordan engelsk blir brukt i frisøryrket. Dette vil da kobles opp til, blant annet kommunikasjon mellom kolleger og kunder, og hvordan engelsk brukes til å øke kunnskapen innenfor frisørfaget. Det er for å kunne se om det finnes forbedring i undervisningen av frisørstudenter.

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

NN-1 skal utføre prosjektet, som mastergradsstudent ved Høgskolen i Innlandet.

NN-2, ved Høgskolen i Innlandet, er veileder for prosjektet

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

Du har blitt bedt om å delta fordi du har tilknytting til frisøryrket, enten som frisør, frisørlærer, ansatt i frisørbedrift eller en del av undervisningen.

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

Du vil bli bedt om å ta del i en samtale med mastergradsstudenten, der vi vil gå nærmere inn på ulike aspekter ved bruk av engelsk i frisøryrket eller frisørutdanningen. Samtalen kan foregå ved fysisk møte, men på grunn av smittevern hensyn også kunne foregå over telefon eller via video (Zoom, Teams, Skype etc)

### **Det er frivillig å delta**

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

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

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

Dine personopplysninger vil holdes av mastergradsstudenten og vil ikke forekomme på de opplysninger du bidrar med.



Her vil det da brukt tittel og nummer. Eksempelvis «Frisør 1» eller «Lærer 1» og «Lærer 2» osv.

De personopplysninger som her vil være aktuelle er navn, kontaktopplysninger og tilknytning til frisøryrket.

Du som deltaker, vil kunne gjenkjenne deg selv i det ferdige prosjektet, men det skal gjøres en tilstrekkelig anonymisering, så andre ikke skal kunne gjenkjenne deg.

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

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er våren 2023. Personopplysninger vil da slettes fra kontaktlister og notater med navn destrueres.

### **Dine rettigheter**

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

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

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

Vi behandler opplysninger om deg basert på ditt samtykke.

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

### **Hvor kan jeg finne ut mer?**

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

Høgskolen i Innlandet ved NN-2(NN-2's email)

eller

NN1 (NN-1's email - tlf NN-1s telefonnummer)

- Vårt personvernombud: NN-3 (NN3's email– tlf NN-3's telefonnummer)
- 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

NN-2  
Prosjektansvarlig  
(Veileder)

NN-1  
Student

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**Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet *Engelsk blant frisører*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i *intervju*

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

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(Signert av prosjektdeltaker, dato)

