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BACHELOROPPGAVE

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1. Introduction

This thesis is a study of how Bosnian adult immigrants from a war country experience having English as their third or additional language, which aims to investigate if their situation can be a motivation to learn English better/faster through interviews. The above will be investigated through face-to-face interviews with five Bosnian adult immigrants, using qualitative semi-structured interviews.

Learning English as a third language can be rewarding and difficult for adult immigrants. The ability to speak with a larger range of people and access to higher education are just a few of the benefits of being skilled in English. But learning English as a third or additional language can also provide its own special set of difficulties. Adult immigrants must navigate linguistic, cultural, and social barriers, and balance language learning with other responsibilities and obligations. When they start to adjust to a new language and culture, they may feel frustrated, insecure, and alone. However, adult immigrants may overcome these obstacles and improve their English language abilities to improve their life and accomplish their goals if they have access to resources and support. In this context, it is important to look into adult immigrant's experiences in learning English as a third or additional language and comprehend the factors affecting their language acquisition process.

Therefore, this research study aims to investigate the process of acquiring English as a third or additional language that has a foreign language status, specifically in the context of Bosnian adult immigrants living in Norway. These individuals learned first the official language of the country they live in and then go on to acquire English as a third or additional language for different purposes.

Through a brief literature review on the subject, in addition a research in analyzing how Bosnian adult immigrants from a war country experience having English as their third or additional language, I aim to uncover answers to these questions:

1. What are the main challenges experienced by Bosnian adult immigrants in learning English as a third or additional language in the Norwegian context?
2. To what extent and how does the experience of coming from Bosnia motivate Bosnian adult immigrants to learn English as a third or additional language in the Norwegian context?

3. How does this motivation impact their perceptions of English language learning outcomes?

In confronting these issues, the first part will refer to some theoretical background for the research study, secondly, we will move on to the interviews and the results from the different Bosnian immigrants and have a discussion part about it. The goal of this study is to research the acquisition of English as a third or additional language that is recognized as a foreign language in the context of Bosnian immigrants who first learn the national tongue before picking up English for a variety of reasons.

Chapter 2 introduces the theoretical context with subsections on relevant theory to the research questions. Chapter 3 outlines the methods used in this study. It contains four subsections that review the method choice, selection of informants, validity and reliability, and finally it explains some research ethics issues in the study. Chapter 4 presents the results and some discussion from the interviews and relevant theory to answer the research questions. Finally, chapter 5 concludes the thesis of the previous chapters.

2. Theory

2.1 Learning additional language

Bleyle's article has several similarities with this research study where it regards the same issues as how to learn English as a third language, and how the acquisition process is (Bleyle, 2001). It is a research study where they interview individuals from Bosnia on how their experience has been while learning English. This study claims that there are more bilingual or multilingual individuals today than monolinguals (Bleyle, 2001, p.2). This may be because of factors such as immigration, travelling, colonialism, globalization or the availability of learning a new language. This study by Bleyle, claims that multilingual learners outperform monolinguals in the acquisition of lexical items (verbs) and syntactic elements (proposition standing) (Bleyle, 2001, p.3). Bleyle suggests that the multilingual individuals have "heightened metalinguistic skills, enhanced lexical knowledge and a less conservative learning procedure" (Bleyle, 2001, p.3), compared to the monolingual learners. On the other hand, there are other studies that show opposite results. Another study done by Mägiste stated

on several studies that there were lower results on English tests for the bilingual immigrants compared to monolingual individuals. It is difficult to specifically measure which one is the most preferred since there are so many arguments on how the abilities are defined (Bleyle, 2001, p.4). There is an important difference in bilingualism/multilingualism, which is additive and subtractive. Additive is defined as bilingualism where the L1 (language 1) is valued socially and not replaced by the L2 (language 2), while subtractive bilingualism is when there is pressure to exchange L1 for L2 because L1 is socially non-dominant (Bleyle, 2001, p.4).

Mesaros has done a study where they try to analyze the process on learning English as a third language as a foreign individual in the Romanian community in Spain (Mesaros, 2008). With the spread of the English language in Europe, it has become one of the most important languages of wider communication. Before studying how learners acquire a language, there are some different terms that need to be defined. The term “acquisition” refers to the subconscious method of learning a language through exposure, while “learning” is the conscious process of studying the language (Mesaros, 2008, p.5). The study also claims that a study done before provides evidence with positive effect on the acquisition process of the third language as a bilingual (Mesaros, 2008, p.6). However, there are also statistics on no differences in learning English as a third language when they compared monolingual Dutch speakers to bilingual speakers who had Turkish or Moroccan Arabic as their first language (Mesaros, 2008, p.7). The acquisition process of learning a third language is complicated and can be affected by several reasons and it is therefore not a simple explanation to the results.

The critical period hypothesis is a keyword during the learning process of a new language. Researchers claim that a given language to an adult will not achieve the same competence as someone who has begun the process at birth, unless the exposure starts before the offset point of the critical period, which is from early childhood to adolescence (Aronin & Singleton, 2012, p.102). The process of learning a new language is more difficult for adults (Steber & Rossi, 2021, p.1). Factors like phonology, semantics and pragmatics all matter, but one of the most important steps are to build up the vocabulary, because if we do not know the words and names for object, it will be hard to create sentences with meaning (Steber & Rossi, 2021, p.1).

2.1.1 Motivation to learn languages

Self-determination theory (SDT) is a theory that suggests that people are motivated to continue activities that satisfy their psychological needs for autonomy, competence and relatedness. According to the self-determination theory, people are more likely to experience intrinsic motivation when they engage in activities that they perceive as interesting and valuable and that provide them a sense of choice and control (Ryan & Deci, 2000, p.70).

Intrinsic motivation is the motivation that comes from within the individual, it can make an individual engage in an activity based of interest or enjoyment, while extrinsic motivation can make an individual participate because of an external reward or pressure, it is more focused on the outcome of the activity, rather than the activity itself (Ryan & Deci, 2000, p.71).

According to SDT, people are more likely to learn a language if they feel some control over their learning and are competent in their language skills, they might then be more intrinsically motivated to learn the language. The theory also suggest that people might be motivated by extrinsic factors such as rewards or grades, however, these factors may not be as effective as intrinsic factors when it comes to maintaining a long-term motivation, therefore it is important to create an environment where intrinsic motivation can be ensured, and not by extrinsic factors that can change or disappear over time.

2.2 Multilingualism

Multilingualism is an important theme in this study because all the individuals included are bilingual, and are becoming multilingual, since they are learning English as a third or additional language. It can be difficult to define multilingualism, however, a definition by Aronin & Singleton goes like this, “in order to count as a bi-/multilingual a person has to make frequent use of both/all the languages at his/her disposal” (Aronin & Singleton, 2012, p.2). However, that can be difficult because different researchers will define these terms in different ways. It has been argued that being bilingual will contribute to a language-learning advantage on the process with learning a new language compared to monolingual individuals learning a new language (Aronin & Singleton, 2012, p.5).

We have two different variants of multilingualism, simultaneous multilinguality and sequential multilinguality. Simultaneous refers to “situations where a child is exposed to two or more languages at the same time from infancy”, while sequential refers to “situations where an additional language or additional languages are acquired later in childhood” (Aronin & Singleton, 2012, p.7). In this study, most of the participants go under sequential multilinguality.

2.2.1 When does multilingualism occur?

It is clear that multilingualism is an important and widespread phenomenon, and according to Hoffman (2001, p.3), cited in Barnes (2006, p.28), multilingualism/trilingualism can occur in five different situations:

- 1) “Trilingual children who are brought up with two home languages that are different from the one spoken in the wider community.
- 2) Children who grow up in a bilingual community and whose home language (that of either one or both parents) is different from the community languages.
- 3) Third language learners, that is bilinguals who acquire a third language in the school context.
- 4) Bilinguals who have become trilingual through immigration.
- 5) Members of trilingual communities”.

The situation stated in the fourth category is the one that is most relevant to this study, as Bosnian adult immigrants learn English while immigrating to Norway.

2.2.2 Code-mixing and code-switching

Code-mixing occurs when someone uses more than one language in a single conversation or communication (Gardner-Chloros, 2009, p.1). When learning a new language, it is quite common for learners to engage in code-mixing or code-switching. Code-mixing is when someone uses a word or a phrase from one language to another language, while code-switching is when the language is arranged structurally and grammatically in another language. People’s first language will often have a big effect on their second language and

many people will borrow other languages within their knowledge to make it easier to communicate (Waris, 2012, p.5). This phenomenon is quite natural and can help the learning process because it makes it easier for the learners to express themselves more accurately, it is however important to be aware to not make it a habit as it can become harder to learn the wanted language.

3. Methodology

This chapter will introduce the chosen method, selection of informants, validity and reliability issues, and the research ethics regarding this study.

Qualitative research methods in organization studies (Justesen & Mik-Meyer, 2012) is a book that has been used in this study to find information about the different qualitative research methods, and to understand how it should be used in this study with interviews as the chosen method. “The most successful interviews are those in which participants speak about personal experiences, narrating events from the near and distant past, even digressing from the interviewer’s questions or topics to initiate talk about their interests and feelings (Labov, 2001, p. 92-94)” (Holmes, 2013, p. 34). The interview questions have taken inspiration from Labov’s opinions on how interviews should be and that the participants should be talking from their own experiences.

3.1 Method choice

There are different methods when collecting knowledge, quantitative and qualitative methods. This study will be using the qualitative method. “Which is well suited to describe phenomena in context and, against the background, provide an interpretation that leads to a greater understanding of the phenomenon” (Justesen & Mik-Meyer, 2012, p.16). In this study, the goal is to find out more about the Bosnian adult immigrants experience in learning English, therefore, it is more beneficial to use the qualitative method when we are looking for answers with words and not numbers. This way it will be more convenient to collect and analyze the answers from the participants in the interviews and connect it to literature and other studies.

This study will be conducted through interviews with five different individuals and then the interview results will be interpreted and discussed later on.

The interviews will be semi-structured, and there will be a number of themes and key questions, all the interviewees will be asked the same questions since the idea is to get them all to reflect on the same questions. Semi-structured interviews is a qualitative research method that give the participant the opportunity to explore particular themes or responses further while being asked questions that encourage discussion (Brinkmann, 2014). With semi-structure interviews, it is easier to let the conversation go natural and where it flows even though there are already some questions planned in advance. These interviews will be written down while the interviews are taking place, because all the participants preferred it to be noted down, instead of them being recorded, even though we are lucky to have the improved technology that we have today. Recording equipment that is currently used is smaller and better than the what was used in the past. The most convenient ones are also digital, which makes it much easier to direct files to computer for analyzing and transcribing (Holmes, 2013, p.35).

Semi-structure interviews were chosen to be able to provide a clear structure and avoid the conversations from going out of context. Before conducting the interviews with the participants, a fellow student was asked to test the questions to be able to eliminate unnecessary questions and poorly formulated questions, and in case there were some questions that were quite similar. This procedure led to an outcome in a final set of 27 questions.

3.2 Selection of informants

The selected informants for the interviews have been based on judgement sampling, which is the most common method for methodological and pragmatic reasons (Holmes, 2013, p.31). Judgement sampling is based on choosing participants that meet certain criteria for the study, such as being a Bosnian adult immigrant living in a Norwegian society in this case. It has been chosen because the purpose is to collect information of intriguing people for this study.

Contacting the individuals that you want to interview will depend on the existing relationship with them, in the case of being a member of the Bosnian community here in Norway, it may be easier to approach and persuade the individuals and most likely get them to participate in the interview (Holmes, 2013, p.32). However, it may be a challenge to conduct the interviews with people known personally, therefore, it can be important to carefully prepare the questions and the structure of the questions.

3.3 Validity and reliability

Validity is important in a qualitative research. In qualitative research, it relates to how effectively the study captures the realities or experiences of the participants and the phenomenon being studied. Data collection for qualitative research use frequently interviews, observations, and other methods (Cypress, 2017).

There are several different ways to establish validity in qualitative research, which includes; credibility, transferability, dependability and confirmability (Thomas & Magilvy, 2011).

Credibility is measured by how closely the conclusion match the experiences of the participants and how well the evidence supports the researcher's interpretation.

Transferability refers to how much the findings can be applied to other settings or populations. Dependability is the quality of the study's findings being reliable and consistent over time and with different researchers. Confirmability is about whether or not the results are objective and unbiased from the researcher's personal interpretation (Thomas & Magilvy, 2011).

Reliability is another term important in qualitative research, and it refers to the consistency and stability of the collected data and analysis used in the research. "Reliability and validity were replaced with the concept "trustworthiness"" (Cypress, 2017, p.2). Trustworthiness is used as a central concept to appraise the consistency of a qualitative study. To enhance the reliability of this study, the interviews will be noted in detail while the interview is taking place. Overall, determining reliability in qualitative research is important to guarantee that the results are trustworthy and can be used in the future (Cypress, 2017). Another way to establish the validity was to provide evidence to my data with theoretical literature. To assure validity and reliability, a thorough approach was used when conducting the research and

including several articles that stated the same points but in different ways, for example Bleyle and Mesaros had some similar opinions were they both mentioned studies where multilingual/bilingual individuals had a positive effect when learning English as a third language compared to monolinguals. However, both Bleyle and Mesaros also referred to other statistics and studies which showed no differences when comparing multilinguals/bilinguals to monolinguals with the acquisition process on learning English as a third language. They have also both stated that the acquisition process is complicated and therefore it is difficult to conclude with a simple explanation on the different results.

3.4 Research ethics

Research ethics refers to a set of principles and standards that should be kept when conducting a research involving other individuals. Research ethics aim to protect the rights of the participants and certify that the research is managed with integrity and honesty, and will promote accurate and reliable results. Ethical factors that are important to include are; informed consent, privacy requirements and requirements to be correctly reproduced (Høyskolen i Kristiania, 2019, p.31). Before the interviews the participants have been explained to that their identity will be confidential, and that any identifying information will be removed from the data collection before it gets analyzed. To preserve their anonymity, a personal notebook will be used that nobody else has access to, after the interview is done the notebook sheets that were used will be destroyed to ensure the participants privacy and confidentiality. As mentioned earlier, the participants chose to not have audio recordings during the interviews, therefore their privacy will not be exposed as much as if the interviews had been recorded.

4. Results and discussion

This chapter will present the results and interpretations of the findings linked to relevant theory. It is the participants statements and opinions that are the main focus. To structure the chapter there will be subsections, where each of them address and answer a specific question.

Additionally, tables and figures are included to demonstrate and illustrate the findings from the interviews.

4.1 How did you learn English?

Table 1 presents information on the answers from the participants on when they started learning English, and how they started learning it.

Table 1. Participants' answers regarding how they learned English

<p>Participant 1: I started learning it at school where we first learned the alphabet and how we are supposed to spell the different letters in English, and I watched plenty of English TV.</p> <p>Participant 2: I started when I moved to Norway in school when I was 15 years old.</p> <p>Participant 3: I started learning it at school when I was 14 years old.</p> <p>Participant 4: I started in primary school as a subject in school.</p> <p>Participant 5: I started learning English when I was 8 years old in Croatia actually, but we had to move when I started so I did not learn much, it was not until when I came to Norway that I learned the language in school.</p>
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As we can see from the results, all the participants started learning the language at school, and perhaps during the critical period hypothesis. As stated before we have two variants of multilingualism, in this study sequential is more suited, and it has had a positive effect on them all. Participant 4 actually mentioned in the interview that she thinks it is much easier to learn a language as a child than as an adult, therefore, she then agrees with the critical period hypothesis. "Bilingualism turned out to be a factor which predicted better general proficiency in English irrespective of other factors, such as intelligence, age, exposure or motivations" (Mesaros, 2008, p.6). With this quote from Mesaros, bilingualism could have had a positive effect on the participants process in learning English without them being aware of it. It is hard to determine what it was that made them so good at English, but a possibility could be that they started to learn at an early age, specifically during the critical period, which is from early childhood to adolescence (Teaching English).

4.2 Motivation while learning English

Figure 1 deals with why the participants started learning English in the first place.

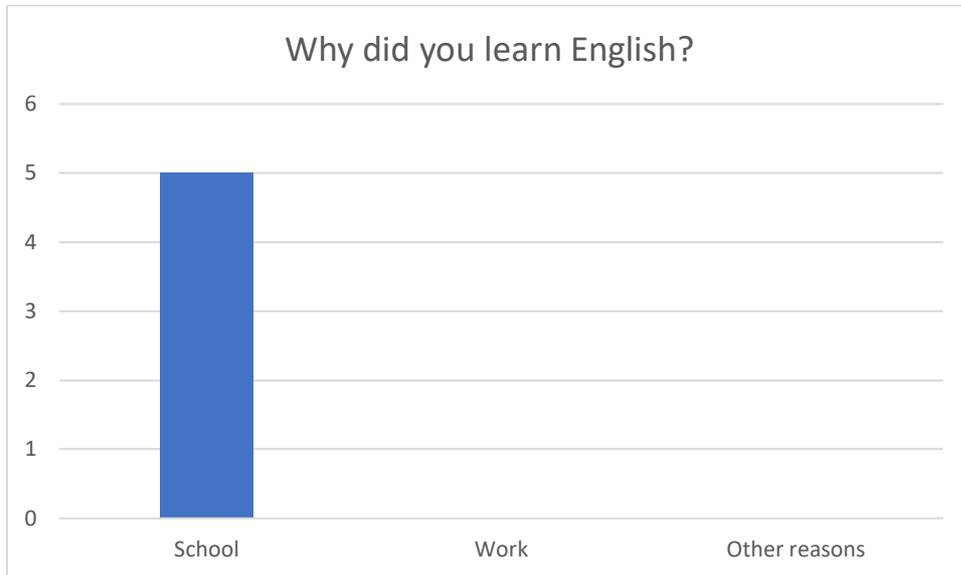


Figure 1. Participants' answers regarding the reason to why they learned English

The results here in this question show that all the participants learned it at school because they had to. Participant 5 mentioned that he started learning earlier, but had to pause the learning process because he was moving to another place, however, he started learning it again when he came to Norway, and that is when he learned it. Almost all of them mentioned that they wanted to learn the language themselves, even though they started to learn it because they had to learn it at school. Several of them devoted a significant amount of time practicing at home in their free time, so that it could be easier for them at school. Since they said that they had to learn it at school it can be seen as an extrinsic type of motivation because there is an external pressure. However, they all claim that they wanted to learn it even though it was mandatory, and that could be an intrinsic type of motivation as it comes from within them based on their interest. As said before, according to the self-determination theory, people are more likely to stick to the learning process if it is based on intrinsic motivation and when they have a reason to why they want to accomplish something, instead of doing it to gain rewards or grades.

Table 2 describes the participants collected view on their own motivation.

Table 2. Participants' answers regarding their motivation

<p>Participant 1: What motivated me to learn English was the possibilities with travelling and to be able to communicate with the children that do not speak Norwegian at work. I also feel that the motivation has had an impact on my learning because I really wanted to expand my knowledge within the English language.</p> <p>Participant 2: My motivation to learn more was because it is one of the most spoken languages in the world. I feel that I was motivated to learn and I do not think that I would have known as much as I do now if I was not that motivated.</p> <p>Participant 3: English is widely used in Norway, and I need it for the work I do as a social worker, I later realized when I expanded my English that it was quite beneficial for me. I feel that motivation only had a small impact on my learning outcome.</p> <p>Participant 4: It motivated me to learn more since it was a subject at school, but I also wanted to understand better the movies and series I was watching. I feel my motivation impacted my learning outcome since I was quite interested in learning and understanding English.</p> <p>Participant 5: The motivation came from school, however, I have learned even more during the years through work and relations with other people, which motivated me even more. I do not feel that the motivation had an impact on my learning outcome since it was a part of the normal school, however the work-related words did motivate me to be able to better perform at work and understand my colleagues better.</p>
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In this result, the answers on question 13 and 15 have been presented together which were about motivation. Their answers have been gathered together to get a better overview on how their view and perception on their own motivation is. As the answers show in table 2, the data suggests that their motivation is more extrinsic because they all wanted to learn it so that their lives somehow could become more convenient with knowing English. Some reasons that were repeated several times were travel, work and the fact that English is so widely used today. Since they feel some pressure in knowing English for reasons like work and school, it can be concluded even more that their motivation is extrinsic, because to feel truly intrinsically motivated, an individual should feel no pressure (Ryan & Deci, 2000).

4.3 Challenges with learning English

Figure 2 expresses what was most challenging for the Bosnian adults while learning English between grammar, vocabulary and pronunciation.

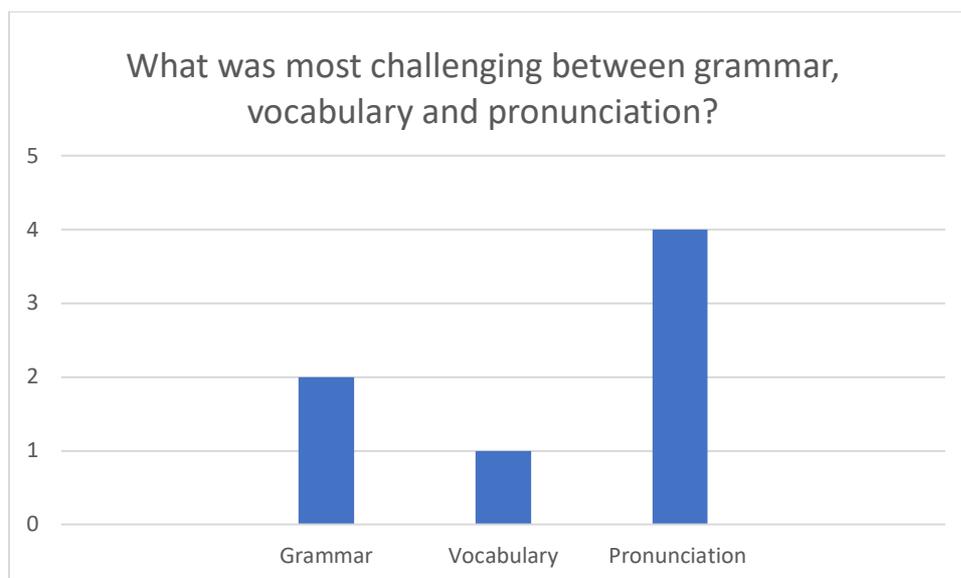


Figure 2. Participants' answers regarding the challenges

This diagram shows us that the most challenging part of learning English for the participants was pronunciation. Some of the participants had two answers, that is why the diagram is showing 7 answers all together. Other challenges mentioned by the participants while learning English was: reading, writing and translating the words in their minds before saying it out loud.

A specific example that was mentioned by participant 2 on question 17, was a specific pronunciation example on the word “read”. The two sentences that were mentioned were “I read a book every day” and “have you read a book recently”, she said it was difficult in the beginning to understand that the word “read” could be pronounced different ways when it was written the same way.

The participants also provided on strategies to how they overcame the challenges they faced. Their responses included using the language more frequently, watching English TV, reading English literature, paying close attention during English lessons at school, and practicing more to be able to improve their own language skills.

4.4 Experience with learning English

Figure 3 reveals how the participants identify themselves.

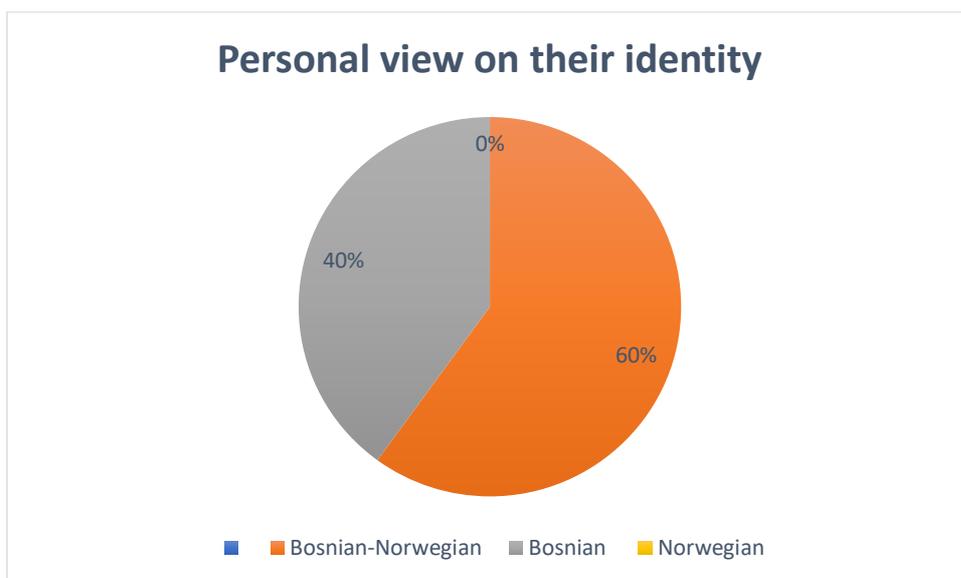


Figure 3. Participants' answers regarding how they identify

The answers from table 5 express that 60% of the participants identify as Bosnian-Norwegian and 40% as Bosnian. It is noteworthy to notice that the majority identify as Bosnian-Norwegian, even though none of them were born in Norway, which shows that they have some patriotic feelings towards Norway as a country. This could be an indication that they have developed a solid connection to Norway and consider it as their new home.

The process of acquisition multilinguality can be a demanding process for several people. There has however, been discussions if being a multilingual person can contribute in learning more languages. "Frequent claims are made that multilingual learners have an advantage in learning additional languages, in terms of the cognitive advantages of bilingualism" (Bleyle, 2001, p.3). Bleyle (2001) here claims that multilinguality is a positive skill to have when you need to learn a new language. A study done by Mesaros (2008) also support the positive effect being a bilingual has on the acquisition process of the third language (Mesaros, 2008, p.6). "Thus, it is pointed out that not only do multilinguals have larger overall linguistic repertoires, but the range of the language situations in which multilinguals can participate, making appropriate language choices, is more extensive" (Aronin & Singleton, 2012, p.5). This is another benefit that can come with being a multilingual person.

On the other hand, Bleyle (2001) also found a study by Mägiste (1986), that reports on several studies that bilingual immigrant students living in Sweden obtained lower results on English

tests compared to the monolingual Swedish students (Bleyle, 2001, p.4). Another study supports the concept of slower development for multilinguals when they are compared to monolinguals regarding lexical development (Aronin & Singleton, 2012, p.104).

However, there are also statistics on no differences in learning English as a third language when they compared monolingual Dutch speakers to bilingual speakers who had Turkish or Moroccan Arabic as their first language (Mesaros, 2008, p.7). Slobin suggest that the development of the languages depends on children´s stage of cognitive and perceptual development, but also on the characteristics of the languages to be learned (Aronin & Singleton, 2012, p.105). Balanced multilinguality is exceptionally unusual, it will depend on the circumstances on which language will be the more preferred in advance of the other languages for a period, however it may happen that another language takes lead over another one at a point in life (Aronin & Singleton, 2012, p.105). It can be concluded that the multilingual acquisition depends on a fair number of different factors (Aronin & Singleton, 2012, p.105).

5. Conclusion

The acquisition process of learning a third language can be complicated and influenced by several factors, which makes it difficult to provide a simple explanation to the findings, however, this study has managed to identify parts of the process of learning a third language. The questions that have been attempted to answer in this study was: challenges Bosnian adult immigrants face while learning English as a third language and if their situation with being from Bosnia can have an impact on their motivation, by using qualitative research with semi-structure interviews.

Learning a new language can be a valuable experience, but it has its challenges. From the interviews with the chosen participants, the most common challenges found by the Bosnian immigrants were pronunciation, unknown vocabulary at work and school, and the English grammar. Other challenges that were mentioned by the participants were some of the basic skills as reading and writing. Cultural differences in other countries can also be difficult for the learners to recognize, since they have to understand the cultural context of the language to

be able to have successful communication. Another important challenge can be the motivation when learning a new language, it is a long and difficult process, so being able to have good and consistent motivation can be crucial in the acquisition process.

According to the participants, being from Bosnia did not significantly affect their English learning experience. Instead, what drove them was the desire to communicate more successfully in English with their colleagues, classmates and people they met while travelling, because they believed it could be a contribution in making their lives easier. Essentially, their professional or educational contexts held greater importance to them than their nationality. Additionally, some participants noticed that improving their English competence would ease their activities by allowing them to communicate more efficiently with those around them.

There were some limitations in this thesis. The first limitation is not having enough participants in the interviews, which can lead to generalizing the results, because the results in the discussion part include only five participants. Therefore, the results must be interpreted with caution, since there were not many participants, a suggestion for further research on this limitation is to include more participants in the interviews, and perhaps include a questionnaire as well if there is enough time for it. The bigger the sample is, the more precise the results will be. The second limitation concerns the lack of use of audio during the interviews. That can lead to forgetting to write something down or the participants feeling that the person asking them questions is not paying enough attention because the person have to write everything down. A solution for this in further research can be to assure the participants more in detail that their privacy will be well taken care off. In addition to the limitations mentioned above there were other limitations that also should have been acknowledged, however, the ones mentioned here are the ones considered as the most important ones.

In conclusion, based on the findings and evidence, it can be established that bilingualism/multilingualism at worst does not hinder the learning of other languages and, in fact may have a beneficial effect on the process.

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7. Appendices

Appendix 1. Interview questions

1. How old are you?
2. What is your mother tongue?
3. What other languages do you know?
4. What do you work with?
5. When did you start learning English?
6. How did you start learning English?
7. Did you learn English as a third language or additional language?
8. Did L2 help you when learning English as a L3?
9. If L2 helped learn English as a L3, how did it help?
10. Do you often switch over to another one of the languages when you don't know how to say it in English?
11. Why did you learn English?
12. Do you see any benefits in knowing how to speak English in the work that you do?
13. What motivated you to learn English as a third/additional language?
14. How has the process been learning English so far?
15. Do you feel that the motivation has had any impact on your language learning outcome?
16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?
17. What challenges have you faced while learning English?
18. How have you eventually overcome those challenges?
19. What did you find most challenging when learning English: grammar, pronunciation or vocabulary?
20. How has your experience been learning English different from learning your native language or other languages you know?
21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?
22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

23. Have you ever experienced any cultural or social challenges related to language obstacles?
24. How did you eventually address those challenges?
25. What advice would you give another immigrant that is trying to learn English as a third language?
26. Did you learn the language because you wanted to or was it because you felt like you had to?
27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

Appendix 2. Interview answers

Participant 1.

1. How old are you?
28.
2. What is your mother tongue?
Bosnian.
3. What other languages do you know?
Norwegian and English.
4. What do you work with?
I work in a kindergarten with the youngest kids.
5. When did you start learning English?
I started learning it at school.
6. How did you start learning English?
We started with the alphabet and how we were supposed to spell the different letters in English, I also watched a good deal of English TV.
7. Did you learn English as a third language or additional language?
As a third language.

8. Did L2 help you when learning English as a L3?

No.

9. If L2 helped learn English as a L3, how did it help?

10. Do you often switch over to another one of the languages when you don't know how to say it in English?

Yes, I do that quite often when I am not sure how to say something in English. It will depend on what language I switch to according to who I am talking to.

11. Why did you learn English?

I had to learn it at school. But I also learned more on my own because on a global basis, English is used extremely, and it is nice to be able to communicate with other people when it comes to work, school and travel, among other aspects.

12. Do you see any benefits in knowing how to speak English in the work that you do?

Yes, it makes it possible to communicate with people that don't know English.

13. What motivated you to learn English as a third/additional language?

The possibilities I get when I am travelling and more specifically when it is related to work since there are some children that do not speak Norwegian.

14. How has the process been learning English so far?

As I have watched a considerable amount of TV, the everyday kind of words and sentences are easy, but the more advanced tasks are much harder, such as writing in English.

15. Do you feel that the motivation has had any impact on your language learning outcome?

Yes, because I really wanted to expand my knowledge within the English language.

16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?

Yes, after the war in Bosnia, some of my friends and family moved to different countries, some of them have married people with other ethnicities and that makes it easier to communicate with the ones that do not know Bosnian language.

17. What challenges have you faced while learning English?

The challenge has been to read and write English.

18. How have you eventually overcome those challenges?

Periodically when I use English more frequently, I get more confident when using it, instead of when I don't speak it for a long time.

19. What did you find most challenging when learning English, grammar, pronunciation or vocabulary?

Pronunciation and grammar.

20. How has your experience been learning English different from learning your native language or other languages you know?

It has been different because I have not used English as much as Bosnian and Norwegian. I have used Bosnian with my family at home every day, and Norwegian when I am at school or with friends. Then English only comes up during TV or travel and occasionally in a work context.

21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?

Yes, when it is work related. There are some terms that I have never heard before, and that has given me motivation to learn it more so that I can communicate better when knowing it.

22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

Professionally: yes, because almost everyone prefers people who know English so that we are able to communicate with people that don't know Norwegian.

Personally: yes, to be able to communicate with friends and other people who don't know Norwegian.

23. Have you ever experienced any cultural or social challenges related to language obstacles?

No, not that I can remember.

24. How did you eventually address those challenges?

25. What advice would you give another immigrant that is trying to learn English as a third language?

It can seem challenging at first, but developing an interest in English can be really beneficial. For example, reading books, watching TV in English can be a contribution in improving pronunciation and language knowledge.

26. Did you learn the language because you wanted to or was it because you felt like you had to?

I had to in school, in addition it is almost everywhere in Norway, so it's hard to avoid it.

27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

I fell Bosnian, but when I am in Bosnia they treat me as a Norwegian, but in Norway they treat me as a Bosnian.

Participant 2

1. How old are you?

32.

2. What is your mother tongue?

Bosnian.

3. What other languages do you know?

Norwegian and English.

4. What do you work with?

I work in a bank.

5. When did you start learning English?

When I moved to Norway when I was 15.

6. How did you start learning English?

In school.

7. Did you learn English as a third language or additional language?

Third language.

8. Did L2 help you when learning English as a L3?

Yes, a little.

9. If L2 helped learn English as a L3, how did it help?

Some words are quite similar, like for example institution in Norwegian is "institusjon".

10. Do you often switch over to another one of the languages when you don't know how to say it in English?

Yes.

11. Why did you learn English?

I had English in school and had to learn it there. But I also found English as a very useful language to know when I was younger, so I wanted to learn in.

12. Do you see any benefits in knowing how to speak English in the work that you do?

Yes, I can talk with clients and customers around the world with English.

13. What motivated you to learn English as a third/additional language?

The fact that is one of the most spoken languages in the world.

14. How has the process been learning English so far?

So far so good.

15. Do you feel that the motivation has had any impact on your language learning outcome?

Yes. If I wasn't as motivated, I don't think I would have known the language this well.

16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?

I would not say so.

17. What challenges have you faced while learning English?

That words with the same spelling have different pronunciation, so you have to know the context. For an example "I read a book every day" and "have you read a book recently".

18. How have you eventually overcome those challenges?

From school, watching English movies and shows, reading English literature and etc.

19. What did you find most challenging when learning English, grammar, pronunciation or vocabulary?

Pronunciation, because of my example earlier about read.

20. How has your experience been learning English different from learning your native language or other languages you know?

I would say it is easier than my mother tongue, Bosnian grammar is quite complicated. Because in Bosnian we bend names, cities, countries and etc. depending on the context.

21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?

Yes, I started learning English in middle school, and started getting better in high school. Eventually some of my classes in college were in English, and I started

learning the terminology that I now use in my work. I would say that is a good factor for me to learn even more.

22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

Positive, English is a useful language everywhere you go in the world.

23. Have you ever experienced any cultural or social challenges related to language obstacles?

No.

24. How did you eventually address those challenges?

No.

25. What advice would you give another immigrant that is trying to learn English as a third language?

Watch English movies and shows, listen to English music and read English books.
Fun, easy and efficient ways to learn a new language.

26. Did you learn the language because you wanted to or was it because you felt like you had to?

I had to in school, but I also wanted to.

27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

Bosnian.

Participant 3

1. How old are you?

I am 35 years old.

2. What is your mother tongue?

Bosnian.

3. What other languages do you know?

Norwegian and English.

4. What do you work with?

I work as a social worker.

5. When did you start learning English?

When I was 14 years old.

6. How did you start learning English?

I started learning it at school.

7. Did you learn English as a third language or additional language?

I learned it as a third language.

8. Did L2 help you when learning English as a L3?

No.

9. If L2 helped learn English as a L3, how did it help?

10. Do you often switch over to another one of the languages when you don't know how to say it in English?

Yes, in Bosnian and sometimes in Norwegian.

11. Why did you learn English?

I had to learn it at school.

12. Do you see any benefits in knowing how to speak English in the work that you do?

Yes, because I work with people at work that have different ethnicities, and then we communicate in English.

13. What motivated you to learn English as a third/additional language?

English is widely used in Norway and I need it for the work that I do as a social worker. First, I had to learn it at school, but I also realized that expanding my knowledge in English was beneficial for me regarding my work.

14. How has the process been learning English so far?

It has been difficult, but using English as a subtitle in series helped me.

15. Do you feel that the motivation has had any impact on your language learning outcome?

A little bit.

16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?

In Bosnia, we didn't learn any English where I lived and it was not used as much when I was younger.

17. What challenges have you faced while learning English?

I found it very difficult to pronounce some word in English, because some of the sounds were not that common in Bosnian.

18. How have you eventually overcome those challenges?

By watching more English TV.

19. What did you find most challenging when learning English: grammar, pronunciation or vocabulary?

Pronunciation.

20. How has your experience been learning English different from learning your native language or other languages you know?

It was a little bit harder since we didn't speak English at home, it was just at school, which led to not getting so much practice and help at home.

21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?

Positive impact when travelling and being able to ask for help in different countries where I don't speak the local language.

22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

Yes, in my professional life at work. It would have been difficult to communicate with my coworkers if I didn't know English.

23. Have you ever experienced any cultural or social challenges related to language obstacles?

No.

24. How did you eventually address those challenges?

25. What advice would you give another immigrant that is trying to learn English as a third language?

Don't give up, just practice as much as possible whenever you have the opportunity.

26. Did you learn the language because you wanted to or was it because you felt like you had to?

Because I wanted to, and since it is a language that is used almost all over the world, but I started at school when I had to learn it.

27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

I would probably say Bosnian-Norwegian.

Participant 4

1. How old are you?

40 years.

2. What is your mother tongue?

Bosnian.

3. What other languages do you know?

Norwegian and English.

4. What do you work with?

I work with engineering.

5. When did you start learning English?

I started in primary school.

6. How did you start learning English?

As a subject in school.

7. Did you learn English as a third language or additional language?

As a third language.

8. Did L2 help you when learning English as a L3?

Not so much, maybe with some words.

9. If L2 helped learn English as a L3, how did it help?

Some words were similar.

10. Do you often switch over to another one of the languages when you don't know how to say it in English?

Yes, I think I do it sometimes without even knowing that I do it.

11. Why did you learn English?

It was a subject at school that everyone had to take.

12. Do you see any benefits in knowing how to speak English in the work that you do?

Definitely. I work in a multinational company where English is our common language.

13. What motivated you to learn English as a third/additional language?

It was a subject in school, but movies and series motivated me because I wanted to understand them better. When you learn a new language as a child it is much easier in my opinion than as an adult.

14. How has the process been learning English so far?

Even though the learning process has been positive, it is still ongoing. I have several technical words that I need to learn for my job.

15. Do you feel that the motivation has had any impact on your language learning outcome?

Yes. I was quite interested in learning and understanding English.

16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?

I do not think so, since I was quite young when I was introduced to the English language.

17. What challenges have you faced while learning English?

Vocabulary and other technical words I came across as an engineer.

18. How have you eventually overcome those challenges?

By expanding my knowledge for the language.

19. What did you find most challenging when learning English: grammar, pronunciation or vocabulary?

I found grammar to be slightly challenging, as well as pronouncing unacquainted words.

20. How has your experience been learning English different from learning your native language or other languages you know?

It came very naturally for me, since I started to learn English as a child.

21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?

Learning English has given me many positive experiences, especially when I need to communicate with my English-speaking colleagues, but also when I am travelling to different countries. It has allowed me to participate in conversations with them effortlessly and it has also helped me in my academic activities.

22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

It has a positive impact on my professional life with being able to communicate with my colleagues where English is our common language.

23. Have you ever experienced any cultural or social challenges related to language obstacles?

Sometimes it can be hard to express your thoughts since you are missing some words.

24. How did you eventually address those challenges?

By expanding my vocabulary and speak as much as possible in English.

25. What advice would you give another immigrant that is trying to learn English as a third language?

Not to give up, learn and speak as much as possible.

26. Did you learn the language because you wanted to or was it because you felt like you had to?

Since it was a subject in school, I had to, but I also wanted to learn more than what they taught us in school.

27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

I think Bosnian-Norwegian is most accurate.

Participant 5

1. How old are you?

40 years.

2. What is your mother tongue?

Bosnian.

3. What other languages do you know?

Norwegian, English and a few words in French.

4. What do you work with?

I work as a Technical Manager.

5. When did you start learning English?

I started learning English when I was 8 years old, but we had to move quickly after that so I did not learn it until I came to Norway.

6. How did you start learning English?

I started learning English when I was going to school in Croatia.

7. Did you learn English as a third language or additional language?

Yes, shortly after Croatia we moved to Norway, where Norwegian became the second language I learned, and English then third.

8. Did L2 help you when learning English as a L3?

In some ways it did, but in others it made it more difficult.

9. If L2 helped learn English as a L3, how did it help?

There were similar words used that made it easier to understand, however by having Norwegian as second language it made it difficult to speak/understand English in the beginning because I first translated English to Norwegian in my head then in Bosnian in my head before I spoke back.

10. Do you often switch over to another one of the languages when you don't know how to say it in English?

Today, not that much but in beginning there was a time when I needed to do that.

11. Why did you learn English?

I learned English as part of the educational plan in Croatia when I went to school there, but it was also mandatory here in Norway when I came here.

12. Do you see any benefits in knowing how to speak English in the work that you do?

Absolutely! In all my previous jobs English was the main language. All documentation was also in English making it a must to know English.

13. What motivated you to learn English as a third/additional language?

The motivation came from school; however, I have learned even more during the years through work and relations with other people, which motivated me even more.

14. How has the process been learning English so far?

I would say easy, as most of the process of learning came as part of education in Norway, and I don't feel that I had to do that much of my own on my free time.

15. Do you feel that the motivation has had any impact on your language learning outcome?

Not really, as this was part of the normal school, however the work-related words and usage of English language did motivate me to be able to better perform at work, and understand my colleagues better.

16. Has your personal background (being from Bosnia) had any positive/negative influence with learning English?

Basically not, as Bosnian is a part of the Slavic language group, while English is not. However, it did help having learned Norwegian when I was learning English since they are in the same tongue group.

17. What challenges have you faced while learning English?

Not many actually, except in the beginning when I needed to translate English to Norwegian then Bosnian to really understand better.

18. How have you eventually overcome those challenges?

Yes, since both English and Norwegian language skills are much better now, therefore no need to translate to mother language. After so many years Norwegian vocabulary has become better than Bosnian.

19. What did you find most challenging when learning English, grammar, pronunciation or vocabulary?

Most difficult was vocabulary, basically knowing enough words for all situations you are in.

20. How has your experience been learning English different from learning your native language or other languages you know?

The difference has been basically that learning Bosnian was easier, as that is what you learned at school, but also spoke the same language when at home. However, learning Norwegian and English at school was more difficult as we still kept speaking Bosnian at home, therefore slightly more challenging.

21. Have you had any positive experiences or moments of success where knowing English helped, and did it motivate you to learn more?

Yes, mostly work related where I had to communicate only in English to get the work done, which is quite common. Also, through traveling, it has been quite essential to know English.

22. Has learning English in a Norwegian society had any positive/negative impact on your personal or professional life?

Most likely, as English language is quite dominant and used in Norway, it made it easier to learn and broaden my vocabulary.

23. Have you ever experienced any cultural or social challenges related to language obstacles?

Not really, except in the beginning when I was a child learning English and Norwegian at the same time.

24. How did you eventually address those challenges?

Over years I got better in Norwegian, which made it also easier to learn better English.

25. What advice would you give another immigrant that is trying to learn English as a third language?

I would advise him/her to read books in English, watch movies/TV on English, and to speak English as much as possible. Really not be afraid to try and fail, as it will help in the end.

26. Did you learn the language because you wanted to or was it because you felt like you had to?

Well basically, because I had to as part of educational plans.

27. Do you think of yourself as Bosnian, Norwegian, or Bosnian-Norwegian?

I still think that I am Bosnian, however as the years have gone I see clearly a Norwegian side of myself, and would therefore be more correct to say that I am a Bosnian-Norwegian.