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Abstract

This thesis enquires into what teachers do in accordance with using non-target languages in an English classroom in Norwegian upper secondary schools. A further aspiration is to learn how teachers understand the *New Knowledge Promotion 2020,* which was partially implemented at the start of the school year, August 2020. The study focused on one aim in particular which reads that "the pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning" (UDIR, 2020a). Moreover, the present thesis also aims to learn a bit more of what teachers believe about language use and to see if that impacts their practice in class.

Based on a qualitative research method, the data was collected through online interviews with six upper secondary school teachers in Norway. The interviews took place in January 2021 and audio recordings of the interviews, transcriptions and field notes were used to collect the data. It was required for the participants to have started implementing LK20 in their classes. The teachers in this study come from different upper secondary schools in Norway, and all but one teach vocational English. Many of the participating teachers teach adult classes as well as classes with teenagers. This brought to light several new elements to the discussion which would be interesting for further research.

The present paper found that almost all teachers implement non-target languages. The most common example given from the teachers was the use of Norwegian which they used in order to ensure understanding either by translating words or explaining tasks. The study found that there is a need to make teachers more aware of translanguaging practices which is a practice of using your whole linguistic repertoire when learning and producing the target language. Some teachers said that they do not allow other languages other than English and Norwegian, and that they do not know what to do to implement the new competence aim. The study found that there was a general misunderstanding and feeling a lack of guidance as to how to work with this aim. Comments about new coursebooks arriving late and not discussing this specific aim at their workplace were also made.

To the researcher's knowledge, very little research has been done in the field of translanguaging practices in Norwegian schools. Therefore, the thesis aims to contribute to

the field of non-target language use in English classes, including letting pupils use their whole linguistic repertoire even though the teacher does not know all of the languages. In addition, it hopes to open up discussions about some of the issues of the *Knowledge Promotion 2020*, including how it excludes upper secondary school pupils who have had an alternative educational progression (currently 15% of upper secondary school pupils). The lack of adaptation fin expectations for these pupils makes it unfair for them and very challenging for teachers and for pupils to earn a passing grade.

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List of abbrivations

EFL   -   English as a foreign language

ELL   -   English language learning

L1   -   First language

LK20   -   English subject curriculum used in Norway

TL   -   Target language

UDIR   -   Utdanningsdirektoratet (The Ministry of Education)

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1 Introduction

The present thesis is a case study of teachers' practice regarding non-target language use in an EFL classroom. The start of the school year 2020/2021 brought new challenges to English teachers in upper secondary schools in Norway. A new curriculum with new aims and goals, as well as new books with new topics, texts, and activities was on the table. On top of all the changes and challenges *The Knowledge Promotion 2020* (LK20) brought, the day-to-day school life and regular classroom-based teaching were unpredictable. The worldwide pandemic, COVID-19, caused the government to change national regulations and guidelines overnight, and different regions also had different regulations. Schools in some parts of the country were open to classroom-based teaching while others had to teach from home. Due to this, the question of how teachers interpreted and put into practice the new competence aims was also a point of interest in the present research. The thesis aims to gain a broader understanding of the teaching methods applied towards opening up to the use of other languages than English in the EFL classroom especially with the new curriculum in mind.

There is a relatively new term that describes how individuals use language in their daily lives, namely *translanguaging*. García and Kleyn (2019: 14) say that "translanguaging refers to the deployment of a speaker's full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages". Furthermore, Baker (2011: 288) argues that translanguaging is different from code switching because it is an act and process of "gaining understanding and knowledge through the use of two languages". He also includes making meaning and sharing experiences as important processes in a translanguaging practice (Baker 2011: 288). Based on all the research that has been done on translanguaging, Duarte (2019: 151) argues that "the dynamics and potential of multiple languages for educational purposes, going beyond seeing languages as isolated constructs" is something that has been analysed the past years. Rowe (2018: 37) argues that it is important for teachers to value students' languages and cultures and provides several ways teachers may implement this pedagogy. Furthermore, he claims that teachers need to "connect the curriculum to students' lives, providing engaging activities and opportunities for student choice, and creating activities with tangible outcomes" (Rowe 2018: 32). He further argues that pupils will use their translanguaging skills when engaging in conversation with bilingual speakers as well as in their every-day lives. Rowe (2018: 32) makes a crucial point about how

teachers should still engage their pupils in activities regarding translanguaging despite not knowing all of the languages their pupils speak.

Presently, there is no statement on the ministry of education's webpages which suggests what language teachers should allow in an English as a foreign language (EFL) classroom. Moreover, the new knowledge promotion includes one particular aim which sparked the interest of the researcher, thus, inspiring the topic and research questions for the present thesis. This aim states that pupils should be able to use knowledge of similarities between English and languages they already know in their own language learning (LK20).

The aim for this thesis is to see how teachers can open the EFL classroom to the use of non-target languages to enhance their own English language skills, especially in a class where the teacher does not know all the languages. The present thesis addresses the following research questions:

1. What are teachers' beliefs about the use of non-target languages in an EFL classroom?
2. What are teachers' attitudes and understanding toward the new curriculum?
3. To what extent do teachers incorporate the aim "the pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning" in their classrooms?

The study used semi-structured interviews with teachers. A total of six teachers participated in the study and they were recruited through convivence sampling.

1.1   The Knowledge Promotion curriculum (LK20)

The present study found inspiration from the new Knowledge Promotion curriculum in Norway, LK20. Being a teacher herself, the researcher and her colleagues had many questions related to this aim and the new curriculum. With the current restrictions and extra mental load on teachers, they found one particular aim to be a challenge to implement. As mentioned earlier, this aim states that pupils in upper secondary should be able to see connections between languages they know and English. There has been some research about the topic of translanguaging and learning an L2 based on L1s. However, the general practice by teachers has not evolved quite as much, especially in Norway, as the researcher realised when starting

to find relevant literature for the present study. It is a hope that the thesis can provide support and information to teachers today but also in the future by seeing the different practices among teachers in Norway. As the curriculum is new, and the first term to implement it started in August 2020, the researcher found this topic to be very relevant.

The researcher has had the opportunity to get a fresh take on what teachers thought about the aim in the beginning, get to know what teachers have done in class so far and whether their first months with LK20 were successful, meaning that the teachers got to follow through on their plans or were pleased with what they were able to do with this aim. Throughout the research period, the researcher listened to teachers working with the abnormal challenge of teaching during a worldwide pandemic and so it is extra interesting to hear how they have carried out their lessons despite this. The present thesis is relevant because it can provide teachers with new ideas and methods, and an opportunity to hear others' experiences with teaching English with LK20. Additionally, it will be just as relevant for teachers with long seniority as newly educated teachers.

The present thesis was not initially aiming to study immigrant pupils in the Norwegian curriculum in particular. However, this was a topic on which the participants commented on several occasions, and all of the teachers taught classes with 10 or more different home languages. Thus, the researcher found it necessary to include some background information, as well as a separate section about it in chapter six, the discussion. There is only one curriculum in the English subject for all learners. Teachers in Norway are speaking up about this as the curriculum does not favour or help all pupils, especially the immigrants and adult learners who aim to finish upper secondary, either with a certificate of apprenticeship or the general competency needed for further study at university level. In March 2021, the administrator of the Facebook group "English Teacher Network (Vgs Norway)" and "Engelsk for elever med kort botid i Norge", Elaine Gowie-Fleischer, posted a petition asking for a separate curriculum for pupils who have had little to no prior English education and are forced to take English at the same level as those who have had about 10 years of education in Norway. 540 people signed this petition (Mak, 2021). Thus, there appears to be an increasing awareness of this issue among teachers in Norway.

In an article by Gowie-Fleischer, Pettersen, Kaasen, and Feistritzer (2021), they present arguments as to why there should be a separate curriculum for immigrants who need English

in the upper secondary level. They argue that the number of immigrant pupils, especially in the adult education programs, is most likely to rise in the coming years. In 2020, there were 36 933 immigrant pupils in upper secondary which accounts for about 15% of all pupils in upper secondary school in Norway (SSB, 2021). Moreover, Gowie-Fleischer et al. (2021) argue that instead of each school having to put several pupils in the adapted education program (tilpasset opplæring) "a new curriculum will give these pupils a fair, and equal chance to complete upper secondary regardless of which school they attend" (Gowie-Fleischer et al. 2021) (*author's translation*). The argument for a new curriculum in English was also given in Yurchenko's (2020) thesis where she studied teaching practices in multilingual classrooms.

1.2   Thesis outline

The present study consists of seven chapters. This section will give an overview of the thesis' chapters. The most important topics of each chapter will be presented below.

Chapter 2, Theoretical Background, provides relevant theory. The first part gives a detailed presentation of the knowledge promotion in Norway, what it is, how it was implemented and the changes that were made to create the new knowledge promotion implemented in the autumn of 2020. The second part looks at key terms relevant for the thesis, as well as some theories on pedagogical practices.

Chapter 3, Literature Review, presents relevant literature for the research relying greatly on the concept of translanguaging as a teaching practice, and presenting ten relevant studies.

Chapter 4, Methodology, presents the methods used to conduct the research. First, it presents the data collection method, qualitative case studies. Then, it provides information on the interview guide and choice of participants, as well as data analysis. Finally, the chapter looks the validity and reliability of such research, as well as ethical considerations.

Chapter 5, Results, is a presentation of the findings from the teacher interviews. Each teacher is presented separately, and the sub-sections are structured with a part dedicated to each of the three research questions. Chapter 6 is a discussion of the findings and follows the same structure as the previous chapter. However, some additional sections have been included as there were elements from the interviews which the researcher found important to comment on and discuss. Chapter 7, Conclusion, summarises the thesis, and attempts to draw conclusions from the findings and suggests areas that can be of interests for future research.

2 Theoretical background

2.1 Introduction

This chapter presents the theoretical background for the present research. The first part discusses *The Knowledge Promotion* (LK20), its purpose, as well as changes in 2020. The following section clarifies terms that are frequently used during this thesis, and which were also explained to the interviewees, such as translanguaging, multilingualism and teachers' beliefs. The last section presents second language acquisition perspectives, and it also mentions the importance of exposure to a target language.

2.2 The Knowledge Promotion LK20

The school reform called *The Knowledge Promotion* (LK20) was first implemented by teachers from the start of the semester in August 2020. It replaced the *The Knowledge Promotion* curriculum (LK06) (revised in 2013) (Kunnskapsdepartmentet, 2006; Kunnskapsdepartmenet, 2013). Because the Ministry of Education in Norway wanted a smooth transition in implementing a new framework, it only applied to a couple of subjects starting in VG1. It was planned to gradually follow the Vg1 class of 2020-21 into Vg2, while the 2020-21 academic year's Vg2 class continues and graduates with LK06. The framework for the education system in Norway covers five basic skills. These are oral skills, reading, writing, digital skills and numeracy. The Ministry of Education and Research in Norway explains how the basic skills connect with the curriculum aims which are made separately for each subject.

> Each subject curriculum integrates competence aims, basic skills, and subject content. The skills are consequently expressed in different manners and to a varying degree in the different curricula, depending on the relevance of different skills aspects for the subject in question. (Norwegian Directorate of Education and Training, 2013)

Furthermore, there are specific competence aims for years two, four, seven, and ten for primary school, including lower secondary school, and for vocational studies and general studies at the upper secondary levels. The LK20 made a drastic change in 2020, which will be discussed in the following section.

2.2.1   Changes

As mentioned in the introduction, this curriculum made more significant changes than the previous curricula. In earlier versions, the aims were placed into four different categories namely, language learning; oral communication; written communication; and culture, society and literature. In the 2013 curriculum revision, there were 27 different competence aims in the English curriculum in Vg1. In LK20, all four categories were removed, and the Ministry of Education and Research developed a list with fully revised aims, including some new ones. This list currently consists of 17 aims, which is a significant change from LK06. The present thesis will focus on one specific aim for the Vg1 level which is new for LK20 and which reads: "The pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning" (UDIR, 2020a).

What is more, with this new promotion, the ministry introduced what they call "curriculum support"(see figure 1.1) (LK20). This digital tool helps teachers, as well as pupils, to navigate and learn more about the different aims as well as see what their prerequisite skills should be before working with each aim. Teachers in Vg1 who started teaching with LK20 can read what aims their pupils reached in the year before by marking the "progression" box. The aim from year 10 which they should have reached reads: "explore and describe some linguistic similarities and differences between English and other languages he or she is familiar with and use this in his or her language learning" (LK20).
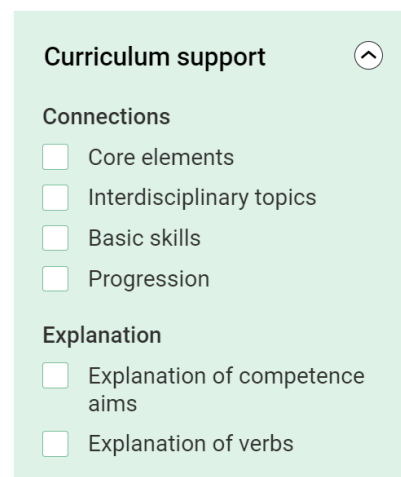
Figure 1.1

One can see that this aim is pretty similar to the one in Vg1. In case teachers are still unsure what UDIR means by each aim or unsure what UDIR wants them to do, there are specific explanations for each aim, as shown in figure 1.1. When ticking off the "explanation of competence aims" in the curriculum support, UDIR writes this about the aim in focus:

> Med 'andre språk eleven kjenner til' mener vi alle språk eleven har noe kunnskap om. Dette kan være morsmålet og andre språk eleven snakker, fremmedspråk eleven har lært på skolen, eller språk eleven har møtt på reise, gjennom egne interesser, eller i andre sammenhenger og kan noe om. All slik språkkunnskap kan være til nytte for å lære engelsk (LK20).

We refer to all the languages the pupil knows by saying 'other languages the pupil knows'. This can be the mother tongue or other languages the pupil speaks, foreign languages the pupil learned at school, or languages the pupil has met on a journey, through their own interests, or in other contexts and know something about. All this knowledge of language could be of use to learn English (*author's own translation*).

The small menu in the right margin on the website with competence aims may be easy to overlook, and some teachers have not read this explanation. In section 2.2.4 the topic of misunderstanding the aim and general confusion about the aim as reported in the current study will be addressed and furthered discussed.

2.2.2 Purpose

UDIR writes that the importance of English as a subject at school has to do with "cultural understanding, communication, all-round education and identity development" (UDIR, 2020b). There is also a section on UDIR's website explaining the purpose of education. The points are references to the Education Act and include statements such as:

- Education and training shall help to increase the knowledge and understanding of the national cultural heritage and our common international cultural traditions.
- Education and training shall provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, equality, and scientific thinking.
- The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed, and inquisitive (UDIR, 2020c).

Other points mention critical thinking, acting ethically and with environmental awareness, meeting pupils with respect and increasing their desire to learn.

It has been suggested that the main reason why the Ministry of Education started the process of creating a new curriculum was because LK06 was too extensive. The government claimed that:

Undersøkelser og tilbakemeldinger viste at dagens læreplaner er for omfangsrike, og at det har vært vanskelig for lærerne å prioritere det viktigste stoffet i faget. Det er uklar progresjon i og mellom fag. Elevene får heller ikke nok tid til faglig forståelse og fordypning (Kunnskapsdepartementet, 2019).

Surveys and feedback show that the present day's curricula are too extensive, and that it has been difficult for teachers to prioritise the most important elements in the subject. The progression in and between subjects is unclear. The pupils also do not get enough time for academic understanding and specialisation (author's own translation).

Furthermore, a lot has changed since 2006, so a school reform from 2006 might be considered a bit outdated 14 years later. One of the biggest changes has to do with new technology, and so this was something that the new curriculum wanted to include. Thus, good digital judgement, being critical to the sources one uses, and information security has a larger role in the curriculum today. In order to address changing knowledge and challenges in our world, the curriculum has new areas of focus. In LK20 there is a larger focus on practical learning rather than theoretical, as well as interdisciplinary topics such as democracy and citizenship, sustainable development, and public health and life skills.

2.2.3   Process of creating and implementing

To make a new knowledge promotion takes a long time. For the Norwegian government and Ministry of Education, it took about three years during which there were different phases. The decision to make the new knowledge promotion was made already in 2017 as phase one started. In Autumn 2017 the creation of the core elements was in progress until spring 2018. The next school year, phase two, was spent developing the curricula for the different subjects. All the new curricula were established on April 2, 2020 (UDIR, 2020d).

The ministry was extremely open in their process and included a lot of different people. During one of their hearings in the Autumn of 2019 they received over 7000 responses. In total, UDIR and the Department of Knowledge had received over 20 000 responses including input in the process of the knowledge promotion. UDIR has worked together with resource groups composed of teachers, teacher educators, scientists and other professionals. They have

even had their own reference groups consisting of central people within the school sector as well as the Sami Parliament (Kunnskapsdepartementet, 2019).

On UDIR's official site one can find the plan for implementation of LK20 in the different years. They explain that implementing the new knowledge promotion in English, going from the subject marked as ENG01-03 to ENG01-04, is a step-by-step process. Their plan looks like this:

- School year **2020-21:** Grade 1-9 and Vg1 start using the new curriculum.
- School year **2021-22:** Grade 10 and Vg2 start using the new curriculum.
- School year **2022-23:** Vg3 starts using the new curriculum (UDIR, 2020e).

2.2.4   Issues of implementation

As mentioned in the previous section, the Vg1 classes that started in August 2020 were among the first groups who started with LK20. However, this posed two major issues. The first issue is that that last year's and this year's current 10th graders are still following LK06. This means that pupils who started Vg1 in Autumn 2020, and those who will start in Autumn 2021, are at a slight disadvantage as they do not have the exact prerequisite skills that 10th graders will have in the end of June 2022, having completed lower secondary school with LK20.

The second issue has to do with the fact that some pupils in upper secondary schools are immigrants and/or adults who have never attended lower secondary school in Norway and thus also lack these prerequisite skills. This was something which came up during the research for this thesis and will therefore be discussed more in section 6.4.

2.3   Key terms

2.3.1   Translanguaging

The term *translanguaging* was coined by Cen Williams (1994/1996) and it comes from the Welsh *trawsieithu* which originally referred to a pedagogical practice where students are asked to alternate languages for the purposes of receptive or productive use. An example would be a classroom situation where students would be asked to read in English and write in

Welsh and vice versa (Baker, 2011: 288). Another example of translanguaging is the process of writing an essay. A pupil can plan a topic and write a disposition for an essay in their first language followed by writing the actual essay in the target language, for example English. Further, when a group of pupils with the same language backgrounds sit together and discuss the topic and create ideas in whichever language they choose, translanguaging can happen. They can then implement those ideas and thoughts they discussed in a language of their choosing when they produce their essays in English, which could make the actual writing easier for each pupil. Baynham and Lee (2019: 13) write about translation and translanguaging and they define the term like this: "[…] translanguaging must be linked to the notion of repertoire. Translanguaging always involves a selection from available resources in a speaker/writer's repertoire […]". García and Lee (2014: 21) write that, for them;

> translanguaging does not refer to two separate languages nor to a synthesis of different language practices or to a hybrid mixture. Rather translanguaging refers to new language practices that make visible the complexity of language exchange among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states. (García & Lee 2014: 21)

García and Li (2014: 21) continue by saying that translanguaging is not viewed as two separate codes as in code-switching but that all languages are part of that one single linguistic repertoire. This correlates with Lewis et al. (2012: 659) who claim that "code-switching has associations with language separation while translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages". Baker (2011: 288) continues to define the term as "the process of […] gaining understanding and knowledge through the use of two languages". This thesis aims to see if and how teachers let their pupils work with their home languages, as well as other languages they might know, in order to understand and learn more during English class.

2.3.2 Multilingualism

According to Aronin and Singleton (2012: 1) the definitions of multilingualism, as well as bilingualism, are "many and wide ranging". They claim that "they [the definitions] are rooted in diverse theoretical and practical perspectives and emphasize different aspects of using and learning languages (Aronin & Singleton 2012: 1). Thus, a common definition has to be

determined for the present study. Edwards (1994: 3) argued that multilingualism is a "world phenomenon" and that being multilingual is "rather, a normal and unremarkable necessity for the majority in the world today" (Edwards 1994: 2). Franceschini (2009: 33) provides this definition.

> The term/concept of multilingualism is to be understood as the capacity of societies, institutions, groups, and individuals to engage on a regular basis in space and time with more than one language in everyday life (Franceschini 2009: 33).

Weber and Horner (2012: 3) argue that everyone has a variety of linguistic resources at their disposal and state that they do not distinguish between the terms bilingualism and trilingualism but rather classify everything under the term 'multilingualism'. They also refer to Blommaert's (2010: 102) definition of multilingualism:

> Multilingualism… should not be seen as a collection of 'languages' that a speaker controls, but rather as a complex of *specific* semiotic resources, some of which belong to a conventionally defined 'language', while others belong to another 'language' (Blommaert 2010: 102).

The present thesis follows both Franceschini's (2009) and Blommaert's (2010) definitions of multilingualism where the knowledge and use of multiple languages, refers to individuals, as well as societies and nations, who use two or more languages in everyday life, in different situations and to different degrees.

2.3.3   Second Language Acquisition

The present thesis delves into the use of non-target languages in a second language learning classroom, which in this case is English. "Learning a second or foreign language is commonplace in today's world" (Gass & Mackey 2012: 1). For this current thesis Rod Ellis' definition of the term *Second Language* is used: "Sometimes a distinction is made between a 'second' and a 'third' or even a 'fourth' language. However, the term 'second' is generally used to refer to any language other than the first language" (Ellis 2008: 1). Because the pupils in the Norwegian upper secondary schools have different language backgrounds, the term *SLA* will be used to refer to their language learning in English class, whether English is the actual

second language they learn in their lives, the third, or any language after the acquisition of the home language(s).

In an article by Elaine Tarone (2015), there are a couple of findings regarding what shapes second language acquisition. One of the points deals with purpose. The pupils' purpose for learning a new language differs immensely and has a big impact on how they acquire the language. "[the purpose] entails and shapes the ability to perform certain functions and not others" (Tarone 2015: 448). She continues by presenting some examples. The first example has to do with passing a standardized proficiency test. In this case, the learner will probably focus more on grammatical rules and memorized rules, without necessarily being able to speak the L2. Another purpose for the learners may be to "become part of the cultural community that uses the L2" (Tarone 2015: 448). For this purpose, a pragmatical approach might be more beneficial. For the learners in the context of the present thesis, the purpose of attending English class is primarily to achieve their diplomas or their certificate of apprenticeship.

2.4 Teaching pedagogy

2.4.1 Monolingual pedagogy

"According to monolingual norms in society, speaking one language at a time is considered to be 'natural' and 'correct', whereas translanguaging practices are often regarded as incorrect or deviant" (Jonsson 2017: 27). Jacobson and Faltis (1990: 4) have also argued that the teaching of languages should be done monolingually. They claim that:

> Bilingual educators have usually insisted on the separation of the two languages, one of which is English and the other, the child's vernacular. By strictly separating the languages, the teacher avoids, it is argued, cross-contamination, thus making it easier for the child to acquire a new linguistic system as he/she internalizes a given lesson (Jacobson & Faltis 1990: 4).

What they are saying here is that mixing more than one language in a language learning classroom does not help the child in learning the target-language. Lindholm-Leary (2006: 89) describes this as "periods of instruction during which only one language is used". These periods of instruction happen without any mixing of the languages or translation. May (2011)

conducted a study as to why the areas of SLA (Second Language Acquisition) and TESOL (Teaching English to Speakers of Other Languages) have been making so little progress in moving from a monolingual approach to a bilingual approach. He argued that this lack of progress was due to the disciplines of SLA and TESOL and how they "construct, validate, contain, and exclude particular forms of knowledge" (May 2011: 236) in disciplinary hierarchies which regarded some form of knowledge higher than others. Rabbidge (2020: 20) claims that "in the last decade, re-conceptualizations of bilingual and multilingual competencies and cognitions have led to an increased belief of the positive role that the L1 can have in the second language classroom" while still acknowledging the significant amount of exposure to and practice learners need using the target language.

Jim Cummins has tried to understand the prevalence of monolingual language practices. He claims that "these monolingual instructional assumptions have minimal research basis" (2005: 588). He lists three assumptions to these monolingual approaches in order to try to overcome and free teachers and language education programs from this practice. They include the following:

1. Instruction should be carried out exclusively in the target language without recourse to the students' L1
2. Translation between L1 and L2 has no place in the teaching of language or literacy.
3. Within L2 immersion and bilingual/dual language programs, the two languages should be kept rigidly separate; they constitute "two solitudes" (Cummins 2005: 588).

Cummins continues to explain that "when we free ourselves from these monolingual instructional assumptions, a wide variety of instructional opportunities arises[1] for teaching bilingual students by means of bilingual instructional strategies" (2005: 588). Some of these instructional strategies include encouraging students to engage in bilingual learning as well as acknowledging the reality of cross language transfer. Cook (2001: 402) also claims that teachers should allow learners to use the knowledge they have in the L1 to complement their TL knowledge in the classroom. Finally, Rabbidge (2020: 23) argues that:

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[1] Concord error is in the original printed version

having a multicompetence view of SLA […] allows learners to free themselves of the standards imposed upon them by native speakers as well as allowing them access to the cognitive tools of their L1 in order to better acquire the target language (Rabbidge 2020: 23).

So, although many researchers claim that monolingual practices are common and encouraged many places, more and more see the positive sides of using home languages in EFL classrooms. Cummins' (2005) approach was to see the instructions for monolingual practices in order to break them down and argue against. Meanwhile both Cook (2001) and Rabbidge (2020) acknowledged the importance of exposure, but at the same time claimed that with a strategic use of L1s in the classroom, translanguaging would have a positive impact on the pupils' TL.

2.4.2 Translanguaging in Scandinavian classrooms

Most of the previous publications about translanguaging in Scandinavian classrooms are descriptions of early ELLs. In their book, Krulatz et al. (2018: 141-3) draw from classroom examples and other research to see ways to engage in translanguaging in ELL classrooms in Norway. One example being a 3rd grade teacher who collaborated with the arts and crafts teacher for to create a "multilingual corner". The English teacher modified the aim "Students will be able to converse about some aspects of different ways of living, traditions and customs in English-speaking countries and in Norway" to also include "in their home countries" and not just in English-speaking countries and Norway. In his practice, the pupils had to exchange opinions and contribute ideas to what their multilingual corner should look like. Afterwards they told the class in either Norwegian or English (Krulatz et al. 2018: 141-3).

Another example from Krulatz et al. is from an 8th grade teacher who, after some preparation in the subject, gave her pupils a task to choose a text in their first language and retell the story in either Norwegian or English. The project ended in a three-way parallel text where students had a text in their first language, English and Norwegian (Krulatz et al. 2018: 146). Most of the teaching applications presented in Krulatz et al. (2018) concerns engaging students and making them aware of differences and similarities in several languages, to further understand the English language, learning strategies, and their own capability to learn.

2.4.3 Influences on teachers' practice

There are many factors which can affect teachers' practice in the classroom. This subsection will address the new national curriculum and teacher's practices and beliefs. First, teachers are somewhat limited to a national subject curriculum. In Norway, the curriculum is quite general and vague, so teachers have a lot of room to shape their lessons in whichever way they wish and still cover what the curriculum says. For instance, there are no books which are listed as literary-canons teachers must go though. Instead, teachers can choose a book which they believe fits to each class, although the textbooks often suggest novels and provide worksheets for them. However, the curriculum changes and new things are brought in focus. The present study looks into the implementation of *The Knowledge Promotion 2020* which was implemented in the middle of a worldwide pandemic, where schools closed, and teachers and their pupils had to conduct online classes. Kramsch (2020:31) claims that "despite their training [...] teachers themselves are often unable to implement the new applied linguistic paradigms because of constraining schedules, demanding textbooks, or administrative duties" (Kramsch 2020: 31). Furthermore, Germeten (2005) argues that despite getting new curricula, teachers' practice does not change very drastically. In fact, she claims that "vi star på terskelen til å få iverksatt en ny læreplan i Norge, som har vokst fram som en ide om at skolen endres gjennom formuleringer av ord i en læreplan" (we are on the verge of implementing a new curriculum in Norway which has grown as an idea that the school changes through the formulation of words) (*author's translation)* (Germeten 2005). This lends support to the idea that it is important to study not only the words in the new curriculum, but also its implementation.

The second factor which influences the teachers' practice is their beliefs about language use. In his book, Borg (2015) studied the relationship between teachers' beliefs and their practice. One noticeable thing he discovered was that when teachers commented on hypothetical situations or theoretical statements about classroom practice "[their] responses may reflect their views of what *should* be done rather what they actually do" (Borg 2015: 217). Nevertheless, Borg (2015: 325) concludes by saying that "teachers of foreign and second languages, in particular, possess conceptions of their work which are influenced by their own experiences of language learning" (Borg 2015: 325). The present study asks teachers about their beliefs about language use, and so it is important to bear Borg's theory in mind when interpreting the findings.

2.4.4 Importance of exposure

An important factor in language learning is exposure to the language, in this case English, and whether language exposure is limited to the classroom. However, as residents of Norway, English language learners are at an advantage when it comes to being exposed to English. In their research, Okyar and Demir (2019: 380) found that there are positive links between successful language learning and sufficient exposure to the target language. Because of the rise of digital technology and the fact that most television broadcasts in Norway are not dubbed or have voice overs, children, teenagers, and adults are more exposed to the English language than in countries that do minimize the exposure to English. In a study done by Eva Lindgren and Carmen Muños in 2012 the most important exposure to the target language "was watching movies and films in the FL (possible with subtitles)" (Muños 2012: section 5.3.3). International shows that you can watch on Norwegian television channels and streaming websites are more often than not broadcasted in the original spoken languages. There are several other countries that dub most shows and programs. Dubbing is "to provide an alternative soundtrack to a film or television broadcast, especially a translation from a foreign language […], on to a new record" (OED, 2018a). Another way for a country to provide an international show in the country's own language is by using voice-overs. A voice-over is slightly different from dubbing as it does not remove the original soundtrack. The Oxford English Dictionary define a voice-over as "a narration or commentary by an unseen speaker in a film or television broadcast" (OED, 2018b).

Furthermore, the advancement of digital technology also provides English language learners with a variety of means of exposure to the language. Wang and Chen (2020: 343) argue that spending time watching English videos on YouTube exposes students to English-teaching videos and provides different learning opportunities like, for instance, understanding foreign cultures. The last major digital advancement which is an important exposure platform are video games. This is also one of the more noticeable changes in the Knowledge Promotion curriculum 2020 (LK20), where teaching by using games has been added. Blume (2019: 114) claimed that although digital game-based language learning has just started to emerge, her findings "provide further indications for a positive relationship between language learning strategies and proficiency".

2.4.5 Teachers' beliefs

In the present thesis, it was considered relevant to ask the teacher interviewees about their beliefs regarding the use of non-target languages in an English language classroom. Teachers' beliefs about language acquisition play a big role in their practice in an ELL classroom as argued by Borg (2011: 371) who wrote that "in the context of language teacher education, beliefs are seen to be a key element in teacher learning". Kegan (1992: 85) also suggested that beliefs "may be the clearest measure of a teacher's professional growth". It is important to find one definition of *belief* as it is used frequently in many different situations. Aiming to "clean up a messy construct", Pajares (1992: 309) argued that there are many concepts related to the term belief. Some of these include: opinions, attitudes, personal theories, values, rules of practice, repertories of understanding, internal mental processes, social strategies, etc. (Pajares, 1992: 309). After having discussed in great depth what the definition of belief is, he provided the following definition: "an individual's judgment of the truth or falsity of a proposition" (Pajares 1992: 316). He adds that when it comes to the notion of teacher's beliefs, it covers "teachers' attitudes about education" including schooling, teaching, learning and students. Pajares' research was revisited about 20 years after, where Lucas et al. (2015: 455) again argues how finding a clear definition on beliefs is a challenge. However, they still settled on Pajares' definition in their own study of "Teachers' beliefs about English Language Learners".

One central aspect of language teacher's beliefs relates to language use in the classroom. For the present thesis, when interviewees were asked about their beliefs about language use in the classroom, the interviewer explained that by beliefs she generally refers to what thoughts and opinions they have towards the issue and if they have a reason behind them. Whether or not the teacher uses English as the only language of instruction, a mix of both Norwegian and English, or mostly Norwegian relates to what the teacher feels comfortable doing, as well as what they believe about the language learning process. As presented in section 2.4.3 what teachers believe might not always correlate with their actual practice.

2.5 Summary

As it has been discussed in this chapter *The Knowledge Promotion* (LK20) went through a more significant change and the implementation process could be seen as a challenge. Additionally, the explanation of the aim in focus in the present thesis does not guide teachers or provide enough support for teachers and the curriculum in English does not take all pupils' prerequisite skills into account. Moreover, the terms which will be used frequently throughout the paper, such as translanguaging, multilingualism and second language acquisition have been explained in detail. The last part of this chapter presented an overview of theory of teacher cognition, including beliefs, practices and the relation between the two.

3 Literature review

3.1 Introduction

For the Norwegian curriculum, the practice of using more than English and Norwegian in the ELL classroom is somewhat new. The studies were divided into those focusing on oral language, reading, and writing. Section 3.2 presents seven different studies of translanguaging practices. Some will give examples of practices at home, but most of them will focus on practices in EFL classrooms. Section 3.3 looks at three studies of translanguaging practices when reading. The last study presented in this chapter is presented in section 3.4 where the focus is on translanguaging when writing.

The studies were chosen based on the theoretical background about translanguaging, and relevance. The present thesis found studies which presented studies of translanguaging in different situations, with different learners, from different countries. Since *translanguaging* is a relatively new term it was a challenge to find extensive studies in Norwegian schools. Thus, a selection of studies were chosen in order to see how translanguaging is practiced different places to then, finally, understand which practice would fit the target pupils in Vg1 in Norway. Some studies were excluded in this paper due to focusing more heavily on multilingualism instead of translanguaging. Beside that, there were no certain criteria for the studies that are presented in this chapter.

3.2 Translanguaging in seven EFL classrooms

This part of the thesis will look at seven different studies on how translanguaging has been used in different classroom situations. The first six studies cover a general look at translanguaging practices which have been studied in various parts of the world. The last four studies have been divided into the basic skills of writing and reading.

There has been a vast amount of research done which has shown the potential benefits of translanguaging by different approaches. Duarte (2019) carried out a study of 15-year-old 10th graders in Hamburg, Germany where she looked at how pupils used translanguaging in content-matter mainstream classrooms. By counting and analysing the pupils' speech acts during filmed lessons in German, Duarte found that pupils tended to draw on their whole

linguistic repertoires in those talk-talk activities which were cognitively challenging. She also found that in situations where they had to construct new knowledge and to clearly present an idea, they used translanguaging (Duarte 2019).

Another study by Hornberger and Link (2012) presented findings from a research of English language learners in the USA. They took an ethnological approach and saw how, in two different educational contexts. The first context being an observation of the everyday life of a Latino immigrant schoolgirl during her at school activities, home life, and leisure activities. The second context looked at university students at a bilingual BA program. Hornberger and Link (2012: 239) goes on by saying that "welcoming translanguaging in classrooms is not only necessary, but desirable educational practice" (Hornberger & Link 2012: 239). They argued that a monolingual approach delimits any possibilities for pupils to develop biliteracy development. Additionally, pupils have a better opportunity to learn (more) about their own and others' cultures by allowing translanguaging practices (Hornberger & Link 2012: 240-2).

The benefits of translanguaging are also argued in Creese and Blackledge's (2015) article where they studied pupils and teachers in a Panjabi complimentary school[2] in the United Kingdom who translanguage. The research followed a teacher and two 17-year-old pupils who wore digital microphones in the classroom. In Creese and Blackledge's (2015: 30-2) study, one example of translanguaging context was through written assignments where the class writes different sentences, for instance on what they did on their holidays (Creese & Blackledge 2015: 30-2). They claimed that engaging in such communication "has the potential to deepen understandings and socio-political engagement, develop critical thinking, and extend metalinguistic awareness and cross-linguistic flexibility" (Creese & Blackledge 2015: 33).

McMillan and Rivers (2011) conducted a study at a university in Japan where they looked at native speakers of English who followed the "English only" teaching strategy in their EFL classrooms. In their study, they surveyed about 60 teachers, most of whom were from the United States, some from the United Kingdom, and a few from Australia, Canada and New Zealand (McMillan & Rivers 2011: 253). The study was done in three different departments at the university. The first two departments, which McMillan and Rivers (2011) refer to as

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[2] Also knowns as *heritage schools.* "Complementary schooling is additional to regular (full time) schooling and is largely funded by local communities" (Creese & Blackledge 2015: 30).

department A and B, were relatively consistent in the students' proficiency level, whereas department C had "mixed-ability classes" with an equal amount of high-, medium-, and low-proficiency learners. Despite these differences the teachers were expected to conduct English-only lessons. It was uncommon for teachers to be questioned about their language use in class, especially whether or not they made use of Japanese in their teaching (McMillan & Rivers 2011: 253-4). The article by McMillan and Rivers (2011) focused on three of six questions which they asked in the survey. These questions asked about the teachers' attitudes toward teachers and students using the students' L1, and the third question asked the teachers to indicate their level of agreement with the statement that using the target language only is important in order to achieve a "communicative approach" (McMillan & Rivers 2011: 254). The researchers found that the group of teachers who had low proficiency in Japanese were actually more positive toward the use of L1 in their classrooms, while the teachers who had higher proficiency were more negative toward the use of L1. Of the 60 teachers surveyed, 20 teachers were in favour of teachers using students' L1, and 19 were positive to students using their L1. Some of their comments were that teachers could use students' L1 to quickly enable comprehension either for vocabulary or when a difficult task was explained. Others wrote that allowing the L1 to be used could be important "especially when the meaning is important or involves students' personal lives, emotions, etc." (McMillan & Rivers 2011: 255). Several teachers also commented that using L1 helps especially the low proficiency students. Another interesting comment was made by a teacher who said that when she taught in Canada, she used to use students' L1 when discussing political matters. She believed that when she showed her students that she could use their language, her students would be more motivated to learn her language, English (McMillan & Rivers 2011: 255). The teachers who were positive toward students using their L1 wrote that it was beneficial when it came to checking grammar, getting help and explanations about assignments from their classmates, and letting them check vocabulary (McMillan & Rivers 2011: 256).

In the McMillian and River study, there were 13 teachers who were against teachers using the students' L1 and five who were against students using their L1. The comments expressed that since there is limited time in the classroom, maintaining an English environment is important for the students. Additionally, practicing English-only puts an extra pressure on both the teacher and the students, especially when it comes to not only speaking English but having necessary and meaningful conversations. Other teachers commented that it should not be necessary to use L1 at the university level, especially not for English majors. Finally, one

teacher gave a comment that if there are different L1s in the class, it would not be fair to all the students if the teacher translated certain things to only some of the L1s in the class. He said they should focus on English exposure instead (McMillan & Rivers 2011: 255-6). All in all, it seemed that the participants in this study were more positive than negative toward both teachers' and students' use of L1.

Fatma Yuvayapan conducted a study in Turkey in 2019 where she looked at what English teachers' perceptions and practices were towards translanguaging. Additionally, she looked at for what purposes EFL teachers use Turkish in their classrooms (Yuvayapan 2019: 682). About 50 teachers from different schools and cities in Turkey responded to Yuvayapan's questionnaire. About half of the teachers had 10 or less years of experience, while the other half had 11 or more years of experience. Furthermore, Yuvayapan conducted five classroom observations in three different schools, as well as semi-structured interviews with 10 teachers who participated in the questionnaire (Yuvayapan 2019: 682).

The first part of Yuvayapan's research was put in a systematic analysis where she calculated the percentages of the answers on the questionnaire, and it was mainly about the teachers' perception and practices. The survey was split into different parts and teachers had to mark their answers from a scale with three alternatives. In questions regarding teachers' belief, they could choose between "not important/important/very important" and for questions regarding their practice the response options were "never/not often/somewhat often/often/very often" (Yuvayapan 2019: 684-5). The results show that regarding how often teachers encourage the use of Turkish in the classroom, the importance of using Turkish for the student and for the teacher, and how often Turkish is actually used in different classroom situations, over 50% of the answers were labelled "never/not often" and "not important" (Yuvayapan 2019: 684-6). Other question which asked about using L1 for clarifications of context and to help low proficiency pupils, the answers were more on the "somewhat often", "often/very often", "important", and "very important" (Yuvayapan 2019: 685). This was in line with Yuvayapan's observations in some classes as well. One instance was in a fifth grade class where a pupil did not seem to understand the instructions. The teacher then asked in English if the pupil could explain what they will do in Turkish (Yuvayapan 2019: 688). This way, the teacher encouraged the use of Turkish in order to help with this low-level pupil.

Overall, Yuvayapan (2019) recollected several instances both in the teacher questionnaire, the observations, and the semi-structured teacher interviews that teachers use translanguaging mostly in vocabulary practices and content related practices. It was also noted that there was a distinct difference in the teachers' beliefs and what they actually practiced in class as they were observed practicing translanguaging even though they stated that they did not think this practice was important or helpful for their pupils.

Yuvayapan's (2019) research is in line with another study done by Kavitha Nambisan who also explored teachers' attitudes and uses of translanguaging in EFL classrooms. This study was done in Iowa, USA in 2014. Out of 19 English teachers in Iowa who participated in a survey which aimed to collect information about their perceptions and practices, the results indicated that even though most of the participants believed using languages in many different ways was important, less than half implemented such practices in the classroom (Nambisan 2014: 53-87). These two studies together suggest that there is a need for more research and awareness into why practices which are regarded as important are not being implemented in the classroom.

New types of education programmes take a translanguaging approach in structuring the language use in their classes. One example of this is the study of international high schools in New York City, USA, conducted by Ofelia García and Claire Sylvan (2011: 393). These schools have great focus on both pupil-, and teacher collaboration. "Students are talking, arguing, trying to make their points, and collaborating on a project together. In doing so, they are using different language practices, including those they bring from home". An observer will see and hear multiple languages used at once in the classroom. The notes that the pupils take and the languages they use when speaking to each other will vary significantly. García and Sylvan (2011: 393-4) explain that they put pupils in small groups where they have access to bilingual dictionaries both electronic versions and paper versions. It is up to the pupils themselves to choose whichever language they want to communicate in. García and Sylvan (2011: 393-4) explain further that "multiple conversations are happening at multiple times in many languages with the occasional breaks in the "chaos". The breaks happen when the teacher needs or wants to explain a concept or asks their pupils to practice a skill which can help them in their projects. It is completely the pupils' choice how they want to work in order to arrive at the final project. To this, García and Sylvan say that

Students depend on one another to share their experiences, knowledge, perspectives, and understandings of the text; they teach each other. The teacher is not the only "expert" in the room, and considerable control is handed over to the students. Content is made accessible because students work on figuring out the content, language, and implications together (García & Sylvan 2011: 393-4).

In these classrooms everything is facilitated in a way that promotes student collaboration, e.g. the pupils sit in smaller groups at hexagonal or trapezoidal tables. The teacher does not spend the majority of classroom time giving a lesson in front of the class, but rather sits by the tables interacting with the pupils. Here the teacher will be "listening, redirecting conversation at times, asking and answering questions or being part of the small group discussions" (García & Sylvan 2011: 393). The teacher will also almost always use English. If something they say needs to be translated, they will ask the other pupils in the group to translate. The previous seven studies focused on different practices which promotes translanguaging in the classroom. The following sections will look specifically at classroom research focused on translanguaging practices while reading and writing.

3.3 Understanding translanguaging practices when reading

Kwon and Schallert (2016) conducted a study of 10 adult readers who read in two languages, Korean and English. The researchers aimed to analyse the participants' academic literacy practices and see which languages they would draw on in certain situations. There were two main activities which the students participated in. The students were to read two texts of their own choosing: one in English and one in Korean. First, they were asked to read for about 40 minutes and during that time they could think aloud in whichever language they wanted or that seemed natural. All their think-alouds were recorded and transcribed in order for the researchers to code and analyse the data afterwards. Second, the participants were asked to write a summary after each reading. They could write in whichever format and in whichever language of their choice. Notes including keywords, symbols, phrases, abbreviations were all allowed, as the researchers' focus was to see the instances of translanguaging.

In the think-aloud task, Kwon and Schallert (2016: 144) found that most of the participants matched the language to the texts, so they thought in Korean while reading the Korean text and thought in English while reading the English text. Some mixed the two languages

regardless of which language the texts were in. The findings from the written summary task were a bit different. About 50% of the participants matched the language of the texts with the use of very few symbols. Remarkably, the two participants who used English predominantly had zero instances of Korean when writing a summary for their English text. On the other hand, there were three students who predominantly used Korean regardless of the language of the text. However, Kwon and Schallert (2016: 145-6) found that the English text tended to elicit a bit more English in their summaries. When comparing and summarising the two activities Kwon and Schallert (2016: 147) argued that the students "allowed English to assist them [when reading in their native language], making strategic choices in utilizing their linguistic resources as influenced by contextual needs and purposes for reading" (Kwon & Schallert 2016: 147). They described the translingual practices as when students' use one predominant language, "the other language still hovered, ready to be pulled upon at need", and that their research shows evidence on two languages coexisting and leading to a broader linguistic repertoire which assist language learning (Kwon & Schallert 2016: 147).

A study by Davis et al. (2016) looked at language use during shared reading activities among bilingual families in the United States. They surveyed 193 Hispanic bilingual families where the parents answered a questionnaire about reading practices at home. The results showed that 52% of the families read books exclusively in Spanish while 12% read only English books. The other 37% reported reading both Spanish and English books to their children (Davis et al. 2016: 1158-9).

In another study, Brown (2016) looked at how Mexican families in south-eastern United States develop knowledge about literacy practices in both English-dominant schools and within the Mexican community. Her study was called "Story Nights" and it draws from a six-month qualitative study where she visited Latino homes and actively engaged children in participation (Brown 2016: 287). Brown (2016) brought bilingual picture books to the participating families and each week the children chose two to read. Brown would read the first part in English and some older participants would read the Spanish portions. As the weeks passed by, the parents in the families had assumed the roles of reader both in English and in Spanish (Brown 2016: 291). Brown (2016: 292) found that this type of community-based learning made the participants expect collaboration among each other and not just accept it, thus creating a more motivational learning environment. The participants drew multiple connections to their own Mexican culture, and they contributed to a large amount of

understanding in both languages. This was especially due to how "the adult and children used their own expertise to advance the skills of other family members" (Brown 2016: 298).

Brown's (2016: 287) study discusses how teachers can expand the social practices to help Latino English learnings in English-dominant classrooms. She argues that teachers should rethink their practice and create a form of hybrid learning, which might include rearranging the classroom , like in a lounge area, in order to create a richer learning environment. She also says "it is essential to remove any notion that there is a one-size-fits-all curriculum or pedagogical practice" (Brown 2016: 299) and instead legitimizing multicultural approaches to teaching and learning which she believes would benefit all pupils (Brown 2016: 299-300).

3.4   Influence of translanguaging on academic writing

This section presents only one relevant study. It was chosen as it was very extensive, and the researcher of the present thesis found it to fit with the topic of the thesis as the learners were using translanguaging practices when writing no matter if they were aware of it or not. Additionally, Pfeiffer's (2019) study also presents examples on ways Vg1 teachers of English in Norway can make pupils aware of their translanguaging practices when learning English, as well as seeing how it helped pupils writing, all which will help pupils reach the competence aim in LK20 about using knowledge of several languages when learning English (UDIR 2020a).

Pfeiffer (2019) conducted a study of students' writing process in two multilingual countries, South Africa and Switzerland. The study was conducted to examine the process of translanguaging in the process of producing a text written in English. Furthermore, the researcher's aim was to "to make students aware of the fact that having more than one language at their disposal could enrich their academic writing" (Pfeiffer 2019: 308). It was Pfeiffer's belief that whether or not English was your first, second, or third language, the way one learns to write English has been and will continue to be "a major educational venture throughout the world" (Pfeiffer 2019: 308). South Africa and Switzerland were the countries chosen for this study as both countries have an array of multilingual students. Pfeiffer (2019: 307) claims that previous research show that students in countries like South Africa and Switzerland believe that they should forget their home language in order to master their academic language and strengthen their performance. Klapwijk and van der Walt (2015: 3)

exclaim that it is important for students to understand that learning or mastering English should not be a reason to avoid or lose other languages.

Pfeiffer's research was conducted in three universities in Switzerland and one in South Africa. Over the span of three years, 2016-2018, Pfeiffer gave the students open-ended questions which made the students think about their English writing skills and challenges they face when learning English. One of the four questions was this: "For English FAL (First Additional Language) students: Do you use your home language when you write? If so, how do you do it?" (Pfeiffer 2019: 316). The results showed a big difference in the different schools. In the South African school between 30-35% of the students indicated that they indeed use their home languages when writing English. The notion of using home languages when they write English was more significant among the Swiss students, where 88% of the responders indicated this practice (Pfeiffer 2019: 324). Pfeiffer argued that this result might come from the fact that English is more seen as a foreign language in Switzerland rather than a second language as it is in South Africa (Pfeiffer 2019: 324). It is clear, from the findings of the research, that the majority of students use translanguaging when they work with writing in English. Some students also go a bit beyond that and have more awareness about the meaning behind expressions and for instance, metaphors. Several students also commented that they plan a text, either by doing a mind-map or structuring and organizing ideas for a writing assignment in their home language and then produce texts in English. From this, Pfeiffer (2019: 325-6), claims that this action is not just translating a word students are unable to find, but a more conceptual engagement with the topic at hand.

In the research presented it is clear that the students are using translanguaging when producing academic texts in English. Students will think in their home languages, whether it is Chinese, Italian, Swiss-German, IsiXhosa, or any other, and then translate to English. The research shows that students use different strategies to help them write, and also that the study helped these students become more aware of how their home languages assist them in their writing and general learning process. "Without students being aware, translanguaging has become a natural tool for them to use when they are writing in a language that is not their home language" (Pfeiffer 2019: 327).

3.5 Summary

In this chapter 10 different studies of translanguaging practices have been presented. They have varied from pupils of different ages as well as language use at home, although most of the presented research has looked at practice at schools. There seems to be a commonality that many teachers who are aware of what translanguaging is practice this with their EFL learners. In some studies where teachers were unaware of this practice, they show that a majority have a positive attitude towards using pupils' L1s in class, while a minority do not think it is a beneficial practice. It can be concluded that the way translanguaging differs from code-switching, implementing such practice in class does not hinder pupils' target language learning, as learning can be helped and supported by drawing on the languages the pupil already knows.

4   Methodology

4.1   Introduction

This chapter presents the methodology used for collecting data and analysing the data for this research. The first part of the chapter presents the qualitative research method that was used in the study. Next, the type of interview used is presented together with a representation of the participants. Additionally, the chapter will present how the choices both for the method and the participants were limited. The chapter describes the processes of finding the interview subjects, planning the interview guides and conducting the pilot interview. Finally, the issue of validity and reliability will be addressed, followed by some ethical considerations.

4.2   Qualitative research methods

Appropriate data collection methods must be in a position to reveal the "lived details" of people's lives (Scheppele 2004: 401). The present study used a qualitative research methodology as it aims to understand teachers' practice regarding the use of languages other than English in class as well as their choices in planning and executing classes where they implement the new competence aim. Dörnyei (2007: 125) says that a typical characteristic of a qualitative dataset is "its tendency to become increasingly long […] and tends to be bulky and messy". Quantitative research is usually divided into two distinct phases, that is the data collection and data analysis. So, while this type of study follows each other in a linear manner, Dörnyei (2007: 124) explains that since a qualitative inquiry is more flexible in its process "the data collection and analysis are often circular and frequently overlap". Furthermore, Mack et. al. (2005: 1) writes that qualitative research has the ability to provide "complex textural descriptions of how people experience a given research issue". In the case of the present study, qualitative research seemed more appropriate to gain knowledge and hear about what teachers do in their classrooms. Mack et al. (2005: 1) continues by saying this about a qualitative research method:

> It provides information about the "human" side of an issue – that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status,

gender roles, ethnicity, and religion, whose role in the research issue may not be readily
apparent (Mack et al. 2005: 1).

There are many different ways of collecting and analysing data in qualitative research.
Dörnyei writes that interviewing is a familiar practice and is therefore a versatile research
instrument, "in fact, although there is a range of qualitative research techniques available for
researchers, the interview is the most often used method in qualitative inquiries" (Dörnyei
2007: 134). "The word qualitative implies an emphasis on the qualities of entities and process
and meanings that are not experimentally examined or measured […]" (Denzin & Lincoln
2003: 13). Furthermore, Cropley (2019: 39) claims that qualitative studies are descriptive
rather than experimental and that these studies "are carried out under conditions that resemble
the everyday life of the people involved".

4.2.1   Sampling

Creswell and Poth (2018: 157-8) argue that the best sampling strategy consists of three
considerations: Participants, types of sampling strategies and size. For the present study, the
participants were sampled by convenience (see section 4.4.4 for an explanation on how they
were found). The researcher wrote a post about searching for participants in two Facebook
groups called *English Teacher Network (Vgs Norway)* and *Engelsklærere for elever med kort
botid i Norge* (English teachers for pupils with short residency in Norway). The purpose for
this was that it saves time. Additionally, by sampling through the internet, costs like travel
expenses were saved. The researcher did also contact previous master students at UiS if some
of them would be interested in participating our of which two joined. The last candidate was
asked personally from the researcher's own network. Section 4.8 explain more in depth which
challenges interviewing a person known to the interviewer have. Creswell and Poth (2018:
159) claim that this type of sampling [online sampling] additionally saves effort, "but at the
expense of information and credibility". For the participants in the present study, it was
important to find individuals who had experience in a certain field, namely teaching with
LK20 in English upper secondary class. Creswell and Poth (2018: 157) further explain that
"the researcher chooses participants who can contribute to the development of the theory".
Since the sampling process was a matter of convenience, three out of six of the participants
expressed interest in the current topic and contacted the researcher that they wanted to
participate, while the other three said yes when the researcher asked them.

4.3   Collective case study

The present study is a case study using Creswell and Poth's (2018) approach to collect and analyse the data. Merseth (1990: 54) lists three criteria which define a case study. According to her the criteria reads as follows:

- A case study is a descriptive research document based on a real-life situation, problem, or incident.
- In the presentation of a case study, every attempt is made to provide an unbiased, multidimensional perspective.
- A case study describes a situation requiring analysis, planning, decision-making, and/or action (Merseth 1990: 54).

Merseth (1990: 55) claims that a case study holds a great advantage because it is so versatile and can be conducted "about a wide range of teaching situations […]". She further argues that case studies can serve one or several purposes within teacher education. Some of the examples she gives are that case studies are used to "explore and explicate a theory or concept presented […] examine, practice, or develop specific teaching behaviours and actions prior to actual experience in the classroom. [… and] help refine teacher decision-making" (Merseth 1990: 56).

Stake (1998: 88) presented three different kinds of case studies. The first one is called the *intrinsic* case study where only one single case is being studied. The second kind is the *collective* case study which, as opposed to an individual focus, the study aims at understanding a larger group of people. The third type of case study is the *instrumental.* This study looks at a specific phenomenon and an instrumental case study is used to further understand one phenomenon or to refine theory. The present study falls into the category of the second kind, namely the collective case study.

4.4   Interviews

This section of the chapter will look at the different types if interviews, including the type that was used for this research. It will further address the piloting process as well as a description of the interview guide. In the end there will be a description of the choice of participants.

4.4.1 Unstructured, semi-structured, and structured interviews

Semi-structured one-to-one interviews were used in the current study. In applied linguistics, a semi-structured interview is the form which is usually conducted. This is a mix of structured interviews and unstructured interviews. A semi-structured interview provides flexibility which "allows the interviewer to pursue a series of less structured questioning and also permits an exploration of spontaneous issued raised by the interviewee to be explored" (Jackson et al. 2007: 310). The major advantage to a semi-structured interview is that it follows a set of questions that act as a guide throughout the interview, but the interviewer can ask questions if they want the interviewee to elaborate. Moreover, the interviewer can ask questions which are not in the interview guide. For instance, if the interviewee addresses an idea which the interviewer had not thought about, the interviewer is able to ask follow-up questions for the interviewee to elaborate further on. This is also one of the advantages of recording the interview. As stated in Edwards and Holland (2013: 69) "during the interview, recording the interview means that qualitative interviewers can focus on listening, probing and following up".

4.4.2 Interview Guide

An interview guide was written to facilitate the semi-structured interviews. The content of the interview guide was based on two factors. The first factor was based on previous studies and theory of language learning. The second factor was the researcher's curiosity and experience in multilingual classrooms. The interview questions were divided into two parts. The first part consisted of questions regarding the interviewees' background, including beliefs about language use. The interviewer asked about the seniority of teaching English, the amount of home languages currently present in the participants' classes, and also whether the teachers taught vocational or general studies. The first part additionally asked if their approaches to teaching the various classes were different regardless of the number of students' home languages. The last question in part one asked the teachers about their beliefs regarding using other languages in a multilingual setting, and if their beliefs had changed over time.

The second part of the interview focused more on the teachers' practice in the classroom. The initial question of part two addressed the participants' initial thoughts about the curriculum

aim in LK20. It was deemed interesting and important to learn about and hear the teachers elaborate on what they had planned before the semester started and whether it actually went according to plan as they started teaching. It was also considered interesting to hear what might have made the teachers take different approaches. The last question addressed letting pupils use languages the teacher does not know in English class, followed by a question which asked whether or not teachers trust that pupils are talking about what they are supposed to when speaking a language that is unknown for the teachers.

4.4.3 Pilot

One pilot interview was conducted before the interview process. Dörnyei (2007: 137) states that "a good interview guide requires careful planning followed by some piloting. A few trial runs ensure that the questions elicit sufficiently rich data and do not dominate the flow of the conversation". Thus, a pilot interview was important in order for the researcher to test out the question comprehension as well as length and general structure.

The pilot candidate was chosen out of convenience. It was difficult to find participants for the interview, and so the candidate was asked through personal contact with the researcher. Furthermore, the pilot candidate was a teacher who had a rich background in teaching languages, including Spanish and English to foreign learners. However, the teacher had just started teaching in Norway with LK20 in the beginning of 2021, so the questions proved to be a bit of a challenge to answer. Unfortunately, the researcher was unable to find another person for the pilot interview.

The interview consisted of two parts. The first part established a background for the teachers' experience with English teaching as well as their knowledge of LK20. Through the pilot interview the candidate expressed interesting insights with teaching English to Spanish speaking children abroad, and so the question "Have you always been a teacher in Norway?" was added to the final draft of the interview, in case it would open up to a reflection of different practices inside and outside of Norway.

The second part of the interview addressed what the teacher had done both to implement the aim in focus and in general how they opened the classroom for the use of home languages.

The pilot candidate had not been teaching with LK20 for more than a month or so, so the answers were quite short, thus getting an unreliable predicted length of the interview. Most questions in part two were left unchanged after the pilot interview. The main changes that were made after the pilot were rearranging some of the questions between part one and two and creating sub-questions.

4.4.4 Choice of participants

The main purpose of the present study was to see how teachers open up their classrooms for the use of languages other than English in response to the competence aim in LK20 which reads "the pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning" (UDIR 2020a). During the interview the teachers were asked whether or not they implemented the new aim in LK20 and how they executed their plans. Because this study is based on the aim for Vg1 in Norway, it was a requirement that all the participants worked in an upper secondary school. There was no requirement as to the seniority the participants had in the job, and it was random that all but two of the participants had worked less than three years. Furthermore, it was also random that all but one of the participants teach vocational studies and not general studies. Table 1 presents the participants' information. The names of the teachers were anonymised due to privacy and ethical considerations. All participants will hereafter be referred to as "Teacher 1" – "Teacher 6".

Table 1 - Participants

Participants	Years of experience teaching English	Vocational or general studies	Approximately the amount of home languages in their classes
Teacher 1	3 years	Vocational	15
Teacher 2	2 years	vocational	10

Teacher 3	18 years	Vocational	10
Teacher 4	3 Years	Vocational	10
Teacher 5	12 years	General studies	12-15
Teacher 6	4 years	Vocational	20

The participants who took part in this research had to fall into a specific category. The two most important requirements were that they were teaching English in an upper secondary school in Norway and that they had started teaching with LK20. In the researcher's post asking for participants, it was mentioned that it was a study about exploring the use of non-target languages and that teachers should not hesitate to respond no matter how many home languages they have in their classes.

Another topic that needs to be considered is teacher cognition. Whether the interviewees are new in the profession or have worked as a teacher for several years, their way or teaching is heavily dependent on their beliefs about languages in the classroom. Krulatz et al. (2018: 130) write "teachers' language choice depends on how confident they feel about their own English proficiency, as well as on their beliefs about language learning and their ethical responsibility with respect to their student's situation" (Krulatz et al. 2018: 130). This point is very important to this thesis' focus as teachers might not have had to think about the language use in the classroom earlier. The discussion about explaining rules and giving information in Norwegian to the English pupils has been going on for a while, however, this new curriculum aim states clearly that connections between English and other languages need to be taught. Moreover, pupils have to be able to actually use the knowledge of these connections in their own language learning process (UDIR, 2020a).

4.5   Planning and materials

Dörnyei (2007) claims that there are two key features that characterise a good qualitative interview: "(a) it flows naturally" in a way that moving from one question to another seems seamless, "and (b) it is rich in detail" (Dörnyei 2007: 140). He also gives recommendations on interviewing where one of the most important things to remember is that the interviewer is there primarily to listen. It is very important that the interviewer does not intervene too quickly but rather gives room for the participant to think and elaborate before answering. One weakness with one-to-one semi-structured interviews is the researcher's ability to stay neutral without imposing any personal bias (Dörnyei 2007: 141). Mack et al. (2005: 38) explains that the interviewer should not take any other role other than guiding the interviewee through the questions and lending a sympathetic ear. Moreover, the interviewer should "encourage participants to elabotare on their answers without expressing approval, disapproval, judgement, or bias" (Mack et al. 2005: 38). The researcher of this thesis was aware of these factors, explained by both Dörnyei and Mack when she conducted the interviews, despite the challenges they present.

The materials used in this study were primarily the interview guide, a computer with internet connection, a program to conduct the interviews, a program to keep files safe and secure, and an audio recorder. Because the participants live in different parts of the country, as well as the worldwide pandemic which was ongoing at the time of this study, the researcher chose to conduct all the interviews through online platforms. Even participants who live in the same region as the researcher accepted an online interview. The platform that was chosen was *Zoom*. The reason for this was the possibility to have a reliable platform that requires a passcode to enter the conversation which makes the interviews less likely prone to invasion. Some of the participants asked if the researcher was available to call them on Microsoft Teams instead as they were unexperienced with Zoom and felt more comfortable using Teams as it was their schools' preferred program. The researcher was not opposed to this, and the interviews were conducted through Teams with these requests.

To keep in line with the privacy protection protocol, in-app recording tools were not used to record the interviews. Both Zoom and Teams offer such tools during video conversations. Instead, the interviews were recorded on a separate audio recorder kept close to the laptop speakers. After each interview the recording was named with the coded number

corresponding to the interviewee and saved in a crypted folder. *VeraCrypt* was the program used for storing both the audio files and the transcriptions.

Mack et al. (2005: 30) claims that "typed transcripts are the most utilized form of interview data". In addition to the audio recordings, the researcher took some handwritten notes on the side. Expanded interview notes taken during the interviews are used by the interviewer in order to "remind themselves of questions they need to go back to where they need more complete information, etc." and also "to clarify and add contextual details to what participants have said" (Mack, 2005: 30).

4.6   Data analysis

Questions beginning with *how, why,* or *where* are more often than not the frame of a qualitative study (Hesse-Biber & Leavy 2011: 4). Rather than focusing on numbers, a qualitative research method focuses on meaning. Extracting meaning from text and words is the main job for qualitative researchers. It is important to remember that the data might not be a hundred percent accurate, no matter the accuracy of the transcription text. Josselson (2013: 177) writes that "the move from the live interview to audiotape to text progressively changes and devitalizes the interaction".

Croswell and Poth (2018: 206) write that the analysis of a case study "consists of making a detailed description of the case and its setting". After the data was collected and transcribed the researcher defined several themes. These were:

- Beliefs about language use in the classroom
- Using non-target languages in an EFL classroom
- Understanding of the aim in LK20
- Thoughts and attitudes toward the aim in LK20
- Changes in practice from LK06 to LK20
- Teaching teenagers in Vg1 vs. adults in Vg1

These were identified after the researcher had gone through the data and highlighted important statements from the participants. Creswell and Poth (2018: 206) then advise researchers to "look for similarities and differences among the cases" as this boosts the

researcher to develop what they call "naturalistic generalizations" (Creswell & Poth 2018: 206). From this, the points were reduced to three essential themes, as listed below:

- Beliefs about language use in relation to class diversity
- Knowledge and understanding of the competence aim in LK20
- Practice regarding the use of other languages than English

The researcher used a coding system to analyse and write down the results. It was a simple method of using three different coloured markers and highlight the different parts in the transcripts which would correspond to each of the three main themes. Extra notes were added in the margins. Table 2 shows the codes and provides some examples as to how she understood different statements of the participants:

Table 2

Code	Example
Beliefs	"I feel very strongly about that [immersion and exposure to the TL] in a foreign language class"
Knowledge Promotion 2020	"For that one competency aim it's a bit much to ask for us to jump into 15 different languages"
Practice	"I think using other languages is essential for people to understand […] English"

4.7   Limitation

One of the biggest factors that affected certain choices was the current restrictions employed by the government in accordance with COVID-19. It was clear from the beginning of the term, August 2020, that visiting schools could prove a challenge. Thus, teacher interviews became the reasonable choice of research method. Rules, restrictions, traffic-light coding at schools, and other safety precautions had a tendency to change frequently, and often over-night, as they were constantly being evaluated. Hence, the convenient course of action was to conduct most or all interviews online in the current situation.

The number of the participants were carefully thought through to some extent, while on the other hand, it was dependent on volunteers. The participants were chosen through different

means. Even though the requirements for the participants were not extensive, the effects of COVID-19 posed an extra challenge not just to the setting of the interviews, but also on the added workload and mental load that it has brought on teachers the past year.

The research was delimited by using online interviews as the main interview platform. It opened up for including participants living in different parts of Norway as well as lessening the financial costs of travelling.

4.8   Validity and reliability

"Validity and reliability are key aspects in all research" (Brink 1993: 35). A valid research study is something that represents accuracy and truthfulness of scientific findings (Le Comple and Goetz, 1982: 32). Brink (1993: 35) writes that "a valid study should demonstrate what actually exists". Furthermore, he claims that there are two forms of validity, namely "external" and "internal", which have to be considered in qualitative research. The internal validity refers to whether or not the research in question manages to find "true reflection or representation of reality" rather than variables that are not directly related to the subject (Brink 1993: 35). External validity, on the other hand, addresses whether or not the "representations or reflections of reality are legitimate and applicable" (Brink 1993: 35) to other studies.

Reliability is, according to Brink (1993: 35), "concerned with the consistency, *stability* and repeatability" as well as the researcher's ability to accurately record the information. It was therefore important for the sake of the present study that the researcher recorded and later transcribed the interviews with notes of the interviewees' expressions and reactions, such as smiles and laughter. Gibbs (2007) presented some reliability procedures that have been employed in this study, such as:

- check the transcripts for obvious mistakes made during transcription
- make sure that there is not a drift in the definition of codes, a shift in the meaning of the codes during the process of coding (Gibbs 2007: 97).

When writing quotes, small grammatical errors were corrected in order to keep the quotes professional and to keep the dignity of the participants. This will include changes mostly

regarding subject-verbal concord. Pauses which may indicate thinking or changes in thoughts were not changed. Likewise, when participants use incorrect word selection or utter long and complicated sentences it was not changed, as this may change the tone or be misleading/misinterpreted.

Due to the challenges in recruiting participants, different methods were used, some of which present some challenges to the reliability of the data. First, the researcher used two Facebook groups for teachers, namely *English Teacher Network (Vgs Norway)* and *Engelsklærere for elever med kort botid i Norge* (English teachers for pupils with short residency in Norway), to reach potential participants about the study. Teachers were asked to contact the thesis author if they would be interested in participating and/or learning more about the research. Three participants joined this way. Second, previous master students were contacted regarding possible participation, from which two joined. Third, the last participant was asked personally from the researcher's private network through previous teacher-training seminars and courses. According to McEvoy (2001: 49) interviewees are more often than not unknown to the interviewer. McEvoy (2001) argues that interviews break the usual conversational convention because "the interviewee normally risks exposure to a much greater extent than the interviewer" (McEvoy 2001: 54). This risk of exposure might be exacerbated if the interviewee is known to the interviewer, thus getting inconclusive results. Despite being aware of the risk, the researcher of the present study believed that the interview would still have great value to the research and would not be influenced to that extent that the interviewee would refrain from saying something they would in an anonymous interview.

4.9   Ethical Considerations

According to Denzin and Lincoln (2000: 662) ethical considerations need to be taken into account in interviews. They state that "ethical concerns have resolved around the topics of informed consent […], right to privacy […], and protection from harm […] (Denzin & Lincold 2000: 662). These have to do with the interviewees participating voluntarily, receiving appropriate information about their right to privacy, and protection from any type of harm, both physical and emotional. Allmark (2002: 13), referenced in Flick (2018: 139), states that "the dignity and rights of the participants are linked to consent given by the participants, to sufficient and adequate information provided as a basis for giving that consent, and that the consent is given voluntarily". With this in mind, the author of this thesis applied

to the Norwegian centre for research data (NSD) before any data was collected. Moreover, Creswell (2007: 183) states that "the researcher has an obligation to respect the rights, needs, values, and desires of the informant". The teachers who agreed to participate in this study were told about the aim of the research, as well as the fact that participation is voluntary. The researcher told them the structure of the interview and that they would be recorded. After the participants had agreed, they were sent the consent form in which they also were informed that they have a right to withdraw from the study without explanation at any time. When each interview started, all the participants were reminded once again that they would be recorded on a separate device and the researcher notified them when the recording was about to start and when it had been turned off. The interviewer thought it would be important to point this out as there would not be any indication of it on the screen or in the app used for the video calls. The participants' wishes were first priority both before and during the interviews, as shown earlier in section 4.5, when they asked to change the platform that was planned to be used for the interviews. The participants were informed through the consent form as well as orally that their names would be coded and that the name of their workplace, mentions of students, and hometown would not be named in the present thesis. As Flick (2018: 139) writes "researchers need to guarantee participants' confidentiality: that information about them will be used only in such a way that it is impossible for other people to identify the participants or for any institution to use it against the interest of the participants". It was therefore important that the researcher created a coded system which connected the recordings and transcriptions to the right candidate.

4.10 Summary

This qualitative case study uses interviews with six teachers as the main data source. The interviews were transcribed and analysed using content coding. The researcher found it necessary to discuss the important factor of COVID-19 which set imitations to the study which otherwise would not apply. The researcher addressed concerns of reliability and validity as well as ethical considerations.

5   Presentation of Findings

This chapter presents the findings of the interviews conducted in the research period. The purpose of these interviews was to see how English teachers in Upper Secondary Schools in Norway use different languages in English as a foreign language (EFL) classrooms related to the curriculum aim. The curriculum aim in this chapter is referring to the one which reads "The pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning" (LK20). The collected data will be presented through three categories based on the themes that emerged from the discussions. The first category is based around the teachers' beliefs about language use, especially with a focus on multicultural classes. The second category will focus on the initial understanding of the new competence aim and how teachers worked with this aim prior to the start of the school year in 2020 and during the first half of the 2020-2021 school year. The third and last category focuses on their practice and what teachers have done so far in class.

5.1   Teacher 1

Beliefs about language use in relation to class diversity

This teacher has worked as an English teacher for three years and teaches vocational school. When asked about what she thinks of her own language use in class Teacher 1 indicated two factors that influence her teaching. First of all, she remembers from her time in upper secondary school that she wished the teacher would speak only English, so when Teacher 1 started teaching, she spoke only English. "I always wanted to, when I was in High School, I wanted the teacher to speak English constantly". She continued by saying that she quickly learnt that in vocational classes, she had to speak Norwegian in order for her students to understand everything. There is a noticeable difference in her approaches depending on the pupils, their language backgrounds, school backgrounds, and age. She said that she speaks "a lot of Norwegian, probably more Norwegian than English so I can make sure that everyone understands everything. Because my students don't tend to say if they don't understand anything or something is difficult". Teacher 1 thinks she has about 15 different home languages in her classes this year, and that she teaches adults as well as teenagers. A majority of the adults are immigrants. She explains that "there's a huge difference because the classes where I have a lot of immigrant students I have to explain things and maybe do things in an easier way because they haven't lived in Norway for that long" and that in her classes with

mostly Norwegian students, where there might be only one or two who do not have Norwegian as their mother tongue, "I do things as I normally do", indicating that she uses less Norwegian and focuses less on grammar.

Knowledge and understanding the competence aim in LK20

The teacher was asked what her initial thought was when she first read the aim in LK20. What she had to say was this:

> I thought that one would be very difficult because in (-), if all of my students were Norwegian or had spoken Norwegian since birth, it would be much easier to draw similarities between English and Norwegian. But since I have so many students that are not native Norwegian I think it's difficult, because I don't know other languages, so I can't draw parallels between their languages and English.

After having worked with LK20 for about six months these thoughts have not changed at all for this teacher. She goes on by explaining that "I don't see a situation where I would use it for the students' benefit, I don't think they would have a lot to gain on focusing on that particular aim". Before the school year started Teacher 1 had already planned to incorporate this aim from the beginning. She planned to ask the students to reflect on their prior relationship with English by asking them questions like "What is your relationship with English? How much English do you know? Do you see similarities between English and Norwegian or your native tongue?". Beside the start-of-term exercise, Teacher 1 had no other plans to incorporate this aim.

When asked about whether or not she thought such an aim is important for English language learners, she replied with "I think to some extent that it is important, that they know that all languages are kind of, stand from the same origin and that you have things that are similar […] especially in Norwegian that are very similar to English, and to teach them that the languages are not that different. But I don't think (-), I don't think it's that important for English language learners". However, the teacher does think that her own use of Norwegian in class is beneficial for her students. "I feel like (my use of Norwegian) is their basis of them learning English because when I explain grammatical rules or things in English, they do not understand it". She explains that she speaks Norwegian in class to make sure that her students understand. Some of her students will ask questions in Norwegian too, as they are too afraid

to ask them in English. To allow that, and to, at times, reply in Norwegian, she makes sure that "everyone is on the same page". This practice is different from what Teacher 1 first believed when she started teaching English, even after a few years in the field. She confirms this with her answer "[…] so I have, I have changed a lot the belief that you should only speak English in your class".

Practice regarding the use of other languages than English

Teacher 1 said that besides using Norwegian to clarify to make sure they understand and use that self-reflection exercise with her pupils in the beginning of the year, she has not done anything else to incorporate the competence aim. The teacher was asked about whether or not her methods had changed from past years to this and she replied with a simple "no". For a teacher with multiple languages in her classes, this teacher finds room for all of them to use other languages than English in the classroom and says that "I think it's fine". She continues by presenting an example about "if we have people, two people that speak Arabic, that they can explain it to each other, if one of them understands. I think it's fine that they can explain it to one another in their mother tongue to make sure the other one understands". The interviewer asked a follow up question about what Teacher 1 does for the students who do not have a classmate who speaks the same language and Teacher 1 replied with

> I let them use it if they are going to translate difficult words they don't understand in English or Norwegian. They use Google Translate with their own language, and also if they're writing a text and need references, I allow them to use references from their home country as long as they translate it into English so that they can fully grasp the content of the different sources.

The end of the interview went on with a question regarding trust. The teacher said that when adults speak languages she does not understand, she still trusts that they speak about what they are supposed to. "I know that they would get the most out of it". However, there is a bit more insecurity if the teenagers would be speaking a different language, as Teacher 1 said "I know they do not talk about what they are supposed to". However, she did not specify in which situations she does this. The participant concluded the interview by stating that "using other languages is essential for people to understand and find in very difficult to learn English".

5.2   Teacher 2

Beliefs about language use in relation to class diversity

The approaches Teacher 2 has towards her various classes are very different. This year she teaches groups where all the students have Norwegian as their mother tongue, as well as groups with a lot of foreign students. She did not specify whether she has any mixed classes. Teacher 2 exclaims that:

> the main difference that I notice is most of my foreign students […] haven't been in Norway for a very long time at all. They have only been (-) they haven't had any English classes in Junior High, and nothing like that. They almost start from scratch, most of them. So of course the level is completely different (-) I have to give them a completely different (-) lessons basically.

Her beliefs about language use in an English language classroom also changed after she became an English teacher. She expresses that "I really believe in just exposure to the language, that's my, that's kind of what I want to do, to expose my students to as much English as possible". However, she does not force students to speak English. Some of her groups of students "do not have Norwegian as their first language and they are not very capable in Norwegian at all, so their confidence is very low, and you're supposed to add English on top of them, and that, learning two languages at the same time is, of course, extremely challenging". She goes on by saying that some of her students are in their twenties, which according to Teacher 2 also adds an extra challenge and does something to their abilities to learn a new language. Besides believing that exposure is the most important factor in learning English, and wanting to use as much English as possible, the participant says that her main focus is to give her students confidence.

> I don't expect them to necessarily speak or write English back[3] from the beginning. I don't want to push or force anybody […] So exposure and gaining confidence is what I really believe in and I think using the language will naturally come as you actually believe you will be able to. That's based on my own experience [of language learning].

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[3] The teacher indicated that she does not expect her pupils to produce language in English in the beginning.

Knowledge and understanding of the competence aim in LK20

"The first thing I thought it sounded very nice and all, it's a good idea. However, {chuckles} how am I supposed to do this?" was Teacher 2's initial reaction when she first read the competence aim. She continues by saying that her language background is mostly irrelevant, as she speaks English, Norwegian and a little bit of German and Spanish. "How on earth am I supposed to guide them? How am I supposed to show them similarities between English and languages I don't know?". She said that she thinks such an aim is important for English language learners and that using other languages the students know supports them in language learning. She mentions that even though she does not know much of the grammar and sentence structure in other languages "when it comes to certain words (-) it's easier, some students to translate it because it's similar to their own language". Teacher 2 also adds that she thinks a good way to learn something new is to draw on other experiences and things you know very well. She agrees that this goal in LK20 is a good idea, but she keeps asking "how am I supposed to deal with it?" She continued:

> If you know this language, […] another language like this is going to make it easier or make it more difficult based on what you already know so (-) if you have something from your mother tongue that is different from Norwegian, it could be very valuable to understand some key elements in the English language that the Norwegian language doesn't necessarily give you.

Six months into teaching with LK20, her thoughts have not changed. The interviewee said that since she has not gotten any input from her language leader (teacher who is also a subject-manager for the EFL teachers), it is a big challenge for her and all of her colleagues. Some of her classes were offered something they call "resource groups". Teacher 2 exclaimed that there would have been fewer challenges if more classes were offered it. Furthermore, she also says she lacks some digital resources. She explains:

> Just the other day I was going to help one of my students who has Arabic as his mother tongue, and to write just a short plot summary of a movie we just saw. and I couldn't even get, I, we use ordnett.no and we don't have licence for any of the, like we basically just, I think it's just Indian [languages of India] and Norwegian and one other language we have, so even though ordnett.no has Arabic as an option, that's not something my school has a licence for. So

(-) I couldn't find any good options for him other than Google Translate. Which I thought was just really horrible {laughs}[4].

The interviewee says that the idea of students being able to use their mother tongue to go to the English language instead of going through Norwegian is very reasonable. The issue arises when she has to ask herself the question

this knowledge (of similarities), like where are they supposed to get this knowledge from if they don't get it from me? And how am I supposed to give them that knowledge when there are so many different languages that I don't have any knowledge about {chuckles}.

The question regarding initial thoughts on the competence aim started a whole conversation about the pupils' ability, prerequisite skills, and experiences to reach the aims in upper secondary school. Teacher 2 also made an important point where she said that she did not understand the rush with starting with LK20 because the schools and teachers were not ready for it. On top of everything with the knowledge promotion 2020, competence aims, and books not arriving in time, Covid 19 happened.

I don't see any changes in (-) at least in the English curriculum that are so grave that they had to be done right now, even though we aren't prepared for it […] I really don't see the rush, especially considering we're not ready for it, and on top of a lot of the other challenges at the moment.

Practice regarding the use of other languages than English

So far, Teacher 2 has done a couple of different things to incorporate other languages. "I have placed the students next to each other if they have similar languages they can communicate in and encouraged them. They don't have to speak Norwegian, they can of course discuss the questions in their own language" she mentions. The teacher then goes on by saying that the difficulty comes with finding decent dictionaries, as they try their best to avoid Google Translate, as that program does not always give the correct equivalent of a word, not specifying if she feels this for all languages or only some in particular. The interviewer asked if she thought about pupils who are the only one with their home language, and the

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[4] In a follow up question, the teacher clarified that not being able to offer dictionaries in their native language is horrible. She has no issues with Google Translate, but rather that her pupils need tools they are allowed to use during tests and exams.

interviewee replied by mentioning two Eastern European pupils who are able to use Russian as a lingua franca. However, "they have gone through most of the school system as well, so I guess they are more comfortable in the Norwegian language". An issue brought up by Teacher 2 is that it is not easy to communicate with her pupils [indicating all her pupils].

> Many of these students, […] if I ask them 'do you speak this language?' 'yea, yea of course I do' and I am not sure, I just don't know what does that mean? Do you really or are you just trying to make this conversation end? {laughs}.

As Teacher 2 tries to learn about her pupils, they may try to deflect and end the conversation. This might be in order to make it more comfortable for themselves and the teachers. She says that she feels like her pupils do not want her to focus on them and she adds that she thinks it might be because her pupils feel like they are annoying the teacher if they ask too many questions. Teacher 2 does not have a problem with her pupils using other languages than English, stating that: "I let them do that […] if they listen to something or see a short movie or something, to ask them to try to write it in their own language, let them understand." She also lets them use dictionaries in their own language instead of a Norwegian dictionary. The teacher lets her pupils discuss in their own language, both in the classrooms with foreign pupils and in the class with mostly Norwegian students. She further explains:

> The problem is of course when we are supposed to discuss things. Yeah, again I have no idea what they comprehend, what misunderstandings might be there when they can't, when I don't understand what they say or write in their own language. I think it has a value for them to learn as long as they haven't misunderstood completely {chuckles}. […] I can't do anything, I, haven't help them with anything other than (-) encourage them to do it that way.

Additionally, Teacher 2 expressed how she has to show her pupils that they are responsible for their own learning, so if they choose to speak a language the teacher does not understand it is up to them to speak about what they are supposed to. Teacher 2 says that if she allows them to use other languages than the target language, she must trust them and that "I can't go around and point my fingers at them […] and of course the last thing I want to do is to create some sort of conflict".

Beliefs about language use in relation to class diversity

When asked about what Teacher 3 believes about language use in class she said that because a lot of pupils are not fond of theoretical subjects the teacher has to use a mix of English and Norwegian in order for her students to pay attention and not be distracted or discouraged. She says:

> I have always seen that as a must, because when I started as a teacher, I was very headstrong about 'no, we are going to speak English in English classes, how else are they going to practice?' but sometimes reality {laughs} is a bit different.

She took her formal education in pedagogy (PPU) last year, although she has been teaching for 25 years, and she said that language use was something they discussed a lot in the two years she studied. "We couldn't agree, and I think it's good because that's a question who, which, I think I always have to think about, take it up again, for new consideration, but by now I have, sort of, landed on a mix of both English and Norwegian".

Teacher 3 teaches three English classes for pupils studying construction (bygg og annlegg). The classes are very diverse. Not only does she have several different home languages in her classes, but in one of her classes there are a couple of older students. They impact the general environment of the group, having adult pupils "and that (-) calms the group in a way. They're acting a bit more like grown-ups, so they are a good influence on the rest of the boys". Another way her approach to one of her classes is different than her other classes is due to the fact that she is a contact teacher for one class. However, she says that it is not usual for a theoretical teacher to take on this role, but she enjoys it very much. "I can easi, more easily adjust the tasks […] to their level […]. The more you know about them, the more you can make the teaching more individual" she explains. So, with three classes of the same course, Teacher 3 says it is interesting, and that she thinks "it's more fun, and more inspiring than to do exactly the same three times a week all over. So, of course, the themes are the same, and the curriculum and the year plan, but totally different approaches".

Knowledge and understanding of the competence aim in LK20

"[…] Finally!" was Teacher 3's initial thought when she read this aim in LK20. This teacher has been teaching Norwegian to people from different countries for many years and when she took her education in that, over 20 years ago, they learned about contrastive grammar[5], "so I've always done it automatically and in the English classes as well, and I think that that skill I have is very useful to this particular learning aim". After a couple of months with teaching English alongside LK20, Teacher 3 said that her thoughts and opinions on this aim were more confirmed for her. Together with the other teacher in this school, Teacher 3 is trying to continue to implement contrastive grammar in her classes. She explains: "Our focus is on constructive[6] grammar and then we will evaluate it this spring, because for some of the teachers it's new, but I think, I think it's working ok." Besides that, they did not have any other plans to implement this aim. Moreover, Teacher 3 believes that this aim is very important for English language learners.

> I think it supports them because if you for instance […] moved here […] maybe three, four years ago for the first day they always have had a little bit English at school, maybe not so much, but they can recognise grammatical patterns so if you, in a way, translate the patterns in the English language to their mother tongue it's useful because then there's the 'ah! ok! I see the verb is actually on the same spot, or it's in a different spot'. […] not only in grammar, but also similarities in vocabulary.

She continued by saying how she has to divide her pupils as she sometimes gets pupils who have very little school experience from their home country. Because they have no "pillar to build further on" she cannot start with contrastive grammar.

Practice regarding the use of other languages than English

So far it has been a bit extra difficult because Teacher 3's classes have been taught through Microsoft Teams up until two days before the interview. Because of the current restrictions and situation that made Teacher 3's school move all theoretical subjects to online school, contrastive grammar has not been on top of Teacher 3's mind. "You know that students they

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[5] "The synchronic analysis of similarities and differences of two or more languages". Cohen-Gross, D. (2013). "Contrastive Grammar" in *Encyclopedia of Hebrew Language and Linguistics*. Retrieved 18.02.21 from https://referenceworks.brillonline.com/entries/encyclopedia-of-hebrew-language-and-linguistics/contrastive-grammar-EHLL_COM_00000196
[6] The analysis led the researcher to believe the interviewee is still referring to *contrastive grammar*. However, this was not clarified during the interview itself.

are playing hide and seek with us, and {laughs} they almost fall asleep during the lessons, and yea, acting like youths". Teacher 3 continues by saying that this year the focus has been more on making the pupils feel safe in the classroom rather than forcing them to speak English. She encourages them, but says she has to let her pupils use other languages than English in order to participate and not be completely silent. Not all of the pupils dare speak English in class: "some of them they just refuse," says Teacher 3. She emphasises how essential is it to make pupils see the importance of using English, and being confident in speaking English as the vocation they are studying for is construction and "because we know at different construction sites, English is actually the language they use at work, so we spend a lot of time, and, (-) by the second term most of them feel comfortable about it". After mostly speaking about using Norwegian in class, the interviewer asked a follow up question about allowing pupils with other home languages, like Tigrinya, use their languages in class. Teacher 3 replied with

> Absolutely! And that is a good idea because the first presentation they make in English about themselves, I make them add some important words in their mother tongue as well. So they have the English words and they have the Tigrinya words just to make them aware of similarities and differences, and make them proud of their mother tongue and, yea, let the other students have a taste of for instance, the Tigrinya language.

The teacher emphasised several times the importance of making her pupils feel comfortable and safe in the classroom. Having taught for 25 years, Teacher 3 says that she is able to read the body language to see if the students are talking about what they are supposed to when they use languages she does not know. She always encourages her pupils to use either Norwegian or English. One example of why she does was because she once had a class where there were several Polish men, and when they talked to each other "I couldn't understand a word because I didn't like that feeling and I saw the other students as well didn't feel comfortable about it because 'are they talking about me?' or 'what are they talking about?' you know". So, Teacher 3's pupils are allowed to use other languages than English and Norwegian, as long as they are working with the contrastive grammar part. Besides that, she feels it is more comfortable for everyone in class if they all stick to languages they all can understand. "It's not an issue for them whether you're from Spain or Poland or Kongo. So it's [having several nationalities in class] easy to work with really, it's nothing strange" said Teacher 3. In the end, Teacher 2 commented that having a chance to reflect on own practice, and through the support of the interview guide, was useful, as it was not something she often remember doing.

Beliefs about language use in relation to class diversity

When asked about whether he had different approaches towards different classes, Teacher 4 answered with an enthusiastic "oh yeah!". Teaching different vocational classes, this teacher has classes that are gender dominant with healthcare classes with primarily girls to construction classes with primarily boys. He also states that in the healthcare class most of his pupils are Norwegian and that "their grades are higher, so I can be a bit more challenging to them and I can spend more time doing a bit more intricate stuff than for the boys, really". It was a bit unclear whether he meant that this was because of the fact that the class had mostly Norwegian pupils or because they were girls. He explained:

> For the ones that haven't mastered English, using Norwegian in class it helps sometimes, especially when you need to clarify a couple of terms and new words really. Just give them a wee bit explanation and jump back into English. So using Norwegian, sometimes, even in High School, could work, especially when you want to get your point across […], say if you are teaching about racism, or if you're doing anything new about politics […], switch over to Norwegian just roughly explain the things and then jump back in.

When Teacher 4 started working as a teacher, his mindset was set on speaking only English in English class. He said that if anyone would speak Norwegian in his classes, he would correct them. In his present classes, Teacher 4 still asks his pupils to try and speak English. However, they feel embarrassed. He continues by saying that this might be due to the fact that the better accents the teachers have, the more nervous the pupils are "because they think that oh, I'm gonna judge them by how they speak". Teacher 4 says that if he would have been a typical Norwegian English teacher with more Norwegian accent it "would actually be easier for pupils to follow, because, well, they'd be on even playing field if anything".

Knowledge and understanding of the competence aim in LK20

Teacher 4's first reaction of the competence aim was that it sounds like a good idea. However, he does not think it was properly thought through when it comes to vocational studies. "Let's say from my part, 10-15 languages, there's no way I can integrate all those languages into teaching". He then continues with an example:

if I have somebody who is from Thailand, and they barely know how to speak English, I would rather spend time trying to get them to master grammar or pronounce anything, or getting to know more words than to say ' well, you see here in Thai you do this and in English you do that', it's just, in all honesty, would be a complete waste of time for them and for us, because it wouldn't make them better in English.

Teacher 4 can see the value of seeing similarities and differences in Norwegian sentence structure, sounds and spelling but "at the end of the day, if I talk to another one that is from Eritrea, it would just (-) it's a bit just too much work for us to try and find similarities". So again, he thinks it is a good idea but "not really doable" for teachers to explore the contrastive elements of all the different home languages. Due to the current situation with COVID 19, Teacher 4 says that his thoughts and opinions have not changed much after having taught with LK20, as he and the rest of his colleagues have not spent much time discussing it. Such an aim is not important for English language learners according to Teacher 4. He explains that for a pupil who strives for the top grades, then maybe "but if you're struggling to spell correctly, […] if you're struggling with basic grammar and syntax, this is not important for you".

When asked about if he feels like using languages students know supports them in language learning, Teacher 4 said that "switching over to Norwegian, sure. […] If I knew another language that some of the pupils in the classroom knew, I might have switched over to that, if it would only be me and that pupil". He said that for him to jump into 15 different languages for one competence aim is a bit too much to ask.

Practice regarding the use of other languages than English

Teacher 4's first plan to incorporate this aim into his teaching was "to see the historical effects," mainly to see how the two languages, Norwegian and English, influenced each other and how they have changed. He also wanted to look into why directly translating words does not always work, as a lot of his pupils oftentimes do exactly that. So far, he has done a bit of that "using Norwegian when I have to and show how the language has developed from different, other languages". Teacher 4 continued by saying that his class watched one episode of a Netflix show called "History of Swear Words" where they looked into the word "fuck". This was done in order to "show how that changed from what it originally meant to what it is

today and how versatile it is […] Yes, I teach my pupils to swear properly […] because they are horrible at it" he says and laughs.

Teacher 4's methods are not much different from past years to this, and he says it may be because he has only been teaching for three years. There are a couple of different focus points, but "the competence aims are so open and open for interpretation that you could talk about anything and really hit a bunch of them". When asked about whether or not he lets his pupils use other languages than English in class he replies "Yeah, Norwegian, if they feel really uncomfortable, but I always try to get them to speak English, but other than that, No". If his pupils start speaking other languages than English or Norwegian, he stops them. He made it very clear earlier in the interview that in his classrooms they talk a lot about respect, so if he hears someone speaking a foreign language like Arabic or Thai, he would tell them that there are only two languages allowed in class, Norwegian or English. He explains:

> It's not that I don't trust them, I don't, because I know that if they can do whatever they want I know they don't want to do the things they, they are supposed to. But it's, it's about both me and the rest of the pupils, they need to know what is happening around them".

Even if he hears other languages being used during lunch, and there are other pupils close to them, he tells them that "if you want to get better in English or Norwegian, don't speak your own language, do that at home or do it with your friends outside of school".

As a comment in the end Teacher 4 says that this competence aim would benefit the pupils if the teacher spoke or knew the language used in class. He also says that seeing similarities and differences, as well as translating words to your home language is necessary "in the beginning, yes. But not in High School". He sees the goal for vocational pupils as being comfortable and able to apply for a job, and if they have to rely on their home language a bit in the beginning in order to "feel comfortable, sure, but as quickly, as soon as possible, get over to Norwegian/English. Because if the teacher doesn't understand them then there's no point in them writing down anything because we don't know if it's correct or not".

5.5   Teacher 5

Beliefs about language use in relation to class diversity

With a lot of experience with learning a foreign language both herself and family around her, Teacher 5 says that she believes that "it is important to immerse the students in as much of the language as possible and to refrain from speaking home languages". When Teacher 5 started teaching, she did not speak Norwegian very well, and so she would naturally use only English in the classroom. "The students, as I got better in Norwegian, reacted to the fact that I was speaking more Norwegian in class and they said they didn't like it". She continued by explaining that it was not because her Norwegian was not good, but just that they preferred it when their teacher spoke English. Teacher 5 also mentioned that "I have always consistently only spoken English. […] when I meet the students in the hallway, I only speak English".
A lot of Teacher 5's answers about language use in class are based on her feedback from the students. She said that she is always curious and asks her students. However, in her experience "some students get offended if you talk about their home language […] students don't normally want the extra attention being a foreigner, they wanna mesh in".

When asked if her beliefs about language use have changed over time she replied: "No, in fact they've strengthen the fact that it, just English and that helps the students because it reduces any kind of confusion". Teacher 5 says that the "transition period" between using Norwegian and English causes more confusion for her pupils. She has told them that it makes sense for them to "turn their brain into English" when they enter her classroom. She also adds that "what I have found with my students is that when I speak Norwegian, they relax and then when I speak English then they are like 'huh?' […] they have to start paying attention and if they are not in the pay-attention-mode they are kind of screwed". Her reply regarding her beliefs about using other languages ends in a comment about how she believes that immersion is the best thing for her pupils and adds that "I feel that we are underestimating the intelligence of the students" as a response to teachers who say that they had to explain grammatical rules in Norwegian "because it's so difficult".

Knowledge and understanding of the competence aim in LK20

Like many of the other interviewees, Teacher 5 also explains her initial reaction as "how are we supposed to do that?". She continues by saying that she wondered if they are going to send all teachers to a course to "learn 15 new languages", and expressed that since Norway is

becoming more and more diverse, this competence aim will just get "more and more difficult for teachers to incorporate". She asked whether the aim specifies the pupils' mother tongue, and the interviewer pointed out that that it does not, it just reads "languages they know".

When asked if her thoughts and opinions on the competence aim changed as she started to teach with LK20, she said that "I don't know what to do with that one […] I just am clueless". She went on by expressing concerns about the future exams and the uncertainty of what her pupils will be asked about. She said that whether it would be a written exam or a question in an oral exam she did not know whether some questions would affect her pupils negatively due to her not knowing what to do about this aim in class. "The thing is that we're stuck with this for the next 20 years because these things don't change over time. So, I mean, here they are supposedly put a lot of thought into this, but there's no explanation or guidelines as to how. Suggestions. Nothing".

Teacher 5 does not think that such an aim is important for English language learners. She mentions that for pupils who want to study language and go more in depth this might be relevant, but not for "the average student" as she puts it. She contemplates whether schools will only hire language teachers with more languages like Spanish or French in their repertoire in the future in order to conduct a better English class. Regarding using other languages the pupil knows to support them in language learning, Teacher 5 replies: "again, I don't know their languages so I can't elaborate on it, I can't expand on any discussion, I can't help to explain why anything is the way it is". She added that she cannot find anything that is suited for this aim in the new textbooks, which were created to follow LK20, either.

Practice regarding the use of other languages than English
When asked about her practice in class this year, Teacher 5 said that she has changed a few things to fit the curriculum, one example being that she has focused on global challenges, such as global warming and social media, rather than facts about English speaking countries. Beside that she has not changed a lot of things, but rather she feels that what she has been doing in her classes fits more with the new curriculum than the old. She provides the following example:

> Like my *authentic texts – reading strategies* project, it actually, the more I look at it, it has
> depth to it because we're supposed to have *dybdelæring*. It has learning strategies. It has

reading strategies. […] they have to evaluate their own process […] and how they're learning, so actually that's an awesome one, but it fits more with the pensum this year.

Teacher 5 continued by explaining her "authentic texts" project and her pupils' reaction to it. She explains the project as being very "enlightening for the students and for myself". Her pupils' usual habit is to skip words that they do not know in a text. However, when she gives them articles from *Scientific American* she says that "there are so many words that they wouldn't understand anything in the text […] and it's beautiful because the thing is, is the students have to look them up". She continues by saying that oftentimes her pupils find that when they translate more advanced or maybe scientific words that they do not understand in English, they realise that they do not understand the word in their home language either and "this is such an a-ha experience for them. […] A lot of them cut out the middle stem and just go straight to the definition [in English]". She adds that she gets this feedback from the students "time and time again". This practice also lets Teacher 5 discuss how looking up definitions in Norwegian only strengthens their understanding of the word and not necessarily their English. Additionally, if they choose to use Google Translate, the translated words they get might not be the exact equivalent, and they might end up defining a word that is not the one they needed.

In the end of the interview Teacher 5 said again "I'm just at a loss on how to do it". She is however curious about how to use this competence aim and adds that UDIR should have come with some sort of explanation of how to do this "because I feel, amongst my colleagues as well, we've talked about it and everybody is at a loss".

5.6   Teacher 6

Beliefs about language use in relation to class diversity

"My standard belief is that it's good to have a lingua franca in the classroom," Teacher 6 starts by saying. For him, the lingua franca will for the most part be Norwegian. However, he adds that he strongly believes that exposure to the target language is very important, so he tries "to use English as much as humanly possible in these classrooms". He mentioned that he teaches groups who follow a standard education path where he has a majority of pupils with Norwegian as their home language. Additionally, he teaches adult classes where he has a wider variety of different home languages. Teacher 6 says that:

I also encourage the students to use their first language as a frame of reference more than asking them to use, say Norwegian as a frame of reference as to what, to different meanings, and how they are going to tackle, especially the language part.

He thinks that a lot of his foreign pupils should not be forced to use Norwegian as a point of reference, as they already have so many languages in their repertoire "they might have a second, third, fourth language. Then Norwegian comes on top of that and English is sort of added even later".

Over time his beliefs about language use have not changed much according to Teacher 6. He mentioned that since he has only been working for four years, he is not that sure whether his beliefs have changed. He explains:

Maybe somewhat. […] The first years I was more desperately trying to find ways to translate texts […] thinking that would be a good way to broaden the comprehension of the students. I don't think I do that much now. Now I try to stick to English and focus more on the exposure part I suppose.

Knowledge and understanding of the competence aim in LK20

Teacher 6's initial reaction to the competence aim was that "this would probably be a good thing". However, he admits that he had not thought about it in a very long time. This was mostly because he was not supposed to teach any English classes this year. As he now has taught half a year with the new curriculum, Teacher 6 says that he does not think his thoughts and opinions on the aim have changed. He says that from his own education one of the more useful things he learned was looking at the etymology of words:

and that has really broadened my understanding of how languages work and how they are related to another. […] I'm not saying that the students are supposed to do that, but the fact that you have the ability to see that say English and Norwegian are not that far apart there are so many similarities. […] If you look at the languages isolated then they will seem like they're worlds apart, but they really aren't. So (-) so for me, I think, my opinion there has become stronger after working, working with (-).

Teacher 6 stops himself there and continues by saying that it is definitely much harder in multilingual classrooms where you "have seven languages that you barely have any basic phrases to go on". In these classrooms Teacher 6 says that he does not focus that much on this specific point. "Well, I try to focus on it, but it's harder of course to execute normally".
He explains his beliefs saying that: "I think it's very important, and not only English learners, but to any language learners". He goes on by saying that: "to understand that language is something that's fluent, it's not something static that happens in that place or that place. There are connections all around". It is important to him that English learners see these "valid points" as he puts it.

Practice regarding the use of other languages than English
Teacher 6 had a couple of ideas on what to do regarding this aim. One example he gives is to draw similarities between some of the Indo-European languages as well as other Latin-based languages. He explains:

> If the students see a word that they think is like this is extremely complicated I don't have any tags to put this on, then I will use other languages as well to show that 'but look, if you go through French, then this word makes complete sense'. So, I suppose […] it's mostly to broaden their comprehension.

Teacher 6 adds that this is harder in multilingual classrooms where his pupils' reference base is "far beyond mine" indicating that there are more languages than he can reference. When it comes to letting his students use other languages, he says that he has "been more sloppy" when he has taught general studies classes. He says that for Norwegian pupils especially, "the threshold to cross over to speak English loud in front of your friends is quite, it's quite an obstacle for quite many of them". He, as other teachers have mentioned as well, says that he would rather have participating pupils than silent pupils. On the other hand, he is quite clear in encouraging his pupils to use English in class. He tells them that if they want to achieve the top grades, they must show their ability to use English. He claims that to get his pupils to speak English is actually easier in the multilingual classrooms., Teacher 6 says, "They don't have the same blockage of using a different language than your own. They've had to do that especially if they've come to Norway at a later stage in life". When he puts his pupils in groups either for discussions or other activities, he asks them to use English, but he does not force them. He says that "it's hard to walk around and be the guy who's standing over their

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shoulder yelling "English please!", and so he explains that if they feel like they have to use their own language so that they are comfortable and participating, he lets them do that. Having a good learning environment is something that is important for Teacher 6, and so when his pupils are having conversations in other languages the rest of the class does not know, he will ask them to switch to English. This is because he sees "that other students are growing increasingly insecure because something is going on in one corner of the classroom and the rest can't follow". He wants to add that he thinks that having many language backgrounds in the classroom is very useful "especially if you have a very vocal group of students. If they can draw some parallels that the rest of the class is unaware of, I think that's very very useful and even though there are obstacles and difficulties with a multilingual classroom, I think there are benefits as well".

6 Discussion

This part of the thesis will discuss the results which arose from the previous chapter. First, the three research questions will be discussed one by one, following the same structure as the presentation of findings in chapter 5. 6.1 discusses the beliefs about non-target languages in an EFL classroom. 6.2 discusses teachers' understanding and attitudes toward the new curriculum in LK20. 6.3 discusses teachers' practice focusing on how they implement the new aim and to what extent they let their pupils use other languages than English during English lessons. To make the chapter easy to navigate, the same titles which were used in the presentation of the results, chapter 5, are also used below. Additionally, the present chapter also includes a discussion on implications, section 6.4, and lastly, limitations in section 6.5.

6.1 Beliefs about language use in relation to class diversity

This section of the chapter presents the analysis of the teachers' beliefs about language use in their classrooms. The analysis has followed Pajares' (1992) definition that a belief is "an individual's judgment of the truth or falsity of a proposition" and, more specifically that teachers' beliefs cover "teachers' attitudes about education" which include schooling, teaching, learning, and pupils (Pajares 1992: 316). The general beliefs among the interviewed teachers about language use in an EFL classroom will be discussed first, followed by interpretations of where the participants' beliefs come from. This section will end with a discussion on whether the interviewed teachers' beliefs have changed during their career.

Whether to use predominantly English, Norwegian, or a mix of both in an EFL classroom had a variety of responses from the participants. Teachers 1, 3, and 4 indicated that they use more Norwegian than what they would like in class by translating words or explaining certain tasks. Some mentioned that it is not necessarily because they believe using Norwegian is the most instructive approach but rather that they have to. Teacher 3 says she uses a strong mix of both languages and that she gives tasks both in English and Norwegian. She also added that when she took her formal education, this was one thing she discussed a lot with her fellow students. She said that there was disagreement among them but that but that it is a reminder now as she reflects on this and spends time to evaluate. In contrast, Teachers 5 and 6 said that they think exposure to the target language is the absolute key. Teacher 6 said that he wants to expose his pupils to as much English as "humanly possible" and then he also added how he can

"manipulate" his own vocabulary to best fit his pupils at the time. This view seems to connect to the notion of monolingual pedagogy which is commonly believed to be the "right" way to learn a language according to Jonsson (2017: 27). On the other hand, Teacher 2 said that when she started studying English, she too believed that an "English-only" approach would be the most beneficial and efficient. However, as she started teaching though, she expressed that although exposure is important to her pupils, she focuses a lot on them gaining confidence and she does not expect them to produce English right away. When speaking about language use in class, Teacher 4 presented an interesting view on his pupils' use of language. He said that the teacher's accent plays a big role in the pupils' confidence, claiming that pupils would feel like they were on "even playing field" with the teacher if the teacher did not have a distinct British/American/Australian accent. Prior to this, Teacher 4 said that he has shown his pupils how he can switch back and forth between British English and American very easily, and he has then noticed that it has made his pupils nervous.

Teacher 5 is a native English speaker, and so her belief about target language exposure being the best way to learn English relates to McMillan and Rivers' (2011) study which found that teachers with high language proficiency are more negative to the use of L1 than teachers with low language proficiency teachers who are more positive to the use of L1. However, this argument cannot go beyond speculation as the present research did not study the participating teachers' language proficiency. Two teachers, namely Teacher 1 and 5, both expressed how their beliefs about language use heavily rely on their own experiences as language learners, which is similar to what Borg (2015: 325) concluded in his research on teacher cognition. Teacher 1 said that "when I was in High School, I wanted the teacher to speak English constantly". Additionally, Teacher 5 has first-hand experience with coming to a new country and learning a new language. In her experience, the most efficient way of learning a new language is by a high degree of target language exposure, and so that is what she wants the EFL classroom to have too, exposure to English. It seems like a majority of the teachers in this study believe in a monolingual pedagogy and that this belief comes from their own experiences in learning languages. It is uncertain to which degree their experiences with learning languages relate to their teenage pupils compared to how they relate to their adult pupils.

Although not many of the teachers have long seniority in the field, most of them expressed how their beliefs are already different this year compared to their first year of teaching.

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Teachers 1, 2, 3, and 4 all expressed that their initial belief was for them, as teachers, as well as their pupils, to speak as much English as possible. Teacher 4 said that he wanted to "correct" her pupils if they were ever to use a language other than English. All of these four teachers saw that despite their belief, they still allow some Norwegian or other foreign language to be used in certain situations, thus gradually changing their beliefs that the "English-only" approach was the best way of learning. Allowing the use of L1s in the classroom, as well as having multilingual competencies and cognition, was argued by Rabbidge (2020: 20) to have an increased positive role in a second language classroom. Teacher 6 had a slightly different change in belief than the other teacher. He said that in the beginning of his teaching career his beliefs were different from now. At that time, he said that he was desperately trying to find ways to translate texts from English to Norwegian in order to broaden his pupils' comprehension. Now, he tries to stick to English and focus more on exposure. Teacher 5 was the only one who said that her belief about language use has not changed, it has only strengthened. She believes that the "English-only" approach is the most effective. Basing her belief on feedback from her pupils, she said that they prefer it when English is used during the whole lesson. Teacher 5's beliefs relate to Jacobson and Faltis' (1990: 4) statement which suggested that the teacher avoids "cross-contamination" by separating the languages, thus, making it easier for pupils to "acquire a new linguistic system" (Jacobson & Faltis 1990: 4). Additionally, by not switching back and forth between languages, Teacher 5 says that using only English "reduces any kind of confusion". Researchers have claimed that a translanguaging practice does not mean a clear switch between languages, but rather a subconscious action where language learners use their whole linguistic repertoire when learning the TL (Baker 2011; Lewis et al. 2012; García & Lee 2014; Baynham & Lee 2019). Thus, it can be argued that a multilingual practice, or just allowing pupils to use their home languages when needed, does not hinder their target language learning.

It is clear that teachers' beliefs are an important factor in their practice. However, teachers are sometimes forced to change their practice depending on their pupils, even though they might not agree that using some Norwegian or conducting a full English lesson is the best learning method. Some of the teachers in the present research stated that they do not get to teach in the way they think is best, meaning, for instance, that they must allow the use of other languages when they think that exposure is key. It can be argued that teachers' beliefs are dynamic, as it seems to be changing and altered depending on situations and experiences.

6.2 Knowledge and understanding of the competence aim in LK20

The teachers' overall first impression on the competence aim was very versatile. Teacher 2 said "The first thing I thought it sounded very nice and all, it's a good idea. However {chuckles} how am I supposed to do this?" and Teacher 5 exclaimed that she is "at a loss on how to do this". Next, Teacher 3's reaction when she read the aim was "Finally!". "One of my initial reactions was that this would probably be a good thing" said Teacher 6. Besides Teachers 2 and 5 wondering what they must do to incorporate this aim in class, none of these teachers' thoughts have changed from when they first read the aim to the time of the interviews. Teacher 4's thoughts were somewhere in the middle where he said that he thinks this aim was a good idea but that he did not believe the ministry of education really thought it through when it came to vocational studies. His argument is that due to all the different nationalities and home languages in his vocational classes, incorporating all of them would be impossible for the teacher. His thoughts have not changed throughout the first semester of working with the aim as he explained how he, together with his colleagues, have not thought much about the aim due to the corona situation.

Teachers 1 and 5 were not so positive toward the aim. Teacher 1 said she thought it would be a really difficult aim to incorporate. When asked whether her thoughts had changed during the school year, she said no and "I don't see a situation where I would use it for the students' benefit, I don't think they would have a lot to gain on focusing on that particular aim". Teacher 5's initial thoughts were "I think it's stupid" and "How are we supposed to do that?". With that being said, Teacher 5 did make a comment about how she believes that her practice actually fits better with the new curriculum. She was not specifying the aim here, but rather the English curriculum all together. Her argument to this was that the new English curriculum introduces more in-depth learning as well as focus on more learning strategies, critical thinking and self-evaluation. She specifically mentioned the curriculum fitting to her *authentic texts* project (see also pages 53-4 in this paper). Teacher 5's statement of not drastically changing her practice relates to Germeten's (2005) article which states that the new curriculum only changes the wording of the aims, and this is initiated and enforced by the government. However, Germeten (2005) further argues that this has little impact on classroom practices as implemented in the classroom. Teacher 5 continued by expressing worry for the aim regarding the exams, especially the oral exam where her pupils could potentially be asked about something connected with the aim. The teacher did not explain this further. From all of

the interviews, none of the participants actually commented on other features on UDIR. It is the author's belief that they were unaware of the support features that *The Knowledge Promotion* 2020 provides (see section 2.2.1.). One can further consider why Techer 5 believes that her *authentic texts* project and the curriculum does not seem to be applied to the aim focused on in the present thesis. Most teachers were questioning what to do about the aim, and only one briefly mentioned that the pupil should see the similarities and differences themselves, while the teacher should focus on learning strategies in order for pupils to reach the aim.

One of the main findings that sprung from the research was how most of the teachers thought it was their job to show their students similarities between English and all the different home languages in their classrooms. Both Teacher 1 and Teacher 6 said that the aim would be much easier to execute if they could draw similarities between English and Norwegian, rather than other languages the pupils know. In Teacher 1's multilingual classes she said that her initial thoughts on this aim were that "it's difficult because I don't know other languages, so I can't draw parallels between their languages and English". Nevertheless, the aim does not specify that it is the teacher's job to know these languages. It can be discussed that an approach similar to the classrooms García and Sylvan (2011: 393-4) studied is one way of reaching the aim in classrooms where the teachers does not know all the home languages. These classrooms let pupils choose the languages they would use during a whole project as long as the final product was presented in English. Furthermore, the pupils discuss and ask questions in whichever language they choose, but the teacher will do their best to be the pupils' source and main input of English (García & Sylvan 2011: 393-4). Teacher 6 said that because he does not have the same frame of reference as his pupils, he does not focus as much on this specific aim. Similarly, Teacher 2 said that her knowledge in English, Norwegian, a bit of German, and a bit of Spanish is not relevant at all for many of her pupils.

It is clear from the results that five out of six participants understand this aim to mean that it is the teacher's job to know similarities between English and all of their pupils' home languages. In the support on UDIR's webpages there is nothing which indicated that the teacher has to find these similarities and differences in all the different home languages in class. In fact, as presented in section 3.2, Creese and Blackledge's (2015) study argued that simple tasks, like a writing assignment about the pupils' holiday subconsciously activates translanguaging and has potential to develop cross-linguistic flexibility and extend their metalinguistic awareness

(Creese & Blackledge 2015:33). So, it can be discussed that this competence aim in *The Knowledge Promotion* 2020 should focus more on making pupils' aware of how they use languages when working with tasks in English instead of the teacher telling them. This is somewhat similar to what Teacher 3 said about the aim. She said that she asks her pupils how they would either translate certain things or if they can recall how the syntax is in their language. She then uses her pupils' replies as examples to learn the syntactic patterns. Teacher 3's approach shows similarities to Pfeiffer's (2019) study where she made the students think about their way of using languages they knew in order to understand and write English.

Many of the teachers who participated in the present study teach both Vg1 classes with teenagers as well as classes with adults who take Vg1 in order to get their certificate of apprenticeship or the required competency to continue studying at a higher level. The curriculum is the same for both of these groups of pupils, as explained in section 2.2. However, several teachers indicated that they have an increased worry about there being one standardised curriculum. Teacher 2 said that her foreign pupils "haven't had any English classes in Junior high […]. They almost start from scratch, most of them". She also adds that since many of her older pupils are in their twenties, their ability to learn a new language decreases. It is interesting to notice Teacher 2's utterance that for some of her students English is a *new* language and not one they already should know at this point in life. This is especially intriguing as the current Norwegian subject curriculum, LK20, as well as older versions, base the competence aims on the aims from previous years, as elaborated on in section 2.2.1. Teacher 6 also exclaimed how a vast majority of these pupils [immigrant adult learners] lack basic knowledge of English. He argues that both this competence aim, and several other aims are not designed for the multilingual adult classroom. This is the same as Gowie-Fleischer et al. 's (2021) article argued. In her interview, Teacher 2 mentions that she worries about how her pupils will get through the class with the same curriculum and their chances of passing the same exams as the rest of the class. She emphasises how those foreign pupils who are supposed to go through this and who are "barely avoiding failing" risk losing a lot of their much-needed confidence. Teacher 2's statement is supported by Teacher 6 who said that quite a large group of pupils were lost in the planning process. The reason why this is important to mention is because teachers strive to achieve going through all the competence aims, but in situations like this, the curriculum goes against the core curriculum which include values and principals in elements such as good mental health (see section 2.2.2). UDIR (2020c) writes that school has interdisciplinary topics of health and life skills which gives pupils

"competence which promotes sound physical and mental health". They further write that pupils should learn how to master their own life by gaining the ability to understand and influence factors which are important in doing so (UDIR, 2020c). Placing pupils in English classes with a curriculum which is too hard for them to master, as they do not have the prerequisite skills, goes against these core curriculum values and principals.

The final thought related to this competence aim, which was mentioned by some of the teachers, was how unprepared teachers and schools were for the new curriculum to start. Kramsch (2020) writes that "Despite their training in communicative or intercultural pedagogies, teachers themselves are often unable to implement the new applied linguistic paradigms because of constraining schedules, demanding textbooks, or administrative duties" (Kramsch 2020: 31). In regards to this, Teacher 2 said that she did not understand the rush and wondered "when is it really ok to push things like this, before things are prepared". She continued by mentioning the current COVID-19 situation which has not helped teachers and schools prepare for starting a new curriculum. During the pandemic, many teachers have had to change several times between online and physical school. They have had to work much more with their relation and communication with their pupils. At the time of Teacher 3's interview, she was in her first week back in the school building for the first time since March 2020. With so many unnatural things to worry about and always having to work around and find solutions is one major factor as to why teachers now feel like there was a rush with implementing the *New Knowledge Promotion 2020.* Another thing that struck Teachers 2 and 5 was the books. Teacher 2 said that her school did not even get the new books until halfway through the year. One reason for this could be that the printing and sending was delayed, or that since the pandemic started, there has not been much time for teachers to sit down together and actually discuss and decide which books to buy. Teacher 5, who started with a new course book from the beginning of the school year, said that "even the textbooks and stuff, I don't see that there's really anything that is suited for it [the aim]". If it is like this, that the new books which are made for the implementation of LK20 do not focus on the aim of seeing similarities and differences in languages, it does not come as a surprise that teachers struggle with implementing the aim. They will, as Kramsch (2020: 31) argued, spend time going through the book and the aims covered there, thus having too constraining schedules to implement "other" aims.

All in all, there seemed to be a consensus regarding the insecurity toward the curriculum and the aim. Most teachers are not against change, but they are unsure of what to change in order to help their pupils achieve the aim. Some teachers reported that the government rushed the implementation and that neither teachers, pupils, nor publishers were ready for this, especially not with a global pandemic. The findings suggest that teachers need more time to discuss the curriculum among themselves and also more guidance either from the government or from their school leader.

6.3   Practice regarding the use of other languages than English

The present thesis aims to learn what teachers do regarding using non-target languages in an English classroom, with a focus on one competence aim from LK20. No matter what their beliefs about language use are, most of the teachers said that they use a mix of Norwegian and English in their classrooms and that they do let their pupils use other languages in specific cases. Teachers 1 and 3 both mentioned that using Norwegian is something they have to do in order to help them understand, for example grammatical rules. Teacher 3 points out that she explains her tasks first in English and then in Norwegian. Teacher 4 says that he explains topics he considers difficult in Norwegian, such as racism or politics. However, sometimes he has to use more Norwegian. Klapwijk and van der Walt (2015: 3) argued that even if learning or mastering English is the goal, it is very important for students to see that it is not a reason to avoid other languages. In contrast, Pfeiffer (2019: 307) claimed that in the countries she studied, namely South Africa and Switzerland, university students believed that that in order to master their academic language they had to "forget their home language". This is similar to Teacher 5's practice as she stated that she tries to stick to English no matter what. Teacher 6 lets them answer in Norwegian but encourages English if they want to achieve the higher grades.

When asked about language use in class, many of the teachers immediately provided examples of how they use Norwegian. However, the present research also aims to learn about the use of other home languages as well. Teachers 1 and 2 said that they allow their pupils to use their home languages in different classroom situations. Besides letting her pupils translate difficult words using Google Translate and letting them explain things to each other, Teacher 1 said that she allows her pupils to use references from their home country and translate it to English to fully grasp the content of the different sources. Teacher 2 said that she tries to

place pupils with similar language backgrounds together in the classroom so that they can support and help each other if they need to, emphasising that they can communicate in their own language as well. This practice shares similarities to the practice of the teachers studied by García and Sylvan (2011: 393-4). Teacher 2 continues by saying that "it's been very basic and I'm not very proud of it". To clarify, she was commenting on the fact that she had not done much in order to incorporate the competence aim when she mentioned how she is not proud of *it.* However, the example she gave afterwards tells a different story. She said that she does let her students use whichever language they choose during some writing exercises. The pupils who then choose to write in English instead of their home language are at a stage where they, according to Pfeiffer (2019: 327) start to use translanguaging as a natural tool without even being aware of it. When Teacher 2 gives her class a listening activity or if they have seen a film, she asks her pupils to write a summary. Then she allows them to try to write it in their own language so that they focus more on understanding the film than figuring out what to write in English. The results from this writing exercise might show similar results to Kwon and Schallert's (2016) study where whenever a pupil or student chose to write the summary in their home language, in their case Korean, they oftentimes still included some English words. Beside this, Teacher 2 also encourages her pupils to use a dictionary in their own languages rather than a Norwegian dictionary. It can be argued that even though there is not a particular focus on translanguaging practices, tasks such as the one Teacher 2 gives, activates translanguaging in pupils when they are being challenged to write and choose which language to use.

Relating to pupils' oral language production, Teacher 2, similar to Teacher 1, lets her pupils discuss in whichever language they choose despite feeling a bit unsure and saying that "[…] again, I have no idea what they comprehend, what misunderstandings might be there". Teachers 3 and 6 also allow their pupils to use their own languages in class. However, they do not encourage it as much as Teachers 1 and 2. Teacher 6 had some different reasons for allowing but not encouraging the use of other home languages. First of all, he said that he tries to find tasks which promote using English. Teacher 6 allows his pupils to use whichever language they choose because he prioritizes that students are comfortable speaking in class and would rather not "police" language use to keep them in the target language. The last two teachers gave a simple "no" when asked about using pupils' home languages during class. This practice of most of the teachers in the present study not encouraging the use of pupils' home languages is very different from García and Sylvan's (2011) study. They studied

teachers who encouraged the use of all of the pupils' languages as long as they had a final product in English. What is more, the teachers in their study would still be the pupils' input of English, but when the pupils were in their groups, they would use the language(s) they chose. Another argument for this practice comes from Hornberger and Link (2012: 239) who said that "welcoming translanguaging in classrooms is not only necessary, but desirable educational practice". Both teachers 4 and 5 remarked that they would not understand their pupils if they used languages that were unfamiliar to them. Teacher 5 even said that she and her pupils learn a lot from her *authentic texts* project where pupils learn how to use English dictionaries instead of using a two-language dictionary. This statement indicates that for these teachers "seeing similarities and differences" between languages, as the curriculum aim reads, is associated solely with translating and not other knowledge and uses of languages. As the present thesis has previously stated, using home languages and other non-target languages in an English learning classroom is a technique which goes beyond just translating words. Like Baynham and Lee's (2019: 13) claim that translanguaging always involves parts of the learners' language repertoire. Moreover, García and Lee (2014: 21) argued that a translanguaging practice is not viewed at two separate codes as in a code-switching practice. This indicates that for the teachers who were interviewed for the present thesis, distinguishing between translanguaging and translating is somewhat challenging and what a translanguaging practice is and how it can be implemented in the classroom is an area in which teachers need more awareness and focus.

One of the main reasons why English and Norwegian are the only two languages some teachers allow in school is because of respect. Both Teachers 3 and 4 said this. Teacher 3 said that she has noticed how uncomfortable her pupils get if someone starts speaking a different language during class. Teacher 4 also said this followed by "everybody is supposed to be able to understand everybody". McMillan and Rivers (2011) received the same reply in their research that it "would not be fair" to the rest of the class if a teacher or pupil used a different language in class that not everyone knew. Teacher 2 stated that if she, as a teacher, does not understand what her pupils are saying, she would not know how to help them or correct them. Teacher 5 did not say it was because of respect that she allows only English in class but rather that she always wants them to speak English, if not she would not know what they were saying. Her approach is similar to Okyar and Demir's (2019) study where they argued the positive links between sufficient exposure to the TL and successful language learning. Although some teachers in McMillan and Rivers' (2011) research commented on being

against the use of pupils' L1s, a majority of them were positive towards it. It can again be argued that the use of non-target languages in the classroom is not something that must happen aloud, but can happen in pupils' notes or thought process, as discussed in the present thesis.

A final point that needs to be mentioned is how teachers' dialects and accents affect the pupils. Teacher 6 did not mention respect specifically in regards to using only Norwegian and English, but shared an interesting thought on how his foreign pupils prefer to use English in class. He said that he believes this is because they have been forced to do that. Moving to Norway these pupils had to use the little English they knew in order to integrate and live in Norway. It is much more difficult for his Norwegian pupils who find speaking English aloud more unfamiliar territory. However, he also said that he is stricter with the Norwegian pupils and indicated that this is because of the fact that they have had English since early primary school. Other teachers in the present study mentioned similar things. Teacher 1 said that in classes with mostly Norwegian pupils she does things as "she normally would", meaning that she would focus less on topics like basic grammar. The present study did not inquire more about the topic of how comfortable pupils using different languages were in the classroom, but the researcher felt it was an important point to raise.

After analysing the findings and discussing teachers' practice in the classroom, it is clear that the six teachers who participated in the study all have thought through their own practice. Some, after being questioned about it, noticed that their practice consists of more frequent use of L1s than what they first believed. Half of the teachers gave a clear reason as to why they allow only Norwegian and English as this practice would not make other pupils uncomfortable and thus show respect to the rest of their classmates.

6.4   Implications

Regarding implications of the new aims for teaching in the English language classroom, the teachers who participated in the present study face issues that they feel have not been discussed enough by the Ministry of Education or in their local workplaces. When teachers want to put the curriculum aims into practice, there are other factors that complicate their abilities to do so, as well as the general dynamic in the classroom. Without specifically looking for or requiring the study's participants to teach adults, a number of the teachers did,

and it seems these are the classrooms where teachers have more home languages than in a *regular* class in upper secondary. One implication is that there is a general misunderstanding or rather confusion surrounding the competence aim itself. A number of teachers said they did not know how to implement other languages for several reasons. To name a few: teachers were unsure how to do it, they wanted to avoid uncomfortableness among other pupils, not knowing what their classmates were talking about, and one other reason being that the teacher would not be able to help pupils who used their home languages. It can be discussed that these insecurities about opening up the classroom to the use of non-target languages may impact which activities the teacher choose to do. Furthermore, many of the participants in the present thesis indicated that their practice does not really mirror their beliefs. Half of the teachers, Teachers 4, 5, and 6 emphasised how their answers regarding practice and beliefs about language use would have been very different if they were teaching in primary or lower secondary school. For instance, two of them mentioned that younger learners need more use of non-target languages in their TL training than learners in upper secondary school. They also argue that learning basic grammar in Vg1 is too late for the pupils, and there is simply not enough time at school to do that, which is supported by Kramsch's (2020) statement about teachers being very time restricted. This, again, indicates the misconception or insecurity surrounding the English subject curriculum and how teachers.

A second implication of the implementation of this curriculum aim is the heightened awareness of pupils' lack of prerequisite skills. It is a common practice and belief that English is the language of instruction in English classes in upper secondary school in Norway, so when pupils do not have the ability to follow along it is very clear already that these pupils do not have the prerequisite skills required for the subject. The lack of prerequisite skills was discussed in section 2.2.4, so this paragraph will look at what teachers had to say about the topic. Most of the teachers said that they have to do things in class they normally would not have done had their pupils gone through the educational system in Norway. Both Teacher 1 and 6 mention that their approach is different in classes with immigrant pupils as they have to cover more basic grammar. Teacher 2 and 6 commented how it is unfair that their immigrant pupils have to learn more languages as they are already learning Norwegian on the side, and then they have to go through the same curriculum as Norwegian pupils with a different school experience. At the same time, many immigrant pupils are unaware of what English in upper secondary actually entails. Teacher 6 says that many of his pupils come to class believing they are going to learn English on a primary school level. This is also the reason why Teacher 4

says that they spend time going through basic grammar even though it is "too late in High School" and why Teacher 1 says that she *has* to use Norwegian. These statements indicate that there needs to be more discussion about the curriculum, especially when teaching immigrants and adults as they need to get a better understanding of which prerequisite skills are required of them to pass in Vg1. It is also the reason why teachers are now asking for a curriculum specifically for immigrants who have not gone through the education system in Norway, as stated in Gowie-Fleischer et al.'s (2021) article.

The last issue concerns the cultural differences. This has mostly to do with how different people see and address figures of authority. Teachers 1 and 2 both expressed concerns that their pupils do not give them accurate or truthful answers as to whether they have understood and which languages they understand. Teacher 2 explained that no matter if she uses Norwegian or English she is unsure whether or not her pupils actually understand when they say they do. This is an issue often discussed among those working in intercultural and multicultural education. Thus, the implication for teaching is that teachers sometimes make more "conservative" language decisions, often using more Norwegian, translating more, and covering basic grammar than they might otherwise do if they felt they could trust the students to indicate when they do not understand. One explanation for this behaviour in some pupils may be that in some cultures, disagreeing or questioning the teacher, who is the authority figure, is not something they are *allowed* to do. It can be argued that since multiple teachers commented on this, the issue is worth mentioning in hopes of raising discussions among teachers in their workplace but also on a national level. It is also something that could open a discussion in class as one of the main elements of the core curriculum address "identity and cultural diversity" in the classroom (UDIR, 2020c).

6.5   Limitations

One characteristic of a qualitative study is that it consists of few participants. This is the predominant limitation of the research, and as such this thesis cannot conclude a general tendency among English teachers in upper secondary schools due to the limited number of participants. It can only argue, see similarities among the sample and give a general impression from the participating teachers. For the results to have a stronger conclusion a

larger sample of teachers would be needed, possibly using other data collection methods such as classroom observation and surveys.

The sampling procedure was also somewhat limited. In order to get participants, the researcher posted a request for upper secondary English teachers who had started teaching with LK20 in different Facebook groups where the participants themselves contacted the researcher to be interviewed. The response was limited so the researcher then contacted previous master students at UiS if they had any previous participants who might be interested. Additionally, the researcher asked two of the previous students who also met the requirements to participate. The last teacher was also asked personally through the researcher's own network.

The school year of 2020/2021 was a very unusual year due to COVID-19. Not only was it more difficult to find teachers who would make time to participate but meeting up in person to conduct the interviews posed a challenge as well. The researcher was then limited to conduct all interviews online as opposed to in person. According to Dörnyei (2007: 140) good qualitative interviews should flow naturally. For this to be achieved, both the interviewer and the interviewees needed strong and stable internet connection in order for the online interviews to have a natural and uninterrupted flow. Moreover, it can be argued that since the interviews were conducted online the abnormality of it might not be the most ideal setting as Cropley (2019: 39) claimed that a good qualitative study should be carried out under conditions which resemble the everyday life of the participants.

Lastly, the author of the present thesis would like to mention that the research was greatly limited by the researcher's own inexperience with such extensive research. In hindsight, she sees many things she could do differently, as well as other things she could have followed up on during the interviews and the interviewees' responses. One feature which the researcher realised after the first interview was that there were some areas of the interview during which the interviewer indicated a bit more personal bias, for example agreeing with the interviewees, despite knowing how an interviewer should act in this role (Dörnyei 2007, Mack et al. 2005).

7   Conclusion

The present thesis aimed to enquire into teachers' practice when it comes to opening up for the use of non-target languages in their classrooms as well as to see in which ways teachers incorporate the new curriculum aim in LK20. The project was carried out through online interviews with six teachers, from different parts of Norway, who reached out to participate. All the teachers taught English in upper secondary schools and had started using LK20 in their classes. Although it was not a requirement, all of the participating teachers taught classes with 10 or more different home languages. The interviews indicated that the teachers' practice was influenced mostly from their own experiences and not from anything they have been taught during teacher training.

The first research question asked about teachers' beliefs regarding language use in language learning classes. There was an overall agreement that exposure to the target language plays an important role. Some of the teachers reported that when they learned a language in school, either English in upper secondary or Norwegian when moving to Norway, they found that they learned more when their instructor spoke in the target language. Moreover, other teachers reported second hand experiences from their pupils who have learned a language by exposure. Nevertheless, the teachers know that what they believe about language use may not always be the easiest to implement in actual practice. The study found that teachers have different approaches in their classes. This is due to many factors including class vocation, size, gender, nationalities, and lastly age. Even though it was not included in any of the research questions, the study found that there was a big difference in approaches between teaching teenagers and adults, as well as having many nationalities versus a smaller number of nationalities.

The second research question aimed to see what teachers know about and how they understand the aim in the knowledge promotion which reads "the pupil is expected to be able to use knowledge of similarities between English and other languages he or she knows in language learning"(LK20). The present study found that many teachers do not feel confident enough to know exactly what they should do with this particular aim. What is more, some teachers mentioned that the new coursebooks, made on the basis of LK20, also do not discuss this aim much, if at all. Another factor which came up during the interviews was that the curriculum is made for pupils who have gone to school in Norway for 10 years and have

gained the necessary prior knowledge in the subject. Thus, the immigrants enrolled in upper secondary school, which in 2020 is about 15% of the pupils enrolled (SSB, 2021), have been forgotten when the government made the new curriculum.

The last research question was about teachers' practice of language use in class. Most teachers reported that translating words and in some cases assignment instructions were the times their pupils were most likely to use their home languages. Some teachers also mentioned that whenever pupils discuss tasks in smaller groups, they tend to switch over to a language other than English. Additionally, there would be instances where pupils quickly explain certain things to each other in their home language during class. The teachers would mostly allow this. On the other hand, two teachers said that since there are so many different nationalities and languages in the classrooms, speaking a minority language may cause discomfort and insecurity for both the teacher and the rest of the pupils. Because of this, the teachers allow only English and Norwegian as those are languages everyone understands. Thus, nobody will feel left out and it can open an interesting and important discussion about respect. In general, there seemed to be a consensus for letting pupils use their home languages if they feel like they need to. Although most of the participants of the present study encourage the use of English and try to use English as the language of instruction, it is also important for them that their pupils feel safe and confident, and if that means they will answer questions in Norwegian it is better than not answering at all. The discussion looked at how teachers' beliefs both influence and vary from their practice. A monolingual pedagogy and mindset is still very common. However, teachers seemed to think that the competence aim seem like a good thing, even though they believe exposure to the target language to be the best method for learning, which again follows the conclusion of several of the studies presented in chapter 3 (García & Sylvan 2011; McMillan & Rivers 2011; Hornberger & Link 2012; Creese & Blackledge 2015; Duarte 2019).

There were some limitations to the present study. It is necessary to remind the reader that the findings of the study cannot be concluded as congruence among all teachers in Norway. Due to the scope of the study only a handful of teachers were interviewed about their thoughts, opinions, and practice toward language use and the knowledge promotion 2020. Moreover, the relevance of the present study revolves mainly around the Norwegian school context, as the research is heavily based on the Norwegian Education Act and English subject curriculum for upper secondary. It might not be applicable to the rest of the world.

The author of the paper believes there is a need for further research of practices regarding non-target language use in EFL classrooms in Norway. For instance, observing classrooms would give a bit more depth into the activities where pupils would actually be using their home languages. Moreover, getting pupils' perspectives and opinions toward non-target language use in an EFL classroom would be a big interest of study. To take this even further, it would be beneficial to hear their understanding of *The Knowledge Promotion 2020* (LK20) curriculum and their expectations toward the English curriculum which could contribute to a deeper understanding.

All in all, the study found different ways teachers can open up the classroom for the use of non-target languages in an English classroom. It found that most teachers see it as their job to know all the similarities and differences between English and all their pupils' home languages instead of teaching strategies for letting the pupils find these similarities and differences themselves. This study found indications that many teachers may have misunderstood the expectations for how the teachers are supposed to work with this curriculum aim, especially the one which covers using languages the pupil knows (UDIR 2020a). There are many ways that teachers could approach this aim that do not involve the teachers having knowledge of each of the pupils' languages. One such example was provided by Teacher 2 who felt she was not able to help her pupils reach this aim, but still implemented translanguaging by allowing her pupils to choose which language to use when writing a movie summary. A second example is to make pupils aware of how their languages relate or how they subconsciously use their linguistic repertoire when learning and producing text or speech in a target language, like what Pfeiffer (2019) did in her study. The present study also found that the English subject is close to impossible to pass for many pupils in upper secondary school due to the lack of prior knowledge. Thus, the researcher supports the plea for a new English subject curriculum for immigrants who need it. The author of the present study hopes that it has brought more attention to some of the core issues with the English subject curriculum and that is has brought new and interesting perspectives on language use in EFL classrooms.

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Appendix A – Interview Guide

Part 1: Background information

1. How many years have you been an English teacher?
2. Do you teach vocational or general studies?
3. How many different home languages do you currently have in your class(es)?
   - Is there a difference in the classes you teach? Is your approach any different?
4. Have you always been a teacher in Norway?
5. What are your beliefs about language use when teaching in a multilingual setting? Have your beliefs changed over time?

Part 2: Teacher's practice

6. What were your initial thoughts when you read the following aim in LK20: Students should be able to use knowledge of similarities between English and other languages he or she knows in language learning?
   - Did your thoughts and opinions change as you started teaching with LK20?
7. Do you think such an aim is important for English language learners? Why/ why not?
   - Do you feel using other languages students know support students in language learning? If yes, how?
8. How did you first plan to incorporate this aim in your class(es)?
9. What have you done so far to incorporate other languages and knowledge of other languages?
   - Are your methods much different from past years to this?
10. Do you let students use languages other than English in class? If yes, in which situations?
    - Do you trust your students are talking about what they are supposed to when they use a language you do not know during your classes?
11. Do you have any other comments regarding the use of other languages in an English language classroom? Do you have any other comments about the interview?

Vil du delta i forskningsprosjektet

"Exploring the use of non-target languages in an English language classroom"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se hvordan engelsklærere i videregående skole legger opp undervisningen for å oppnå det nye læreplanmålet i LK20 som sier at eleven skal kunne se sammenheng mellom språk de kan fra før og engelsk i sin egen språklæring. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet er å se hva lærere har tenkt, planlagt og gjør i sin lærepraksis for å inkludere læreplanmålet om sammenheng mellom andre språk i engelskundervisningen. Prosjektet er en masteroppgave og studenten vil spørre spørsmål om planlegging, gjennomføring, meninger og evt. endringer i praksis fra før LK20.

Opplysningene som blir gitt til dette formålet skal ikke deles med andre institusjoner.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
De som blir spurt om å delta på intervju er engelsklærere rundt i Norge. Studenten vil be om lærere som har flere morsmål enn norsk i sin engelsk klasse men det er absolutt ikke et krav. Det er en kvalitativ studie. Det er ingen krav til hvor lang ansiennitet lærerne har, det er like relevant for de som har vært lærere i 30 år og må forholde seg til en ny læreplan og en nyutdannet lærer som ikke har jobbet med den gamle læreplanen før.

Hva innebærer det for deg å delta?
Metoden som skal bli brukt er intervju mellom deg og masterstudenten. Du må signere på et samtykkeskjema med dato og navn som studenten vil ta vare på og intervjuet vil bli tatt opp på lydbånd.
- Hvis du velger å delta i prosjektet, innebærer det at du svarer på åpne spørsmål om din egen praksis. Intervjuet vil vare mellom 30-60 minutt. Det vil bli brukt lydopptak for å ta opp intervjuet til bearbeiding av oppgaven.
- Både signatur og lydopptak vil bli makulert etter prosjektet er over sommer 2021.
- Spørsmålene vil ta for seg et nytt læreplanmål i engelsk på VG1 fra LK20 og lærerens praksis med tanke på dette læreplanmålet. Spørsmålene vil spørre litt om hva læreren tenkte om det, forberedte i forveien, hva de har planlagt, evt. gjennomført så langt, og om praksisen endret seg fra tidligere år.

Hvis aktuelt, kan du bli spurt om å vise årsplan for å understreke og gi eksempler på klare endringer fra forrige år til i år.

- Lærerne vil bli bedt om å gi opplysninger om hvor lenge de har vært i yrket sitt. Dette er for å se om det er relevant å spørre om endring i praksis fra årene før.

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.
- Det er kun masterstudenten og veilederen som vil ha tilgang til opplysningene.
- Lydopptakene vil bli holdt på en passord beskyttet ekstern harddisk slik at ingen uvedkommende får tilgang til opptakene.
- Kontaktopplysningene på papir vil bli erstattet med en kode som lagres på en egen navneliste adskilt fra øvrige data.
- Det er studenten selv som vil salme inn, bearbeide, lagre data og transkribere lydfilene.

Opplysningene som vil bli publisert er års erfaring og diskusjon rundt praksis som blir elementer innenfor diskusjonsdelen i masteroppgaven.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når oppgaven er godkjent, noe som etter planen er Juni 2021. Ved prosjektslutt vil alle personopplysninger bli makulert og lydopptak slettet for godt.

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 Universitetet i Stavanger 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:
- Universitetet i Stavanger ved veileder Rebecca Stuvland på tlf. 51831577 eller epost rebecca.a.stuvland@uis.no.
- Vårt personvernombud på UiS: personvernombud@uis.no

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

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

Med vennlig hilsen

Tora S. Rott   Rebecca A. C. Stuvland
(Student)   (Veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "Exploring the use og non-target languages in an English language classroom", 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

----
(Signert av prosjektdeltaker, dato)

NSD sin vurdering

Prosjekttittel

Masteroppgave om lærere's praksis i engelskundervisning

Referansenummer

310211

Registrert

21.10.2020 av Tora Skarstad Rott - to.skarstad@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Rebecca Anne Charboneau Stuvland, rebecca.a.stuvland@uis.no, tlf: 51831577

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Tora Skarstad Rott, tora.rott@gmail.com, tlf: 99483656

Prosjektperiode

01.09.2020 - 30.06.2021

Status

29.10.2020 - Vurdert

Vurdering (1)

29.10.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 29.10.2020, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG

Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.2021.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

TAUSHETSPLIKT

Informantene i prosjektet har taushetsplikt. Det er viktig at intervjuene gjennomføres slik at det ikke samles inn opplysninger som kan identifisere enkeltpersoner eller avsløre annen taushetsbelagt informasjon.

PERSONVERNPRINSIPPER

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

• lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen

• formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål

• dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

• lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)