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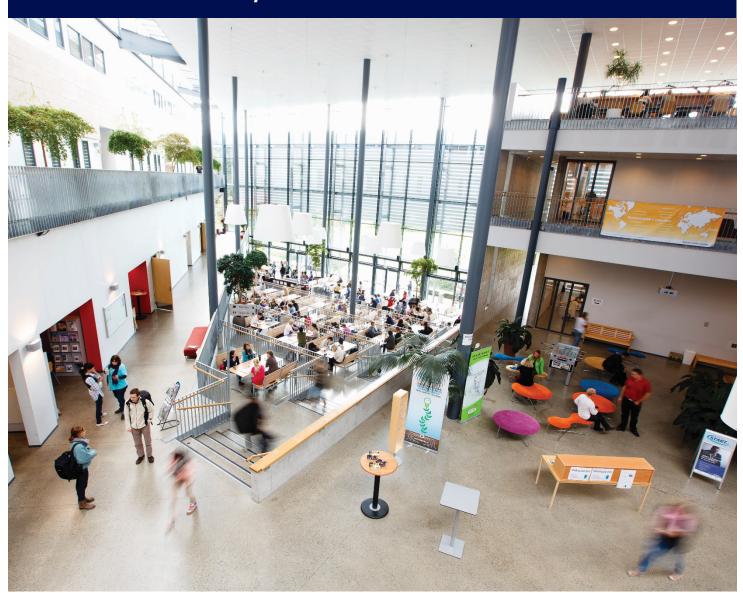
Navigating the Multilingual EFL Classroom: A Study of Norwegian Lower Secondary EFL Teachers' Attitudes toward Using Multilingualism as a Resource in EFL Teaching, Their Strategy Use, and the Challenges They Encounter.

ABSTRACT

The current Norwegian curriculum, *LK20*, emphasizes that teachers should recognize and use multilingual students' language competence as a resource in the classroom (Ministry of Education and Research, 2017; 2019). This thesis has aimed to investigate how these demands are met in the Norwegian lower secondary EFL classroom. More specifically it has aimed to answer the following research questions: 1) *What are the Norwegian lower secondary EFL teachers' experiences with and attitudes to the use of languages other than English in the EFL classroom?* 2) *Which multilingual learning strategies do the Norwegian lower secondary EFL teachers report using in order to address the needs of multilingual students in the EFL classroom?* 3) *What challenges do the Norwegian lower secondary EFL teachers report encountering when trying to address the needs of multilingual students in the EFL classroom?*

The presented research questions were investigated through a qualitative study. Six Norwegian lower secondary EFL teachers participated in individual semi-structured interviews. The data were analyzed using a thematic analysis. The findings indicated that the interviewed teachers had a resource-orientated view of multilingualism both inside and outside the EFL classroom, even though they also had some concerns. There was some variation between how many strategies the teachers reported using in their teaching, but all reported using the reading and writing strategy 'information gathering'. The other reported strategies were other reading and writing strategies, 'comparison of languages', 'differentiation', 'bi- and multilingual resources', and 'digital resources'. The teachers met many challenges when trying to address the needs of multilingual students in the EFL classroom. They perceived that they lacked the time, suitable study materials, extra personnel, and the necessary competence. In addition, the teachers emphasized that it was a substantial challenge to make the minority language students to want to use their linguistic competence as a resource.

The findings suggest four main implications for teaching. The first implication is that more education should be given to teachers who seem to lack the necessary competence to make use of multilingual learning strategies in their teaching. Secondly, suitable study material and necessary personnel should be made available to the teachers if UDIR wants teachers to make use of multilingual learning strategies. Thirdly, in order for minority language students to be able to use their linguistic competence as a resource, they must have the ability to develop proficiency in all their languages. The final implication is that there is no need for a clearer curriculum regarding how to implement multilingual learning strategies. Strategies should be taught through formal teacher education rather than being provided through documents relating to the curriculum.

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1   INTRODUCTION

1.1 Relevance and Context of the Study, its Aims and Research Questions

Curricula documents shape the government's educational vision and teachers' practices (Faldet et al., 2022). The current curriculum in Norway is *LK20*, which replaced *LK06*. The implementation of *LK20* started in August 2020 and was completed in August 2022. *LK20* places a significant emphasis on inclusion and diversity. The core curriculum explicitly states that the "school shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment" (Ministry of Education and Research, 2017, p. 5).

Furthermore, the curriculum underscores the importance of language identity development (Ministry of Education and Research, 2017, p. 6), as it is stated: "In a time when the population is more diversified than ever before, and where the world is coming closer together, language skills and cultural understanding are growing in importance. School shall support the development of each person's identity, make the pupils confident in who they are" (Ministry of Education and Research, 2017, p. 6). The core curriculum also acknowledges the value of multilingualism. *LK20* asserts that all pupils should experience that proficiency in multiple languages is a valuable resource both within and outside the classroom: "All pupils shall experience that being proficient in a number of languages is a resource" (Ministry of Education and Research, 2017, p.6). This means that teachers, according to the curriculum, should recognize that speaking several languages is a resource in a classroom and that they should adapt their teaching methods accordingly (Ministry of Education and Research, 2017). This is especially important for English teachers, given that they teach a language of high international status. This provides English teachers with a unique opportunity to highlight the importance and value of all languages (Krulatz et al., 2018).

The subject curriculum for English education in *LK20* places a strong emphasis on language learning and reading. It promotes an active and exploratory approach to language for students (Ministry of Education and Research, 2019; Brevik et al., 2020). It also highlights the importance of students' interests, well-being, diversity, and relevance in language education (Ministry of Education and Research, 2019; Brevik et al., 2020). In the English curriculum after year 10, it is stated that the students should be able to: "explore and describe some linguistic similarities and differences between English and other languages the pupil is

familiar with and use this in one's own language learning" (Ministry of Education and Research, 2019, p. 9).

The increased demand for inclusion and diversity in the school can be seen in relation to the growing number of immigrant children within the education system. In 2011, 11% of children in Norway between the ages of 6 and 15 had an immigrant background (The Norwegian Directorate for Education and Training, 2017). In 2016 this number equaled 15 % (The Norwegian Directorate for Education and Training, 2017). In 2020, the number had increased to 19 % (Tveitnes, 2022). That equals to almost 1 in 5. This means that Norwegian classrooms are diverse in terms of the students' different religious, ethnic, and linguistic backgrounds. Understandably, this development has led to inclusion and diversity being more important than ever to ensure adequate schooling for all children. *LK20*'s demands for inclusion and diversity in a multilingual and multicultural perspective reflect the demographic shift happening within the Norwegian school context.

Despite these intentions, the precise methods for achieving inclusivity and recognizing linguistic diversity as a resource within the classroom still need to be clarified (Lund, 2018). The responsibility for implementing these principles falls on individual schools and teachers, which results in variations in practice from one school to another (Skrefsrud, 2015; Lund, 2018). While the curriculum calls on teachers to recognize the multilingual resources that students bring to the classroom and to adapt their teaching methods accordingly, no guidelines are given in the curriculum as to how to embrace and recognize multilingualism in the classroom (Ministry of Education and Research, 2017; 2019).

Building upon *LK20* and the evolving demographic landscape within the Norwegian school, this thesis aims to investigate how Norwegian lower secondary English as a foreign language (EFL) teachers in Norway handle the *LK20* demand for increased inclusion and diversity in the EFL classroom. More specifically, it focuses on how Norwegian lower secondary EFL teachers make use of their students' diverse language competence in the teaching of English.

To investigate this, the following research questions were developed:

1) *What are the Norwegian lower secondary EFL teachers' experiences with and attitudes to the use of languages other than English in the EFL classroom?*

2) Which multilingual learning strategies do the Norwegian lower secondary EFL teachers report using in order to address the needs of multilingual students in the EFL classroom?

3) What challenges do the Norwegian lower secondary EFL teachers report encountering when trying to address the needs of multilingual students in the EFL classroom?

The research questions will be answered by using a qualitative research approach. The data will be collected by conducting individual semi-structured, in-depth interviews with six Norwegian lower secondary EFL teachers. Following the interviews, the data will be analyzed using a thematic approach. The findings from these interviews will help answer the research questions at hand.

1.2 Outline of the Thesis

The thesis is structured to provide a comprehensive and organized exploration of the research questions. To do so, the thesis has been divided into six chapters. The first chapter is the introduction, which explains the context, aims, research questions, and relevance of the thesis. The second chapter presents the theoretical background this thesis builds upon, as well as an overview of relevant previous research. The third chapter, which is the methodology chapter, discusses the chosen approach, the data collection methods, and the data analysis. In addition, it discusses the validity and reliability of the findings and the ethical considerations of this thesis. Chapter 4 presents the empirical findings of the present study. The presentation of the findings is structured based on the themes that emerged through the thematic analysis that was conducted. The fifth chapter contextualizes the empirical findings presented in Chapter 4 with the theory and former research presented in Chapter 2. The sixth and final chapter provides this thesis' conclusion. This chapter presents the answers to the study's research questions, as well as the study's limitations, teaching implications, contributions, and implications for further research.

2 LITERATURE REVIEW

This chapter will present the relevant theoretical background and previous research that this thesis builds upon. It will start by defining some key terms. This will provide a solid foundation for ensuring a mutual understanding of some of the concepts explored in this thesis. Then, Ruiz's three orientations for language planning will be presented. Following this, the theories of multilingual competence, cross-linguistic influence, and language and identity will be provided. Three multilingual learning strategies will be presented: translanguaging, communication strategies-based instruction, and differentiation. The final theory that will be provided is teacher beliefs. This chapter ends with an overview of relevant research done on teachers' beliefs, practices, and competence in relation to multilingualism in the EFL classroom.

2.1 Clarifying Key Terms

Throughout the thesis, 'multilingual learning strategies' will be used repeatedly. This term refers to the methods of working with and learning English that the teachers introduce to their multilingual students in the EFL classroom. It builds upon Krulatz et al.'s (2018) definition of 'learning strategies': "Techniques employed by learners to facilitate the processing of new information and the ability to retrieve it later" (p. 151). Similar to learning strategies, multilingual learning strategies are about helping learners acquire new knowledge. The difference is that multilingual learning strategies specifically make use of the learner's linguistic competence to learn. The aim of these strategies is to help multilingual students learn English in a more efficient manner. These strategies allow for the use of languages other than English and, in this study, Norwegian. By incorporating multilingual students' additional languages into the learning process, these strategies acknowledge and leverage the linguistic resources that multilingual students bring to the classroom (Krulatz et al., 2018). In short, 'multilingual learning strategies' refer to specific teaching and learning methods in which multilingual students can use their languages as a resource to learn English.

Moreover, it is necessary to break down the terms related to the languages people speak. L1 is used to refer to someone's first language (Krulatz et al., 2018). For most people, L1 is the first language they learn. It often overlaps with the person's native language and home language. However, this is not always the case. Someone might have more than one first language if

they grow up in a bi- or multilingual home and/or community. L1 can also refer to which language the speaker is most comfortable in. This may or may not overlap with the first language learned (Krulatz et al., 2018). In this thesis, L1 will be used to refer to the first language a person learned, and it is assumed that this is the language they feel most comfortable in.

L2 is used to refer to someone's second language. This is any language learned after early childhood (Krulatz et al., 2018). It is often learned in a school setting but can also be acquired through more natural ways, for example by moving to a new country. For some linguists, L2 refers not only to the second language learned but to all languages learned after early childhood. However, recently, linguists have started to become more aware of the differences under which additional languages are learned, leading to the conclusion that not all language acquisition after early childhood is similar (Krulatz et al., 2018). This has led to a new term, namely L3. L3 is used to refer to all languages learned after the L2 has been acquired (Krulatz et al., 2018). This thesis will separate between L2 and L3.

Another term that seems vital to delve into is 'multilingualism'. It might seem like a straightforward term where 'multi' meaning many and 'lingual' meaning relating to language, would give the interpretation 'many languages'. Nevertheless, there is no single ruling definition out there. Therefore, clarifying what is meant by the term in this thesis seems beneficial to ensure that the term is perceived as intended. The intention is not to give an overview of all possible uses of the term but rather a clarification of the use of this term in this thesis.

The Common European Framework of Reference distinguishes between the terms 'multilingualism' and 'plurilingualism', with multilingualism being defined as "the coexistence of different languages at the social or individual level" (*Council of Europe*, 2020, p. 30, and plurilingualism being defined as "the dynamic and developing linguistic repertoire of an individual user/learner" (*Council of Europe*, 2020, p. 30). However, in this thesis, no difference will be made between these two terms, and both meanings will fall under this thesis' definition of 'multilingualism'. More specifically, this thesis will rely on the Oxford Dictionary's definition of 'multilingualism': "The ability to use three or more languages (…)" (Oxford Reference, n.d.). Following this definition, there is no need to be fully fluent or have a very high degree of proficiency in the languages to be considered multilingual. However, a

person needs to have enough proficiency in his/her languages to be able to use them to a certain degree. In order to be multilingual, a person needs to have the capability to communicate adequately and understandably in three or more languages. It is not enough to know a few words or phrases to be considered multilingual.

Lastly, the term 'EFL' calls for an explanation. This term will be used throughout the thesis, and understanding this term is necessary in order to understand what this thesis is looking into. 'EFL' stands for English as a foreign language. This term is used to describe English teaching and learning in countries where English is a non-official language (Krulatz et al., 2018). However, there are debates about whether English in Norway should be classified as a foreign language (EFL) or a second language (ESL) (Rindal, 2014; Rindal & Brevik, 2019). While some argue that it is somewhere in between these two categories due to the high level of English proficiency among Norwegians, others believe it does not meet the necessary qualifications to be considered as ESL (Rindal & Brevik, 2019). This debate reflects the argument of Gilquin and Granger (2011), who argued that the EFL/ESL scale should be viewed as a continuum rather than a clear-cut dichotomy. The influence of English and the English competence among the Norwegian population appears too high to be considered a 'foreign language', but it does not have the status of a second language either (Rindal & Brevik, 2019). Nevertheless, since English cannot be classified as a second language in Norway, it must be considered a foreign language. Therefore, this thesis will consider English to be a foreign language. Students in Norway who are learning English will do so in an EFL classroom.

2.2 Ruiz's (1984) Three Orientations for Language Planning

Ruiz (1984) operationalized the view of language diversity into three perspectives: as a problem, as a right, or as a resource. His framework helps us understand how language planning occurs in different contexts and it highlights the various ways in which language policies can be formulated and implemented (Zeeshan, 2023; Hult & Hornberger, 2016). Even though Ruiz (1984) distinguishes between these three orientations, they are not mutually exclusive. The orientations work as ideal types to provide a framework for understanding why the language policy is the way it is. It also gives researchers a way of analyzing the implications of language planning (Zeeshan, 2023).

The first orientation, as outlined by Ruiz (1984), is 'language as a problem'. Within this orientation, language diversity is perceived as a source of concern (Hult & Hornberger, 2016). The preservation of minority languages is considered unnecessary. The cultivation of minority languages is viewed as a potential threat to the dominance of the majority language. Consequently, language policies are formulated to suppress bi- and multilingualism, with the ultimate objective being monolingualism. Bilingualism and multilingualism are deemed detrimental to acquiring proficiency in the dominant language. Moreover, bilingualism and multilingualism are associated with cognitive challenges. Advocates of this orientation suggest that minority language students should be fully immersed in the majority language. Minority language students are defined by their proficiency, or lack thereof, in the dominant language. Within this orientation, multilingualism is held responsible for various societal issues and is seen as contributing to social divisions (Hult & Hornberger, 2016). Overall, this viewpoint represents a subtractive understanding of multilingualism. This means that the acquisition and/or use of several languages will be at the expense of the acquisition of the majority language (Hult & Hornberger, 2016).

'Language as a right' is the second orientation Ruiz (1984) presents. Within this orientation, language is seen as a human right (Zeeshan, 2023). Those implementing language policies seek to ensure that everyone, both individuals and communities, has a right to use their languages. Exactly how it is implemented depends on the context. Certain minorities are entitled to education in their language, while other minority language users are entitled to receive extra education in their language but must follow education in the majority language (Hult & Hornberger, 2016). Within this orientation, it is believed that linguistic inequality directly translates into social inequality (Zeeshan, 2023; Hult & Hornberger, 2016). Language is the gateway to crucial aspects of life, such as healthcare, employment, education, and media. It encapsulates the right to be free from discrimination based on one's linguistic background and is tied to personal freedom. Every individual has the right to acquire proficiency in the majority language while also having the opportunity to preserve and cultivate their minority language. Academic programs that guarantee that minority language students receive an education of equal quality as their majority language counterparts are imperative in achieving linguistic equity and fostering a fair society (Zeeshan, 2023; Hult & Hornberger, 2016).

Ruiz's (1984) third orientation is 'language as a resource'. Within this orientation, language is viewed as a valuable resource. Instead of seeing language as something problematic, one sees the possibility that mastering several languages offers. This orientation highlights that multilingualism benefits not only the speakers of these languages but also society as a whole. When multilingualism is seen as valuable, language competence and intercultural awareness within the given country will be improved. This can significantly strengthen a country's economy, culture, diplomacy, and defense (Hult & Hornberger, 2016). Within this orientation, additional languages are viewed as additive rather than subtractive. Acquiring a new language is seen as adding to a person's linguistic repertoire without being at the expense of already acquired language competence (Krulatz et al., 2018; Hult & Hornberger, 2016). Proficiency in multiple languages correlates with enhanced cognitive performance (Bialystok & Craik, 2010; Cenoz, 2003). Moreover, it fosters a deeper appreciation for diverse cultures and languages, which ultimately fosters greater intercultural competence (Baker & Wright, 2017). This advantage is not limited to minority language students but extends to their majority language counterparts as well (Krulatz et al., 2018).

2.3 Multilingual Competence

It is an old myth that improving one language will be at the expense of another (Jessner, 2008). The truth is likely the opposite – the better a person is at one language, the better their chances of achieving high competence in another (Jessner, 2008; Rublik, 2017). Languages often share foundational elements that are universal. Such underlying common elements are referred to as a common underlying proficiency (Cummins, 2000). The concept of a common underlying proficiency posits that there is a single cognitive and linguistic proficiency underlying all languages that a person knows. This implies that the abilities and knowledge acquired in one language can be applied to and assist in mastering another. Cummins (2000) argues that the proficiency attained in the first language can be a robust basis for acquiring these skills in a L2.

The illustration below is a model of the common underlying proficiency. It shows how L1 and L2 build on the same foundation. This will also be valid if L3 is added later (Cummins, 2000). One common underlying proficiency that languages share is reading competence (Rublik, 2017; Cummins, 2000). Being a good reader and writer in one language will likely facilitate

literacy in another. Cummins (2000) called this the interdependence principle, meaning that skills depend on each other across all languages the speaker is competent in.

Figure 1. Title: Cummins' model of a common underlying proficiency

(Source: Krulatz et al., 2018, p. 79)

More specifically, the interdependence principle suggests that developing proficiency in an L2 or an L3 is influenced by the level of proficiency in already acquired languages (Cummins, 2000). Proficiency in other languages constitutes a cognitive and linguistic resource that can be utilized when acquiring a new language. It emphasizes the importance of maintaining and developing proficiency in the known languages while acquiring a new one. It opposes the notion that developing L1 is detrimental to acquiring a new language. On the contrary, it argues that acquired language competence in one language clears the way for acquiring proficiency in a new language (Cummins, 2000). Moreover, this means that if a student has low competence in one language, this will always be the result of a lack of sufficient exposure to that language, not because of the competence in another language (Jessner, 2008; Cummins, 2000; De Angelis, 2015).

Multilingual children often have a smaller vocabulary in each language they possess than monolingual children do in their language (Bialystok, 2009; Bialystok & Craik, 2010). However, multilingual children tend to have a higher total vocabulary, or a higher conceptual vocabulary, than monolingual children (Peña et al., 2015). Conceptual vocabulary refers to the overall range of concepts for which a multilingual individual possesses a vocabulary in their various languages (Peña et al., 2015; Krulatz et al., 2018). This is a more nuanced way

of looking at a multilinguistic person's language competence. This highlights that all language competence, even low competence, is an asset when learning an additional language. Teachers must have the ability to recognize the multilingual competence of their students when teaching a language.

In the Norwegian EFL classroom, most students learn English as their L2, while some learn English as their L3. While language learning may appear like language learning no matter what order the languages are learned, it is more complex. L3 acquisition differs from L2 acquisition (Jessner, 2008). One such difference is the level of metalinguistic awareness a learner possesses (Jessner, 2008). Someone who already speaks two or more languages is more aware of the systems within languages, which allows them to see similarities and differences between languages. This ability gives multilingual learners an advantage over bilingual learners as they have a more comprehensive range of linguistic knowledge to draw from (Jessner, 2008). A multilingual learner will also be able to draw from a higher conceptual vocabulary than the bilingual learner (Peña et al., 2015). This means it will be easier for them to relate new words to already-known concepts.

In addition, speaking several languages is highly beneficial both for the individual and the society. On the individual level, multilinguals often have great creative thinking, are better at solving problems, and can adapt their language according to the situation (Bialystok & Craik, 2010; Cenoz, 2003). Their linguistic capabilities also give them a broader view of the world (Baker & Wright, 2017) and give them an advantage over monolinguals when faced with learning a new language (Jessner, 2008). On a societal level, multilingualism is beneficial because it allows for cultivating minority languages, which are bearers of historical, linguistic, and cultural heritage (Krulatz et al., 2018). Moreover, language competence within a country is vital for a nation's position in the world in e.g., business, intelligence, and diplomacy (Hult & Hornberger, 2016).

Multilinguistic competence should be considered an asset in the classroom since it allows children to develop their languages simultaneously (Cummins, 2000; Rublik, 2017). Therefore, letting students develop and/or maintain their literacy skills in their L1 will benefit their development of literacy skills in additional languages. Students who are able to develop their literacy in their school language and home language at the same time should see more significant total literacy gains (Cummins, 2000).

2.4 Cross-Linguistic Influence

Cross-linguistic influence (CLI) is a phenomenon that occurs when knowledge of one language affects the acquisition or use of another language (Ghlamallah, 2016). The concept of cross-linguistic influence in L2 or L3 acquisition argues that learners draw upon the grammatical structures of their already acquired languages as a foundation for acquiring an L2 or an L3. It can manifest itself through phonological, morphological, syntactic, lexical, semantic, and pragmatic influence (Foley & Flynn, 2013; Schwartz & Sprouse, 1996). CLI is central to the field of linguistics, particularly when it comes to understanding how individuals navigate multiple languages. Depending on the similarities and differences between the languages involved, CLI can manifest in various ways, such as interference, transfer, or facilitation (Schwartz & Sprouse, 1996; Foley & Flynn, 2013).

For those bi- and multilingual speakers who have acquired a language after early childhood, there will most likely be some sort of transfer between the languages, where vocabulary from one language affects the vocabulary in another language (Krulatz et al., 2018). This is known as 'lexical transfer' (Lorenz et al., 2021). Such transfer does not mean that the speakers' language competence is deficient and usually does not cause any comprehension problems (Schwartz & Sprouse, 1996; Krulatz et al., 2018).

While researchers in the 1950s and 60s focused on L1-L2 differences as the primary source of errors, contemporary perspectives acknowledge a more nuanced interplay between different languages (Foley & Flynn, 2013; Benson, 2002; Ghlamallah, 2016). Transfer is recognized as one of the many factors influencing language acquisition, with errors stemming from developmental factors and learners' internal syllabi (Benson, 2002; Ghlamallah, 2016). The ongoing debate considers the relationship between languages. Some argue that a closer resemblance between languages may reduce negative transfer, while others argue that greater perceived distance helps learners detect and internalize differences (Foley & Flynn, 2013; Benson, 2002; Ghlamallah, 2016).

One aspect of CLI is linguistic interference, where elements from one language intrude upon another, which leads to errors or deviations from the target language norms (Foley & Flynn, 2013). For instance, a French-speaking learner of English might transfer the French syntax

when constructing English sentences, resulting in structures that are grammatically correct in French but deviate from English grammar rules. An example would be if this French-speaking learner wrote "I have 13 years old, instead of "I am 13 years old". In French, using 'have' instead of 'am' would be correct. However, when this grammar structure is transferred directly over to English, the sentence becomes grammatically incorrect. On the other hand, CLI can also lead to positive effects, such as the transfer of vocabulary or specific language structures that facilitate language learning (Foley & Flynn, 2013).

The relevance of CLI becomes particularly important when making use of the students' multilingual competence in the EFL classroom. As the world becomes increasingly interconnected, proficiency in multiple languages becomes more valuable. In many EFL classrooms, students come from many different linguistic backgrounds. They bring with them a rich linguistic repertoire of languages. CLI is crucial for teachers to understand if they are to be able to grasp the challenges and opportunities presented by this linguistic diversity. By making use of multilingual learning strategies in the EFL classroom, the teacher acknowledges and leverages the linguistic resources that the learners bring to the EFL classroom (Krulatz et al., 2018). Rather than viewing CLI solely as a source of potential errors, teachers should recognize it as a tool for language development. For instance, a teacher can use CLI to bridge the gap between a student's L1 and English by drawing parallels and making connections that facilitate a deeper understanding of linguistic structures. This kind of approach to learning recognizes and acknowledges students' linguistic backgrounds and creates a positive learning environment where the diversity of languages is seen as an asset rather than an obstacle (Krulatz et al., 2018).

Moreover, making use of CLI aligns with the principles of linguistic relativity, which suggests that the structure and vocabulary of a language shape the way speakers perceive and think about the world (Krulatz et al., 2018). Embracing CLI in the EFL classroom allows teachers to tap into the cognitive benefits of multilingualism and, consequently, foster a more holistic language learning experience. Students acquire English and develop metalinguistic awareness and cognitive flexibility when they navigate different language systems (Bialystok & Craik, 2010; Cenoz, 2003; Jessner, 2008).

2.5 Language and Identity

There is no doubt that language and identity are closely linked together. Through the languages we speak, we connect to a given community; thus, languages form an essential part of our identity (Rublik, 2017). The process of identity development is complex but nevertheless crucial for teachers to understand. Especially English teachers play an important role in validating and recognizing the different language identities of students, given that English is a language with a high status (Krulatz et al., 2018). Krulatz et al. (2018) argue that it is vital to uphold the importance of other, smaller languages in the EFL classroom. The importance of developing students' language identities is also clearly stated in the core curriculum: "(…) that they develop their language identity" (Ministry of Education and Research, 2017, p. 6)

According to Krulatz et al. (2018), affirming a student's identity and helping them develop literacy in all their languages affect academic achievement. This means that it is crucial for academic achievement that students are able to develop all of their languages. In order to allow students to do so, it is imperative that students experience the school as a place of linguistic and cultural inclusion. This can be done by highlighting languages, all of them, as valuable resources (Krulatz et al., 2018). Children's development of a positive identity and academic performance are linked to how the teacher perceives the language that a student brings to the classroom (Bernhard et al., 2006). If teachers show interest in the language and recognize it as an asset, children are more likely to develop positive identities and perform well at school. Consequently, teachers should aim to affirm the students' identities and utilize their linguistic competence (Bernhard et al., 2006; Krulatz et al., 2018).

The importance of affirming students' identities is further substantiated by Honneth's (1996) theory of recognition. He argues that recognition is a fundamental need for all human beings. One needs to feel recognized if one is to develop a strong self-worth and a positive identity. Within Honneth's (1996) theory of recognition, there are three spheres of recognition. The first sphere is the private sphere, which is recognition in personal relationships. The second sphere is legal and political rights, which is recognition in the law and through rights. The third sphere is social valuation, which is recognition in a broader social context, where one seeks recognition through achievements and contributions to the group. Honneth (1996) argues that how one develops one's identity is deeply intertwined with social recognition. It is through one's interaction with others that one builds one's sense of self. Lack of recognition is linked to alienation and marginalization, psychological harm, and the lack of positive

identity development. Therefore, the recognition, or lack of recognition, one receives through these interactions is identity shaping (Honneth, 1996).

In the EFL context, it is recognition through the third sphere that is of relevance. Honneth's (1996) theory shows how important it will be for students to feel recognized for their abilities. Recognizing multilingual students' languages as an achievement and contribution could help them develop a positive sense of self. And as Bernhard et al. (2006) argue, this will help students' overall academic performance. Moreover, it indicates why *LK20* emphasizes the development of a language identity among students, and why it is important that the students experience that speaking multiple languages is an asset both within and outside of the classroom (Ministry of Education and Research, 2017).

2.6 Multilingual Learning Strategies in the EFL Classroom

As shown through the sections above, there are several benefits of multilingualism, and there is no reason to fear that learning several languages at the same time will lead to weak language competence (Bialystok & Craik, 2010; Cenoz, 2003, 2015; Jessner, 2008; Cummins, 2000). Being able to draw from knowledge of multiple languages is an asset in language learning. This is an asset that EFL teachers should recognize and utilize (Ministry of Education and Research, 2017; 2019), especially since the curriculum states that students are to experience that speaking multiple languages is a resource in the classroom (Ministry of Education and Research, 2017). In this section, some of the different learning strategies that teachers can use in the multilingual EFL classroom to fulfill the diversity requirement given in *LK20* will be presented.

2.6.1 Translanguaging

The languages that exist in multilingual heads are not separate entities (Rublik, 2017). It is common for bi- and multilingual learners to draw on two or more languages within the same sentence or conversation. This phenomenon is called 'translanguaging' (García & Kleifgen, 2019). However, translanguaging is not a sign of deficient language competence. It is, in fact, the opposite. According to Krulatz et al. (2018), translanguaging is a sign of competence in all languages being used.

From a pedagogical perspective, translanguaging can be implemented in the classroom to promote better learning. Garcìa and Wei (2014) argue that using translanguaging can help students develop specific academic terms and concepts. This will, consequently, help them develop language competence faster. Moreover, translanguaging as a multilingual learning strategy can be linked to Cummins' (2000) 'underlying proficiency'. The act of writing and reading remains the same across languages. If students are allowed to use translanguaging, their text comprehension and text production could benefit, which consequently could lead to better literacy in all languages spoken by the student (Garcìa & Kleifgen, 2019). Pedagogical translanguaging places the learner at the center and encourages the development of all the languages they speak. Translanguaging breaks down barriers between languages while the students gain both linguistic and content knowledge. In this way, translanguaging also fosters metalinguistic awareness (Cenoz & Gorter, 2021).

There is no need for EFL teachers to be competent in all the languages the students speak in order to implement translanguaging in the classroom (Krulatz et al., 2018), despite there being a common belief among EFL teachers that teachers ideally should have a certain degree of competence in the multilingual students' languages to be able to help them in the best possible manner (Surkalovic, 2014). Translanguaging can be an effective multilingual learning strategy in the EFL classroom regardless of the teacher's language competence in specific languages (Krulatz et al., 2018). By recognizing the languages spoken by the students, translanguaging allows the students to use their linguistic competence as a resource. Acknowledging that all language competence is an asset in language learning can promote further and more complex language competence (Cummins, 2000; Rublik, 2017; Cenoz & Gorter, 2021).

Allowing several languages in the classroom may seem counterintuitive since a high degree of exposure to a language is seen as a prerequisite for language learning (Krashen, 1982). However, allowing translanguaging in the classroom will not prevent sufficient exposure to English (Cenoz & Gorter, 2021). Allowing students to draw from their linguistic knowledge allows them to build upon existing knowledge and, consequently, develop their English competence by linking new knowledge to old knowledge (Cenoz & Gorter, 2021; Krulatz et al., 2018). Nevertheless, there is still resistance among many educators to implement translanguaging due to the established language learning norms (García & Kleifgen, 2019).

2.6.2 Communication Strategies-Based Instruction

Being able to draw on different strategies is essential to becoming an effective language learner and language user (Chamot, 1998, cited in Krulatz et al., 2018). Implementing strategies-based instruction in the EFL classroom can help students overcome the gap in their language knowledge (Krulatz et al., 2018). One type of strategy that an EFL teacher could make use of is communication strategies.

Communication strategies are tools and techniques that will help the students express themselves, be understood by others, and understand others (Krulatz et al., 2018). If an EFL teacher wishes to employ this kind of strategy, one way of doing this is by encouraging the students to ask clarification or follow-up questions if they need something to be repeated or need more information. Especially in the EFL classroom, this may be helpful since the language competence may differ significantly between the students (Krulatz et al., 2018). Moreover, explicit teaching of reading and writing strategies can be done when teaching communication strategies (Krulatz et al., 2018).

Aghaie and Zhang's (2012) study showed the importance of explicit instruction in reading strategies. Their study, conducted in Iran, investigated the effects of explicitly teaching reading strategies to EFL students. The study consisted of both a comparison group and an intervention group. The intervention group showed significantly improved outcomes after four months of instruction focused on these strategies. The intervention group outperformed the comparison group in both reading comprehension and the application of these strategies (Aghaie & Zhang, 2012).

Okasha and Hamdi's (2014) study on EFL learners in Saudi Arabia found that using writing strategies is crucial for effective writing within the EFL context. The study showed that writers who do not use writing strategies face difficulties in their writing. They may struggle to access the knowledge they do have, which leads to impoverished writing in terms of content, vocabulary, organization, conventions, and purpose. This means that writing strategies are vital for writers to produce well-structured and high-caliber writing (Okasha & Hamdi, 2014).

These studies emphasize the crucial role of explicitly teaching reading and writing strategies in the EFL classroom. Especially in EFL classrooms with multilingual students, employing these strategies can be beneficial since it allows them to overcome potential gaps in their language knowledge, as well as transfer knowledge from already acquired languages to English (Cummins, 2000; Cenoz & Gorter, 2021; Garcìa & Kleifgen, 2019).

Achieving literacy necessitates substantial support and scaffolding within the home environment and at school (Dickinson & Beals, 1994; Vygotskij, 1978; Cross et al., 2022). The need for scaffolding becomes even more critical when children develop literacy in multiple languages. Equipping students with effective reading and writing strategies provides a solid framework for their multiliteracy development (Aghaie & Zhang, 2012; Okasha & Hamdi, 2014).

2.6.3 Differentiated Instruction

In classrooms with diverse student populations, it is especially important to make use of different strategies for learning and teaching. In diverse classrooms, students will have different backgrounds, interests, personalities, and learning experiences (Borja et al., 2015; Krulatz et al., 2018). These differences need to be acknowledged and addressed in the EFL classroom. One strategy that allows for addressing the students' different needs is 'differentiated instruction'. Differentiated instruction allows for a more adaptable learning experience for all students. Differentiated instruction allows for varying *how* students learn. According to Tomlinson (2017), there will not be any difference in which content is learned. There will, however, be a difference in the amount of scaffolding that is provided. When it comes to differentiated instruction according to language competence, there are several ways in which this can be done. We can separate between content differentiation, process differentiation, product differentiation, and learning environment differentiation (Borja et al., 2015).

The first method of differentiation is content differentiation. Content differentiation consists of differentiating the material the students are learning to suit their current language proficiency (Borja et al., 2015). In a multilingual EFL classroom, content differentiation might involve providing different reading materials at different levels of complexity that suit the learner's current language competence.

The second method is process differentiation. Process differentiation is differentiated instruction rooted in differentiating the ways students work with the material (Borja et al., 2015). Process differentiation could involve offering a range of activities to explore a topic. For instance, students may choose between written assignments, group discussions, or activities that engage with the material (Borja et al., 2015). In a multilingual EFL classroom, teachers could leave it up to the students to choose what language they want to use to complete certain exercises. Teachers could also ensure that there are resources available in several languages. By doing so, the students can interact with material that suits their language proficiency.

Product differentiation is differentiated instruction rooted in differentiating the way a student shows their learning outcome after working with the material (Borja et al., 2015). Product differentiation recognizes multiple ways to show learning outcomes and mastery of a subject. For instance, product differentiation might mean giving students options for presenting their knowledge. This can be done in a multilingual EFL classroom by allowing students to draw on all their linguistic competence. Students could be allowed to gather information in their L1, "negotiate meaning with their peers in a language of their choice, and to engage in translanguaging while providing evidence of content mastery" (Krulatz et al., 2018, p. 181). This could be done when the situation makes it possible and appropriate. If the teacher does not speak the languages used, self- and peer-assessment could be utilized (Krulatz et al., 2018).

Learning environment differentiation is a form of differentiated instruction that promotes an inclusive and supportive classroom environment (Borja et al., 2015). If one wishes to make use of this kind of differentiation, students should be encouraged to collaborate and support each other in their learning. Teachers should also provide various resources and materials that cater to different levels and interests. Additionally, students should be empowered to take responsibility for their learning, for example by letting them choose materials and tasks that suit their needs (Borja et al., 2015). In a multilingual EFL classroom, learning environment differentiation might involve providing language support resources, and creating a positive and inclusive classroom culture that encourages participation from all students. Teachers should ensure that all languages are valued (Krulatz et al., 2018).

Moreover, it is important to note that differentiated instruction does not mean that the EFL teacher should individualize every task to each student all the time. Instead, it is about recognizing that students are unique individuals. They have varying degrees of linguistic abilities and may, therefore, require different forms of scaffolding and support to succeed in the classroom (Tomlinson, 2017). By making use of differentiation as a strategy in the EFL classroom, a more inclusive learning environment is created. It helps foster the students' unique strengths, in addition to addressing their challenges. Language competence and language background will vary significantly in a multilingual EFL classroom. Therefore, employing differentiated instruction as a multilingual learning strategy could be beneficial for developing the students' competency in English (Krulatz et al., 2018).

2.7 Teacher Beliefs

Since teachers are active decision-makers who rely on individualized and situation-specific knowledge, thoughts, and beliefs, their internalized beliefs and convictions will influence their teaching practices. Moreover, it is worth noting that a teacher's beliefs are mainly established even before formal teacher education (Phipps & Borg, 2009, cited in Borg, 2017). Teachers are mandated to follow the national curriculum. However, the curriculum gives teachers a degree of autonomy in their teaching. This means that the beliefs teachers hold could significantly impact the pedagogical and instructional choices being made within the classroom. In the context of addressing multilingualism, the teacher takes on a position of influence by holding an important role in the classroom dynamic (Krulatz et al., 2018). The decisions made by teachers constitute a form of language policy, given that the teacher is responsible for forming the linguistic environment within the classroom.

Teacher beliefs are particularly crucial when examining attitudes, experiences, practices, and challenges related to the incorporation of minority languages as a resource in the EFL classroom. The adoption of multilingual learning strategies in EFL classrooms represents a significant shift in pedagogical paradigms (Krulatz et al., 2018).

The findings of Otwinowska (2013) and Calafato (2021) underscore that this is also the case when addressing a teacher's practices in relation to which degree multilingual competence is used in the EFL classroom. In their studies, they have found that teachers' beliefs about multilingualism as a resource seem to be largely shaped by the teachers' own linguistic

experiences and beliefs about language acquisition. The beliefs that EFL teachers have about multilingualism will significantly influence their willingness and ability to leverage their students' language competence in the classroom (Calafato, 2021; Otwinowska, 2013). This includes recognizing and valuing the linguistic resources that students bring to the learning environment. Teachers with multilingual backgrounds share a collective multicultural identity, which gives them a better understanding of the needs of their multilingual students. Conversely, teachers who are only proficient in the majority language and English may encounter difficulties in fully understanding these needs (Otwinowska, 2013; Calafato, 2021). Acknowledging teachers' beliefs will give a better understanding of which practices teachers incorporate in their teaching and why (Borg, 2003; Borg, 2017). The studies by Otwinowska (2013) and Calafato (2021) will be explained further in section 2.8.

2.8 Previous Research on Teachers' Beliefs, Practices, and Competence in relation to Making Use of Multilingualism in the EFL Classroom

The research on teachers' language practices in EFL classrooms paints a complex picture of beliefs, practices, and competence. Tishakov and Tsagari (2022) conducted a study in which 110 Norwegian EFL teachers participated. 83% of them reported that they had multilingual students in their classrooms at the time of the study. The data was collected through a questionnaire. Tishakov and Tsagari (2022) found that teachers support the idea of using multilingual learners' language competence as a resource in the EFL classroom. They are open to using languages other than English. This suggests an acceptance and recognition of multilingualism as a potential resource in the EFL classroom.

However, despite this acceptance of multilingualism, Tishakov and Tsagari (2022) noted that teachers' teaching practices often lean towards monolingual ideologies, which causes a clash between acceptance and practices. This tension between accepting multilingualism and implementing it in practice is also evident in other studies. Münch (2022) examined the views and the use of multilingualism as an educational tool in EFL classrooms within Norwegian elementary schools. Four Norwegian elementary school EFL teachers were interviewed to gain insights into their perspectives and experiences regarding multilingualism in the EFL classroom. Münch (2022) found that while most of the elementary school EFL teachers expressed an openness to incorporating other languages in the classroom, some teachers emphasized English more. The study also showed that some teachers may restrict language

use due to concerns about veering into off-topic conversations or believing that students may not effectively learn if they communicate in an unrelated language (Münch, 2022). However, establishing trust between teachers and students was noted as being pivotal for the success of making use of multilingual learning strategies (Münch, 2022).

In terms of making use of multilingualism in their classroom, Münch (2022) found that Norwegian elementary school EFL teachers mainly reported using two different kinds of multilingual learning strategies in their EFL classroom. He uncovered that the interviewed EFL teachers used 'mixed language stories' and 'intercultural dialogue'. Moreover, Münch (2022) identified time constraints as one of the challenges the Norwegian elementary school EFL teachers experienced when trying to address the needs of multilingual students in the EFL classroom. Furthermore, a lack of resources on multilingualism posed an additional challenge for implementing multilingualism as a resource, as textbooks frequently did not incorporate strategies for doing this. Despite these challenges, the study suggested that with proper education and resources, multilingualism can serve as a valuable learning tool in Norwegian EFL elementary school classrooms (Münch, 2022).

In the study conducted by Følsvik (2022), the aim was to look into the practices and perspectives of EFL teachers and students regarding the use of L1 in EFL classrooms in Norway. Følsvik (2022) based his research on two EFL teachers from different schools in Norway. These EFL teachers taught four different groups in total, consisting of one class of 9th and 10th graders and three classes of 6th graders. The data was gathered through individual interviews with the teachers, five 9th-10th grade students, and seven 6th graders. In addition, data was collected through observations.

The findings of Følsvik (2022) indicated that teachers and students clearly preferred an English-centered EFL classroom, but that the use of Norwegian was considered as a valuable tool. The EFL teachers expressed some concerns regarding incorporating other languages into the EFL classroom. These concerns mainly revolved around a perceived lack of familiarity with effective multilingual learning strategies. The EFL teachers did, however, recognize the potential benefits of incorporating minority language students' L1, but language barriers and skepticism about unfamiliar languages posed challenges for the teachers (Følsvik, 2022). In addition, the study brought to light a reliance on an intuitive and subconscious decision-

making process, as opposed to a professionally developed decision-making process when making use of the minority language students' L1 in the EFL classroom (Følsvik, 2022).

The EFL teachers' preference for an English-centered EFL classroom aligns with Neokleous and Ofte's (2020) findings. Through interviews and observations of four Norwegian EFL teachers teaching 7th - 10th grade, they found that teachers recognized the benefits of using the L1 in the EFL classroom but emphasized the importance of using English as much as possible.

Loukili (2021) examined the beliefs and experiences of upper secondary school Norwegian EFL teachers and students regarding the teaching and learning of English in a multilingual classroom. The research involved semi-structured, in-depth interviews with four VG1 EFL teachers and focus group discussions with eight VG1 EFL students. The study addressed various research questions, such as teachers' beliefs about multilingual teaching, students' beliefs about multilingual learning, reported teaching practices, reported learning experiences, and the interplay between beliefs and experiences.

The results from Loukili's (2021) study showed that teachers held favorable views on multilingual teaching but lacked practical knowledge of which strategies they could use. They recognized the advantages of multilingualism but expressed a need for more guidance on how to implement it. Additionally, teachers tended to prioritize English as the primary language in the classroom, with limited incorporation of students' L1. The study also revealed that the teachers had limited experience with multilingual teaching and that various factors influenced the relationship between their beliefs and practices.

On the other hand, students did not see the value in using minority languages in an EFL class and believed that English or Norwegian should be the primary languages. However, they expressed positive attitudes towards being multilingual and acknowledged the cognitive and social benefits. Most students had limited exposure to multilingual learning, with only a few using their minority language L1 for a better understanding (Loukili, 2021). The interaction between teachers' and students' beliefs and experiences was complex and fluid. The study suggested that teachers' classroom practices could impact students' beliefs about multilingual learning. At the same time, the students' preferences for not using their minority language L1 in school also influenced teachers' beliefs and classroom dynamics (Loukili, 2021).

Most of the research studies show that teachers see the potential benefits of making use of students' multilingual competence in the EFL classroom despite certain concerns. Nevertheless, there are some studies that have come to other conclusions. Henriksen's (2021) case study of one Norwegian lower secondary EFL teacher and three of his ninth-grade students found that minority students' languages were not viewed nor used as a resource in the classroom. The teacher and students did not fully tap into the multilingual capabilities of the minority language students, often overlooking their home languages. The teacher lacked the understanding and motivation to create a collaborative learning environment that could utilize the full scope of students' multilingualism (Henriksen, 2021).

Yurchenko (2020) explored Norwegian lower secondary and upper secondary EFL teachers' attitudes toward using learning strategies involving languages other than English in the EFL classroom. The study sought to look into to which degree the teachers adapted their teaching to the needs of their minority language students. Through in-depth interviews with six teachers, she found that the teachers did not employ any multilingual learning strategies to adapt to the needs of the minority language students. Based on the findings, it seemed to be a general belief among the teachers that emphasizing the students' different backgrounds and languages would alienate the minority language students.

As mentioned in section 2.7, earlier research has indicated that teachers who are competent in more than two languages themselves are more likely to see the benefits of multilingualism in the EFL classroom and more likely to make use of the students' linguistic resources. According to Calafato (2021), teachers who teach foreign languages other than English are more likely to utilize multilingual learning strategies for language teaching than EFL teachers only teaching English. Those teachers who teach both EFL and another foreign language are most likely to employ multilingual teaching practices. This suggests that teachers proficient in several languages better see the benefits of using multilingual competence as a resource in the EFL classroom. In addition, the study found that employing multilingual learning strategies positively impacted the teaching of language skills (Calafato, 2021).

In the study by Otwinowska (2013), over 230 pre-service and in-service EFL teachers in Poland were examined. The study evaluated their ability to integrate multiple languages into their EFL teaching. The study considered factors such as their teaching experience,

proficiency in various languages, and the extent of their language knowledge. The results showed that the ability to incorporate different languages into EFL teaching was linked to both teaching experience and proficiency in multiple languages. Teachers who excelled in several languages tended to better understand how to use language resources in teaching effectively. This included understanding various aspects of language learning, such as their interconnections, functioning, and cognitive processing. Otwinowska's (2013) study revealed how the EFL teachers' own experiences with learning languages impacted their pedagogical choices in the EFL classroom.

Research on Norwegian EFL teachers' preparedness to work with multilingual students is limited. However, Dahl and Krulatz (2016) conducted a study on the topic in which 176 elementary and lower secondary school English teachers participated. The data was collected through a questionnaire. Dahl and Krulatz (2016) found that these teachers generally had low competence in this area, with few having received formal training on multilingualism. While some had training in L2 didactics, none mentioned education in multilingualism (Dahl & Krulatz, 2016). The study also revealed that 33% of teachers felt unprepared to work with multilingual students, while 62% felt rather well prepared, and only 5% felt very well prepared. Dahl and Krulatz (2016) suggested that the discrepancy between formal training and perceived preparedness may indicate a lack of awareness about the complexity of these issues.

Additionally, 89% of respondents desired more education about multilingualism and multilingual students. Specifically, teachers sought training on methods and activities to support linguistic diversity in the classroom (Dahl & Krulatz, 2016). Beyond this study, little is known about Norwegian EFL teachers' readiness to work with multilingual students. Similar studies from English-speaking countries have indicated that teachers working with minority language students often lack competence in language teaching strategies and do not fully appreciate the value of students' native languages (Barnes, 2006 in Dahl & Krulatz, 2016; Valentin, 2006). Specific training is essential to adequately support linguistically diverse students (Faez, 2012).

3   METHODOLOGY

This thesis has been conducted as a qualitative research study based on six in-depth interviews with Norwegian lower secondary EFL teachers. The interviews aimed to shed light on how the teachers perceive that they handle the demand for linguistic inclusion and diversity in the EFL classroom. More specifically, it aimed to shed light on their attitudes to multilingualism, their self-reported practices, and the challenges they encountered when trying to address the needs of multilingual students. This chapter will explain the methodological design used in this thesis. It lays the foundation needed to understand the findings presented in Chapter 4 and the discussion of the findings in Chapter 5. This chapter will start by explaining why a qualitative method was chosen. Then, the criteria for recruitment and the recruitment method will be explained. Subsequently, the chapter will look at the process of collecting the data and the data analysis. This chapter ends with a discussion about the reliability and validity of the study's research methods, as well as a discussion of the ethical considerations of the research.

3.1 Qualitative Research

The study has made use of a qualitative method, namely interviews. This method was chosen in order to systematically gather the needed data for addressing the given research questions. Qualitative research is characterized by its exploratory nature. Therefore, it allows for a nuanced understanding of complex phenomena (Dörnyei, 2007). Johnson & Christensen (2020, pp. 32-34) write: "Qualitative research is used when little is known about a topic or phenomenon and when one wants to discover or learn more about it. (…) Qualitative research is commonly used to understand people's experiences and to express their perspectives". By making use of a qualitative method, one can gain a contextual understanding of informants' responses. This allows for an exploration of the reasons behind their actions and thoughts (Johnson & Christensen, 2020).

In this study, it became evident that qualitative findings would be more suited to explore the teachers' everyday realities than a quantitative approach would have been. While a quantitative methodology could have been pursued, qualitative data surpasses quantitative data when the aim is to obtain more profound insights into the informants' beliefs, experiences, reflections, and practices (Dörnyei, 2007). In this study, an in-depth interview

was essential to investigate the teachers' attitudes, experiences, reported practices, and challenges. Consequently, a qualitative study emerged as the more fitting approach to shed light on how teachers navigate the demand of implementing multilingualism as a resource in the classroom.

3.1.1 Interviews

In order to gather the data that was needed to answer the research questions raised in this thesis, it was necessary to choose a method for the data collection. The choice landed on individual in-depth interviews. Interviews are one of the most common ways of gathering data in qualitative research (Dörnyei, 2007). Interviews were chosen as the data collection tool as interviews offer a nuanced and in-depth exploration of individuals' perspectives, experiences, and meanings attributed to the phenomenon (Johnson & Christensen, 2020). In other words, it is an effective tool for in-depth exploration of the topic at hand. It facilitates a detailed examination beyond what can be quantified. This allows for a richer portrayal of the teachers' experiences within the Norwegian educational context. Through interviews, there is an opportunity for a deeper understanding of the informants' experiences, perspectives, and practices. In addition, the flexibility of interviews permits the exploration of unexpected themes, which allows for the emergence of unanticipated findings (Johnson & Christensen, 2020). The interviews were done as six individual in-depth interviews with Norwegian lower secondary EFL teachers.

3.1.2 Limitations

While interviews are a valuable method for collecting qualitative data, it is crucial to acknowledge and address the limitations associated with relying on this as the only data collection method (Johnson & Christensen, 2020). There is a risk that the interviewed informants might share information based on their perceptions or beliefs rather than concrete, actual behaviors. This can potentially cause a mismatch between self-reported practices and actual classroom practices. In addition, the informants might struggle to accurately remember certain situations. This could introduce a recall bias that can impact data reliability (Dörnyei, 2007). Therefore, combining interview data with other sources, such as observational data, could strengthen the findings and enhance the reliability of the findings (Skilbrei, 2019).

Considering this, it might seem reasonable that observations would have been a part of the data collection in this study, especially given that this thesis aimed to investigate how Norwegian lower secondary EFL teachers handle the demand for increased linguistic inclusion and diversity in their classrooms. Beyond relying solely on what the teachers verbalize, observations could have served as a valuable tool for looking into the informants' actual practices. However, the main point was to gather data that would allow for an in-depth exploration of the teachers' subjective attitudes and experiences. While observations can contribute to data collection, observations would, in this study, introduce an external perspective that could impact the interpretation of the subjective experiences and attitudes verbalized by the teachers (Postholm, 2017). Therefore, it was not a problem if the teachers shared information based on their perceptions rather than their actual behavior.

This thesis did not aim to investigate the teachers' actual actions; instead, it aimed to get a better understanding of the teachers' perceptions of their practices, experiences, and attitudes, as well as challenges. The emphasis was on delving into the teachers' subjective experiences. Moreover, the decision not to make use of observations was influenced by the recognition that observations, even if conducted, would be limited to a relatively short timeframe. In addition, not every theme of the English subject is well-suited for drawing on the students' multilingual competence. The teachers may be excellent at incorporating multilingual learning strategies when the theme is suited for it. If the observations were to be done when the class worked with a theme unsuited for the use of multilingual learning strategies, it could paint a faulty picture of the teachers' practices.

Given these considerations, the deliberate choice was made to exclude observations as a data collection tool. By relying only on the teachers' statements, it ensured that the authenticity and integrity of informants' perspectives were upheld (Postholm, 2017). Ideally, this led to a more faithful representation of their subjective experiences (Postholm, 2017). The decision to exclude observations, therefore, ensured that the focus of this thesis remained only on the subjective experience of the teachers when trying to capture the teachers' nuanced reflections regarding the increased demands of linguistic inclusion and diversity in the Norwegian lower secondary EFL classroom.

Initially, the intention was to conduct a mixed-method study in which both qualitative and quantitative research methods would be used to gain a more comprehensive understanding of

the phenomenon of implementing multilingualism in the Norwegian EFL lower secondary classroom (Dörnyei, 2007). The initial plan was to administer a questionnaire to collect quantitative data regarding Norwegian lower secondary EFL teachers' attitudes, experiences, reported strategies, and challenges when trying to address the needs of multilingual students in the EFL classroom. Following this, an interview guide would be developed based on the questionnaire responses, and in-depth interviews would be conducted with some of the teachers from the questionnaire. This would be done in order to obtain a more nuanced dataset that could give more depth to the answers collected through the questionnaire. While in-depth interviews are valuable for exploring individual experiences, their ability to generalize the findings is limited (Johnson & Christensen, 2020). By using a questionnaire in addition to in-depth interviews, the findings of this thesis would become somewhat more representative.

However, very early in the process, the decision was made to transfer from a mixed-method design to a purely qualitative approach. Upon reflection, it became clear to the researcher that expecting that the questionnaire would get enough respondents to draw generalizable insights from the data material seemed overly optimistic. Moreover, the research questions were formulated in a way that naturally lent itself to collecting in-depth data. With its constraints, a questionnaire would not adequately be able to say something about the underlying reasons behind teachers' beliefs and practices. The valuable data to answer the research questions was in the nuanced explanations discovered through interviews. This explains the methodological shift made in this thesis. Therefore, a purely qualitative study based on data collected through interviews emerged as the best choice.

3.2 Informants

In order to gather the data needed to answer the research questions, it was necessary to recruit informants who could provide the data needed (Dörnyei, 2007). This thesis aimed to better understand the Norwegian lower secondary EFL teachers' attitudes toward multilingualism in the classroom, their teaching practices when it comes to addressing the needs of multilingual students, and their challenges when trying to address the needs of multilingual students in the EFL classroom. Based on this, it was clear that the informants had to be Norwegian EFL teachers working at the lower secondary level. It was a prerequisite that the teachers had taught English after the implementation of *LK20*, but not that they were currently teaching English.

The decision was made to interview six teachers. Six informants seemed to be a sufficient number of informants to gather enough information for a thorough understanding of the key issues. In qualitative research, there is a principle of exploring various perspectives until a saturation point is reached (Sklibrei, 2019). The saturation point is reached when no new information is gained from collecting more data (Sklibrei, 2019). In this thesis, it seemed reasonable to believe that this saturation point would be reached around six informants. Moreover, practical factors, such as time, resources, and accessibility, were crucial in determining the sample size. Conducting interviews and analyzing are time-consuming processes (Dörnyei, 2007). In addition, it was more than challenging enough to find six informants who agreed to be interviewed. Given the logistical challenges of conducting numerous interviews, six informants were deemed a practical number to address the research questions effectively. In addition, the focus was on the depth of data rather than its breadth, with each interview lasting around 40 minutes. Choosing six teachers aligned with the qualitative research principle that prioritizes data quality over quantity (Sklibrei, 2019; Johnson & Christensen, 2020; Dörnyei, 2007).

Convenience sampling was chosen as the sampling method to select which teachers would serve as informants. The main benefit of using convenience sampling when recruiting informants is that it allows for recruitment based on accessibility and availability (Dörnyei, 2003). In this study, it was clear that convenience sampling would be preferable as it was the most practical way to recruit informants. The informants had to be lower secondary EFL teachers in Norway. While many work as EFL teachers in lower secondary schools in Norway, it is not an unlimited pool. In addition, there was a need to reach the teachers who would be willing to participate. Consequently, recruiting informants through convenience sampling appeared to be the most efficient way in light of the resources, time, and access to the specific population (Dörnyei, 2003).

Invitations to participate were sent out broadly to reach as many potential informants as possible. The invitation was published on a social media group for teachers with over 40,000 members. While not all of them were EFL teachers at a lower secondary school, it still seemed to be the most efficient way to reach out to as many potential informants as possible. However, this led to no responses from teachers willing to participate. It is reasonable to assume that it gave no results since it was not a personal invitation and drowned in other

posts. Therefore, it became necessary to send out individual invitations by email. Even though the invitations were sent out directly to the teachers, only a few answered the email. Eventually, six teachers agreed to be interviewed. Some of these were recruited through email, and some were recruited through the researcher's network.

Throughout this thesis, all the informants have been anonymized. They have been named Arne, Berit, Charlotte, David, Erika, and Filippa. These names are pseudonyms and do, therefore, not correspond to their actual names. They are named in the order they were interviewed, Arne being the first and Filippa being the last.

3.3 Data Collection

The interviews aimed to collect data that could help answer the research questions. According to Dörnyei (2007), there are three main ways of structuring interviews. The first way of structuring an interview is through an unstructured model. This type of interview is similar to a conversation where the questions are not pre-planned. The second model is a structured interview where all the questions are planned. A semi-structured model falls in between the two extremes. A semi-structured interview uses an interview guide to guide the direction of the interview. At the same time, it allows for asking clarification questions or going more in-depth on certain topics (Dörnyei, 2007). A semi-structured model was chosen as it ensured that all six informants were asked the same questions without hindering the possibility of going more in-depth if interesting reflections came up. It seemed essential that all six informants were asked many of the same questions. If not, it would be hard to draw conclusions from the data material later.

Since the choice was made to use a semi-structured interview model, an interview guide had to be made before conducting the interviews (Dörnyei, 2007). The process of creating an interview guide was challenging. It was difficult to create questions that would help answer the research questions without having too many questions. Moreover, balancing the need for precise questions and not being leading was another challenge. After writing and rewriting the interview guide, a set of thought-through questions was prepared before the first interview. The final interview guide consisted of 31 questions prepared in advance (see Appendices 3 & 4). Five were short background questions, 25 asked about the teachers' experiences, reflections, beliefs, and practices, and one final question allowed for the teacher to add

something if they had something they felt like they had not been able to share during the interview. Some of the questions also contained sub-questions. The interview guide was structured according to the research questions, and the questions were formulated in line with the research questions and the theory presented in Chapter 2. This was done in order to ensure that the answers would be helpful in answering the research questions.

After the final interview guide was ready, it was time to conduct the interviews with the informants. All the interviews, except one, were done in person. The first one was conducted using an online solution. This was done out of convenience. All the interviews were conducted between November 28 and December 22, 2023. Before the interviews, the informants had been given an information sheet about the study (see Appendix 2), which they had to sign if they agreed to be interviewed and participate in the project. All the interviews were conducted in Norwegian. Doing the interviews in Norwegian seemed natural and practical as this was the informants' L1. Even though the informants were very competent in English, it is still easier for one to fully express oneself in the L1. In addition, it was possible that Norwegian school-specific vocabulary would come up, and to ensure there were no misunderstandings, using Norwegian terms seemed most practical. Dörnyei and Taguchi (2010) emphasize that L1 should be the language of data collection. Before the start of each interview, the informants were explained what would qualify a student as 'multilingual'. This was done to ensure that all the informants had the same understanding of the term and the same understanding as this thesis builds upon. They were given the explanation that was given in section 2.1.

Dörnyei (2007) argues that it is impossible to make accurate and data-rich notes when conducting an interview. It is nearly impossible for the interviewer to write down everything that is being said while also conducting the interview. In addition, it is hard to note down pauses and intonation that potentially could carry much meaning. Consequently, a lot of information would get lost in the process. Therefore, it was necessary to audio-record the interviews. All the informants knew of this and consented to it in advance. In addition, they were reminded right before starting the interview that the interviews would be recorded. The interviews were recorded using Nettskjema's recorder application. This application is well-suited for recording interviews as it encrypts the recording and sends it over to Nettskjema's webpage, where further analysis of the data material can be done.

The interviews took approximately 40 minutes each, which was in accordance with the predicted time frame. However, the interview duration varied between the informants to some extent. Some informants had much to say on the matter. In contrast, other teachers did not have as many reflections about making use of multilingual competence in EFL classroom. Some teachers also had answers that allowed for more follow-up questions than others. In addition, some teachers were fast talkers, while some needed more time to think. Therefore, the duration of each interview did not necessarily correspond with the amount of data collected from the given interview. The table below shows how long each of the interviews lasted.

Table 1: Interview duration

Informant	Interview duration
Arne	39 minutes
Berit	35 minutes
Charlotte	35 minutes
David	42 minutes
Erika	47 minutes
Filippa	37 minutes

As previously mentioned, the planned duration for the interviews was set to last approximately 40 minutes. This timeframe was deemed appropriate for acquiring in-depth information since it would allow the informants the opportunity to articulate their thoughts and experiences with a level of detail that would ensure a rich dataset for following analysis. Given the semi-structured nature of the interviews, 40 minutes was a reasonable duration in order to ensure the flexibility needed to ask follow-up questions if relevant (Dörnyei, 2007). The planned length was deemed sufficient to gather the required data and attain data saturation (Sklibrei, 2019; Johnson & Christensen, 2020).

3.4 Data Analysis

The interview phase spanned nearly a month. However, when conducting a qualitative research project, there is no need to wait to finish all the interviews before starting the analysis (Johnson & Christensen, 2020). Within qualitative research, analyzing the data is a

non-linear process. This is called an interim analysis (Johnson & Christensen, 2020). By making use of this iterative process, the analysis of each interview started soon after the interview had been completed. The analysis was done in parallel with the rest of the interviews. This approach maximized the efficiency of the process, given its capability to capitalize on the time between interviews. It enabled an early exploration of emerging patterns and themes.

Dörnyei (2007) argues that text analysis is notably more manageable than audio analysis. Therefore, transcripts of each of the interviews were generated. As stated above, the interviews were recorded using Nettskjema's application. After sending the audio over to the connected webpage, the interviews were automatically transcribed. Even though the transcription function was imperfect, it was a helpful tool that helped save much time. The process had, however, to be carefully monitored to ensure that the transcriptions ended up being accurate. On several occasions, it was necessary to type sections or correct the transcription since the program could not comprehend what was said.

After the transcriptions were in place, the data was ready to be analyzed. As the method for collecting the data was qualitative interviews, thematic analysis was chosen as the analytic technique. A thematic analysis offers a practical approach to analyzing qualitative interviews. The method's open-ended nature aligns well with the exploratory nature of interviews. This method allows for themes to emerge organically from the data and captures the complexity of informants' responses (Johnson & Christensen, 2020).

The first step in the analysis was familiarization of the data material. This was done by reading through the transcribed interviews several times. Familiarization is an important step in the analytical process since it is essential to have a good overview of the content of each interview before moving on with the analysis (Johnson & Christensen, 2020). After the familiarization process, the next step was to segment the collected data. Segmenting data in the context of qualitative research involves breaking down the entire dataset into smaller, more manageable units (Johnson & Christensen, 2020). These segments can be specific excerpts or chunks of the interviews. Segmentation is a crucial step in the process of qualitative data analysis. It allows for focusing on smaller portions of the data at a time, which makes it easier to identify patterns, themes, and significant statements (Johnson & Christensen, 2020). This process helps organize the data for further coding and analysis. To

segment the transcribed interviews, the interviews were read from line to line while trying to identify and isolate quotes and/or passages, looking for significant statements.

Once segmented, it was time to start the process of initial coding. Initial coding involves giving the different segments of text descriptive labels based on the content of the text (Johnson & Christensen, 2020). By systematically labeling segments, it becomes easier to identify patterns within the interviews. This allows for a more nuanced exploration of underlying themes and key concepts (Johnson & Christensen, 2020). The initial coding was done using open coding (Cohen et al., 2007), which is a process where the transcribed interviews are read line by line and assigned descriptive labels. These codes capture the essence of the content without imposing preconceived categories. Patterns emerge organically from the data.

Following the initial coding of each interview, the next step in the analytical process was to start the second-level coding. Second-level coding goes beyond initial coding since it allows for finding similarities and differences between the interviews (Johnson & Christensen, 2020). The labels developed through the initial coding were listed. Labels that were similar or related were clustered together under a broader label. This is called 'themes' in qualitative data analysis (Johnson & Christensen, 2020). Each newly formed theme underwent iterations, with all associated extracts thoroughly being examined and re-examined to ensure that the new label was well-suited for covering the content. This refinement of the codes allowed for higher-order themes to emerge. Higher-order themes help contribute to a more in-depth exploration of the phenomenon under investigation (Dörnyei, 2007). To draw broader insights from the data material, the interviews were compared by looking for similarities and differences.

After comparing the interviews, the themes were revisited and revised, in line with the iterative process used in thematic analysis (Johnson & Christensen, 2020). After the process of second-level coding was completed, some themes revealed themselves. The following higher-order themes emerged during the analysis:

- Attitudes to and experiences with multilingualism in the EFL classroom
- Reported strategy use in the EFL classroom
- Experiences with the strategies

- Challenges
- Learning environment prerequisites

These themes also had sub-categories that helped further divide them, allowing for a deeper understanding of the teachers' answers and the similarities and differences between them. The themes listed and the sub-themes will help structure Chapter 4, which is devoted to presenting the findings. Since the interviews were conducted in Norwegian, any direct quotations used later in this thesis have been translated into English. The translations have been translated with care to make sure that the nuanced meaning of the quotations has kept the original meaning.

3.5 Reliability and Validity

According to Johnson & Christensen (2020), it is necessary to consider the reliability and validity of the research one is conducting. Research reliability refers to a study's trustworthiness. Research validity refers to a study's accuracy. This means that for research to be reliable, the findings need to be trustworthy. If the research were conducted again under the same circumstances, the results would need to be consistent (Johnson & Christensen, 2020). Therefore, reliability is a measure of how much trust one can put in the accuracy of the findings. Since this study is focused on understanding individual experiences rather than making objective observations, it introduced a challenge in ensuring the reliability of the data. Unlike quantitative studies, where observations can be standardized and replicated, this was a qualitative research project. This meant that the data relied on subjective experiences, beliefs, and self-reported practices. The fact that this study relied on teachers' self-reported practices introduced a potential source of unreliability (Postholm, 2017; Dörnyei, 2007). However, the aim of this thesis was to investigate these things from the teachers' subjective experiences and should, therefore, not have caused a reliability issue.

There were also other potential sources of bias that could influence the outcomes of this study. These are important to address. One noteworthy aspect to consider is 'the prestige bias' (Dörnyei, 2003), which refers to the tendency of individuals to present themselves or their experiences in a favorable light in contexts where social desirability is a concern. Dörnyei (2007) also introduced the concept of 'social desirability bias'. The social desirability bias is linked to the informants' desire to conform to societal norms or expectations when responding

to research studies. Since the data was collected only through in-depth interviews, it would have been possible for informants to present their experiences in a socially desirable manner. This could potentially influence the accuracy of the findings (Dörnyei, 2007; Dörnyei, 2003). The phenomenon of wanting to portray oneself positively could have introduced a bias that affected the study's reliability. Acknowledging and addressing this potential bias is crucial for evaluating the study's trustworthiness. While making the interview guide, attempts were made to minimize leading questions to prevent respondents from shaping their answers in a more favorable light. Despite these efforts, it was challenging to achieve complete neutrality in all the questions, given that the teachers were knowledgeable about the curriculum content and the specific focus of the thesis. A measure that could prevent this bias from kicking in was the anonymity granted to the informants in this thesis.

To strengthen the study's reliability, the decision was made to audio record the interviews. By audio recording the interviews, one could be sure that the findings of the study were based on the precise words of the informants rather than being based on the notes and memory of the researcher (Dörnyei, 2007). This was an important measure to take to uphold the study's overall reliability.

In addition to reliability, one should consider whether the research findings are valid. For research to have validity, one must consider whether it measures what it is supposed to measure (Johnson & Christensen, 2020). In other words, one must ensure that the methods are suited to answer the research questions. This qualitative study focused on a small number of informants, which aligns well with the exploratory nature of qualitative research. This study did not aim to generalize findings to a broader population but rather to develop an in-depth understanding of the experiences of a specific group. In this study, this specific group was Norwegian lower secondary school EFL teachers. This choice increased the internal validity of this study by allowing for a profound and nuanced exploration of the subject (Dörnyei, 2007; Postholm, 2017). However, it is essential to acknowledge this study's limitation in external validity or generalizability. These findings may only be specific to the interviewed informants. Caution should be exercised when trying to apply them to a broader context. The qualitative nature of this study emphasized depth over breadth by providing rich insights into the experiences of the interviewed teachers (Johnson & Christensen, 2020; Postholm, 2017; Dörnyei, 2007).

Moreover, using convenience sampling, even though it was practical given the specific criteria for informants, may unintentionally have contributed to a 'self-selection bias' (Postholm, 2017). Those informants who willingly came forward to participate might have distinct characteristics that differ from those who chose not to participate. This could impact the generalizability of the findings to the broader population of EFL teachers and raise concerns about the study's external validity (Postholm, 2017).

3.6 Ethical Considerations

Ethics must be considered when conducting research involving people (Johnson & Christensen, 2020). The ethical framework of this research was anchored in Dörnyei's (2003) guiding principles for conducting ethical research. The first principle is that no harm should come to those who participate. The second principle is that privacy should be respected. The third principle says that the informants should get enough information about the project to give informed consent. The fourth principle suggests that children need parental consent, and his fifth principle is to ensure that the promised confidentiality level is upheld (Dörnyei, 2003).

In order to be aligned with Dörnyei's (2003) principles, the first step in ensuring that this research was conducted in line with ethical principles was to get approval from Sikt. This organization ensures that necessary measures are taken in order to uphold the informants' privacy during the research process. Sikt approved the project in the middle of October 2023 (see Appendix 1). Before the interviews were conducted, the informants were notified beforehand what the research was about, what kind of information the researcher aimed to collect, what the collected data would be used for, how the data would be stored, and what would happen to the data after the project ended. They were informed that they would be anonymized during both the research process and in the published thesis. All this information was presented in a letter of consent. At the bottom of the consent letter, the informants had to sign if they consented to be interviewed (Appendix 2). All informants were adults, so there was no need for parental consent. The informants were explained that they were free to withdraw from the project at any given time. The level of confidentiality promised to the informants has been upheld.

4   FINDINGS

In this chapter, the findings obtained in the study will be presented. The data was collected through six individual in-depth interviews with Norwegian lower secondary EFL teachers. The interviews aimed to answer the following research questions: 1) *What are the Norwegian lower secondary EFL teachers' experiences with and attitudes to the use of languages other than English in the EFL classroom?* 2) *Which multilingual learning strategies do the Norwegian lower secondary EFL teachers report using in order to address the needs of multilingual students in the EFL classroom*? 3) *What challenges do the Norwegian lower secondary EFL teachers report encountering when trying to address the needs of multilingual students in the EFL classroom?* The analysis was done using a thematic analysis due to its open-ended nature that aligns well with the exploratory nature of interviews (Johnson & Christensen, 2020). The chapter will be structured according to the themes that emerged from the thematic analysis. These themes were: 1) attitudes to and experiences with multilingualism in the EFL classroom, 2) reported strategy use in the EFL classroom, 3) experiences with the strategies, 4) challenges, and 5) learning environment prerequisites.

4.1 Informant Profiles

As explained above, six Norwegian lower secondary EFL teachers were interviewed. At this point, it should be noted that even though the informants were given the definition of 'multilingualism' that is explained in section 2.1, the informants mainly focus on those multilingual students who have a minority language as their L1 during the interviews. This could be explained by the fact that it is easier for a teacher to notice that a student is multilingual if they have a minority language as their L1 as compared to if they speak the majority language as their L1. Another possibility is that they only, or mainly, have multilingual students who are minority language students in their classrooms. Regardless, due to the focus on multilingual minority language students, this thesis will hereafter separate between 'minority language students' and 'majority language students'. 'Minority language students' will refer to the students who have another L1 than Norwegian, given that this is the majority language in Norway. 'Majority language students' will refer to all students who have Norwegian as their L1. However, the thesis will still sometimes refer to the term 'multilingual students' as well. There are three main reasons for this. The first reason is that the formulation of the asked questions contained the term 'multilingual students'. Therefore, when explaining

what the informants answered to which question, the presentation of the question might contain the term 'multilingual students'. This will also be visible in the quotations from the interviews presented in Chapter 4. The informants themselves often use the term 'multilingual students' even though they specifically talk about the minority language students. Still, it is possible to understand, based on the statements and context, whether they refer to all multilingual students or only minority language students. The second reason is that sometimes the informants answer the questions about multilingualism on a general level and not based on their own experiences. In these instances, they do not make any distinction between multilingual minority language students and multilingual majority language students. The third reason is that the term 'multilingual students' is used in the formulation of two of the research questions. Therefore, when addressing the research questions, the term 'multilingual students' will still be used.

Table 2 summarizes the informants' profiles. It gives an overview of their backgrounds, teaching experiences, and educational background in multilingualism and third-language didactics.

Table 2: Informant profiles.

Informant	Years of experience as an English teacher	Currently teaching which grade?	Which languages do the teacher speak?	Courses in L3 didactics or multi-lingualism?	No. of minority language students in her/his classes this school year	How has the number of minority language students changed over the years?	Experience using multilingual learning strategies in the classroom?
Arne	6 years	8th grade	Norwegian English	No	At least 10 in total	Increasing	Yes, some.
Berit	15 years	8th grade	Norwegian English	Very little as a part of her additional education in the Norwegian	Two in total	Decrease due to a shift from a big school to a small school	Minimal.
Charlotte	15 years	No longer works at lower secondary school	Norwegian English French (French teacher)	Yes. 30 study credits in multilingualism	7 in total (The last year she worked at lower secondary school)	Increasing	Yes.

David	10 years	9th grade	Norwegian English Spanish (Spanish teacher)	Yes. 30 study credits in L3 didactics.	Five students in each of his classes	Increasing	Yes.
Erika	5 years	10th grade	Norwegian English	A little bit as a part of her English didactics class.	Three students in each of her classes	Steady.	Yes, some.
Filippa	30 years	8th and 9th grade	Norwegian English	No.	Three students in each class.	Increasing	Yes, a little bit.

From the table, one can see that the informants have varying backgrounds and experiences. The years of experience as an English teacher range from 5 years to 30 years. Even though the informants work with different grades this year, they have all experience teaching all the grades at lower secondary schools. Only Charlotte and David speak languages other than Norwegian and English. Charlotte speaks French, and David speaks Spanish. They also teach these languages. In terms of education, only Charlotte and David report having received specific courses in their education dedicated to either multilingualism or L3 didactics. Berit and Erika have received some education on multilingualism, but this was not the main purpose of those courses. Arne and Filippa have not received such education. Based on the findings presented in the table, one can also see that all the informants have minority language students in their EFL classes. Except for Berit, all the informants have seen the number of minority language students stay steady or increase over the years. However, Berit's experience with a decreasing number of minority language students is due to her changing from a large school to a smaller school. In terms of reported experience using multilingualism, there is some variation between the informants. Berit has only minimal experience. Filippa does not have too much experience either, but she reports that she has been using it more after the implementation of *LK20*. Arne and Erika report having some experience, while Charlotte and David have more experience implementing multilingualism.

4.2 Attitudes to and Experiences with Multilingualism in the EFL Classroom

4.2.1 Multilingualism as a Resource

The six informants think that already having acquired one language is a potential resource when learning additional languages. They agree that multilingualism must be an advantage if

used correctly. They state that they believe that multilingual students, both minority language and majority language students, could have a more extensive 'storage' to draw from, making it potentially easier to compare and use what they already know. Exposure to multiple languages can lead to better linguistic awareness, leading to an easier time seeing structures and nuances in languages. Erika notes:

> *When it comes to multilingual students in the EFL classroom, I see clear benefits of knowing several languages. I think that these students often have a bigger understanding of language structures. Since they know several language structures, they see similarities and differences.*

The informants also believe that using languages other than Norwegian and English in the classroom can have a positive effect on minority language students' feelings of recognition. Multilingual learning strategies allow minority language students to build on what they already know. Many minority language students lack sufficient proficiency in Norwegian and English. Therefore, allowing other languages, in addition to Norwegian and English, in the classroom is helpful for those with another L1. In addition to multilingualism being a potential advantage in the language-learning process, Arne, David, and Erika add a more general perspective on multilingualism. They believe that multiple languages can have a beneficial effect on a learner's cognitive abilities, such as their problem-solving skills. Moreover, David, Erika, and Filippa mention that linguistic competence is a gateway to better cultural understanding, communication, and interpersonal relations. It can strengthen connections across linguistic and cultural differences.

The informants state that the language proficiency level in the students' already acquired languages matters in terms of how beneficial it can be. All the informants believe that those with high competence in their already acquired languages have an easier time transferring knowledge from one language to another. Berit and Charlotte note that a high competence in other languages makes conceptual transfer easier. If someone has a small conceptual understanding, grasping new concepts in a new language can be more challenging. Arne and David emphasize the value of being a good reader and writer in one language when learning these processes in a new one. David states that he has seen that students who are good readers in one language often also are good readers in other languages. Arne notes:

(…) Even though it is a completely different alphabet and sentence structure and all those things, just the fact that you have learned to write and read earlier will make it easier, I think. Of course, you have to learn new rules. But you can learn new rules. Learning to write and read from scratch is harder. So yes, the higher proficiency you have, the better.

While agreeing with the others that higher competence is better, Erika still thinks that students with lower competence also can benefit from their linguistic competence, but to a much lesser extent.

4.2.2 Multilingualism as a Potential Obstacle

Even though the informants view multilingualism as a resource in the classroom, some of them point out that being multilingual, in some cases, can be an obstacle. All the informants, except Charlotte, say that they believe that juggling several languages can lead to some interference and language confusion that can cause mistakes. More specifically, David and Erika state that while they think that learning closely related languages is usually an advantage, this can also be a disadvantage because it is easier to make mistakes and experience problems with language transfer, such as 'false friends'. Filippa points out that the structures and rules of a language are stored in the brain and that these, therefore, can come into play when trying to express oneself in another language. So, according to Filippa, while it can be beneficial, it can also create confusion:

> *But I definitely see challenges with it. It can be challenging to handle multiple languages. Especially if there are quite big differences between their mother tongue and English. I think that even though it* [knowing several languages] *theoretically is supposed to make it easier, I think that students can get a little confused.*
>
> *(…) If there's too much difference between English and their native language, it becomes a challenge anyway. You might try to transfer more than what can be transferred.*

Moreover, Arne, Charlotte, and David note that many minority language students often have a harder time learning English than the rest of their students. Arne states that many minority language students have not had as much prior education in the English language. This means they have problems catching up with the rest of the class when they arrive in Norway, especially since they are also learning Norwegian from scratch. This poses a challenge for the

minority language students. Arne talks about one minority language student he had who struggled:

> *I struggled with this last year; there was a student from the introductory class who had not learned Norwegian well. She had not learned English at all. She did not know any English. Learning two languages at the same time is hard. And this was a student who wanted to learn. She managed to learn words and expressions, but speaking in sentences was challenging.*

Arne links the girl's missing ability to learn to her lack of education before coming to Norway. He says that the girl he talks about wanted to learn but that her lack of previous schooling made it very hard for her to learn. Also Charlotte has seen that minority language students often struggle with English while majority language students learn fast. She says she has had one minority language student with a steep learning curve, but that was the exception, not the rule. Similarly to Arne, Charlotte also connects the minority language students' learning difficulties in the EFL classroom to a lack of earlier education.

4.2.3   Language Transfer

The informants were asked whether they had noticed that the multilingual students transferred elements from their other languages over to English, and if so, which elements they had seen transferred. The informants have quite different answers to this question. Arne says that he has previously noticed a Thai student who struggled with spaces and capital letters but has not seen much other than that in his students. Berit reports that she has yet to notice such a transfer. Charlotte states that most of the mistakes she has seen stem from Norwegian rather than from other languages. David says that he has seen that minority language students often transfer from their languages, which leads to errors in English. These errors are most common among students with a high proficiency in their L1 and a low proficiency in English. Prepositions are the main issue. However, David recognizes that transfer is just a reflection of how the brain processes languages:

> *(…) Native language grammar can affect sentence structure in English sentences. For example, the order of words in a sentence or the use of prepositions may be different from English. Prepositions, in particular, seem to be difficult for some learners. But I know that these "errors" are just a reflection of the complex way the brain deals with multiple languages.*

Erika has noticed that her minority language students sometimes use word formations or sentence structures from their L1. Filippa has noticed that language elements transfer from one language to another, but she mentions that this is not something that is special for her multilingual students. However, Filippa admits that sometimes it is hard to know whether an error is due to transfer, given that she does not know the rules of the other languages spoken by her minority language students. Yet, she notes that the errors she does see are errors related to prepositions and sentence structures.

When asked whether the teachers have seen a difference between multilingual students and non-multilingual students' ways of learning English, Arne, for example, notes that those students who struggle with Norwegian also struggle with English but that this is equally as valid for the majority language students as for the minority language students. Berit and Filippa have not noticed any difference in how multilingual students learn English compared to non-multilingual. Charlotte and David highlight that it could be easier for them since they could be able to transfer knowledge from one language to another. However, David notes that this depends on the other languages the student speaks. Erika mentions that she has seen that multilingual students sometimes are better at picking up nuanced meanings. Erika, David, and Arne point to there being significant individual differences.

4.3 Reported Strategy Use in the EFL Classroom

Table 3 gives a brief overview of which multilingual learning strategies the informants report using as a part of their multilingual EFL teaching practices. The 'X' indicates that the informants report using this strategy in their teaching, while the '(X)' indicates that the informants report being familiar with the strategy without explicitly stating that they use this strategy in their EFL teaching.

Table 3: Which multilingual learning strategies do the informants report using?

	'reading and writing strategies'	'comparison of languages'	'bi - and multilingual resources	'digital resources'	'differentiation'
Arne	X	X	X		
Berit	X	(X)		(X)	
Charlotte	X	X		X	

David	X	X	X		X
Erika	X	X	X		(X)
Filippa	X	X			(X)

Table 3 shows that all the informants report using at least one multilingual learning strategy in their teaching. However, the table clearly shows some variations in the number and types of strategies the informants report using. As shown by the table, all the informants report having used 'reading and writing strategies'. Berit is the only one who does not report using 'comparison of languages' as a strategy, but she reports being familiar with it. Arne, David, and Erika report using 'bi- and multilingual resources' in their EFL teaching. Charlotte reports using 'digital resources', while Berit mentions that she is familiar with this strategy. 'Differentiation' is only reported by David, but Erika and Filippa are also familiar with this strategy. The table shows that Arne, Charlotte, and Erika report having used three strategies in their teaching. In addition, Erika is familiar with one more strategy. Berit reports having used one strategy and is familiar with two additional strategies. With his four strategies, David is the informant who reports using the greatest number of strategies in his teaching. Filippa reports having used two strategies and is familiar with one additional strategy.

4.3.1 'Reading- and Writing Strategies'

Even though none of the informants, except David, explicitly use the phrase 'reading and writing strategies', it becomes clear through their statements that they all, to some degree, use reading and writing strategies in their teaching as a multilingual learning strategy. One such strategy that all the informants report having used at least once is 'information gathering'. Simply put, this consists of letting the students find information and read in their L1. Sometimes, it is used when working individually, while other times, it is done as a part of a collaboration task with other students. This strategy aims to let the students' L1 bridge the gap between the content they are supposed to learn or figure out and their current English level.

In addition to 'information gathering', Arne says that he is using graded readers. He does not state explicitly that he uses graded readers. However, his statements clearly indicate that this is, in fact, what he does: "(…) starting at a level meant for lower grades, maybe, to get them reading English and see if there is something to gain from that".

Moreover, David talks about how one can use reading and writing strategies to transfer knowledge from one language to another, for instance, through pre-reading activities or pre-writing planning. One such activity can be mental schematics to organize their pre-task knowledge. He explains that he thinks it is much easier to plan in a language you have a high proficiency in compared to English if your proficiency is lower in English.

4.3.2 'Comparison of Languages'

Another widely known strategy among the informants, as illustrated by Table 3, is 'comparison of languages'. This strategy consists of comparing different elements of English to other languages. The informants report using it to compare words, grammar, and sentence structures. In addition to mentioning this strategy when asked which strategies they know of, they also mention this strategy when asked how one can fulfill the competence aim that states that the students should be able to "explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning" (Ministry of Education and Research, 2019, p. 9).

Moreover, Berit explains that even though she is familiar with 'comparison of languages', she has not used it in her EFL classes. However, she is familiar with this strategy as she has used it in her Norwegian classes when teaching 'og' and 'å' by explaining it through the English words 'and' and 'to'.

4.3.3 'Bi- and Multilingual Resources'

'Reading and writing strategies' and 'comparison of languages' are the two strategies all the informants report knowing about and/or using. In addition to these strategies, David and Erika bring up 'bilingual resources' as a strategy in their interviews. By bilingual resources, David and Erika refer to texts available in English and the students' L1. Erika explains:

> *(…) using texts that have been translated into multiple languages so that students can gain a better understanding of the content of the text and thereby improve their understanding of the English text. For multilingual students, this could be using their native language to enhance their understanding of the content. (…) For students who may not be as strong in Norwegian but are stronger in their native language, it should be a good alternative for them (…).*

Arne uses a strategy that uses his students' multilingual competence. While it differs from the bilingual resources used by Erika and David, it has some similarities. Arne regularly uses what he refers to as a 'word bank'. He explains:

> *I'm working on "word banks" and such for these students who struggle with English and lack vocabulary. I often try to add what it is called in Norwegian, what it is called in English, and what it is called in their native language to try to give them a picture because it's much more manageable. If you see a car, and you know it is a car, it's much easier to translate it into a language you understand, so it's easier for them to connect "car" to their own language.*

Similarly to bilingual texts, this strategy makes use of the minority language students' language competence to improve their English by providing information in several languages. Arne is the only one of the informants who brings up this exact strategy.

4.3.4 'Digital Resources'

Berit and Charlotte bring up the use of 'digital resources'. Berit, who has minimal experience using multilingual learning strategies in her teaching, brings up the usage of digital resources when answering which strategies she knows of that would allow students to use the competence they have in different languages. This is not a strategy she has used herself. On the other hand, Charlotte not only knows about digital resources but is enthusiastic about them:

> *There are more and more resource banks for such things. And it is quite fun, especially when you're involved in second language pedagogy. So you get your eyes a bit more open to everything out there that I make use of.*

While Charlotte mentions digital resource banks as a helpful strategy, many of the other informants talk about their wish for an online resource bank with different resources that could be used for an easier implementation of multilingualism. It is not the lack of knowledge of the potential of using resources online that stops the other informants from using resource banks, but the need to know how to find good resource banks for multilingualism. This will be further explained under 'Challenges'.

4.3.5 'Differentiation'

David also mentions 'differentiation' as a strategy that one can use to address the needs of minority language students in the EFL classroom. He says:

> *Differentiation is always a classic. It is adapting teaching to the students' needs and skill levels. This can involve adjusting tasks or having students use different resources. There are many ways to do it. To be honest, only the imagination creates limitations. However, it is crucial when you have multilingual students because language proficiency and academic backgrounds vary greatly.*

While David is the only one who mentions this strategy explicitly, Erika and Filippa mention that one of the benefits of letting minority language students use their language competence in English teaching is that it allows for a more individually adapted approach to English teaching. This indicates that Erika and Filippa are also familiar with differentiation despite not bringing it up explicitly when asked about what strategies they are familiar with. This is why Erika and Filippa are marked by the '(X)' in Table 3 in the category 'differentiation'.

Moreover, one could argue that all the informants are familiar with this strategy. All use of multilingual learning strategies will involve some degree of differentiation since different students will use different languages and at different levels. However, this does not change the fact that David, Erika, and Filippa are the only ones who explicitly recognize that this is one of the benefits of using multilingual learning strategies.

4.4 Experiences with the Reported Strategies

When talking about his experiences with 'information gathering', Arne explains that motivation is a problem for many of the minority language students for whom this strategy would be suitable and, therefore, might not always be a success. Its success differs from student to student. Arne is pleased with the effects of the word bank. This is a strategy that he is confident works for everybody since one can increase the difficulty by telling the students to add a picture, write a sentence, provide an explanation, and so on.

Except for a few minority language students a few years back who had gathered information or read in languages other than English, Berit has no other experience with using multilingual learning strategies in her English teaching. Therefore, she has little to say about what experiences she has with different strategies.

Charlotte likes 'information gathering' well. This strategy is efficient for learning content. She explains that the English subject is not only about learning the language but also about the content, and this strategy can be beneficial for minority language students who have difficulties reading in English. Charlotte says: "I think all learning is good learning, so I think they have at least learned some of the content, which is important too." However, Charlotte notes that a potential downside of this strategy is that the students can become more aware of the language competence they are currently lacking. In addition, she also points out that there is a chance that the students could start directly translating when gathering information in another language, but that this can easily be fixed by some teacher guidance during the translation process. Regarding 'comparison of languages', Charlotte admits she uses this strategy more in her French classes.

David points out that he has had few negative experiences when using these strategies. It is his experience that minority language students often become more engaged and that having their languages acknowledged as a resource motivates them. In addition, he also thinks that the rest of the class thinks it is interesting with other languages. He mentions that comparing languages can be problematic since it requires that the students have some knowledge about, for instance, sentence structures. According to David's experience, the best strategy is reading and writing strategies. He emphasizes that he thinks this strategy is the most beneficial in terms of developing English skills regardless of the student's L1. This is where the skills can most easily be transferred. He says:

> *In my experience, it can often lead to the students using more complicated sentence structures in the actual text. Because they have planned in a different language they know even better. Then, they actually work to get that sentence correctly translated into English.*

Erika notes that a challenge that occurs when trying to use bilingual resources, and more specifically, bilingual texts, is that the students sometimes become too focused on the languages they already know well, instead of trying to understand the English version of the text. She thinks that 'comparison of languages' is a strategy that works well for multilingual students. However, she points out that comparing languages can get slightly dull. 'Information gathering' has been successful, and it is her experience that minority language students acquire more information to work with. Nevertheless, Erika mentions that she worries that this can potentially lead to bad translations.

Filippa concludes that using the minority language students' L1 to gather information has been helpful. The students acquire more content knowledge, and that helps them produce better products in English afterward. This is the strategy she likes the best. She sees it as a bridge for better understanding and learning. As for the 'comparison of languages', the success has varied. Filippa points out that many students seem to fade away mentally and that she thinks that they might be a little too young for this strategy to work optimally.

4.5 Challenges

Table 4 gives a brief overview of the challenges the informants report encountering when trying to address the needs of multilingual students. The 'X' indicates what challenges the different informants report as a challenge.

Table 4: Which challenges do the informants report encountering?

	Time	Lack of personnel	Lack of study materials	Lack of competence	Balancing English exposure and other languages
Arne	X	X	X	X	X
Berit	X	X	X	X	X
Charlotte	X	X	X	X	X
David	X		X	X	X
Erika	X		X	X	X
Filippa	X		X	X	X

As shown by Table 4, the informants report having many of the same challenges. All the informants report lack of time, lack of study materials, lack of competence, and balancing English exposure and other languages as challenges they encounter when trying to address the needs of multilingual learners. In addition, Arne, Berit, and Charlotte report that the lack of personnel poses a challenge as well.

4.5.1   Time

When asked about the challenges they are faced with when trying to address the needs of multilingual students in the EFL classroom, or, for those with limited experience with multilingualism, what challenges they could see occurring, all the informants report that not

having enough time is a substantial challenge. Time seems to be one of the main challenges. Berit explains the challenge of finding time for multilingualism this way: "You always feel like you should have more time for everything. So no, of course, you don't have enough time. You don't." Erika has similar reflections: "It's difficult to find time to integrate multiple languages. Especially when there are several other competence aims that need to be achieved." The opinions of Berit and Erika regarding the time constraints are similar to the other informants.

4.5.2   Lack of Personnel

In addition to time, Arne, Berit, and Charlotte express a lack of personnel as something that poses a challenge to successfully address the needs of minority language students in the EFL classroom. Arne states that he needs more personnel if he is going to be able to draw benefits from using multilingual learning strategies in his EFL teaching. For him, it would be beneficial to have an extra teacher in the classroom who could help. He notes that he already feels stretched as it is in the classroom. It is hard to have enough time to help everybody who needs it. If he is going to make more use of multilingual learning strategies, he needs another person who can help the students. Otherwise, he is not sure that the students would get the help they need. Berit and Charlotte say that they lack native language teachers in the classroom. This would allow the minority language students to use their language competence in English class better as they would actually have a teacher who understands their language. Berit notes:

> *There should probably be some native language teachers there. So that they really could benefit from their own language, because we often don't speak that language and don't know how it's structured. So it would have been the best thing by far if there was someone who could speak both languages. Because then you can draw good benefits from that, while we don't really have much to offer there.*

This quotation emphasizes how the informants believe that teachers with specified language competence could be a great asset in the classroom when making use of multilingual learning strategies, and how the lack of such competence poses a challenge for the successful implementation of multilingual learning strategies.

4.5.3   Lack of Study Materials

Moreover, the informants emphasize that they lack appropriate study material and that this poses a challenge when trying to address the needs of multilingual students. Arne, Berit, and Charlotte highlight the need for a suitable textbook. They note that there is not anything in their current textbook that encourages the use of languages other than English and Norwegian. Berit acknowledges that making specific language content in textbooks would be tricky with so many different languages. Erika states that finding study material in the minority language students' L1 is challenging. Arne, David, and Filippa say that they would like to have access to a resource bank or online database that can help them implement multilingualism more efficiently. While Arne knows that there are many resource banks available online, he does not know about one that is made explicitly for dealing with multilingualism in EFL teaching. This is similar to David, who knows that there are many resources online but that finding the good ones takes a lot of work. In addition to finding the good ones, one also has to find the ones that are suitable for whichever topic the class is currently working on. The only one who seems to not have an issue finding online resources is Charlotte. She states that good resource banks are out there but that you have to know where to look, and she emphasizes that many EFL teachers might not know where to find these resources.

4.5.4   Lack of Competence

All the informants see their own competence as a challenge. They report that they would like to and probably should implement more multilingualism in their EFL teaching but that their own competence is holding them back. Everybody expresses the need for more competence to use multilingualism better and more efficiently. This is regardless of whether they have received any form of education in L3 didactics or multilingualism. Arne and Filippa point out that they do not fully know how to implement multilingualism in a way that efficiently turns it into a resource. In addition, Berit, Charlotte, and Erika feel it is challenging to implement a language when you do not speak it. Charlotte says:

> *(...) if I were to utilize this [multilingualism] in the best possible manner, I would need much more knowledge about the most common languages, at least. Pashto, Arabic, now Ukrainian and Russian. And I don't. So one does as well as one can.*

Erika and David think that the varying language competence is challenging. Since the minority language students have varying language proficiency levels in their respective languages, it is difficult to adapt the teaching to all the minority language students. As

someone who does not speak the minority language students' L1s, they can never be fully aware of which level of language proficiency the students have in those languages. This makes it hard to know what to expect that the students can do in their respective languages.

4.5.5 Balancing English Exposure and Other Languages

Moreover, the informants state that it is a challenge to find the right balance between English and other languages when using multilingualism in the EFL classroom. They all point to the importance of focusing on English exposure if one is to gain a certain degree of proficiency in English. They note that English should remain the focus when teaching English classes. However, they see that allowing minority language students to use their languages as tools can be beneficial, especially for those who are struggling to learn English. David puts it this way:

> *It is important to have enough exposure to a language in order to learn it. (...) I think it's important to find a balance where English remains the main focus and other languages can be used as support and resources. I believe that is the key. Don't think of multilingualism as a replacement for English but rather as a tool in the process of learning English.*

While the informants agree that the focus should be on English and that other languages should be used as a tool in the process of learning English, they are aware of the difficulties in finding this balance. Erika states:

> *I believe there are many things that can go wrong along the way. So, the drawback, I think, is that it can be challenging to maintain the balance of using multiple languages. You have to ensure that other languages do not occupy too much space in the teaching. (...) It is important to find a balance so that students can benefit from their native language without compromising exposure and practice when working with English. I find that difficult, to be honest. It wouldn't be an issue if I had all the time in the world. But with only three hours of English per week, it is also crucial that English exposure is present.*

This statement also indicates that a part of the challenge of finding the right balance has to do with the lack of time. With only a few hours of English each week, Erika has to make sure that her students learn the English they are supposed to. This makes it hard to be able to implement other languages into the teaching.

4.6 Learning Environment Prerequisites

The themes mentioned so far align with the research questions. Therefore, it was no surprise that these themes were discovered through the analysis. However, these themes were not sufficient to fully capture the full extent of the interview findings. The informants made it clear that for a successful implementation of multilingualism as a resource in the classroom, there are some prerequisites that must be present. These findings have been labeled under 'learning environment prerequisites'.

4.6.1   Student Dependent Resource

The informants emphasize that whether multilingualism is a resource in the classroom depends on the students themselves. For some students, their ability to speak several languages is, without a doubt, a resource. For others, it poses more of a challenge. If multilingualism is to be used as a resource, having the students on board is vital. Therefore, a prerequisite for successfully implementing multilingualism depends on the students' ability to utilize their language competence as a resource. Arne, Charlotte, David, and Filippa express the idea that this can be challenging in lower secondary schools where many students are embarrassed over being different and prefer not to stand out. Filippa states:

> (…) it is important that the student himself/herself wishes to use it as a resource. That is not always the case. Many students think it is embarrassing to be different. To stand out. So it greatly depends [on the student whether multilingualism is a resource].

Charlotte links language proficiency to resource potential. If they have a high proficiency, it is easier to help them. They can draw the benefits and compare languages if asked the right questions. If the student has a low proficiency, it is much harder to guide them without specific knowledge of that exact language. In addition, she points out that those who do well in other subjects also often have a high proficiency in their L1.

Moreover, the students' motivation level also determines whether the minority language students can use their language as a resource in the learning process. Earlier, it was made clear that the informants think that being multilingual can be helpful when acquiring English. However, Arne, Charlotte, David, and Filippa are adamant that for it to work as a tool in the learning process, the students need to be motivated to learn a new language and use their L1 as a resource. They agree that learning a new language is a demanding and challenging process, even when motivated. Charlotte points out that the motivation to do the required

work is disappearing among students. David states that many students lack the required motivation. Filippa agrees with Charlotte and David, as she says:

But I think it demands a lot of effort, and I think it requires motivation. And I also think this has to do with effort and motivation, to stick to something in the face of adversity. There are more and more students who are getting worse at that. So, I think learning multiple languages is harder for students now. Because they do not bother to.

This shows that the informants believe that for multilingualism to be a resource in the classroom, the minority language students have to be willing and motivated to use their language competence as a resource. However, this is a challenge.

4.6.2   Recognition

Another essential prerequisite that Arne, Charlotte, David, Erika, and Filippa point out is the importance of recognition. If minority language students are to make use of their L1 as a tool in English teaching, it is vital that they feel that their language is recognized as a resource. The informants divide recognition into two categories: 1) Teacher recognition and 2) student recognition. The informants emphasize the importance of teacher recognition. Charlotte believes that recognition is significant since it allows minority language students to feel seen and recognized for what they can do. David believes that recognizing minority language students' L1 can increase their confidence. By bringing other languages into the classroom, the minority language students notice that their language is recognized and valuable. Moreover, he believes that recognizing all languages as important in the classroom can create a more inclusive learning environment. Erika agrees with her colleagues, stating that recognizing languages as a resource is a prerequisite for using multilingualism as a resource in the classroom. However, Charlotte points out that while teacher recognition is essential, the other students' recognition is more critical. She says that the students probably feel that as a teacher, you are supposed to recognize their languages. It is necessary that the minority language students feel recognized by other students as well if they are going to dare to use their L1 as a resource. Filippa also emphasizes the importance of recognition by other students.

4.6.3   Teacher Prerequisite

According to the informants, the last prerequisite that needs to be present to implement multilingualism in the classroom is the 'teacher prerequisite'. Certain things are required from the teacher to implement multilingualism in the EFL classroom successfully. Arne points out the necessity of a teacher who wants to use the students' multilingual competence. Erika emphasizes the importance of a teacher who makes sure that the teaching and tasks regularly support the transfer of knowledge from one language to English. According to Erika, it is tough to use the students' multilingual competence if one does not do this. Charlotte emphasizes the need for some general language competence if a teacher is to use multilingualism in the best possible manner:

> *I think you should have linguistic competence in as many languages as possible, and that's a challenge. But then you learn some, little by little. But in a way, it's enough to know the somewhat typological features of Norwegian. (…) Things that are unique to Norwegian, such as inversion. If you know this, you know that some of your students will probably struggle with, for example, empty subject, inversion, double definiteness, and these things. Then, they know that they need to pay extra attention to this and explain it in English class from time to time. It's important to have an overview of typical things in the language.*

In addition, Charlotte adds that she believes many teachers do not have a favorable view of multilingualism in the classroom and are scared to use other languages in their teaching. She thinks that the general perception among teachers is that using minority languages will be at the expense of learning English and Norwegian. According to Charlotte, this needs to change.

Moreover, Berit, Charlotte, and David state that the teacher must trust the students. When students work in another language than the teacher is proficient in, monitoring the student's work can be challenging. Berit says:

> *At the same time, you might have to loosen up a bit. You must trust that the student does what they are supposed to and that it is to their own advantage. You lose some control, but you might have to let yourself do that.*

Charlotte points out that there is always someone who takes advantage of the situation but that some students see the benefit of using their own language, and that makes it worth it. If someone is doing something they are not supposed to, you can see it by looking at their body language anyway. She notes that students who use the situation as an opportunity for other activities are likely the same ones who neglect their tasks regardless of the language used.

4.7 Summary

The informants seem to have a resource-orientated view of multilingualism, which means that they agree on the idea that their multilingual students' language competence should be viewed as a valuable resource to draw on in the EFL classroom. However, they also admit that balancing several languages can be an obstacle for some when trying to learn English. The minority language students' language proficiency in their L1 and previous education seem to matter for the degree to which the informants think it is a resource for them. When asked about which strategies they know of that allow multilingual students to use their languages in the EFL classroom, the informants mention 'reading and writing strategies', 'comparison of languages', 'bi- and multilingual resources', 'digital resources', and 'differentiation'. The informants are most satisfied with the reading and writing strategy 'information gathering'. The informants report that they face multiple challenges when trying to address the needs of multilingual students. The challenges they mention are lack of time, lack of personnel, lack of study material, lack of competence, and the challenge of finding the point of balance between L1 use and English exposure. The informants agree that the degree of resource multilingualism can have in the learning process will depend greatly on whether the student and teacher manage to use it as a resource. In the following chapter, these findings will be discussed in light of the literature review presented in Chapter 2.

5   DISCUSSION

In this chapter, the main findings presented in Chapter 4 will be discussed in light of the theory and previous research provided in Chapter 2. The chapter aims to contextualize the findings based on the existing literature and previous research within the field. The discussion has been divided into three sections, one for each research question. The first research question aims to explore the Norwegian lower secondary EFL teachers' attitudes to and experiences with multilingualism in the EFL classroom. The second research question aims to explore the Norwegian lower secondary EFL teachers' self-reported use of multilingual learning strategies in the EFL classroom. The third research question aims to explore what kind of challenges the Norwegian lower secondary EFL teachers experience when trying to address the needs of multilingual learners in the EFL classroom.

5.1 What are the Norwegian Lower Secondary EFL Teachers' Experiences with and Attitudes to the Use of Languages other than English in the EFL Classroom?

The findings of this study indicate that the Norwegian lower secondary EFL teachers believe that being multilingual can be an asset when learning English. The EFL teachers' answers are well-aligned with the core curriculum that asserts that multilingualism should be experienced as a resource by the students themselves (Ministry of Education and Research, 2017). Tishakov and Tsagari (2022) found that EFL teachers overwhelmingly support the idea of using multilingual students' language competence as a resource in the EFL classroom, while Münch (2022) found that EFL teachers express openness to incorporating other languages in the EFL classroom. Despite some earlier research pointing to Norwegian EFL teachers' positive attitudes toward multilingualism in the classroom, Henriksen (2021) came to the opposite conclusion. However, that was a case study that only involved one lower secondary school Norwegian EFL teacher. Since just one teacher was interviewed, this could just simply indicate that there are some individual differences. Even though all the EFL teachers in the present study have positive attitudes toward multilingualism as a resource, this does not mean that this is the case for every Norwegian EFL teacher, which is exemplified by Henriksen's (2021) findings. Moreover, it shows how teachers are not one homogenous group of people and that their beliefs differ from each other. As Borg (2003; 2017) argues, teachers are decision-makers who rely on their already-acquired knowledge, beliefs, and experiences. Therefore, the differences between the findings in the present study and the findings of

Henriksen's (2021) could be explained through the theory of teacher beliefs. It seems that the teacher in Henriksen's (2021) study, through his teaching career and previous experiences, has developed different beliefs than the EFL teachers in the present study regarding multilingualism as a resource in the EFL classroom.

The EFL teachers' view of multilingualism can be seen in light of Ruiz's orientations for language planning. The findings indicate that the Norwegian lower secondary EFL teachers agree with Ruiz's (1984) orientation of 'language as resource', which is an orientation where languages are viewed as a valuable resource that offers many opportunities to individuals and society as a whole (Hult & Hornberger, 2016). Similar to this orientation, the EFL teachers highlight that mastering several languages can benefit the students in their English learning process since they have a larger storage to draw from. They believe that a higher linguistic repertoire can lead to a higher metalinguistic awareness, which leads to an easier time seeing structures and nuances in languages. Jessner (2008) notes that multilinguals have an advantage over monolinguals when learning a new language due to this metalinguistic awareness. In addition, some of the EFL teachers also link proficiency in several languages to better cognitive performance. This is in line with the 'language as a resource' orientation (Hult & Hornberger, 2016), as well as research done in the area (e.g. Bialystok & Craik, 2010; Cenoz, 2003). Some of the EFL teachers also mention the possibilities multilingualism offers in terms of leading to a more open-minded attitude toward other cultures. This is also aligned with Ruiz's 'language as a resource' orientation (Hult & Hornberger, 2016), as well as Baker & Wright's (2017) argument.

By expressing the idea that the abilities acquired in one language can be helpful when learning a new language, the EFL teachers put forward what in the literature is referred to as the concept of a 'common underlying proficiency' (Cummins, 2000). The idea that having a high proficiency in one language will help develop high proficiency in another is strongly supported by previous research (e.g., Jessner, 2008). More specifically, some of the EFL teachers point to the transfer of reading and writing skills and conceptual transfer as something that one can draw good benefits from if one has a high proficiency level. Essentially, the EFL teachers state that they believe that someone's ability to master a new language at a high level will be influenced by their proficiency level in already-acquired languages. Cummins (2000) refers to this factor as 'the interdependence principle'. This shows that the EFL teachers acknowledge that it would be a good idea to let students develop

and/or maintain their literacy skills in all their languages as it would help promote literacy in English, which is in line with the arguments of Cummins (2000).

While the EFL teachers report being positive toward other languages, they still emphasize the importance of using English in an EFL class. This comes as no surprise, given the prevailing consensus in the field of language learning that exposure is crucial for learning a language (Krashen, 1982). The EFL teachers believe that using other languages in the EFL classroom is mostly beneficial if the students in question do not have a high enough level of proficiency in English. They underscore that English should be the main focus, and other languages should only be used as a tool in the process of learning English. This is similar to Loukili's (2021) findings, who discovered that the Norwegian upper secondary EFL teachers she interviewed believed that languages other than English should only be used as a tool in the learning process. This might indicate that upper secondary teachers, despite their positive attitudes towards multilingualism, do not necessarily see the same value in using other languages when minority language students have reached a certain level of proficiency in English. It could emphasize that Norwegian EFL teachers, despite their apparent openness to multilingualism, still hold some monolingual ideologies relating to language learning and teaching.

However, one should expect that the EFL teachers' main focus is to teach their students English. There is no doubt that exposure is a prerequisite for acquiring a language (Krashen, 1982), and therefore, some monolingual ideologies might not be something negative. Seeing English as the focus does not exclude other languages, at least not among the lower secondary EFL teachers in this study, who report regularly including multilingual learning strategies in their EFL classrooms. The EFL teachers believe that minority language students can still learn effectively in other languages, emphasizing the transfer of skills and content learning. Therefore, it is reasonable to conclude that the focus on English exposure is not about other languages being useless in English class. Rather, it is about the fact that if one is to learn English one needs to be exposed to it (Krashen, 1982), even though other languages can be helpful in this process as well (Peña et al., 2015; Cummins, 2000; Jessner, 2008; Rublik, 2017). Neokleous & Ofte (2020) found that Norwegian EFL teachers wished to keep the main focus on English during an EFL class, matching with the present lower secondary EFL teachers' expressed wish to keep the focus on English.

As mentioned above, the EFL teachers believe that students can learn efficiently by using other languages in English classes. This finding contradicts with Münch's (2022) findings. Moreover, Münch's (2022) informants also expressed concerns regarding off-topic conversations if one allowed for other languages in the classroom. The EFL teachers in the present study see off-topic conversations as something that can occur but note that this is a problem that can be neutralized. This will be further discussed under section 5.3 concerning challenges.

Even though the lower secondary EFL teachers do not share the same concerns as in Münch's (2022) study, they think that being multilingual can, in addition to being beneficial, also be an obstacle for many minority language students. While it might seem contradictory that the EFL teachers would state that having a resource-orientated view on multilingualism but at the same time seeing it as a potential obstacle in the process of learning English, it might be more useful to view it as a balanced perspective on multilingualism in the EFL classroom. While the EFL teachers recognize that multilingual students can draw from what they already know when acquiring a new language, many of their minority language students seem to have rather low proficiency in all their languages, making facilitative transfer hard. The EFL teachers have many minority language students who have recently come to Norway. Many of these students lack previous schooling and/or previous English learning. It is natural that the EFL teachers then would link multilingual students to having challenges even though it is not their multilingual abilities that give them a disadvantage but their backgrounds. This is an important point to make as it highlights that the EFL teachers' belief of multilingualism being a potential obstacle is not contradictory to their positive attitudes toward multilingualism.

While the EFL teachers have some concerns about the minority language students' ability to acquire English, this view does not fall under what Ruiz (1984) categorizes as 'language as a problem'. Within 'language as a problem' multilingualism is linked to cognitive challenges (Hult & Hornberger, 2016). The EFL teachers believe that multilingualism is connected to cognitive benefits, rather than challenges. Moreover, within 'language as a problem,' multilingualism is seen as an obstacle to learning the majority language since it is believed that learning one language will always be at the expense of another (Hult & Hornberger, 2016). In other words, it is believed that languages always will negatively impact the development of other languages and that the development of other languages can cause deficient language competence in the majority language. The EFL teachers do not believe that

languages come at the expense of each other, even though most of them do think languages can negatively impact each other. However, it is important to make the distinction between believing that languages can cause interference and confusion without seeing it as something problematic. There is no doubt that the EFL teachers, for the most part, recognize all the potential benefits multilingual students can get from their language competence. Many of the concerns held by the EFL teachers are not even linked to multilingualism itself but are linked to the fact that many minority language students have a background with less English teaching and exposure than the other students. The EFL teachers do not express any fear concerning the fact that speaking several languages will impair the students' abilities to learn English properly. These beliefs are aligned with the previous research which states that learning multiple languages at the same will not lead to weak language competence (e.g. Bialystok & Craik, 2010; Cenoz, 2003; De Angelis, 2015; Jessner, 2008; Cummins, 2000).

Jessner (2008) points to the differences between multilingual learners and bilingual learners. Multilingual learners possess a higher metalinguistic awareness. Someone who already speaks two or more languages is more aware of the systems within languages, which allows them to see similarities and differences between languages (Jessner, 2008). Three of the Norwegian lower secondary EFL teachers state that they have seen a difference between how multilingual and non-multilingual students learn English. They do, however, talk in hypothetical forms and/or use words such as "sometimes". In addition, the EFL teachers point out significant individual differences. This indicates that the clear advantage that multilingual students should have over non-multilingual English students is not as obvious among the EFL teachers' multilingual students as the previous research indicates (Jessner, 2008; Peña et al., 2015). As discussed above, this could be due to the fact that many of the multilingual students are minority language students who have backgrounds with little or no previous schooling. There is also the possibility that the minority language students' needs are not met in a sufficient manner for them to draw on their multilingual competence. Another possible explanation is that many minority language students, despite having a certain degree of competence in several languages, do not have a high enough proficiency in their other languages to properly benefit from them. As Cummins' (2000) 'interdependence principle' puts forward, the ability to gain a high proficiency in a new language will be highly dependent on someone's proficiency in other languages. This means that if a student has a low proficiency in her/his languages, there is less knowledge to draw on and transfer.

In relation to the EFL teachers' experiences in this study, Berit is the only one who states that she has not seen any language transfer stemming from L1 among her minority language students. The other EFL teachers report that they have seen such transfer. Most of the transfers are reported to be related to prepositions and sentence structure. According to the previous research and scholars within the field, it is expected that such transfer will occur (Foley & Flynn, 2013; Schwartz & Sprouse, 1996; Krulatz et al., 2018). Krulatz et al. (2018) point out that languages learned after early childhood most likely cause some transfer between the languages. This explains why Filippa reports that this is not only something that is unique for her minority language students, given that most majority language students do not acquire English before after early childhood. Moreover, Krulatz et al. (2018) and Schwartz & Sprouse (1996) note that this type of transfer is not caused by language deficiency and usually does not lead to comprehension problems. Even so, all the EFL teachers, except Charlotte, state that they think languages can, to a certain degree, negatively impact each other due to transfer and interference. However, they do not think this is necessarily negative but more something that one should be aware of when guiding minority language students in their English learning process.

In addition to a possible negative transfer, the EFL teachers also point to positive cross-linguistic influence, stating that language competence in one language can be used as a tool to develop another one. These thoughts are in line with Schwartz & Sprouse (1996) and Foley & Flynn (2013), who note that CLI manifests not only through interference but also through facilitation. Therefore, Krulatz et al. (2018) argue that teachers should recognize CLI as a tool for language development.

Moreover, the EFL teachers think that learning closely related languages can be both an advantage and a disadvantage when it comes to CLI, noting that closely related languages can cause students to try to transfer more than possible. On the other hand, they note that unrelated languages can cause the students to try to transfer elements from their own language despite it not being possible. Currently, there is an ongoing debate in the literature about whether a close resemblance between languages reduces or increases negative transfer (Foley & Flynn, 2013; Benson, 2002; Ghlamallah, 2016). Based on the EFL teachers' statements and the ongoing debate (Foley & Flynn, 2013; Benson, 2002; Ghlamallah, 2016), it could seem that learning closely related languages is an advantage and a disadvantage at the same time. This could explain why the EFL teachers do not seem to be able to decide. In addition, one

could argue that this, in fact, highlights that the EFL teachers have a high degree of awareness surrounding multilingual learning processes despite many of the EFL teachers having little specific education.

The EFL teachers emphasize that they would like to obtain more competence in handling multilingualism in the EFL classroom. This is in line with what Dahl and Krulatz (2016) found as well, where up to 89% of the asked teachers wished for more education. It can be seen as positive that the EFL teachers in the present study wish to receive more education, given that formal competence is crucial when having minority language students in the EFL classroom (Faez, 2012; Krulatz et al., 2018). The fact that EFL teachers, both these in the present study and those of Dahl & Krulatz (2016), wish to receive more education on how to better implement multilingualism, highlights further that many EFL teachers have a positive attitude to multilingualism. Moreover, it shows that teachers wish to create a more inclusive learning environment where every student's needs are met. It emphasizes that the need and wish for more competence is common among EFL teachers. The wish and need for more multilingual competence can be seen in relation to the increasing number of children with immigration backgrounds (Tveitnes, 2022; The Norwegian Directorate for Education and Training, 2017). The teachers' wish to become better teachers for all their students signifies a positive step in their pedagogical approaches to teaching English in a more diverse linguistic school landscape.

5.2 Which Multilingual Learning Strategies do the Norwegian Lower Secondary EFL Teachers Report Using in order to Address the Needs of Multilingual Students in the EFL Classroom?

There is no doubt that the lower secondary EFL teachers in this study view multilingualism as a potential resource in the EFL classroom. Despite supporting the idea of multilingualism in the EFL classroom, previous research has discovered a discrepancy when ideologies meet reality (Tishakov & Tsagari, 2022; Münch, 2022; Loukili, 2021). This seems to partially disagree with the findings of the present study. The EFL teachers in this study have varying degrees of experience using multilingual learning strategies in their teaching. For example, Berit sees multilingualism as a potential resource but has rarely implemented multilingual learning strategies in her teaching. David, on the other hand, reports having used many different multilingual learning strategies in his teaching. In her turn, Charlotte does not have

as many strategies in her repertoire as David but seems to use the ones she knows about regularly. The other three EFL teachers fall somewhere in between. This indicates that the lower secondary EFL teachers use multilingual learning strategies in addition to holding positive attitudes toward it. Moreover, it is interesting that all the EFL teachers could think of several multilingual learning strategies to use in the EFL classroom, given that Loukili (2021) found that many EFL teachers do not know which strategies to use even though they are positive about using multilingualism as a resource. The EFL teachers' use of multilingual learning strategies in the EFL classroom is in stark contrast with Yurchenko's (2020) findings. She found that Norwegian lower and upper secondary school EFL teachers did not wish to implement multilingual learning strategies and believed that doing so would cause minority language students to perceive themselves as outsiders.

In terms of strategy use, one of the most commonly reported strategies is 'information gathering'. In Chapter 4, this was classified as a type of reading and writing strategy as it allows students to overcome gaps in content and language knowledge. By letting the students gather information in their L1, the EFL teachers believe that the product could become better in terms of both content and language. Some EFL teachers report that this strategy is not a result of deliberate choice but rather something that has occurred when students have asked if they can read in another language. Others report having chosen to implement it to help the minority language students. Either way, the EFL teachers report that this is a helpful strategy that leads to better products. This is in line with Okasha and Hamdi's (2014) study that found that students who do not use strategies when producing text face more difficulties in their writing, both in terms of content, structure, conventions, and vocabulary.

Depending on the exact method it is done, 'information gathering' can be seen as a strategy that builds on the concept of translanguaging. By letting students gather information in one language and create a product in another, the teacher allows for fluid use of several languages. This is a recognition of that languages exist together in a multilingual person's head and not as separate units (Rublik, 2017). The goal of using 'information gathering' is to help students bridge the gap between their L1 and English, in addition to developing content knowledge. Garcìa & Wei (2014) argue that using strategies that involve translanguaging is helpful in terms of acquiring academic terms and concepts. When discussing the effects of 'information gathering', the EFL teachers emphasize that the students seem to learn content well through this strategy, as well as sometimes producing better English. This is in line with Cenoz and

Gorter's (2021) arguments, who state that using translanguaging is a good way of bridging the gap between languages and developing content knowledge.

There is no real resistance among the EFL teachers in this study against implementing translanguaging, as opposed to what García and Kleifgen (2019) found. The EFL teachers are positive about letting students fluidly use their own languages as long as the students themselves find it helpful. This can indicate that the Norwegian lower secondary EFL teachers are more open to translanguaging than EFL teachers in other countries.

David's reflections on how using reading and writing strategies to transfer knowledge from one language to another through pre-reading and pre-writing activities can be beneficial when learning a new language, align with previous research (e.g. Chamot, 1998, cited in Krulatz et al., 2018; Aghaie & Zhang, 2012; Okasha & Hamdi, 2014). As David mentions, allowing for these types of strategies can help students overcome the gap in their language knowledge as it allows them to draw on the skills they already possess in one language (Cummins, 2000; Cenoz & Gorter, 2021; Garcìa & Kleifgen, 2019; Krulatz et al., 2018). This shows that David is aware that minority language students need this type of scaffolding, especially when developing literacy in several languages at once (Vygotskij, 1978; Cross et al., 2022). As David, as well as scholars (Aghaie & Zhang, 2012; Okasha & Hamdi, 2014; Garcìa & Kleifgen, 2019) highlight, using reading and writing strategies provides students with a better ability to transfer their skills, since writing and reading skills remain the same across languages (Cummins, 2000).

One of the EFL teachers mention three of the four different methods for differentiation presented by Borja et al. (2015). These forms of differentiation are content differentiation, process differentiation, and product differentiation (Borja et al., 2015). This shows that at David is familiar with many ways of differentiating his teaching. Recognizing the students' different backgrounds is an essential part of differentiation since it acknowledges each student's strengths (Tomlinson, 2017).

In addition, the use of bi- and multilingual resources being used by Arne, David, and Erika and the digital resources being used by Charlotte represent a form of content and process differentiation (Borja et al., 2015), as it allows for adapting how students learn according to their language competence. These strategies provide a form of individualized scaffolding

(Tomlinson, 2017; Krulatz et al., 2018). This indicates that even though the other EFL teachers do not explicitly mention 'differentiation,' some of them actually use this strategy as well.

'Comparison of languages' is another commonly reported strategy. By using this strategy, the EFL teachers make use of the linguistic resources and repertoires the multilingual students bring with them to the classroom (Krulatz et al., 2018). The EFL teachers believe that comparing languages is a good way to make the students aware of similarities and differences between English and other languages they know, fulfilling the competence aim in *LK20* (Ministry of Education and Research, 2019). This strategy builds upon the concept of CLI by making the students aware of how such an influence can help them see similarities and differences between the languages. The EFL teachers report using this strategy mainly to compare grammar, vocabulary, and sentence structures. By doing this, the EFL teachers believe that they can, ideally, help the minority language students bridge the gap between their L1 and English, help them make connections, and help them develop their metalinguistic awareness. Bialystok & Craik (2010), Cenoz (2003), and Krulatz et al. (2018) argue that the use of students' L1 can indeed bridge such gaps in their English knowledge and help them develop metalinguistic awareness. This indicates that the EFL teachers are aware of the potential benefits of letting students use their L1 in the English learning process. Drawing on minority language students' linguistic repertories is also a great way of recognizing the students' different identities (Krulatz et al., 2018), which the EFL teachers acknowledge as essential. The importance of recognition will be further discussed under section 5.3.

All the strategies that the EFL teachers mention allow multilingual students to draw on their language competence. By using these strategies, the EFL teachers acknowledge how language competence in other languages can be useful when acquiring a new language. While it might seem counterintuitive to allow other languages than English in the EFL classroom, given the high degree of exposure needed to learn a language (Krashen, 1982), implementing other languages will not prevent sufficient exposure since linking old knowledge to new knowledge can help them learn faster and more efficiently (Cenoz & Gorter, 2021). The EFL teachers report that while exposure is important, other languages can be a great tool in the process of learning English. However, finding the right balance between English and other languages is reported as a challenge. This will be discussed further in section 5.3.

The findings indicate that most of the EFL teachers have made conscious decisions regarding if, why, and how to implement multilingual learning strategies in the EFL classroom, even though they are unsure of whether their strategies are the most efficient and well-functioning ones. This finding contrasts with the one made by Følsvik (2022), who found that Norwegian elementary school EFL teachers tended to make subconscious decisions when using L1 in the EFL classroom. The discrepancy between these findings can be seen in light of the number of informants. In the present study, six teachers have been interviewed. In Følsvik's (2022) study, only two teachers were interviewed. Both the research projects have included relatively few informants. None of these numbers are sufficient to be able to apply the findings to the more general population of EFL teachers. Therefore, the discrepancy could be due to the individual differences between the interviewed informants. More research is needed to investigate how EFL teachers make decisions regarding if, why, and how to implement multilingual learning strategies in the EFL classroom.

Moreover, the findings illustrate the relevance of the theory on how teacher beliefs shape a teacher's classroom practices (Borg, 2017; Borg, 2003). Earlier research has shown that a teacher's decisions are influenced by their previous experiences and value system (Phipps & Borg, 2009, cited in Borg, 2017). Since teachers hold much autonomy within the frames of the curriculum (Phipps & Borg, 2009 in Borg, 2017; Ministry of Education and Research, 2017; 2019), it is important to look into how the EFL teachers' beliefs come into play when discussing their reported practices. As discussed above, it is apparent that the EFL teachers have a resource-oriented view of multilingualism. For most of the EFL teachers, this resource-oriented view seems to translate into practices that take into account the potential of using other languages as well. The only exception is Berit, who, despite having a resource-oriented view on multilingualism, does not report using it much in her teaching. However, Berit explains that multilingualism in the EFL classroom is not something she has been thinking much about before the interview. This reveals that her lack of awareness of multilingualism has translated into a lack of using it in the classroom. This underscores how a teacher's individual knowledge and reflections impact classroom practices.

Furthermore, it is interesting that Charlotte and David stand out from the rest of the EFL teachers in terms of how much they know about multilingualism and how often they seem to be implementing multilingual learning strategies. While this could be explained by the fact that Charlotte and David have more education in multilingualism and L3 didactics than the

other EFL teachers, it could also be explained by them being multilingual themselves and teaching another foreign language. The studies by Calafato (2021) and Otwinowska (2013) showed that teachers who are multilingual themselves and teach other foreign languages have a better understanding of how language competence can be used in language teaching and learning. The study by Otwinowska (2013) showed that the ability to speak several languages was linked to more incorporation of other languages in the teaching. These findings further underscore how a teacher's beliefs impact a teacher's practices in the classroom.

5.3 What Challenges do the Norwegian EFL Teachers Report Encountering When Trying to Address the Needs of Multilingual Students in the EFL Classroom?

The challenge related to addressing the needs of multilingual students in the Norwegian EFL classroom that the EFL teachers bring up the greatest number of times during the interviews is time. The EFL teachers express the feeling of not having sufficient time to make use of multilingualism. This has been found to be the case in earlier research projects as well, such as Münch's (2022) study. Even though Münch's (2022) informants were Norwegian elementary school teachers, this challenge seems to be just as present in Norwegian lower secondary schools.

In addition, a lack of appropriate study material seems to pose a challenge in the Norwegian lower secondary EFL classroom. The EFL teachers find it hard to make use of multilingual learning strategies without language-specific materials. Similarly, these findings match those of Münch (2022), who found that elementary EFL teachers lacked resources on multilingualism and that this posed a challenge for them. Moreover, this can be linked to the constraints of time, given that the lack of study material would mean that the EFL teachers themselves would have to create study material, which naturally would be highly time-consuming.

As seen in Chapter 4, lacking extra personnel, whether that be an additional EFL teacher or native language teachers, is also a challenge reported by some of the EFL teachers. Earlier research done on multilingual teaching (e.g., Henriksen, 2021; Loukili, 2021; Münch, 2022; Følsvik, 2022) did not reveal this challenge. It is interesting to note that the earlier research has not uncovered this as a challenge given that implementing multilingualism will require a high degree of individualization, which in turn demands more work and knowledge about

implementing multilingualism. More research is needed to understand why only some EFL teachers report this as a challenge.

The findings of the study show that the lower secondary EFL teachers, for the most part, have not received adequate education on multilingualism and how to efficiently implement it in the EFL classroom. Similar findings have been found in previous research (e.g., Dahl & Krulatz, 2016; Barnes, 2006 in Dahl & Krulatz, 2016; Valentin, 2006). This could explain why the lower secondary EFL teachers perceive that they lack the necessary competence to efficiently implement multilingualism. Even Charlotte and David, who have formal training in multilingualism and L3 didactics, report that they need more competence.

Følsvik (2022) and Loukili (2021) also found that lack of competence was a challenge Norwegian EFL teachers faced when trying to implement multilingualism. Similar to Følsvik's (2022) and Loukili's (2021) findings, the EFL teachers state that they lack knowledge of which strategies they should use for a good implementation of multilingualism. As the EFL teachers note, knowing how to address the needs of minority language students in the EFL classroom is an important prerequisite for being able to. In addition, some of the EFL teachers note that they probably should have more knowledge of each of the languages spoken by the students. The belief that teachers ideally should have a certain degree of competence in multilingual students' languages to help them in the best possible manner was also discovered by Surkalovic (2014). However, Krulatz et al. (2018) note that teachers do not need to be competent in all the languages the students speak in order to efficiently implement multilingualism in the classroom.

The EFL teachers' concerns regarding the lack of competence within multilingualism differ from those of Dahl and Krulatz' (2016) findings, where 69% of the respondents felt rather well prepared or very well prepared to work with multilingualism, even though most of them did not have relevant education. Dahl and Krulatz (2016) assumed that it was a lack of awareness connected to the complexity of multilingualism that gave these high numbers. Therefore, this discrepancy between these studies could indicate that teachers have become more aware of their lack of competence since 2016, especially in light of the fact that Loukili (2021) and Følsvik (2022) also found that teachers did not feel prepared to work with multilingual students in the EFL classroom.

The EFL teachers find it difficult to know how to balance the use of English and other languages in the teaching. As discussed earlier, they recognize the importance of sufficient English exposure and the need for using other languages as a tool in the learning process. Most previous research done on EFL teachers' attitudes, experiences with, and reported challenges with multilingualism have not discussed this aspect of multilingual EFL teaching (Münch, 2022; Følsvik, 2022; Henriksen, 2021; Loukili, 2021). More research should be done to figure out if this is a challenge that more teachers than these six EFL teachers experience and to figure out where the point of balance is between English and other languages when implementing multilingual learning strategies in the Norwegian EFL classroom.

The EFL teachers do not have much concern regarding off-topic conversations, as mentioned by Münch (2022), or concerns regarding using languages they do not understand themselves, as mentioned by Følsvik (2022). While some EFL teachers mention the potential of off-topic conversations taking place, it does not seem to be a concern since the students' body language would be revealing. The EFL teachers also add that those students who would veer into off-topic conversations in another language would probably be the same students who would not get much done regardless of which language is being used.

Moreover, the EFL teachers emphasize that multilingualism is a student-dependent resource. The findings indicate that a part of the challenge when implementing multilingualism is the students' attitudes and lack of motivation. Some of the EFL teachers mention that many minority language students feel "embarrassed" about speaking other languages and further highlight how important it is to ensure that they feel recognized for their language skills, both by teachers and other students. The importance of recognition is emphasized by almost all the EFL teachers. As Krulatz et al. (2018) and Bernhard et al. (2006) state, feeling that one's language is recognized as a valuable tool is valuable is crucial if one wants multilingual students to develop literacy in all their languages and achieve general academic performance. Moreover, the importance of recognition of all languages as valuable is important for the student's identity development (Krulatz et al. 2018). This is further substantiated by Honneth's (1996) theory of recognition, which states that recognition is crucial for developing self-worth and a positive identity. According to Honneth (1996), identity development is linked to social recognition. This means that if students are to develop a strong, positive identity, they need to feel a social recognition for the languages they speak. If they experience that the other students do not recognize their languages as something valuable, this can be

harmful to the student's identity (Honneth, 1996). This could explain why many minority language students are afraid to use their own languages. By openly using their languages as a resource, minority language students might feel vulnerable, and any negative signs from other students might be hurtful to them. Figuring out how to ensure a positive learning environment where all languages are recognized as resources is, therefore, a substantial but nevertheless important challenge for the EFL teacher to resolve.

5.4 Summary

This chapter has discussed the findings presented in Chapter 4 in light of the theory and previous research presented in Chapter 2. Through the discussion, it has become clear that the Norwegian lower secondary EFL teachers' view of multilingualism as a resource aligns with most of the earlier research despite one study coming to the opposite conclusion. Many of the beliefs held by the teachers in relation to multilingualism seem to match the established theories and previous research done in the field. Despite previous research revealing a discrepancy between ideologies and reality, the EFL teachers in this study view multilingualism as a potential resource. They report using varying degrees of multilingual learning strategies in their teaching. The EFL teachers are positive about letting students fluidly use their L1 as long as the students themselves find it helpful. Moreover, this chapter has shown that the EFL teachers' reflections regarding the benefits of different strategies are substantiated by the presented theory and previous research. The EFL teachers face several challenges when addressing the needs of multilingual students in the EFL classroom. The discussion has indicated that the perceived challenge of lack of extra personnel and the challenge of finding the right point of balance between the use of English and other languages constitute challenges that have not been discussed in earlier research.

6   CONCLUSION

In this final chapter, the research questions posed in Chapter 1 will be answered based on the findings in the present study. In addition, this chapter will reflect on implications for teaching, the contributions of the present study to the field, the study's limitations, as well as implications for further research.

6.1 Study, Research Questions and Main Findings

As stated in the introduction, *LK20* places a significant emphasis on inclusion and diversity. More specifically, it states that "all pupils shall experience that being proficient in a number of languages is a resource" (Ministry of Education and Research, 2017, p.6). As Lund (2018) and Skrefsrud (2015) pointed out, the responsibility of doing this falls on individual teachers and/or schools, leading to potentially big differences between each teacher's practices. The curriculum is vague on exactly how to bring multilingualism into the classroom as a resource. Since the English curriculum specifically states that the students should be able to "explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning" (Ministry of Education and Research, 2019, p. 9), knowing how to make use of multilingualism as a resource is especially important for those teachers teaching English.

With this as the backdrop, it seemed important to investigate how teachers meet the increased demand for more linguistic diversity in the EFL classroom. To investigate this, three research questions were developed: 1) *What are the Norwegian lower secondary EFL teachers' experiences with and attitudes to the use of languages other than English in the EFL classroom?* 2) *Which multilingual learning strategies do the Norwegian lower secondary EFL teachers report using in order to address the needs of multilingual students in the EFL classroom?* 3) *What challenges do the Norwegian lower secondary EFL teachers report encountering when trying to address the needs of multilingual students in the EFL classroom?* Throughout this thesis, the aim has been to answer these research questions. Six in-depth interviews were done with lower secondary Norwegian EFL teachers. Through these interviews, data emerged, and through the data analysis, these research questions have been answered.

6.1.1 What are the Norwegian Lower Secondary EFL Teachers' Experiences with and Attitudes to the Use of Languages Other than English in the EFL Classroom?

Regarding the first research question, the interviewed Norwegian lower secondary EFL teachers seem to have a resource-orientated view of being multilingual, both inside and outside the classroom setting. They believe that being multilingual can be a resource when learning new languages. Despite this, the teachers have experienced that minority language students often struggle more than their majority language-speaking counterparts. However, these obstacles do not seem to be linked to being multilingual but rather to many minority language students' backgrounds. While they believe that multilingualism is a resource, the teachers have only on rare occasions seen that being multilingual gives the multilingual students an advantage over the other the non-multilingual students when learning English. As discussed in Chapter 5, this is probably due to many of multilingual students' minority language backgrounds and varying language competence. The teachers also emphasize that even though it is important and beneficial to make use of multilingual resources, English should remain the main focus in the EFL classroom. The conclusion that can be drawn from this study is that the teachers seem to have a balanced resource perspective on multilingualism in the Norwegian lower secondary EFL classroom, rather than demonstrating purely positive or negative attitudes to the use of languages other than English in the EFL classroom. The teachers believe that multilingualism can absolutely be a resource, but their experience is that many minority language students have other factors working against them that hinder them from making the most of their linguistic repertoire.

6.1.2 Which Multilingual Learning Strategies do the Norwegian Lower Secondary EFL Teachers Report Using in order to Address the Needs of Multilingual Students in the EFL Classroom?

Regarding the second research question, the conclusion is that most of the teachers report being aware of and familiar with several strategies that can be employed in the EFL classroom. These strategies are 'reading and writing strategies', 'comparison of languages', 'bi- and multilingual resources', 'differentiation, and 'digital resources'. The reading and writing strategy 'information gathering' was reported as being the most commonly used strategy among the EFL teachers. The implementation of these strategies seems to be thought through for most of the EFL teachers and is believed to be helpful for minority language

students. The teachers' own language competence seems to be determining in terms of how often and how useful they find the implementation of multilingual learning strategies and how frequently they employ the strategies. The two teachers who are proficient in other foreign languages and teach them stand out from the rest of the interviewed teachers.

6.1.3   What Challenges do the Norwegian EFL Teachers Report Encountering When Trying to Address the Needs of Multilingual Students in the EFL Classroom?

Regarding the third research question, the interviewed lower secondary EFL teachers report multiple challenges. One of the main challenges is the lack of time. The teachers already feel stretched on time, and finding more time to plan and use multilingualism seems close to impossible. In addition, the teachers express the feeling that they lack suitable study materials, such as a textbook that contains strategies that allow for the use of languages other than English and Norwegian, and a multilingual resource bank. Some of the teachers would also like to have more personnel in the classroom. Both an additional EFL teacher and native language teachers were mentioned. The lack of suitable study materials and lack of personnel make implementing multilingualism even more time consuming. On top of these challenges, all the teachers report that their lack of competence is another challenge that hinders them from making use of the minority language students' linguistic resources in the best possible manner. Even the teachers with formal education within multilingualism perceive that they lack awareness of which strategies work best. The teachers also emphasize that making the students use their linguistic competence as a resource is a substantial challenge. The students need to feel that their minority language is recognized as a valuable tool, both by the teacher and their peers. This is essential if students are to use their minority languages as resources in the EFL classroom. Figuring out how to ensure that all minority language students feel recognized by everyone else in the EFL classroom poses a challenge for the teachers. The conclusion that can be drawn from this is that Norwegian lower secondary EFL teachers face many challenges when trying to address the needs of multilingual students in the lower secondary EFL classroom.

6.2 Contributions

While earlier research has also looked into similar aspects in the Norwegian context (Yurchenko, 2020; Henriksen, 2021; Loukili, 2021; Følsvik, 2022; Münch, 2022), these

studies examined either elementary school teachers, upper secondary school teachers, a combination of elementary and lower secondary teachers, a combination of lower and upper secondary teachers, or were conducted as a one-teacher case study. This thesis, on the other hand, has only focused on lower secondary EFL teachers and has involved EFL teachers from different schools. Therefore, this thesis has contributed to a deeper understanding of how specifically Norwegian lower secondary school EFL teachers handle the demand for increased use of multilingualism as a resource in the EFL classroom.

Moreover, this thesis has helped to develop a better understanding of which multilingual learning strategies EFL teachers are mostly familiar with. Loukili (2021) and Yuurchenko (2020) were not able to uncover any strategies used by EFL teachers since their informants, respectively, did not know how to implement multilingualism or were not introduced to using multilingual learning strategies. In turn, Münch (2022) uncovered that the interviewed elementary EFL teachers used 'mixed language stories' and 'intercultural dialogue'. The EFL teachers in the present study had a more extensive store of strategies, meaning that the findings of this thesis give a broader overview of which multilingual learning strategies EFL teachers potentially are familiar with. In addition, the strategies uncovered in this thesis show which strategies lower secondary EFL teachers know of and use, rather than which strategies elementary EFL teachers use.

This thesis has further underscored the findings of Münch (2022), who found that time and lack of study material were substantial challenges, and the findings of Dahl & Krulatz (2016), Følsvik (2022), and Loukili (2021), who found that lack of competence was a challenge. In addition to these challenges, the EFL teachers in this study have reported some challenges that do not seem to have been mentioned by previous research on the topic. The need for extra personnel, the challenge of finding the right balance between English and other languages, and the challenge of ensuring that minority language students feel their language being recognized by teachers and other students, are all challenges that this study has been able to uncover.

6.3 Limitations

When considering the findings of this thesis, there are some limitations that are worth noting. The first limitation is the relatively small number of informants. Only six Norwegian lower

secondary EFL teachers were interviewed in this study. The low number of informants is due to the qualitative approach that was chosen. The aim was not to gather many responses but rather to go deeper into the thoughts and experiences of each informant. This means that the findings cannot be used to make generalized statements about all Norwegian lower secondary EFL teachers' attitudes to and experiences with multilingualism, their practices, or the challenges they face in the EFL classroom.

Another limitation is the use of convenience sampling to recruit participants. As explained in Chapter 3, the qualitative method was chosen for practical reasons. The convenience type of sampling could introduce the 'self-selection' bias (Postholm, 2017). There is a possibility that teachers who chose to participate already had experiences with dealing with multilingualism in the EFL classroom, while those who did not have any or too much experience with multilingualism refrained from participating.

Lastly, observations could also have been conducted to contribute to the collection of more objective data in the study. The findings from the six teacher interviews are only based on what the informants self-reported in the interviews. This leaves open the possibility that the informants did not share everything. There is also the possibility that the informants' perceived practices do not line up with their actual teaching practices. Even though this is a limitation, the goal of the study was not to investigate what the teachers *actually* did in the EFL classroom. Rather, this thesis sought to examine the teachers' subjective attitudes, experiences, practices, and challenges.

6.4 Teaching Implications

The first implication of the findings in this thesis is that Norwegian in-service EFL teachers should have the opportunity to receive more education on the use of multilingual learning strategies in the EFL classroom. This thesis has shown that there are EFL teachers, even those with formal education in L3 didactics and multilingualism, who express a willingness to use more multilingual learning strategies in their teaching. However, their lack of competence is holding them back from doing it more frequently. If UDIR is serious about getting teachers to recognize and use multilingual students' languages as a resource in the classroom, they need to ensure that the teachers receive the necessary formal competence. This also means that students enrolled in teaching programs to become EFL teachers in Norway should receive

more formal education on how to embrace multilingualism in the classroom. By making pre-service and in-service teachers better equipped to meet the diverse linguistic realities, the implementation of multilingual learning strategies will likely be more efficient and more individually adapted to each student. This implication has also been argued by Dahl & Krulatz (2016), Loukili (2021), and Yurchenko (2020).

Furthermore, it is clear through the EFL teachers' statements that there are many challenges that hinder a better and more regular implementation of multilingualism strategies. The implication of these findings is that suitable textbooks and other types of study material must be made available for EFL teachers. They should also be given the necessary extra personnel, whether that be an additional EFL teacher or a native language teacher. There are, of course, financial constraints that hinder this. Nevertheless, this thesis clearly shows that if the EFL teachers are to use multilingualism as a resource in the classroom, the financial means have to be made available for schools.

Moreover, based on the findings of this study, it seems that many minority language students struggle to learn English because of little previous schooling and/or low proficiency in their L1. Therefore, by ensuring that these students have the ability to develop proficiency and literacy in these languages, they will most likely become better at transferring skills from one language to another (Cummins, 2000; Krulatz et al., 2018), and help them develop their English skills faster. The implication of this finding is that more needs to be done to ensure that minority language students have the ability to develop their L1. If the goal is that multilingual students are to be able to experience their multilingualism as a resource in the EFL classroom, they need to have the necessary proficiency and literacy to use their L1 as a resource.

A final implication is that there seems to be no need for a clearer curriculum even though Lund (2018) argued that the curriculum was not clear enough regarding the precise methods for recognizing linguistic diversity as a resource within the classroom. While the teachers report feeling that they lack competence, their reported strategy use indicates that they still manage to find strategies to fulfill *LK20*'s demands for letting students feel that all the languages they speak are valuable in the learning of English. This does not mean that their strategies could not be better, but it shows that more specified guidelines in the curriculum

documents are not needed. The findings indicate that it would be more beneficial if knowledge about strategies were given through formal education on multilingualism.

6.5 Implications for Future Research

The findings of this thesis put forward some implications for future research. The findings of this thesis indicate that most of the teachers are familiar with several strategies, as opposed to what previous research has indicated. However, it is hard to know whether this is the truth for all Norwegian lower secondary EFL teachers or only those interviewed in the present study. To gain a more complete understanding of Norwegian lower secondary EFL teachers' strategy use, questionnaire as a quantitative research method could be employed investigate how widely these strategies are actually used.

Moreover, future research could focus on comparing Norwegian lower secondary EFL teachers' self-reported practices with their actual practices. While this study focused on the subjective experiences of the Norwegian lower secondary EFL teachers, and therefore only on their self-reported practices through interviews, it could be interesting to look into whether the teachers' self-reported practices match their actual practices by conducting observations. Future research could also explore the actual effectiveness of these strategies.

In addition, future research should aim to figure out how to create a learning environment where students recognize the linguistic competence of minority language students as something valuable. Understanding how to do this is pivotal if EFL teachers are to be able to fully make use of the resources the minority language students bring with them to the Norwegian lower secondary EFL classroom.

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APPENDIX 1: Approval from Sikt

Vurdering av behandling av personopplysninger
11.10.2023

Referansenummer
272253

Vurderingstype
Standard

Dato
11.10.2023

Tittel
En kvalitativ studie om ungdomsskolelæreres opplevelser og praksiser knyttet til
flerspråklighet i engelskundervisningen i Norge

Behandlingsansvarlig institusjon
Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for
grunnskolelærerutdanning, idrett og spesialpedagogikk

Prosjektansvarlig
Dina Lialikhova

Student
Eira Eide

Prosjektperiode
30.10.2023 - 10.05.2024

Kategorier personopplysninger

- Alminnelige

Lovlig grunnlag

- Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i
meldeskjemaet. Det lovlige grunnlaget gjelder til 10.05.2024.

Kommentar
OM VURDERINGEN
Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at
vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter
personvernregelverket. Vi har nå vurdert at du har lovlig grunnlag til å behandle
personopplysningene.

TAUSHETSPLIKT

Forskningsdeltagerne har yrkesmessig taushetsplikt. De kan ikke dele taushetsbelagte opplysninger med forskningsprosjektet. Vi anbefaler at du minner dem på taushetsplikten. Merk at det ikke er nok å utelate navn ved omtale av elever, el. Vær forsiktig med bruk av eksempler og bakgrunnsopplysninger som tid, sted, kjønn og alder.

FØLG DIN INSTITUSJONS RETNINGSLINJER
Det er institusjonen du er ansatt/student ved som avgjør hvordan du må lagre og sikre data i ditt prosjekt og hvilke databehandlere du kan bruke. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.) . Personverntjenester 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).

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: https://sikt.no/melde-endringar-i-meldeskjema

OPPFØLGING AV PROSJEKTET Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet!

APPENDIX 2: Form of Approval

<div align="center">

Vil du delta i forskningsprosjektet

«A qualitative study of six Norwegian lower secondary EFL teachers' experiences with
multilingual learners in the classroom»?

</div>

Dette er en forespørsel til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan lærere håndterer kravet om mangfold og inkludering i engelskundervisningen, med fokus på språklig mangfold. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Kunnskapsløftet 2020 legger vekt på en mer inkluderende tilnærming som anerkjenner og omfavner språklig mangfold blant elever. Læreplanen oppfordrer lærere til å anerkjenne de flerspråklige ressursene elevene bringer med seg til klasserommet og tilpasse undervisningsmetodene deretter. Læreplanen gir imidlertid ingen indikasjon på hvordan man skal omfavne og anerkjenne flerspråklighet i klasserommet. Dette prosjektet tar sikte på å få litt mer innsikt i hvordan lærere håndterer kravet om inkludering og mangfold blant flerspråklige elever i engelskfaget, og hvordan det påvirker engelskundervisningen. Jeg ønsker å besvare følgende spørsmål:

What are Norwegian EFL teachers' experiences with and views on using languages other than English in the classroom?

Which strategies do the Norwegian EFL teachers report using to implement a more multilingual approach to teaching English?

Which challenges do Norwegian EFL teachers report encountering when trying to implement a multilingual approach to teaching English?

Prosjektet skal bruke kvalitative data for å besvare forskningsspørsmålene. Dataene samles inn ved å gjøre dybdeintervjuer med seks engelsklærere på ungdomsskoletrinnet. Funnene skal brukes i en masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Stavanger

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta ettersom du har uttrykt interesse av å delta. Det er totalt seks engelsklærere på ungdomstrinnet som blir invitert til å delta.

Hva innebærer det for deg å delta?

Dersom du sier ja til å delta, vil det gjennomføres et intervju. Det kommer det til å gjøres lydopptak. Lydopptaket vil bli transkribert kort tid etterpå, og lydfilen slettes deretter. Dersom du velger å delta i prosjektet, antar jeg at det vil ta cirka 30-45 minutter å gjennomføre intervjuet.

Du vil få spørsmål om undervisningsmetoder, erfaringer og meninger knyttet til flerspråklighet i engelskundervisningen.

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 jeg, Eira Eide, og min veileder ved UiS, Dina Lialikhova, som vil ha tilgang til personopplysningene som samles inn.

For å forhindre at ingen uvedkommende får tilgang til personopplysningene, vil navnet ditt og kontaktopplysningene dine erstattes med en kode som lagres på egen navneliste adskilt fra øvrige data.

Du vil ikke kunne bli gjenkjent i publikasjonen av masteroppgaven. All informasjon som gis vil bli anonymisert i presenteringen av funnene. I masteroppgaven vil du bli gitt et fiktivt navn. Det vil ikke publiseres noe data som kan identifisere deg.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 10.mai 2024. Etter prosjektslutt vil datamaterialet med dine personopplysninger slettes.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitet i Stavanger har Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
å få rettet opplysninger om deg som er feil eller misvisende
å få slettet personopplysninger om deg
å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
Universitetet i Stavanger ved:
Eira Eide, 255691@uis.no
Dina Lialikhova, dina.lialikhova@uis.no
Vårt personvernombud: Rolf Jegervatn: personvernombud@uis.no

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:
Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Dina Lialikhova   *Eira Eide*
(Veileder)   (Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *«Språklig mangfold i engelskundervisningen»*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta på intervju

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

----
(Signert av prosjektdeltaker, dato)

APPENDIX 3: Interview Guide in Norwegian

INTERVJUGUIDE

Seksjon 1: Bakgrunnsspørsmål

1. Hvor lenge har du undervist i engelsk?
2. Hvilke(t) trinn underviser du i engelsk?
3. Snakker du andre språk enn norsk og engelsk?
   - Eventuelt: Hvordan har du lært disse?
4. Har du noen utdanning innenfor tredjespråksdidaktikk/flerspråklighet?
- Eventuelt: Hvilken type utdannelse?
5. Hvor mange flerspråklige elever har du i klassen(e) din(e)?
   - Hvordan har dette antallet variert gjennom årene du har jobbet som lærer?

Seksjon 2: Erfaringer og syn på flerspråklighet i engelskundervisningen

1. På et generelt plan: Hvordan ser du på det å kunne flere språk?
2. Har du noen tanker rundt hvordan flerspråklige lærer engelsk sammenlignet med elevene som kun snakker norsk utenom det de kan av engelsk? Hvilke fordeler har de? Hvilke ulemper har de?
3. Hvilke fordeler og ulemper kan det å la de flerspråklige elevene benytte språkene sine som hjelp i undervisningen få for engelskundervisningen, tror du?
4. Hvilken påvirkning (både i positiv og negativ retning) kan det ha for ikke-flerspråklige elever at de flerspråklige elevene får benyttet sine språklige kunnskaper?
5. Tenker du det forskjell på om elever har høy eller lav kompetanse i det andre språket når det gjelder hvor nyttig det kan være når man lærer et nytt språk?
6. Har du opplevd forskjell mellom hvordan flerspråklig ungdommer lærer engelsk sammenlignet med ikke-flerspråklige?
7. Tror du språk kan ha negativ påvirkning på hverandre?
8. Har du lagt merke til at flerspråklige elever bruker elementer fra sine andre språk når de skriver eller snakker engelsk? I så fall, hvordan viser dette seg?
9. Tror du det er det mulig å lære/utvikle flere språk på likt?

10. Hva synes du om å potensielt la elever bruke språk i engelskundervisningen som du mangler kunnskap i?

11. Læreplanen fremhever flerspråklighet som en ressurs i klasserommet. Stemmer dette overens med dine erfaringer?

Seksjon 3: Strategibruk for å implementere flerspråklighet i engelskundervisningen

12. Synes du læreplanen gir klare nok føringer for hvordan du skal undervise engelsk?

13. I den generelle delen av læreplanen står det: *«Skolen skal støtte utviklingen av den enkeltes identitet, gjøre elevene trygge på eget ståsted, samtidig som den skal formidle felles verdier som trengs for å møte og delta i mangfoldet»*. Det står også at: *«Alle elever skal få erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet»*. Hvordan kan dette ivaretas i engelskundervisningen?

14. I læreplanen for engelsk er det et kompetansemål som sier at eleven skal kunne *«utforske og beskrive noen språklige likheter og ulikheter mellom engelsk og andre språk eleven kjenner til, og bruke dette i egen språklæring»* (Kunnskapsdepartementet, 2019, s. 9).
    - Hvorfor tror du dette kompetansemålet er inkludert?
    - Hvordan kan dette gjøres?

15. Pleier du å finne ut av hvilke språk elevene har kompetanse i, og hvor stor kompetanse de har i disse språkene når du får en ny klasse?
    - Eventuelt: Hvordan gjør du dette?

16. Hva tenker du er viktige forutsetninger for å best mulig kunne dra nytte av elevene språklige kompetanse?

17. Har du noe erfaring med å la elever benytte sin språklige kompetanse i engelskundervisningen?
    - Hvis nei: Hvorfor ikke?

18. Hvilke strategier/arbeidsmetoder som lar elevene benytte seg av og/eller tar hensyn til den språklige kompetanse de har i andre språk i engelskundervisningen kjenner du til?
    a. Har du benyttet noen av disse selv?

19. Hvilke erfaringer har du gjort deg med de ulike strategiene? Positive opplevelser? Negative?

20. Hvilke strategier synes du fungerer best?

Seksjon 4: Utfordringer med å gjennomføre flerspråklighet i engelskundervisningen

21. Hvilke (andre) utfordringer ser du for deg kan oppstå når du som lærer skal prøve å inkludere andre språk inn i engelskundervisningen?

22. Har du noen tanker rundt hvordan det å bruke andre språk i engelskundervisningen kan være eller ikke være en utfordring når det gjelder å få nok eksponering for engelsk?

23. Føler du at du har nok kompetanse i flerspråklighet/tredjespråksdidaktikk til å kunne benytte deg av flerspråklighet på best mulig måte?

24. Er du fornøyd med din implementering av flerspråklighet, eller skulle du gjerne brukt flerspråklighet mer? Eventuelt: Hva forhindrer deg fra å gjøre det?

25. Har du nok ressurser for å benytte elevens språklige kompetanse? Hva mangler du eventuelt?

26. Er det noe annet du ville legge til?

APPENDIX 4: Interview Guide in English

INTERVIEW GUIDE

Section 1: Background questions

1. How long have you been teaching English?
2. Which grade(s) do you teach in English?
3. Do you speak languages other than Norwegian and English?
   - How did you learn this/these?
4. Do you have any training in third-language didactics?
- What type of education?
5. How many multilingual students (approx.) do you have in your classroom(s)?
   - How has this number evolved in the time you have been teaching?

Section 2: Experiences and views on multilingualism in English teaching

1. Generally speaking: What are your views on speaking several languages?
2. Do you have any thoughts about how multilingual students learn English compared to students who only speak Norwegian apart from what they know of English? What advantages do they have? What disadvantages do they have?
3. What advantages and disadvantages do you think allowing multilingual students to use their languages as an aid for learning English has?
4. What influence (both in a positive and negative direction) can it have on non-multilingual students if the multilingual students get to use their multilinguistic knowledge?
5. Do you think there is a difference between whether students have high or low competence in the second language regarding how useful it can be when learning a new language?
6. Have you experienced a difference between how multilingual students learn English compared to non-multilingual ones?
7. Do you think languages can have a negative influence on each other?
8. Have you noticed if multilingual students use elements from their other languages when writing or speaking English? If so: How do this manifest itself?

9. Do you think it is possible to learn/develop several languages at the same time?

10. What do you think about potentially allowing students to use languages in the EFL classroom that you lack knowledge of?

11. The curriculum emphasizes multilingualism as a resource in the classroom. Does this correspond with your experiences?

Section 3: Strategy Used to Implement Multilingualism in English Teaching

12. Do you think the curriculum provides clear enough guidelines for how to teach English?

13. The general section of the curriculum states:*"* In a time when the population is more diversified than ever before, and where the world is coming closer together, language skills and cultural understanding are growing in importance. School shall support the development of each person's identity, make the pupils confident in who they are *"*. It also says that: "All pupils shall experience that being proficient in a number of languages is a resource". How can this be accomplished in English teaching?

14. In the English subject curriculum, there is a competence aim that states that the student should be able to " explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning".
    - Why do you think this competence aim is included?
    - How can this be accomplished?

15. Do you tend to find out which languages the students have competence in, and how much competence they have in these languages when you get a new class?
    - How do you do this?

16. What do you think are important prerequisites to be able to make the best possible use of the students' multilinguistic competence?

17. Do you have experience letting students use their multilinguistic competence in English teaching?
    - If no: Why not?

18. What strategies/working methods do you know that allow students to make use of and/or take account of the linguistic competence they have in other languages in English teaching?
    ▪ Have you used any of these yourself?

19. What experiences have you had with the various strategies? Positive experiences? Negative?

20. Which strategies do you think work best?

Section 4: Challenges in implementing multilingualism in English teaching

21. What other challenges do you imagine may arise when you, as a teacher, try to include other languages in English teaching?

22. Do you have any thoughts about how using other languages in English teaching may or may not be a challenge when it comes to getting enough exposure to English?

23. Do you feel that you have enough competence in multilingualism/third language didactics to be able to use it in the best possible way?

24. Are you satisfied with your implementation of multilingualism, or would you like to use multilingualism more? Alternatively: What prevents you from doing so?

25. Do you have enough resources to use the student's linguistic competence? What are you possibly missing?

26. Is there anything else you would add?