

## **CLIL in lower secondary school: Uncharted territory**

Content and Language Integrated Learning (CLIL) in the mixed-ability, lower secondary public-school. A mixed method approach to include the low-proficiency students.

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## **Abstract**

This MA thesis investigates the Content and Language Integrated Learning (CLIL) method in a lower secondary public school. This thesis has a particular focus on low proficiency students and how they experience the method, and how they could be aided and assisted to be able to master the method. The thesis also provides an overview of the entire class and how the medium-, and high proficiency students perform.

The research is seen in light of exposure to extramural English input and output, and how exposure to extramural English is connected to a higher linguistic proficiency. Further the thesis explains why the CLIL method is relevant for Norwegian adolescents' English proficiency in light of the contextual situation they are in, as well as how the Norwegian teaching curriculum gives room for this kind of methodology.

The research is a mixed method approach that includes both qualitative and quantitative data. The data was collected through an intervention, observation, a survey, and several interviews, including both the students' and the teacher's view.

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## Abbreviations

CLIL	Content and Language Integrated Learning
TL	Target language
MT	Mother tongue
LK20	The Subject Renewal curriculum
EE	Extramural English
HPS	High proficiency students
MPS	Medium proficiency students
LPS	Low proficiency students
ESL	English as a second language
EFL	English as a foreign language
ZPD	Zone of Proximal Development

## **1.0 Introduction**

The introduction to this thesis is designed to provide some understanding of the background, and the formulation of the research questions. It provides a brief, introductory explanation of several key topics that will be addressed and elaborated in later chapters. It also offers an overview of the structure of the rest of the thesis.

### **1.1 Background**

The use of English as a means of communication in the English classroom is an interesting topic. The Content and Language Integrated Learning (CLIL) method is also something that incorporates the same interesting elements, as it is centered around using the target language (TL) as the primary means of communication.

Communicating in English is a great way to learn the language, yet the realization as to how little it is being practiced in the Norwegian school system is baffling, as empirical evidence also suggests (Neokleous, 2020). Experiences with different CLIL-approaches in different research and development-projects and teaching practices, further increased the interest in the method. Whereas the contextual situation of the public Norwegian school system seems ripe for the integration of the method. This creates the background for my MA thesis, which will seek to advance the field of research on CLIL in Norway.

Currently the field of research on CLIL in Norway is lacking. There is little research, and the empirical evidence that is relevant is most often for older age groups. Further, there is no research that targets the students who struggle with the method, despite previous research highlighting it as an issue. This thesis will therefore try to explore these uncharted territories in an attempt to fill the current void of empirical evidence regarding low proficiency students in lower secondary school.

### **1.2 CLIL: A brief description**

CLIL is a method of language instruction that entails the cross-curricular integration of subjects, including both language and subject-content. The method is commonly used internationally, yet it is not widespread in Norway (Mahan, 2020, p. 4). There is on the other hand, a contextual situation that gives room for this kind of methodology with the implementation of the new teaching curriculum of 2020 known as the *Subject Renewal* (LK20). LK20 does not explicitly define a level of linguistic proficiency that should be achieved, yet there is a general consensus that the new teaching curriculum describes a native-like proficiency (Rindal, 2020). This consensus, in combination with the clear focus on cross-curricular activities (The Directorate of Education, 2020), creates a contextual



situation where the CLIL methodology can thrive. This new focus on cross-curricular activities is again ideal for CLIL teaching as it is a method that can easily be implemented in cross-curricular projects (Mahan, 2020). Further, the integration of both content and language, CLIL also significantly increases linguistic competence, which is a key element of the new teaching curriculum.

In Norway, the CLIL-methodology is being practiced in International Baccalaureate programs, which consists of only 3-4% of Norwegian school programs (Mahan, 2020, pp. 10-11). Yet, the methodology is also to some extent practiced in more casual classroom settings, where there is no official program for it. The varied forms of CLIL could often be practiced without necessarily referring to it as CLIL. As an example, teachers could be using English as a communication language in other subjects, where they see it as beneficial for the students' learning. Some schools also practice English-days or English-weeks where all subjects are taught in English.

### **1.3 The Norwegian context: A brief description**

Norwegian youth and adolescents are exposed to a high amount of extramural English (EE) input, resulting in a high proficiency relating to the understanding of the language. This could be one of the key factors to understanding the proficiency scores internationally, where Norwegian adolescents are among the highest scoring students in countries where English has no official status (Education First, 2021). On the other hand, the production of English output is strongly limited, whereas previous empirical research indicates that the oral communicative competence is not as high (Lialikhova, 2019; Olsson & Sylvén, 2015). Therefore, the contextual situation is relevant for the use of CLIL, where the method has a significant amount of oral language production as it teaches everything in English. The method could provide that missing linguistic output to create an overall better linguistic proficiency as it increases the exposure to real communicative needs, which increases the communicative competence. The high degree of understanding that the students possess could also be a key element to successfully implementing CLIL in Norwegian classrooms, as there is a crucial need to be able to understand in order to communicate. Furthermore, the extensive use of communication in the CLIL method is also something that could strengthen the lacking output, where the students are being provided the missing arena for oral language production.

### **1.4 Research questions**

Most of the CLIL-research is done abroad, yet the little research in Norway and other Scandinavian countries indicates that CLIL could be possible in a Norwegian lower

secondary school. It suggests that there are benefits for high proficiency students (HPS) and medium proficiency students (MPS), but it also suggests that low proficiency students (LPS) struggle. As it is crucial to include all students, my research question will address this problem. It will have a particular focus on what teachers could do to bridge this gap, and how they could assist LPS students in using the CLIL method.

*RQ: Can CLIL be beneficial for low-proficiency students?*

*Sub-RQ: What types of methods, aids and scaffolding are needed to make CLIL-teaching beneficial and motivating for the low-proficiency students?*

### **1.5 Structure and overview**

This thesis has thus far provided a brief introduction, including the background, a brief description of both the method and the Norwegian context, as well as the research questions.

The second chapter will provide an explanation of both the CLIL method with relevant theory and relevant learning theories regarding language learning in general. It will also provide some theory on motivation as it is relevant to all learning. The third chapter will on the other hand elaborate on the most relevant empirical evidence and previous studies in the field of CLIL. This includes both Scandinavian research and Norwegian research. Furthermore, this chapter will mention some of the flaws of the current research that creates the gap of knowledge this thesis is trying to fill.

The fourth chapter will explain the methods that has been used in the collection of data, including a definition of the methods being used and the reliability and validity of the collected data. The fifth chapter will then provide an overview of the findings of the project divided into relevant sections including the CLIL method, language acquisition, and tools and scaffolding techniques.

The sixth chapter will provide a discussion based upon the previous chapters. The main discussion will be centered around some of the key findings regarding the timeframe of the project, the impact of extramural English, the effects homogeneous proficiency groups, the role of the teacher and the difficulties regarding dictionaries. The final seventh chapter will provide a summary with a conclusion and suggestions for further research.

## 2.0 Theory

In addition to the theoretical foundation of the CLIL method, the framework of the thesis is built upon and supplemented by other theoretical and empirical evidence. This chapter provides an overview of some key theories in the field of CLIL and language acquisition in general. This includes the history and a definition of CLIL as well as an explanation of the Norwegian educational context. It also includes a brief explanation of key theories including Vygotsky's socioculturalism, Krashen's comprehensible input theory, Swain's comprehensible output theory as well as theories on motivation. The chapter will also define code-switching and translanguaging as they are a frequent occurrence in second language classroom settings.

### 2.1 Content and Language Integrated Learning

The CLIL method is based upon Vygotsky's sociocultural theory, where the method is centered around social learning and interaction. It promotes high-order thinking, problem-solving skills, cognitive development, and oral communicative skills (Lialikhova, 2019, p. 2).

But there are various definitions of CLIL, both broad and narrow approaches. The broad definition defines the method as an umbrella term, including all immersion and content-based instruction (Mahan, 2020, pp. 5-6). The method can also be defined in a narrower approach, where it is linked to official programs such as IB-schools. This thesis will define the method as follows:

*Content and Language Integrated Learning entails the cross-curricular integration of both subject-content and target-language: Learning subject-content by using the target-language as the primary means of communication.*

This definition explains the basics of CLIL in a broad sense. The definition does not only cover the official CLIL-programs; it can also include the casual approaches to using CLIL in classroom settings such as more limited cross-curricular sessions that integrate content and language. This is especially important as it is still a grassroots-movement in the Norwegian context and all relevant research should be included (Mahan, 2020, p. 4). This could be important to include as the method is still trying to find its Norwegian contextual interpretation and standardized practice.

The praxis of the integrating content and language will be centered around communicating in the TL on subject-content. The linguistic aspect seeks to expose the students to as much language as possible in line with both Krashen's (1985) and Swain's

(1985) hypotheses.

The language learning approach is an inductive approach, where the students will increase their linguistic competence through communication. The language learning comes through natural conversation, rather than explicit cramming of grammatical rules and artificial conversations. The subject-content aspect of the method are the topics the students will communicate on and learn about. The inductive approach to language learning provides more time to focus on subject-content, and when successfully integrated subject-content learning also becomes language learning. The idea of communicating in the TL on subject-content is also to provide the students with natural conversations and dialogue.

### *2.1.1 The history of CLIL*

The term was coined in 1994 in a European context in line with the European Commission's idea of MT+2, where European citizens should strive to understand three languages, their mother tongue (MT) plus two more. It was originally thought to be a booster for marginalized countries, yet with the increasing need for English competence its focus has shifted towards increasing the English proficiency in countries where English is not the MT (Mahan, 2020, pp. 4-5).

### *2.1.2 The Norwegian educational context*

Norway, along with the other Scandinavian countries have some of the highest scores in English proficiency in countries where English has no official status (Education First, 2021). Norwegian children start learning English as an obligatory subject from first grade, and Norwegian youth and adolescents spend a lot of time learning English in school (Mahan, 2020). They are also exposed to extensive amounts of EE through social media, music, series, movies, computer games etc. (Lialikhova, 2019; Olsson & Sylvén, 2015). Further, the status of English in Norway is moving towards becoming a second language (ESL) rather than a foreign language (EFL) due to the prevalent presence of English in the society (Rindal, 2020; The Directorate of Education, 2020). The teaching language is Norwegian, but English is one of the core subjects, which indicates the role of the language in the Norwegian context. As previously mentioned, the Norwegian context therefore seem to be ready for the CLIL method.

### *2.1.3 Code-switching and translanguaging*

As previously mentioned, code-switching and translanguaging are a frequent occurrence in an ESL/EFL classroom. As the CLIL method has a focus of extensive communication in the TL,

there will occur some linguistic barriers. In these situations, students tend to turn to their MT to be able to overcome these barriers, this form of language use is often referred to as code-switching and translanguaging. Both of these terms are therefore important to define and explain.

Code-switching is defined as “going back and forth from one language belonging to one grammatical system to another” (García & Wei, 2014, p. 14, quoted in Lialikhova, 2019, p. 3). Or in other words, switching between languages, often in the form of simple words or phrases mid-sentence. This is often used when students lack or cannot remember the correct translation of a word in the TL.

Translanguaging is a term that has derived from code-switching, yet there is a difference “in that it refers not simply to a shift or a shuttle between two languages” (Moore & Nikula, 2016, quoted in Lialikhova, 2019, p. 3). The difference lies in the integration, where translanguaging is often a more complex integration between the two languages. Code-switching could be interpreted as an ad-hoc, unintentional integration of languages, whereas translanguaging is a more conscious strategy. Translanguaging does not necessarily show a lack of competence, where students might integrate languages where the TL could have deficiencies. Examples of this could be words from other languages that provides a more correct and precise explanation.

As the differences between code-switching and translanguaging often lie in the intentions behind the use of the MT, the observations of either code-switching or translanguaging should be viewed in a critical manner, as it is difficult for the observer to validate if the oral occurrence is either an example of code-switching or translanguaging.

## **2.2 Relevant learning theories**

There are some key learning theories that are essential to understanding how the CLIL method accomplishes language learning. Therefore, this section will introduce Vygotsky’s socioculturalism theory as well as Krashen’s input & Swain’s output hypotheses.

### *2.2.1 Vygotsky’s socioculturalism*

As the method has a particular focus on language acquisition through communication, the sociocultural perspective is a natural inclusion with CLIL. Vygotsky (1978) praised the role of the social process, interaction, and dialogue as they were tools being used to accomplish higher mental activity. His theories have a focus on the individual in the environment, and how the interaction between those two elements stimulates and creates learning. Through internalization, the zone of proximal development (ZPD), scaffolding, and peer interaction

the sociocultural theory will be used to understand how the CLIL method is promoting language learning. The next section will define some of these terms.

Internalization is a term that is important in understanding how one acquires knowledge in social interaction. By interacting with others, one learns norms that one should follow. The norms are originally seen as an external operation, or something that happens outside of the individual, where they are seen and understood in the social context. Yet, it takes time for those norms to become integrated as an internal operation, or the inner mental level. By being exposed to the external operations, one eventually learns those norms and integrates them into one's own behavior, namely the internal operations. Described in a simpler form; norms are created by others, but with time and exposure they become the individuals own. This reconstruction of an external operation is known as internalization (Vygotsky, 1978, p. 67). This is relevant in the CLIL context as it provides a social context of language acquisition. When students are exposed to- and actively using the TL, they will eventually internalize norms of language into their own inner mental levels. Yet, this internalization takes time, and it is therefore important to provide extensive exposure to these norms.

Another important part of the sociocultural theory is the zone of proximal development. The ZPD could be described by defining two developmental levels, the actual developmental level, and the proximal developmental level. The actual developmental level is the mental functions one has already completed developing, where the proximal developmental level is the mental functions still being formed (Vygotsky, 1978, pp. 84-86.). Or in simpler form; the things an individual has learnt compared to the things they are still learning to do. The mental functions of the developmental level are the ones someone can do by themselves, whereas the proximal developmental level consists of mental functions that one needs assistance in accomplishing. This is what a teacher is doing in a classroom setting; they are assisting the students in the "psychological space" between the actual developmental level and the proximal developmental level. This "psychological space" is what is known as the ZPD.

When the students are in their ZPD, scaffolding is the terminology that describes the action of assisting a student to expand their ZPD. The terminology draws references from the way a scaffold is being used while building a house. The builders are the ones doing the building, but the scaffolding's function is to help them reach the places they cannot by themselves. In the same way, assisting a student to expand their ZPD is a form of scaffolding. Vygotsky often refers to the teacher or an adult as scaffolders, yet he also mentions the

collaboration with more capable peers as a possible way of scaffolding (Vygotsky, 1978, p. 86.). More capable peers would be like-minded as they are of the same age and mindset, at the same time they have achieved a higher level of understanding and are therefore able to help the others reach the same level of understanding. Peer interaction is therefore something that needs to be seen as a key aspect of both the sociocultural theory and CLIL. Further, different learning strategies, tools and aids are also functioning as a scaffolding for students.

As Vygotsky (1978) explains, the collaboration with more capable peers is an alternative method of scaffolding. In line with the social context, peers could also reach their ZPD by assisting each other. This can either take form where a peer has achieved a higher mental function than the other and could therefore help the other student in achieving the same mental function. Peer interaction could also take the form where both students are trying to achieve a higher mental function, and through collaboration and social interaction find solutions to achieve their goals. This is another area where the CLIL method shows its relevancy, where it is based around collaboration and social interaction.

### *2.2.2 Krashen's input & Swain's output hypotheses*

Krashen and Swain are two key theorists in the field of language acquisition. Krashen (1985) initially stated that language learners were to be exposed to comprehensible input and that this was the key element for the acquisition of a foreign language. On the other hand, Swain (1985) criticized Krashen's theory, arguing that comprehensible output was the key component for the acquisition of a foreign language. It was not enough with exposure to comprehensible input, the language learners also had to create output to notice their linguistic proficiency or the lack thereof to be able to improve.

In a generalized sense input could be described as a key element to increase understanding of a language, whereas output is important to be able to use the language properly. Or in other words, one needs to listen and observe to learn how to use a language, yet one needs to practice and use the language to become proficient. Both theories have proven to be important in the field of language acquisition, as they both are key elements to increase language proficiency. The CLIL method has a natural inclusion of both these hypotheses through dialogue. The focus on communicative competence includes extensive exposure to input, yet it more importantly includes extensive exposure to output.

## **2.3 Motivation in language learning**

Motivation is another key element to understanding the acquisition of knowledge, and therefore the acquisition of language. It is important to not only find ways of teaching that the

students understand and accomplish, but it also needs to be motivating as motivation is something that increases and solidifies learning.

Ryan and Deci (2000) explain how motivation is formed and how it can be maintained. In its simplicity, motivation could be categorized in two main categories, intrinsic and extrinsic. Intrinsic motivation is the definition of internal, personal motivation and is deemed to be the ideal form of motivation. On the other hand, extrinsic motivation is defined by external factors such as rewards etc. which could be limiting for the intrinsic motivation. A relevant example of intrinsic motivation could be the desire for knowledge, whereas an example of extrinsic motivation could be achieving good grades.

Intrinsic motivation is the ideal form of motivation and should be the type of motivation that should be strived for. Yet, it is important to not neglect extrinsic motivation, as it could be a key element to achieve effective learning.

Motivation is a relevant theme to include in all learning as it is a key element to successfully accomplish a positive learning outcome, and it is equally relevant for the CLIL method. The CLIL method also naturally facilitates for intrinsic motivation. Due to its real life, realistic and natural dialogue, and conversation, compared to a typical artificial classroom dialogue. The students would feel the importance of being proficient in a language because they can see how it is beneficial for being able to communicate naturally. Therefore, intrinsic motivation is triggered, rather than extrinsic motivation such as grades etc.



### 3.0 Previous studies on CLIL

The success of CLIL is to a high degree contextualized (Drew, 2012; Lialikhova, 2019, 2021; Mahan, 2020; Olsson & Sylven, 2015; Sylvén, 2013). Individual countries have different practices that creates different linguistic contexts, and these different contexts are essential to understand to be able to positively implement the CLIL method. Some of the key differences are policy framework, age of implementation and exposure to EE (Sylvén, 2013). As an example, the linguistic context of Spanish adolescents is highly different FROM that of Norwegian adolescents. They are exposed to a different form of EE, they have different cultures and are otherwise different linguistic contexts. As a result, empirical evidence provided by Spanish adolescents might not be relevant for Norwegian adolescents. Therefore, this chapter will address the different empirical evidence in two main categories, Scandinavian research, and Norwegian research.

#### 3.1 Scandinavian research

The field of CLIL research in an international context is vast, especially in the European context, yet due to the contextualized situation international empirical evidence will to a large degree be excluded. The only international research that will be included is Scandinavian research, as the Scandinavian countries share several similarities regarding their contextual situation. Some of these similarities include the amount of exposure to EE, policy framework, teacher education and age of implementation (Sylvén, 2013)

##### 3.1.1 CLIL vs. non-CLIL adolescents

Olsson & Sylvén (2015) and Sylvén (2013) are two examples of relevant Scandinavian research. Sylvén's research has a focus on Swedish adolescents. Due to the contextualized situation that is similar to the Norwegian context, several of her findings relevant for this thesis. Her research targets the differences between CLIL and non-CLIL students regarding frequency and nature of exposure to EE and its relevance to linguistic proficiency. She also sets the Swedish results in comparison to other European countries to show how context matters, this includes policy framework, teacher education, age of implementation and EE

Her research is done in three upper secondary schools in Sweden including 230 students where 146 of these students followed CLIL programs and 84 did not. The data collected were a background survey in combination with a language diary.

Her findings indicate that English is an important part of Swedish adolescents' lives where they are exposed to EE for several hours every day, as well as in school. This includes both CLIL and non-CLIL students, yet the non-CLIL students are exposed to a more limited

extent. CLIL students are exposed to a higher variety of EE, including both writing and reading. The non-CLIL students on the other hand are exposed to higher amounts of computer gaming, yet this form of exposure is more limited and not as varied. Her research also indicates that EE is a key element for linguistic proficiency in her comparison of European countries. Swedish and Finnish adolescents are the ones that are exposed to the highest amount of EE, and the links to linguistic proficiency could to a large degree be linked to this fact. These facts could also be relevant for Norwegian adolescents.

### **3.2 Norwegian research**

Norwegian research is on the other hand to a high degree limited. Glenn Ole Hellekjær is described by some as the “father” of CLIL in the Norwegian context (Mahan, 2020, p. 43). His research on CLIL in upper secondary school was the preliminary spark to create interest for CLIL in Norway. The research he has provided has primarily been in upper secondary school and higher age groups, which does not make it relevant for this thesis. Yet, his research deserves to be mentioned and recognized as it has been important for the later research on CLIL in Norway.

#### *3.2.1 CLIL practices in lower secondary school*

Drew (2013) is one of the few that explored CLIL in lower secondary school. His focus was to investigate challenges and benefits of working with the CLIL method in this age group. The aim was to gain an understanding of both the students’ and the teacher’s experiences with a CLIL project.

The research was done in a ninth-grade class and lasted for 36 English and history sessions. The first nine weeks were used to expose the students to “authentic” materials before the students worked on a self-chosen topic for the remaining three weeks. Drew collected data through a questionnaire answered by the students and an interview of the teacher.

Most of the students enjoyed the project, where they found the method both enjoyable and interesting. At the same time, they found it demanding to a certain extent. The students generally experienced accomplishments of learning and almost every student learnt more from the subject-matter than the English language itself. Further the students preferred exposure to oral or visual content rather than receiving or producing written texts. Drew also found that teaching CLIL required confidence in both subject-content and the TL. The teacher will also be faced with many challenges regarding material, varied working methods as well as finding interesting and challenging content for the students.

### *3.2.2 CLIL and homogeneous proficiency groups*

Lialikhova (2019, 2021) conducted research on CLIL in upper secondary school with a particular focus on proficiency-levels and homogeneous proficiency groups. The aim of her study was to explore how the different students performed studying a non-English subject through communicating in English. The focus on homogeneous proficiency groups was to examine whether similar level proficiency could be beneficial for the different groups and if the groups would manage to learn both content and language through peer interaction in equal manner.

The subjects used in the intervention was history and English for the duration of 18 sessions through six weeks. She used audio recordings of communication in the groups and did a qualitative discourse analysis of the results.

Her findings show that the HPS seemed inclined and willing to scaffold for each other as well as drawing on each other's knowledge, while they were collaborating effectively. They also managed to provide and receive corrective feedback and found grammar and pronunciation to be of importance. The level of produced content and communication was also at a higher level. The MPS also collaborated well, and they produced a decent level of content through collaboration. Yet they seemed less willing to provide corrective feedback on grammar and language and had a higher tendency of using L1 through code-switching, especially for clarification. On the other hand, the LPS avoided collaboration and helping their peers. They did not seek towards collaboration to find answers and worked individually rather than collectively. They also produced low proficiency language and tended to use code-switching to a higher extent than the other students. They were also the only students that required assistance from the teacher to be able to participate.

### *3.2.3 CLIL: How it is being taught*

Mahan (2020) investigated CLIL practices in three Norwegian secondary schools. Her aim was to identify how CLIL teachers use the method in their content subjects. The focus included both differences in subjects taught with CLIL, how scaffolding was being practiced as well as how the students perceived their CLIL teaching.

The students were in established CLIL programs and included one 9<sup>th</sup> grade and two 11<sup>th</sup> grade classes. The subjects being taught were social studies, science, mathematics, religion, and geography. The duration of the observation was 12 sessions over four weeks. She used a mixed methods approach including both video observation and questionnaires.

Her findings indicate that the teaching was content-driven and intellectually

challenging. The teachers were also clear and consistent in their explanations and their language support. On the other hand, the students were exposed to little reading and writing. Further, the teacher used varied scaffolding strategies to assist in comprehension, yet there were few metacognitive strategies to help them solve tasks. There were also differences between scaffolding in each subject. The students chose CLIL programs mainly because they perceived it as important to succeed in future studies and work. The CLIL teaching was mainly perceived as positive, and the students acknowledged that they improved their English and that they felt motivated. Yet, the students felt that they had little influence on decision-making regarding input in activities.

### **3.3 Flaws of current research**

The majority of research on CLIL has a particular focus on its benefits and its success (Drew, 2012, p. 70), it is therefore important to highlight some of the issues of the CLIL method. The research conducted by Drew also has some flaws. The intervention is only being done in one class and the data collected from the students include only a questionnaire, this limits the validity of the data that has been collected.

Lialikhova (2019, 2021) finds that LPS struggle with the method. This is a key element to overcome for the methods to be viable in the Norwegian Public School known as “Felleskolen” where every student is to be included (The Directorate of Education, 2020). Lialikhova’s research does not include the opinions of either students or teachers, relying solely on the observer’s perspective.

Mahan (2020) highlights how there are only 3-4% of Norwegian secondary schools that offer bilingual programs including both International Baccalaureate and CLIL. These programs are often biased as well, where they are designed for the students with the highest grades, excluding LPS. They are in most cases also privately owned, further excluding the students who cannot afford tuition (Mahan, 2020, pp. 10-11). More importantly the students chosen for the research have been selectively chosen due to their grades, including only the higher proficiency students of the adolescent populace which is not representative for the Norwegian public school that is supposed to include everyone.

All the above-mentioned research, to some extent, indicates that the LPS struggle, and that there is a need for further research on this group of students. Further research does also need to be representative for the Norwegian public school, where it includes everyone, even the LPS.

## 4.0 Methods

There is little to no research that targets the LPS in Norwegian lower secondary school and how to help them. Therefore, the methods used in this thesis reach broadly to be able to cover as much ground as possible. The choice of methodology has broadly been built upon the research done by Drew (2013), Lialikhova (2019, 2021), and Mahan (2020). An intervention was conducted and observed. The intervention was then followed by a survey and interviews of both the students and the teacher.

### 4.1 Intervention

This thesis is trying to answer questions regarding CLIL, tools for scaffolding, and motivation in a student group that has no previous experience with CLIL. This context therefore required an intervention. The intervention provided the students with experience of the CLIL methodology which then was observed and afterwards measured.

The research participants were two separate 9<sup>th</sup> grade classes (14-15 years old), consisting of a total of 40 students. These students were divided into groups of three to four, based on their linguistic proficiency, and each class had one group of LPS. The proficiency-based groups were formed by the teacher primarily based on grades. The LPS groups were the focus for the data collected, as the thesis tries to answer how to best assist the students who struggle the most. Therefore, the observer was strategically located close to the LPS groups to be able to observe them closely (see appendix I). The students were to some degree informed of the research. They knew what the research projects aims were, yet they were not informed that the research had a particular focus on the LPS. The reasoning for not informing of the particular focus on the LPS was to avoid that the LPS felt particularly targeted or singled-out, which could have influenced their behavior. The LPS eventually seemed to understand that the groups were proficiency-based, yet they did not understand that they were the particular focus of observation.

The intervention lasted for the duration of one week and included all English subject and social studies subject sessions in both classes (five lessons of 45 minutes in each class). The teaching sessions was led by the regular class teacher who had been taught the principles of CLIL, goals etc. where the researcher served in a role of an observer. The reasoning for using the class teacher, instead of the researcher as the teacher for the intervention was to limit time spent getting to know each individual student. The class teacher already knew each student and had a better foundation for scaffolding. The class teacher was also, to a high degree, involved in the planning stages of the project, to ensure that the methodology was

tailored to her established methods and techniques. The reason for tailoring the intervention to her previous teaching was to limit the transition for the students. The intervention included many different aids and tools to provide as much assistance for the students as possible.

The students worked on a cross curricular project about the interwar period, including the USA, the Soviet Union, Germany, Italy, and Norway (see appendix II). An aim of the project was to provide the students a choice in the topics they were going to learn more about, within a set frame. They were therefore able to choose a country which they were to do research on, out of a pre-decided framework. The primary goal of the project was to increase communicative competence, which is why the students were given an open-ended task, with questions for discussion, keywords and vocabulary explanation that promoted communication and peer interaction. They were also given a varied selection of source-material including the textbook as well as internet sources in both Norwegian and English. The students were eventually going to create a mind-map, to provide a concrete task for them to do. This mind-map would further be a scaffolding tool for the final session where they were to converse with a group from the other class that had been working on the same topic.

The primary goal of the project was to increase language output and communication in the TL, it thus strived to create as much English output as possible. Therefore, the project did not have a focus on English subject-content, as the TL needed to be the primary focus. There was also a desire to include variation in tasks including speaking, listening, reading, and writing with a particular focus on peer interaction. It was also important that the project was designed to be relevant for the teaching curriculum and the competence aims. The design also attempted to increase student motivation by giving the students some choice in which topics they were going to choose.

#### *4.1.1 Tools and scaffolding techniques*

One of the key aspects of the intervention was to figure out which tools could be most beneficial for the students. The teacher and the researcher therefore implemented a large variety of tools and scaffolding techniques that could benefit the students with the intervention to narrow it down to the most beneficial. The tools included peer interaction, scaffolding by the teacher and an online dictionary (Clue). There were also created questions for discussion which served as tasks the students were supposed to do, and keywords explaining the most important and relevant vocabulary. The students were also provided with relevant sources, including the social studies subject textbook as well as both TL and MT internet sources. There was also implemented a tool called “the Norwegian corner”, which

was a physical part of the classroom where the students were allowed to communicate and discuss in their MT.

#### *4.1.2 Evaluation*

The intervention was evaluated through both observation, surveys, and interviews. This includes both the researcher's perspective, the teacher's perspective as well as the students' perspective.

The observation provides a general overview of the intervention, yet it more importantly provides data on how the LPS students managed. The observation focused on the use of the TL, including translanguaging and code-switching as well as peer interaction, student participation and collaboration.

The teacher was interviewed after the intervention in a semi-structured approach with a focus on the teacher's experiences with the project and the CLIL method. This also included the teacher's observation of the students.

The LPS students were evaluated through a semi-structured group interview to collect data on their experiences. The interview also had a particular focus on seeking to find the best tools, aids and scaffolding techniques that helped the students the most.

Student survey was a tool used to find the overall experience from the students. This was done to see if the classroom reacted in a similar manner as the previous empirical research suggests. The students were given an online survey with six questions, including both closed-ended and open-ended questions. There were 39 participants that completed the survey.

The idea of including all views in the evaluation was not only to provide insight into each perspective. The different perspectives were also able to either support or contradict the statements provided. This would strengthen the validity of the collected data in the instances where perspectives agreed with each other.

#### *4.1.3 Limitations*

There are several limitations to the research methods that have been used. The primary limitation is the duration of the intervention. The intervention only lasted for one week which is highly limiting for a method like CLIL. Especially in a student group that has never experienced CLIL it is difficult to collect thorough and extensive data on how they coped.

This thesis therefore takes on an exploratory approach and the research has certain limitations as there is little empirical evidence that targets LPS in a lower secondary Norwegian public school in previous research. The result of this limitation is that it is

difficult to know exactly what to look for. This is the most important reason for choosing a broad approach to collecting data, including both paradigms as well as several different data collection methods.

#### **4.2 Survey**

The survey that was provided to the entirety of the student group and the answers given were based on the students' own subjective opinion (see appendix III). The questions included their grades in both the English subject and social studies subject, where the options were either grade 1-2, 3-4, 5-6 or do not want to answer.

The survey continued with statements. All statements had five options, including agreeing, somewhat agreeing, somewhat disagreeing, and disagreeing. The last option was an option if they did not want to answer the question. The first set of statements were made to evaluate the students' exposure to EE including listening, reading, talking, and writing. The second set of statements were on the other hand made to evaluate the students' experiences with the project. The statements included their sense of enjoyment, accomplishment, achievement, and motivation. It also included statements regarding their preferred language and their learning outcomes compared to regular English subject and social studies subject sessions. The final statements were regarding how they had been experienced the collaboration of the groups and the scaffolding provided by the teacher.

The students were also provided with a list of all the different tools and scaffolding techniques they had been provided, where they could choose which tools they found beneficial. The list included collaboration, assistance from the teacher, the online dictionary, the project handouts (see appendix II) and the "Norwegian Corner", as well as the sources including both the textbook and the internet-sources.

The final question was an open-ended question where the students could provide feedback on anything else they felt was relevant.

#### **4.3 Interviews**

There were in total conducted three interviews. The first two interviews were group interviews of the LPS, one interview with each group from each class. The third interview was the class teacher who were responsible for both classes. All interviews were semi-structured and they were built upon two separate interview guides, one for the students and one for the teacher. Most questions were designed to provide open answers by the students. And the full interview transcripts are provided in the appendices (see appendix IV; V)

The student group interview guides opened up with some warming-up questions



before it took on the LPS subjective opinions on exposure to EE. These questions included to which extent the students used English in their spare time, and in what kind of situations they were used. The questions also addressed their English proficiency regarding their sense of achievement in the project and their regular practices before the intervention. The interviews were then focused around the CLIL and how the students experienced the method. Both in sense of feelings of accomplishment, but also comparisons to regular school sessions. Further the students were asked questions as to how the method could be improved. The final part of the interview included their experiences of tools and scaffolding techniques, which tools did they find beneficial, and which did not. The students were also asked if there were any tools that were missing that could be beneficial for them.

The teacher interview guide also started with some warming-up questions regarding her career as a teacher, and her previous experiences with CLIL. The interview then turned to questions regarding the teacher's experiences with both preparations and execution of the project, both including the timeframe, the learning goals, and the students' accomplishments in the project. The questions were related to both her own experiences as well as her experiences of the students. The questions were then focused around the LPS and how they performed throughout the project. That included both their sense of accomplishment and to what extent the different tools and scaffolding techniques had performed.

#### **4.4 Summary of employed methods**

The mixed methods design has been chosen as the ruling paradigm of the research as the research is seeking to include both quantitative and qualitative data through a survey, interviews, and observation. The form of the mixed methods design including all three components creates a form of triangulation that could support each other. The quantitative data collected from the survey were provided by all of the participating student-groups, where the qualitative data collected through interviews were provided by the LPS and the teacher.

The sub-design of the approach is “the dominant-less dominant design”, which is a design where the paradigms are not of equal importance. The sub-design emphasizes one paradigm which is in focus, where the second paradigm is there to support the paradigm in focus (Mallette & Duke, 2021, p. 269). This research will address the qualitative paradigm as the dominant, where the quantitative paradigm is the less dominant. The reasoning for this approach is that the qualitative aspect is the primary source of information, where the data collected from the LPS group, and the teacher are the key elements to the research. The

quantitative data collected by the entirety of the student-groups were primarily collected to be able to create links to previous research. This will also further put the qualitative data collected into a wider context.

The advantage with mixed methods design is that the combination of qualitative and quantitative data provides a fuller picture of the data collected. The synergies between the qualitative- and the quantitative paradigms could fulfill each other. The disadvantage on the other hand could be that the collected data might not give enough depth, as the approach does not have a full focus on one single paradigm. The sub-design of the mixed methods approach is therefore a sub-design that could limit the disadvantage of the mixed methods approach, where the qualitative data would have sufficient depth.

#### **4.5 Reliability and validity**

The reliability and validity of the collected data will be explained in two sections. The first chapter addresses the intervention students will experience, and the second chapter addresses the measurements and forms of data collection,

##### *4.5.1 Intervention*

An intervention in a classroom setting will always have flaws in its reliability as there are fluid factors which are difficult to control for. There are 40 students, a classroom teacher, and previously established practices, where every classroom is different. It is therefore difficult to reproduce the same learning situation. The thesis is also addressing a new field of research where there is little previous research that has the same target. It could therefore be a fundament for further research in the future. It is therefore important to provide as much data as possible on how the intervention was done to be able to reproduce the results. Despite the research targeting a new field of research, it is also in a large extent built upon previous empirical evidence provided in the field of CLIL. This provides the opportunity to be able to connect some of the collected data to previous empirical evidence. Furthermore, the key elements of the research targets tools and scaffolding techniques, and how this can be beneficial for LPS. This aspect is something that can be reproduced with consistency.

The validity could be improved by increasing the timeframe set for the research, where one week of exposure to the CLIL method is too little. As CLIL is a method that should be worked with for a longer duration, to accustom the students and the teacher to it, this can compromise some of the results and the data collected.

#### *4.5.2 Collection of data*

The reliability of the collected data is varied. The survey is highly reliable and easily reproduced, whereas the interviews are not as reliable as they are less structured. The interview of the LPS is built upon the survey to elaborate on key questions. This could therefore strengthen the reliability. After the interviews are done, the questions can also be reproduced as they are all documented.

On the other hand, the validity of the collected data is strong. It includes every participant of the learning situation, both the HPS, the MPS, the LPS, as well as the classroom teacher and the observing researcher. One negative aspect of the collected data is that they are to a large degree subjective reflections, interpretations, and feelings. Yet, this will to some degree be counteracted by including all the different participants, where they could approve or disprove each other.

#### **4.6 Ethics**

The research is in line with and was approved by the Norwegian Center for Research data. This includes amongst other things both voluntary participation and informed consent. Every student was informed about the research both in written and oral form, and they had the opportunity to not be a part of the research, including the intervention, the observation, and the survey. The LPS were further asked if they wanted to participate in the group-interview which also was optional. The only thing the students were not informed about was that the groupings were based on their linguistic proficiency, and that the observer would have a particular focus on the LPS. This is also in line with the guidelines for ethical consideration.

Anonymity has been provided, where both surveys and interviews are anonymized, and there are no mentioned links that could indicate which school or class that has been a part of the project. This thesis is also trying to be as transparent as possible, by including as many details as possible in the appendices.

## **5.0 Findings**

The mixed methods approach with extensive evaluation provided a large amount of data. The data will be divided into three sub-chapters regarding their relevance towards either CLIL as a method, language, or tools/scaffolding as well as a final sub-chapter that will summarize the findings. Each chapter will provide data collected in a chronological fashion starting with the observation followed up by the survey and in the end the interviews. This chronological order is also the way the observer collected the data throughout the project. The observations were the first data that was collected, which set in motion certain reflections regarding the survey and the group interviews. The collected data up until this point was also what structured and steered the interview of the teacher. It is therefore natural to provide a chronological order to the findings in this thesis, as it is the method the research has been done. There will be some references from the interviews, where the full transcripts can be found in the appendices (appendix III; IV; V)

### **5.1 CLIL**

This section will address the data collected evaluating the method as such. It will largely be focused on how the students reacted to the method of combining content and language in a cross curricular activity.

#### *5.1.1 Observation*

The observation of the intervention showed that the students to a large extent enjoyed the CLIL-method. There did not seem to be any reluctance towards communicating in English with content from social studies. The observation of the intervention seemed to be in line with what previous empirical evidence has showed. The HPS groups worked effectively and did not have any struggles with the method. Most of the MPS groups worked effectively, yet in these groups it was apparent that there were some individuals who did not contribute as much as the rest of the groups. These individuals were on the other hand a minority in the bigger picture.

The LPS groups adapted to the method as quickly as the others, yet these groups struggled to work effectively with the method and they struggled particularly with structuring the tasks, often working individually rather than as a group. One reflection that was consistent in both classes was that both LPS groups lacked an “engine”, or someone who could take charge and structure the tasks.

### *5.1.2 Survey*

The general overview shows that 74,4% of the students enjoyed the method, where there were only 7,7% that disagreed with the statement. Even though 35,9% found it difficult, only 10,2% did not feel accomplishment and 69,3% wanted to use the CLIL-method more. There were 20,5% of the students who preferred working with the content in Norwegian and 28,2% who felt they learned less content with the method compared to normal social studies subject sessions. Yet only 15,4% felt they learned less language with the method compared to normal English subject sessions. The majority did therefore find the method beneficial and motivating.

### *5.1.3 Student interview*

Six LPS were interviewed through two separate group-interviews. The group-interviews provided some elaboration of the survey where the questions were similar to the survey, yet now the LPS had the possibility of elaborating. The LPS confirmed some of the evidence previously reported in research, where they to some extent struggled with both the tasks and the method.

The students enjoyed the collaborative part of the method, finding it motivating to work with their peers. Yet they all agreed that they did not enjoy the proficiency-based groupings, where they to a large degree supported the observation that they lacked an “engine” or someone who could lead on. They agreed that they would find the method a lot more motivating and enjoyable if the groups were different. Not necessarily due to the proficiency level, but due to the lack of structure. As one of the students replied when asked the question of what they did not achieve: “Collaboration, that went to “pieces”, the other student also agreed to the first student’s statement (appendix IV). When provided a follow-up question regarding having an “engine” or someone to take the lead, one student replied, “It is not smart to put people on the same level together, then you do not learn anything new” (appendix IV). When asked the question of group-dynamics and “engines”, the student described both the zone of proximal development, peer interaction with more capable peers and mixed proficiency groups to be more beneficial than homogeneous proficiency groups. These reflections were a regular occurrence throughout the interview (see appendix IV).

They were also a part of the statistics that felt they learned less than regular English subject- and social studies subject sessions, yet almost every LPS agreed that they would learn more if they kept working on the method as well as a change of the group-dynamics.

The only student who did not want to continue using the method made it clear that it was due to collaboration in general, not the CLIL method, where he generally preferred to work alone.

#### *5.1.4 Teacher interview*

The class teacher enjoyed using the CLIL-method and the fact that it was a cross-curricular activity that promoted both content and language, and it accomplished learning aims in both subjects. The focus of the project was primarily language use, not English subject-content, yet she would increase the level of English subject-content in the future.

She found the preparations to be more intense, this did not mean more difficult, just a different approach than she was used to. It was also mentioned that this was largely because she had never used the CLIL-method before and she noted that the preparations would become simpler, better, and less intense with time and practice. As she replied to a question regarding time-use and preparations:

I do not know if I worked that much more with planning than I usually do. Because I tend to plan thoroughly to make sure I manage to include everything. So really, I think it might be a bit much. I had to be “on the ball” to change and adapt, because we had never done anything like this before. But I actually felt it was alright. (appendix V)

The teacher’s observations of the students were similar to the reflections made by the observer. The HPS worked great, and some individuals from the MPS did not participate as much. On the other hand, the LPS struggled, often performing on a too simple level, both regarding content and language. It was noted that the reason for this was largely due to personal characteristics, not necessarily proficiency levels. She agreed that they lacked an “engine”, and that having different groupings would be beneficial for the group-dynamics.

Yet, she mentioned that the project was a confidence-booster and a positive experience for the students. The method also promoted student ownership and increased motivation for both subjects. There were some problems with collaboration, yet she noted that they needed the practice on working together in general. She also mentioned that the student groupings should be character-based rather than proficiency-based. In line with both the observations and the student interview it was apparent that well-functioning groups did not necessarily rely on similar proficiency, but personal characteristics were more important.

## **5.2 Language**

This section will address the collected data regarding how language was used during the

intervention. This includes both students and the teacher experiences communicating in the TL on social studies subject-topics as well as general classroom interaction.

### *5.2.1 Observation*

The teacher had no issues communicating in English. From the moment the students entered the classroom, the teacher used the TL. There was an initial response from the students, yet this quickly disappeared after a couple of minutes. The teacher kept on only using the TL throughout the entire intervention, including both plenary- and individual communication as well as both on- and off-topic. There was one exception where she turned to her MT for disciplinary reasons on a single occasion. The teacher also had an open-minded attitude towards her own linguistic shortcomings, whereas she reflected with the students when she came across words, she did not know the English translation of.

The students did not seem to have any issues with communicating in their TL either, yet there were varying degrees of code-switching, translanguaging and grammatical fluency. The TL was the dominant language while code-switching tended to become apparent in social settings between the students. It was also apparent that the higher proficiency students used less code-switching than the LPS. The LPS also tended to use more code-switching when they were met with linguistic barriers, rather than using the TL to find the solutions.

The most apparent observation of the students was that the grammatical fluency was highly related to proficiency levels. The general observation was that even though the LPS had strong limitations regarding both their pronunciation, grammar, and vocabulary, they still tried to the best of their abilities to communicate in English.

There were also issues with the LPS linked to keeping a conversation going, connected to the aforementioned lack of an “engine”. The tendency was that one student would begin by using the TL, yet when another student used their MT, the conversation often became more MT-dominated.

The students also seemed to find motivation in communicating in English, often correcting teaching-assistants who switched to their MT. This is an interesting remark that shows that the students found it engaging to use the TL, and that there should be a culture of using the TL rather than the MT.

### *5.2.2 Survey*

After the intervention the students were asked about their exposure to EE. 92,5% agreed that they listened to a lot of English, where the remaining 7,5% opted for the neutral answer. Both writing and reading had similar results, half of the students who took a stance agreed that

they read and wrote a lot of English, as the same number of students disagreed. The question that stood out the most was regarding their exposure to oral English. 27,5% agreed that they spoke a lot of English, yet an entire 60% of the students disagreed.

Despite their variances in exposure to EE, 89,7% agreed that they managed to use the TL with the group and 76,9% agreed that they understood the teacher.

### *5.2.3 Student interview*

The data collected from the student interview could to some degree elaborate on the students' experiences with EE. Several of the LPS played computer games, where they elaborated that they were used to communicating in the TL orally. This gave them some confidence to use the TL in a classroom setting. Yet they mentioned that there were some barriers regarding awkwardness that needed to be overcome as the situation was new for them. One of the students where asked if he felt that playing computer games were beneficial for communicating in the TL in the classroom. He responded that "Yes, a little I think. But when I am playing, I do not think about communicating in English, but in school I think about it more" (appendix IV) When provided a follow-up question for elaboration the student responded that "It is awkward to speak English, but it is fine" (appendix IV). The type of computer game was also relevant towards their confidence in using the TL, one of the students who struggled communicating in English played computer games, yet he played computer games where there was little to no oral communication. He played with Norwegian friends, and they communicated in their MT. It was also apparent that the LPS who did not play computer games struggled more than their computer gaming peers. This seemed to be related to confidence and comfortability with communicating in the TL. Despite the LPS struggling to produce decent language, the computer gamers that were used to communicating in English at least had no problem trying to use the TL.

### *5.2.4 Teacher interview*

The teacher's reflections of using the TL with the CLIL method were positive. She was used to communicating in the TL regularly, yet not to the extent she had done throughout the intervention. When asked to what extent she used the TL as the primary language for communication she said that:

There is to a large degree a lot of English, but right now there are midterms coming up, so I have to say some things in Norwegian, if not they will not pick it up. But when it is regular teaching sessions, I speak English all the time. (appendix V)



She would normally use more MT, especially with off-topic conversations as she felt that information given in the MT had a higher chance of being understood. Using the TL with the social studies subject-content was something that she felt was “alright” and she agreed that the students responded more in the TL when using CLIL.

### **5.3 Tools and scaffolding techniques**

This section is designated to the tools and scaffolding techniques provided to the students. The data collected will give an understanding of which tools and scaffolding techniques were most beneficial for the students in general, and particularly the LPS. The tools provided were peer interaction, assistance from the teacher, an online dictionary (Clue), a vocabulary list with English explanations, questions for discussion, keywords, “the Norwegian Corner” as well as the social studies subject textbook, and internet sources in both Norwegian and English.

#### *5.3.1 Observations*

One of the unique tools implemented in the intervention was “the Norwegian corner”. The general observation was that it was not being used, as the students tended to code-switch in their groups instead. Yet, it seemed to be a useful tool to provide framework for the students. By having a physical area of the classroom where they were allowed to use their MT, they seemed to understand that they were supposed to communicate in the TL outside of that area. There were still some code-switching and translanguaging occasions, yet the tool seemed to serve its purpose to some degree.

Another tool the students had at their disposal was the class-teacher. She tended to walk around the classroom, checking up on all groups. She often provided some input and got the students going before she turned to the next group. The LPS groups did not get any special-treatment as they were helped in the same way as the other groups. Yet, the LPS groups appeared to lose focus more easily than the HPS and MPS groups and could lose focus within a minute after the teacher had left. Here again it was apparent that they were lacking structure and an “engine”. To change this behavior, the teacher had a particular focus on the LPS groups for the final session, following them up extremely closely, providing that extra structure for the students. This seemed to provide some results, where they were able to create some content.

#### *5.3.2 Survey*

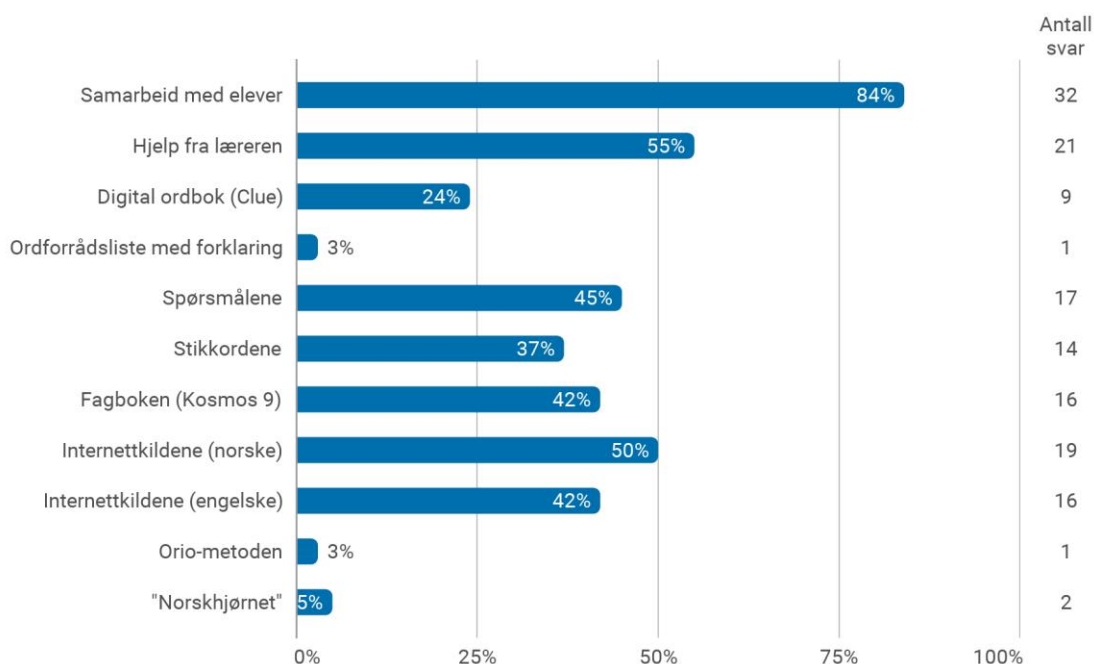
The survey provided a good overview of which tools and scaffolding techniques the students

themselves felt were beneficial. 79,5% of the students agreed they got sufficient assistance from the teacher, where 7,7% of the students disagreed. Roughly the same students agreed or disagreed that they enjoyed working with their group, yet here the ratio was 74,4% and 12,8%. The ratio of students disagreeing did do a large degree also correlates with the number of LPS.

The survey also provided the students with a list of all the tools provided, where they could check of (multiple answer) which tools and scaffolding techniques they benefitted from. Of these tools, peer interaction was checked of by 84,2% of the students and assistance from the teacher was checked of by 55,3%. Regarding sources, 42,1% found the textbook and TL internet sources beneficial, whereas 50% found MT internet sources beneficial. Only 23,7% benefitted from an online dictionary and a mere 5,3% checked off “the Norwegian corner”. The project also provided questions for discussion and keywords with explanations, where respectively 44,7% and 36,8% found these tools beneficial.

**Figure 1** (appendix III)

*“Which aids and tools did you find useful?”*



*Note.* The figure shows which aids and tools were of importance for the students.

Collaboration is clearly the most important tool for the student, followed by assistance from the teacher

### 5.3.3 *Student interview*

The LPS mentioned in the interview that they struggled with both getting started and structuring the tasks at hand. They mentioned the group-dynamics as a hinderance, where they agreed they lacked an “engine”. They found both sources and the questions for discussion beneficial, where they particularly felt having both TL and MT sources available beneficial. The MT sources clarified things they struggled with, and the TL sources helped them improve their vocabulary on the relevant topics.

They also said that they wanted more assistance from the teacher, and that the final session where the teacher followed them up more closely and helped them structure the tasks was very beneficial. When asked about the final session, where the teacher provided the lacking structure, both students agreed that it was beneficial. The students were then provided with a follow-up question of the final session, and if it could have become better if the teacher originally had done that from the first session. One student said that “Yes, helping those that needs help. Just to get going” (appendix IV). Further in that another student pointed out that it was beneficial that the teacher “wrote down some that got us going” (appendix IV). It is evident that the LPS required more assistance from the teacher, and that when they received it, it was beneficial.

Further on they highlighted the group-dynamics as the biggest problem, and with struggling group-dynamics collaboration became more of a hinderance than a beneficial tool. They agreed that it could become better with different groups, especially having someone who could structure them.

### 5.3.4 *Teacher interview*

The teacher explained how the particular focus on finding proper tools and scaffolding techniques made the preparations more intense, yet it was as previously mentioned a different way to work. It was also mentioned that this could be because it was a method they have not used before and that it would become easier if the method had been worked with longer. When asked the question of what could have been done better, she replied: “I think we just have to do it more” (appendix V).

The tools the teacher found most beneficial were the questions for discussion as well as the keywords, these tools provided an initiation as well as structure. On the other hand, she mentioned that the tasks were too simple. They were relevant and a place to start when implementing the method, but she wanted to make things more complex and challenging in the future.

## 5.4 Summary of findings

This section will summarize the extensive amount of collected data described in the chapter to highlight some of the key findings.

### 5.4.1 CLIL

The data collected show that the CLIL method is enjoyed by both the teacher and the students, being a confidence-booster and an effective tool to increase motivation. The survey supports both some previous empirical evidence and the observation. The results indicate that HPS and MPS enjoy working with the method, whereas the LPS struggle. Yet, the LPS see the relevance of using the method and see the benefits of practicing communication in the TL. They also wanted to continue using the method, with some minor alterations, especially relating to group composition.

One of the recurring issues mentioned in the collected data was the timeframe. It was apparent that the students were not used to the method, hence the focus on language rather than ES content. There were also some minor issues where students did not feel comfortable using the TL in the classroom setting, where they mentioned that more time spent using the CLIL method would be beneficial.

The collected data regarding proficiency groups are in line with previous empirical research. HPS students work effectively with the method, producing complex content as well as communicating in the TL effectively. The MPS do communicate in the TL effectively, yet they are not producing sufficiently complex content. As stated in previous empirical research, the method is still a difficult for the LPS, where they struggle to produce results in both communication and content. Despite their willingness to try to the best of their abilities as well as being positive to working with the method in the future they need more structure and assistance to accomplish the goals.

Yet, in contrast to previous empirical research, the data collected indicates that homogeneous proficiency groups might not be the best approach. Characteristics of each individual student is also something that needs to be addressed. This is especially relevant as a recurring element is that the LPS groups lack an “engine” for structure. The “engine” could be described as someone who is able to structure the group, to keep them on-topic and communicating in the TL. This impacts both the collaborative part of the groups as well as the scaffolding aspect of peer interaction.

### 5.4.2 Language

The teacher had no issues communicating in English and showed no code-switching or

translanguaging. There were some difficulties, yet these were quickly overcome and solved effectively. By showing the students that she is fallible, she created opportunities for plenary talks and discussions on linguistic content.

The students on the other hand tended to use code-switching and translanguaging to a higher extent, especially in social contexts, yet the TL was still the dominant language. The LPS students struggled, yet they tried to the best of their abilities to communicate in the TL. Their fluency and proficiency were not satisfactory, yet they made themselves understood. It was apparent here that they were lacking an “engine” that could structure the conversation and keep the group communicating in the TL. Despite the linguistic struggles, almost every student agreed to being able to use the TL with their group.

The exposure to EE is also in line with previous research. While every student admitted to be listening to a lot of English, only half of the students agreed with the claim that they are reading and writing a lot of English. The scores are on the other hand poorer when it comes to speaking English, where more than half of the students disagreed that they were speaking a lot of English outside of school. EE is also relevant to the students’ use of computer games where there is both a difference between communicative- and non-communicative games, as well as a difference between those who play computer games and those who do not.

#### *5.4.3 Tools & scaffolding techniques*

The tools and scaffolding techniques are the key elements to support the students who struggle with the method. The intervention set out to provide a large variety of tools and aids and the data collected should increase understanding of which tools were beneficial and to what extent, both for the students and for the teacher.

It is clear that the classroom teacher is one of the most important tools for the students, being beneficial for all students, both by setting an example, but also by structuring and assisting the students where there is need. The research showed that the LPS students struggled without the assistance of the teacher and the data collected showed that they were seeking more assistance. In the final session where the teacher had a particular focus on these groups, they managed to accomplish the goals and produced sufficient content and better language. In this situation the teacher functioned in the role of the missing “engine” in the group. Yet, this is a problematic area for the teacher, where it is difficult to manage to assist every student sufficiently.

Peer interaction is another key scaffolding technique that could reduce the demand of

the teacher, and almost every student felt that this tool was beneficial. It provided motivation as well as both input and output. Yet, there were some difficulties regarding the homogeneous proficiency groups and peer interaction, especially for the LPS. The dynamic of the individuals in the group of LPS were not ideal, where personal characteristics kept them from progressing, as aforementioned, they lacked an “engine”.

“The Norwegian Corner” was an interesting tool that had a varied result. The students did not see the benefit of it, and did not actively use it, yet both the observer and the class teacher found it beneficial for structural reasons as it emphasized that the students were to communicate with the TL outside of this part of the classroom.

A variety of sources is another tool being provided to the students. By using both curricular textbooks from the social studies subject as well as online sources in both the TL and the MT the observations indicated that these types of sources to some extent had a synergy. Where the textbook provided the basic knowledge, the online sources provided in-depth knowledge. Having both TL and MT sources was also beneficial for the students, as the TL sources helped them improve their vocabulary where the MT sources gave them an extensive amount of information. They could therefore choose the type of source that they were able to understand and that was suited for their level.

Online dictionaries are another important tool that brought varied results in the collected data. There were very few students that used the online dictionary, where the LPS students think it is too complicated and too difficult to use as they prefer to use Google Translate. Yet, both the teacher and the observer see the benefits of having a dictionary and see problems with the use of Google Translate. As Google Translate could often provide incorrect translations, yet more importantly it provides the students the possibility of translating larger texts, limiting the learning potential.

The students were also provided both keywords with explanation and questions for discussion that were to function as a tool to help the students structure the assignments. These tools seemed by both the students and the teacher as beneficial, yet the teacher felt a need to be set a higher standard regarding the complexity of the content.

In regard with preparations, the teacher found the work-load to be a little intense. Yet she agreed that this was because of the implementation of the method, and that it would become better with time.

## 6.0 Discussion

The research questions for this thesis has been:

*RQ: Can CLIL be beneficial for low-proficiency students?*

*Sub-RQ: What types of methods, aids and scaffolding are needed to make CLIL-teaching beneficial and motivation for the low-proficiency students?*

This chapter will therefore try to answer these research questions in view of both theory, previous empirical data, but most importantly the data collected through this project. There are some key discussion points that need to be addressed, and that is what this chapter will seek to do. These key discussion points are what is believed to be the most important for the LPS's success in the CLIL method, based on the research done for this thesis.

The chapter will include a discussion of the timeframe for a CLIL research project, as well a discussion on the importance of EE as a key element for both the opportunities and difficulties of the CLIL method. The most important discussion for successfully including the LPS will be regarding group-dynamics and homogeneous proficiency groups. There will also be a discussion on the teacher as a tool, and how this tool can be utilized. The chapter will also discuss the role of dictionaries and how this tool can be beneficial.

### 6.1 Timeframe

The previous empirical research done in the field of CLIL in Norway has had a timeframe between four to nine weeks, whereas the students in this research were exposed to the method for one week. With the knowledge of the limitations of the timeframe, the intervention was aimed to focus on increasing linguistic competence and promoting language output as it is the key element of the CLIL method.

The intervention did provide valuable information of the students and their experiences with CLIL, yet this is an aspect that ideally would have been improved. The method requires enough time to implement when it is being used with students who have no previous experience with CLIL. The students need to be confident in both communicating and learning subject-content in the TL, and this takes time. Despite Norwegian adolescents being exposed to sufficient input of EE, it is still not enough for the CLIL method, and there is a definite need for longer exposure.

The data collected indicated that the students felt confident in learning subject-content in the TL. Yet, the teacher mentioned that the content the students produced was poorer than expected and there was an evident lack of complexity in what little language they produced,

especially regarding the LPS. This could be a problem when increasing the complexity of the subject-content which the teacher also indicated she would do in the future if they were to continue using the method. The intervention did on the other hand focus on increasing communicative output, which could be a reason for the results regarding subject-content. Furthermore, it is not the key focus of this research, but it should be noted and taken into consideration for the overview of the research in the field of CLIL.

The students explained, both through the survey and the group interviews, how they were able to communicate in the TL. Yet, they found it difficult as they were not used to it, finding it weird to use the TL in settings they were used to using the MT. The teacher agreed that the students managed to communicate in the TL, yet again, she was critical of the proficiency of the language being produced, particularly around grammar and pronunciation, her reflections were also shared by the observer.

The LPS students' linguistic proficiency, in particular, was very poor. The language they used was simple, grammatically wrong and pronounced incorrect. The frequency of code-switching was also more apparent, and they struggled to keep the conversation going in the TL. Linguistic proficiency is something that would become better with time and exposure. Despite the LPS poor linguistic production, they tried to the best of their abilities to communicate in the TL. They also saw the benefits of using the method and agreed they learnt more by communicating in the TL. This might be one of the most important findings of the research project. Despite struggling and poor performance, the LPS still wanted to continue using the method and knew that they would become more proficient by practicing. The CLIL method could therefore be promoting intrinsic motivation for the students, including the LPS. The teacher agreed, in line with previous empirical evidence, that the method was comprehensive and intense to use. Yet, she also agreed that it would become easier with time as the reasoning for the intensity was not because it was any more difficult than before, it was just different, and it would take some time to get used to. This shows some practical examples of how a longer duration of exposure to the CLIL method might be essential for effectively implementing the method, and particularly including the LPS.

The sociocultural theory supports the claims that timeframe is of importance in successfully implementing the CLIL method. The theory of internalization explains how it is important for the individual to integrate the ways of CLIL into their internal norms, and this takes time, which was out of my control for the intervention.



## 6.2 Extramural English

The contextual situation of Norwegian adolescents' exposure to EE is an important element to include in the discussion of CLIL. Sylvén (2013) and Olsson & Sylvén (2015) has explained the importance of EE and how it is an important factor in achieving a higher proficiency. In combination with the European Commission's aim of MT+2, and LK20's generally acknowledged ESL proficiency target, EE is something that should be discussed.

On the one hand, Norwegian adolescents are exposed to extensive EE, especially through input (Lialikhova, 2019; Mahan, 2020; Rindal, 2020), which the data collected for this thesis confirms. On the other hand, this thesis shows that the students are still not exposed to sufficient output. This could also be linked to the results that indicate that students struggle with communicating with their peers, producing poor linguistic content. The LPS do not struggle with understanding the teacher or each other, yet they struggle with producing decent language, especially orally.

The LPS also mention that they are exposed to EE to a high extent, where several of them play computer games. Some LPS are playing computer games where it is natural to communicate with other players in English, whereas some play computer games where English communication is not as natural. This was also reflected through the observations, where the LPS who played computer games that included communication in the TL, where also the ones who used the TL the most. This could be an indication that exposure to EE output was an important factor in being able and showing leniency to communicate in the TL. The LPS who played computer games that included communication in the TL still struggled producing good quality of language regarding grammar and proficiency, but they were still performing better than their peers who did not use the TL when playing computer games.

The LPS that played computer games that included communication in the TL where also the ones who showed the highest motivation towards communicating in the TL. They mentioned that it was a little weird, because it was not something that they were used to. Yet, they said that they had no issues communicating in the TL while playing computer games, it was only a matter of becoming used to the idea of using it in the classroom. Furthermore, the motivation the students showed was of the intrinsic nature, which is ideal.

Computer games often provides a high degree of exposure to oral communication, which could provide confidence in using the TL in a classroom setting. But a problem with computer games is that there is little to no correction on poor grammar or wrong pronunciation. It is therefore important to steer this resource into decent grammatical forms and correct pronunciations to provide a higher proficiency. The students could become

confident in using the TL in their extramural activities before having their language structured and corrected in school.

These reflections are also supported by both Krashen (1985) & Swain (1985) who explain the importance of input and output. As previously mentioned, both these hypotheses are important to provide the full picture of linguistic proficiency. On the one hand, there is a need for input to learn how it should be done, but on the other hand, the importance of output is essential in becoming proficient in using the language.

With students exposed to a sufficient amount of EE input, they are still not producing enough output. The results of this can be seen in how they understand everything that is being said, yet the problems lie in the communicative aspect. This is especially true with the LPS, where it is a clear problem. To achieve the aims of higher proficiency in the TL closer to the ESL standards, there is therefore a need to increase the TL output the students produce. One way of doing that is to expose the students to more CLIL in the classroom, where they also can receive corrections on their linguistic proficiency.

### **6.3 Homogeneous proficiency groups**

Homogeneous proficiency groups has been a part of research on CLIL in Norway (Lialikhova, 2019, 2021; Mahan, 2020). This approach is based on Vygotsky (1978) and how students can best scaffold for each other when they are in the same proficiency level and operate in the same window of proximal development. Peer interaction was the tool most students found beneficial, yet the LPS indicated that the group-dynamics was a hindrance rather than a tool. The previous findings that have not targeted the LPS in particular found homogeneous proficiency groups to be beneficial, which is to some extent being supported by the research done for this thesis. Yet, this thesis has had a particular focus on the LPS, and the findings regarding this topic are contrary to what previous empirical results have showed regarding homogeneous proficiency groups.

The students do in its majority benefit from using homogeneous proficiency groups, while there is a minority who do not. The findings this research provides are that the ones who do not benefit from homogeneous proficiency groups are in particular the LPS. As previous empirical evidence has not targeted the LPS, only explained that they struggle, this research might fill that gap. The LPS students do benefit from peer interaction as well as find it motivational, yet their opinion is explicit in their negative experiences of homogeneous proficiency groups.

On one hand, homogeneous proficiency groups work for the majority of the class, yet

on the other hand it does not work for the group of LPS. In line with the Norwegian public school, it is therefore not a valid approach, as the Norwegian public school has an important policy of including everyone (The Directorate of Education, 2020).

The findings of this research are clear, both the observer, the LPS and the class teacher all mention that homogeneous proficiency groups are an issue for the LPS, whereas personal characteristics are a more important part of the group-dynamics than proficiency. The LPS are lacking an “engine”, or someone in the group that could take the lead and structure both the content and the language use of the group. The LPS did sometimes work effectively, yet this was only when the teacher was present, providing that missing structure.

Ideally, the teacher should be around to structure and scaffold for the LPS sufficiently, yet the reality of the situation is that a teacher would never have the time to follow up the LPS to the extent they needed. The other students, despite being more self-sufficient, are also in need of assistance and scaffolding.

An alternative to using either homogeneous proficiency groups or a teacher to scaffold would be to create mixed proficiency groups. In this way, the HPS could provide the missing scaffolding and structure for the LPS, functioning as a sort of teacher’s assistant. Yet, there are both ethical and practical issues using mixed proficiency groups. The issue with making HPS into teacher’s assistants, is that the HPS are also entitled to be challenged and educated to their level (The Directorate of Education, 2020). The HPS would not be able to be challenged and educated to their level if they are to continuously scaffold for students with a lower proficiency than themselves. They would therefore not be working in their ideal zone of proximal development. As both previous empirical evidence and the research for this thesis have shown, the stronger proficiency students work differently and are seeking different ways of scaffolding and development. This form of scaffolding and development would not be present with mixed proficiency groups in the same way as homogeneous proficiency groups, resulting in a limited development for the HPS.

There are some possible solutions to this issue, yet there is no perfect answer, and some of these issues might be difficult to achieve in different classroom settings. Group dynamics does not necessarily have to be either homogeneous proficiency groups or mixed proficiency groups, it could be a combination. One way of achieving this is to create groups with a similar proficiency level, where there is at least one of the similar proficiency level students that has the ability to provide the needed structure. A LPS that has the required structure could therefore benefit the group-dynamics with providing the structure, yet still be challenged due to their proficiency level. The CLIL method also has a focus on cross

curricular activities, it is therefore possible to link students with strengths in different subjects where they could fill each other's gaps of knowledge. They could scaffold for each other in the subjects they are strong in, yet they could also receive scaffolding in the subjects they are weak in.

The problem with these solutions is that it is extremely difficult and demanding for the teacher to find these links and perfect mutual relationships, where students can provide both scaffolding as well as being scaffolded for, and where students are both challenged and assisted. Another issue is that every classroom is different, and there is far from any guarantee that these links and relationships might exist.

#### **6.4 Teacher as a tool**

Peer interaction was the most beneficial tool for the students, and this has been discussed in the previous section. Furthermore, using the teacher as a scaffolding tool has to some extent also been discussed regarding homogeneous proficiency groups. This section will address the role of the teacher in itself. The findings of the research for this thesis explicitly show how the teacher was a beneficial tool for the students, being the ideal mediator and scaffolder. In this way, the teacher serves in the role of what has previously been described as an "engine". It has also previously been mentioned how it is impossible for the teacher to be everywhere at once and that the LPS students in particular need extensive assistance from the teacher. Using students as assistants in peer interaction for scaffolding is not the solution for this problem either. An ideal and obvious solution would have more assistants in the class, yet that is also not something that is a realistic solution. That is why this section will attempt to explore how the teacher as a tool could be used to the best way possible.

The first issue occurring in a CLIL classroom is to what extent the TL is being used. There is both code-switching and translanguaging (Lialikhova, 2019, 2020) present which is something that should be addressed. The observations of the intervention showed how the students tended to use code-switching and translanguaging to a higher extent when the teacher was not listening. When the teacher then came within earshot, the students quickly used more of the TL than before. Alas, it is yet again a problem for the teacher to be able to listen in on every student all the time. It could therefore be a solution to not linger too long with each group, making sure to keep the students active and limiting the length of time where the teacher cannot listen in. By roaming the groups effectively, the students would have shorter spans of time to communicate in the MT before they are reminded of using the TL. Yet, this could also create difficulties as the teacher might need to use longer periods of

time with certain groups or on certain problems. It is therefore important for the teacher to find the correct balance, of both being able to check-in on all groups, while providing sufficient scaffolding when it is needed. It is also important to highlight that the teacher should have a particular focus on the LPS, without neglecting the other students. However, the realistic aspect of a teacher's possibility to scaffold for everyone might be somewhat different than this solution.

The issues of code-switching and translanguaging is something that I have also experienced in a previous research and development project where I used a version of CLIL in a 6<sup>th</sup> grade classroom. In most situations it was sufficient to give a simple reminder to the group to remember to use the TL. It was also beneficial to move to the back of the classroom and gain an overview of the groups at certain points to provide indications on which groups needed more assistance on using the TL. This is definitely something that should be in focus in further research: how the teacher's role could ideally be performed.

The second issue that has been mentioned in previous empirical research and that was also apparent in the research for this thesis was grammar and pronunciation (Lialikhova, 2019, 2020). The students, and in particular the LPS, produce poor linguistic content and the level of proficiency is naturally low. The CLIL method does not necessarily have a particular focus on grammar and pronunciation as it often increases the competence in these topics naturally through communication and noticing. This might limit the teacher's opportunities to work solely on grammar and pronunciation which is an established practice of regular English subject sessions. It is therefore important to find the opportunities for discussions on grammar and pronunciation as they occur. The observations showed that the teacher managed to do so, often through a short remark or reminder on the correct grammatical form or pronunciation. The problem here is as the teacher remarked that the students quickly fall back to old patterns. Yet again, a solution for this problem could be the timeframe. By using the method for a longer time, exposing the students to correct linguistic form and pronunciation for a longer duration, the students would eventually internalize the rules.

The third issue that the findings have highlighted is that the level of produced content is also too poor. As mentioned, the intervention in this research project did have a primary focus on language, not content, yet there were some relevant findings regarding content as well. The teacher mentioned that the level of content produced was too poor, especially regarding the LPS. Despite the project aiming towards a simpler level of content, the teacher was still not satisfied. Yet, she agreed that this could be due to the preparation done before the intervention, where the framework the students provided was too open and not concise

enough in the requirements for what they were to produce of content. The problem here is finding the right balance, where students both have a structured framework, yet still include student participation regarding choice of content. Having structured and clear framework and goals could also be beneficial for the LPS who struggled to structure themselves with open-ended tasks. The timeframe of the intervention could yet again be a decisive factor, where Drew (2013) highlights how the level of content can be complex, comprehensive, and achievable as long as there is time for it.

## **6.5 Dictionary**

The final moment for discussion is a tool that the students in their entirety do not find beneficial, yet both teacher and observer reacted to the use of this tool. A dictionary is a tool that could be beneficial for the students, including the HPS, the MPS and the LPS, yet none use it. In this classroom the students were provided with an online dictionary (Clue), and the online dictionary was able to solve several of the issues the students encountered, yet it was not being used. The LPS students elaborated in the group-interview that they found it difficult and inconvenient to use, and therefore opted for the easier alternative, namely Google Translate.

There are several issues with Google Translate, since it often provides incorrect translations. However, the most prominent issue with the translation-software is that it is possible to enter full texts and receive a full translation, often riddled with incorrect translations. The students therefore learn little, and the little they learn from it is often incorrect. The issues regarding Google Translate have been there for a long time, and there is still no solution.

Despite Google Translate providing incorrect translations and the opportunities to enter full texts, it has become better over time, especially regarding correctness of translations. The issue of choosing a wrong translation or a wrong synonym is on the other hand something students also encounter with the regular e-dictionaries, as they tend to simply click on the first alternative they are provided. The issue could perhaps be solved with a compromise. By including the students' opinions on using Google Translate and then teaching them the correct way to use it, the students could find a dictionary that they can utilize and find beneficial. By increasing student-ownership and motivation, the students may be more lenient to using it correctly.

## **7.0 Summary, conclusion, and suggestions for further research**

This MA thesis has tried to increase the knowledge on how the CLIL method could be beneficial for LPS, and what kind of scaffolding they need. The thesis has explained the CLIL-methodology and how it is a grassroot movement in the Norwegian context (Mahan, 2020, p. 4). It has also explained how the success of CLIL to a large degree is contextualized (Drew, 2012; Lialikhova, 2019, 2021; Mahan, 2020; Olsson & Sylvén, 2015; Sylvén, 2013). The Norwegian context has included the situation on EE as well as aims of proficiency and the relevance of LK20. Furthermore, the CLIL methodology has been linked to theories and hypotheses of Vygotsky (1978), Krashen (1985), Swain (1985) and Ryan & Deci (2000).

The thesis has shown how the empirical evidence in Norway is limited. Most research is done in upper secondary school (Lialikhova, 2019, 2021; Mahan, 2020), while there is little research in lower secondary school (Drew, 2013). The findings of previous research are that the CLIL method is successful to a high degree, yet the LPS struggle. Furthermore, there is no previous research on the LPS in particular and how they could overcome their difficulties. The research also explains the contextualized situation of EE (Drew, 2012; Lialikhova, 2019, 2021; Mahan, 2020; Olsson & Sylvén, 2015; Sylvén, 2013), and how this is one of the key elements to the success of CLIL. There is sufficient input, yet there is still a lack of enough exposure to output, particularly orally.

The data this thesis has examined have taken the form of a mixed-methods approach, including both an intervention, observation, surveys, and interviews. It has also included both the teacher's perspective, the student's perspective as well as the observer's perspective. The focus of the research has been the LPS in particular, and how this group of students could be scaffolded for to achieve a higher success with the CLIL method.

The findings show that the HPS work well with the method. The MPS also functions well yet in this group there are some individuals that struggle. The LPS on the other hand struggle a lot, and it is clear that the problems of CLIL is connected to the proficiency levels of the students. However, it has also been noted that the characteristic of the individual student is an important factor.

The findings show that the LPS are able to communicate using the method, yet they lack an "engine" or someone to structure the tasks at hand and keep the group on-topic, using the TL. In general, there is a high degree of TL-use, yet there are examples of both code-switching and translanguaging, which also seems to be connected to the proficiency level of the students and is most often used in social settings. Furthermore, the research showed that

computer-gaming is an important factor for the LPS students. The LPS who play computer games that included communication in the TL struggled less in the communicative part of CLIL than their peers.

The students agree that the teacher is the most important scaffolding tool, in combination with peer interaction as well as a large variety of sources in both the TL and the MT. Furthermore, the findings also show that the students enjoy using the method in its entirety, and that the method is a booster for intrinsic motivation. On the other hand, the homogeneous proficiency groups are in the LPS' opinions the biggest issue of using the method.

On the basis of this knowledge, the thesis discussed some of the key elements of including the LPS in the success of CLIL. This includes the timeframe of the method, where there is a need for a longer exposure to the method than this intervention provided. EE has also been discussed, and in particular regarding the lack of communicative output in the TL. The most important discussion that has taken place in this thesis has been related to homogeneous proficiency groups and mixed proficiency groups, to figure out which is most beneficial, and to what level proficiency and personal characteristics should be a part of the group-dynamics. Furthermore, the thesis also discussed two particular tools and scaffolding techniques for the LPS, including both the role of the teacher and dictionaries and how these should be used.

There is a gap of knowledge regarding the CLIL and the LPS, and how to best facilitate for them. This thesis has tried to bridge that gap. The most important evidence this thesis has provided is that the homogeneous proficiency groups need to be addressed for the CLIL method to be beneficial for the LPS. The biggest struggle for the LPS is regarding structure, where they are lacking an "engine", and this becomes evident when they are put together in homogeneous proficiency groups. The effect of individual characteristics is evident, and it should be included in the group-dynamics considerations. A possible solution to this issue could be a form of mixed proficiency groups.

The LPS also need more time to get comfortable using the method. They are inclined to keep using the method, despite their struggle, which is a key finding. The fact that the motivation seems to be intrinsic further strengthens the argument. More exposure to the CLIL method would not only be beneficial for the LPS' proficiency, but it would also be beneficial for the teacher. Furthermore, the teacher is seen as a beneficial and motivational tool or scaffolding technique for the LPS, and the teacher would also need to provide an extra focus on the LPS or find an adequate solution for the LPS to benefit from the method.



The research shows that CLIL is something that needs to be worked with over time, where the students need to develop the norms of CLIL into their own internal norms. In other words, there needs to be built a culture for CLIL. It is therefore paramount that the students are sufficiently exposed to the CLIL method.

The gap of knowledge has not been filled, yet this thesis has provided more insight into the way forward. There is a need for more longitudinal qualitative research on the topic. The timeframe should be extensive, and it should be done in a lower secondary Norwegian Public School. There is also a need for more research that particularly addresses the issues for the LPS, especially regarding the teacher's role and how the teacher can best facilitate for every student, but more importantly on the group-dynamics for the LPS regarding structure. There is a need for a way of forming groups where students are both challenged and assisted in their own zone of proximal development.

The uncharted territory of LPS' difficulties with the CLIL method in a lower secondary public school has to some degree been explored. There are definitely issues that need to be overcome for the methodology to be sustainable and beneficial. Yet this thesis has shown that there should be optimism regarding the topic, as the issues seem to be solvable.

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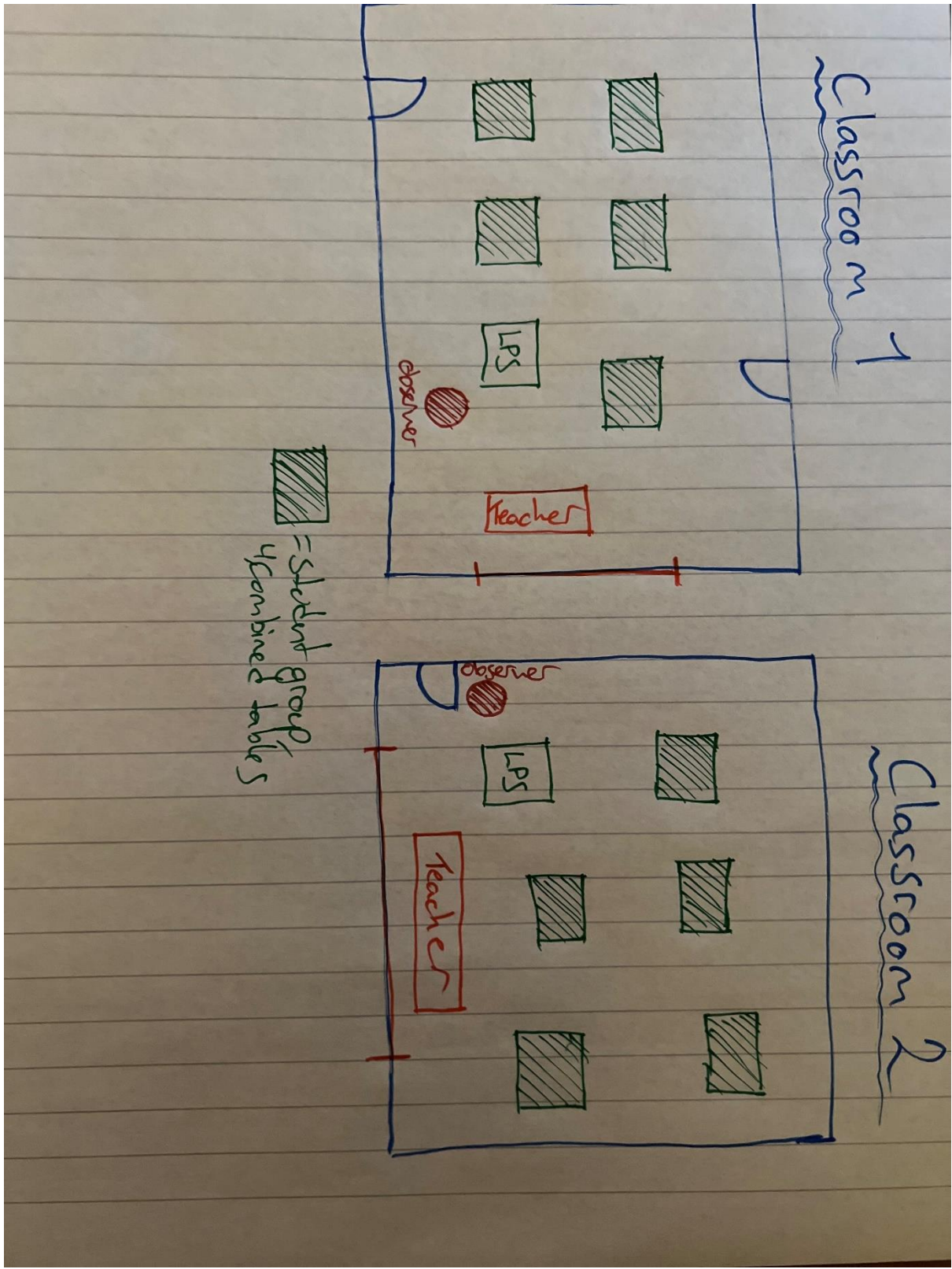
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Appendix I: Drawing of classroom



## **Appendix II: Project descriptions (student handouts)**

This is the framework for the project and is a replica of what was provided to the students. Each group was given the relevant project-description for their chosen topic.

### Social Democracy in Norway

#### Task

Your group is to create a mind-map that highlights the most important aspects of the interwar period in social democratic Norway from 1918 to 1939. Discuss with your group what is important to include.

#### Questions for discussion

- Who was the leader during this period?
- How were the living conditions during this period?
- What were the causes for their situation in this period?
- Was there anything interesting or special that happened in this period?
- What was problematic in this period?
- What was working in this period?

#### Keywords

- Politics, economy, society, the stock market crash, unemployment, wages, Arbeiderpartiet, state control, neutrality, Comintern, Tranmæl

#### Sources (other sources you may find can be equally good)

- Kosmos 9
- <https://snl.no/mellomkrigstiden>
- [https://snl.no/mellomkrigstiden#-Mellomkrigstiden\\_i\\_Norge](https://snl.no/mellomkrigstiden#-Mellomkrigstiden_i_Norge)
- <https://www.norghistorie.no/forste-verdenskrig-og-mellomkrigstiden/1614-arbeiderbevegelsen-reform-revolusjon-og-ny-reformisme.html>
- <https://www.britannica.com/place/Norway/World-War-I-and-the-interwar-years>

#### Vocabulary explanation

- Stock market crash – a sudden and large drop in the stock market where everyone sells their stocks.
- Unemployment – the number or proportion of unemployed people.

- State control – The power or authority of a government to regulate or command industry, organizations, programs, initiatives, and individuals.
- Comintern – The Communist International, an international communistic organization

## Capitalism in the USA

### Task

Your group is to create a mind-map that highlights the most important aspects of the interwar period in the capitalistic USA from 1918 to 1939. Discuss with your group what is important to include.

### Questions for discussion

- Who was the leader during this period?
- How were the living conditions during this period?
- What were the causes for their situation in this period?
- Was there anything interesting or special that happened in this period?
- What was problematic in this period?
- What was working in this period?

### Keywords

- Freedom of the market, governmental control, immigration, national quotas, isolationism, the stock-market crash, the great depression, the New-Deal-policy, Roosevelt

### Sources (other sources you may find can be equally good)

- Kosmos 9
- <https://snl.no/mellomkrigstiden>
- [https://snl.no/USAs\\_historie#-Mellomkrigstid\\_og\\_%C3%B8konomisk\\_krise,\\_1920%E2%80%931940](https://snl.no/USAs_historie#-Mellomkrigstid_og_%C3%B8konomisk_krise,_1920%E2%80%931940)

### Vocabulary explanation

- Governmental control – the government or the state creates laws that keeps control.
- Immigration - the action of coming to live permanently in a foreign country
- Isolationism - a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.
- Stock market crash – a sudden and large drop in the stock market where everyone sells their stocks.
- The great depression - a long and severe recession in an economy or market.



- The New-Deal Policy – a political attitude to increase the purchasing power and the security for the majority of the people in the country.

## Communism in the Soviet Union

### Task

Your group is to create a mind-map that highlights the most important aspects of the interwar period in the communist Soviet Union from 1918 to 1939. Discuss with your group what is important to include.

### Questions for discussion

- Who was the leader during this period?
- How were the living conditions during this period?
- What were the causes for their situation in this period?
- Was there anything interesting or special that happened in this period?
- What was problematic in this period?
- What was working in this period?

### Keywords

- Politics, economy, society, the Russian revolution, the Tsar-empire, the Bolsheviks, planned economy, socialism, communism, famine, Lenin, Stalin.

### Sources (other sources you may find can be equally good)

- Kosmos 9
- <https://snl.no/mellomkrigstiden>
- [https://snl.no/Sovjetunionens\\_historie](https://snl.no/Sovjetunionens_historie)
- [https://polithistory.ru/en/visit\\_us/view.php?id=831](https://polithistory.ru/en/visit_us/view.php?id=831)

### Vocabulary explanation

- Revolution – a forcible overthrow of a government or social order, in favour of a new system.
- Tsar – The emperor of Russia before 1917.
- Bolsheviks – a member of the majority faction of the Russian Social Democratic Party.
- Planned economy – an economy in which production, investment, prices, and incomes are determined centrally by the government.
- Socialism – everyone in the community are equals.

- Communism – a system where all the property is owned by the community.
-

## Fascism in Italy

### Task

Your group is to create a mind-map that highlights the most important aspects of the interwar period in Fascist Italy from 1918 to 1939. Discuss with your group what is important to include.

### Questions for discussion

- Who was the leader during this period?
- How were the living conditions during this period?
- What were the causes for their situation in this period?
- Was there anything interesting or special that happened in this period?
- What was problematic in this period?
- What was working in this period?

### Keywords

- Politics, economy, society, violence and terror, strength and weakness, nationalistic, undemocratic, socialism, communism, the march on Rome, Mussolini

### Sources (other sources you may find can be equally good)

- Kosmos 9
- <https://snl.no/mellomkrigstiden>
- [https://snl.no/Italias\\_historie#-Fascismens\\_fremmarsj](https://snl.no/Italias_historie#-Fascismens_fremmarsj)

### Vocabulary explanation

- Nationalistic - having or expressing strong identification with one's own nation and vigorous support for its interests, especially to the exclusion or detriment of the interests of other nations.
- Undemocratic – lack of democracy.
- Socialism – everyone in the community are equals.
- Communism – a system where all the property is owned by the community.

## Nazism in Germany

### Task

Your group is to create a mind-map that highlights the most important aspects of the interwar period in Nazi-Germany from 1918 to 1939. Discuss with your group what is important to include.

### Questions for discussion

- Who was the leader during this period?
- How were the living conditions during this period?
- What were the causes for their situation in this period?
- Was there anything interesting or special that happened in this period?
- What was problematic in this period?
- What was working in this period?

### Keywords

- Politics, economy, society, nationalism, imperialism, the Germanic/Aryan race, racism, anti-Semitism, racial hygiene, welfare state, propaganda, censorship, dictatorship, inflation, Kristallnacht, Hitler

### Sources (other sources you may find can be equally good)

- Kosmos 9
- <https://snl.no/mellomkrigstiden>
- [https://snl.no/Tysklands\\_historie#-Revolusjonen\\_og\\_Weimarrepublikken\\_1918%E2%80%931933](https://snl.no/Tysklands_historie#-Revolusjonen_og_Weimarrepublikken_1918%E2%80%931933)

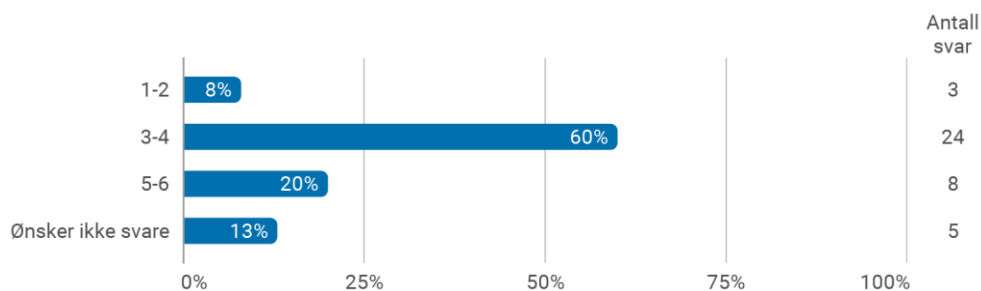
### Vocabulary explanation

- Nationalistic – having or expressing strong identification with one's own nation and vigorous support for its interests, especially to the exclusion or detriment of the interests of other nations.
- Germanic/Aryan-race – people of European or Germanic descent.
- Anti-Semitism – hostility or prejudice against Jewish people.
- Welfare-state – a system whereby the state undertakes to protect the health and well-being of its citizens, especially those in financial or social need.

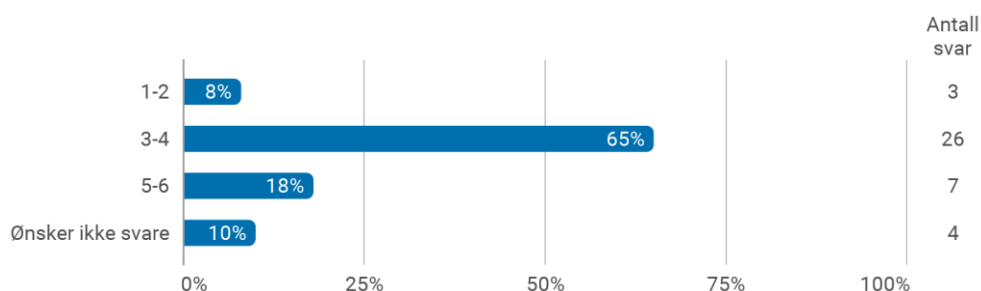
- Imperialism – a policy of extending a country's power and influence through colonization, use of military force, or other means.
- Propaganda – information, especially of a biased or misleading nature, used to promote a political cause or point of view.
- Censorship – the suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
- Dictatorship – One person or a small group of people has the absolute power.
- Inflation – a general increase in prices and fall in the purchasing value of money.

### Appendix III: Survey results

Hvilken karakter har du i Engelsk?

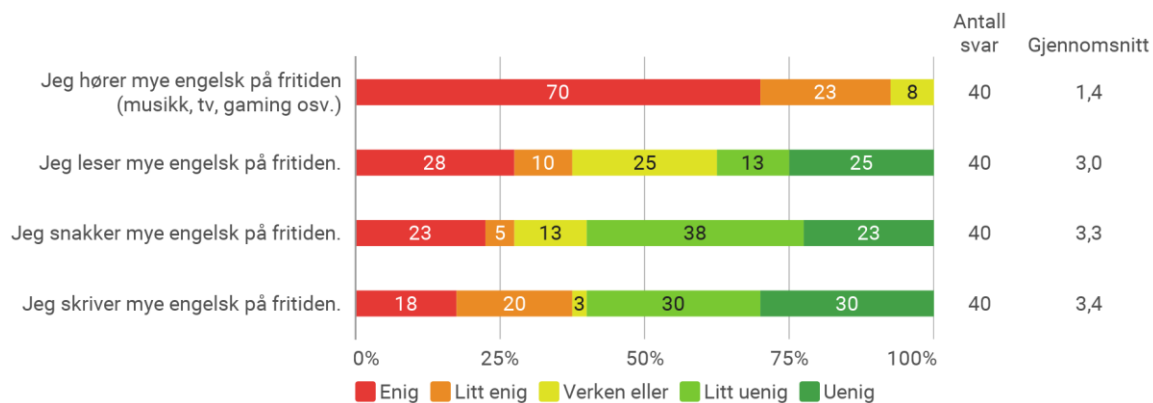


Hvilken karakter har du i Samfunnsfag?

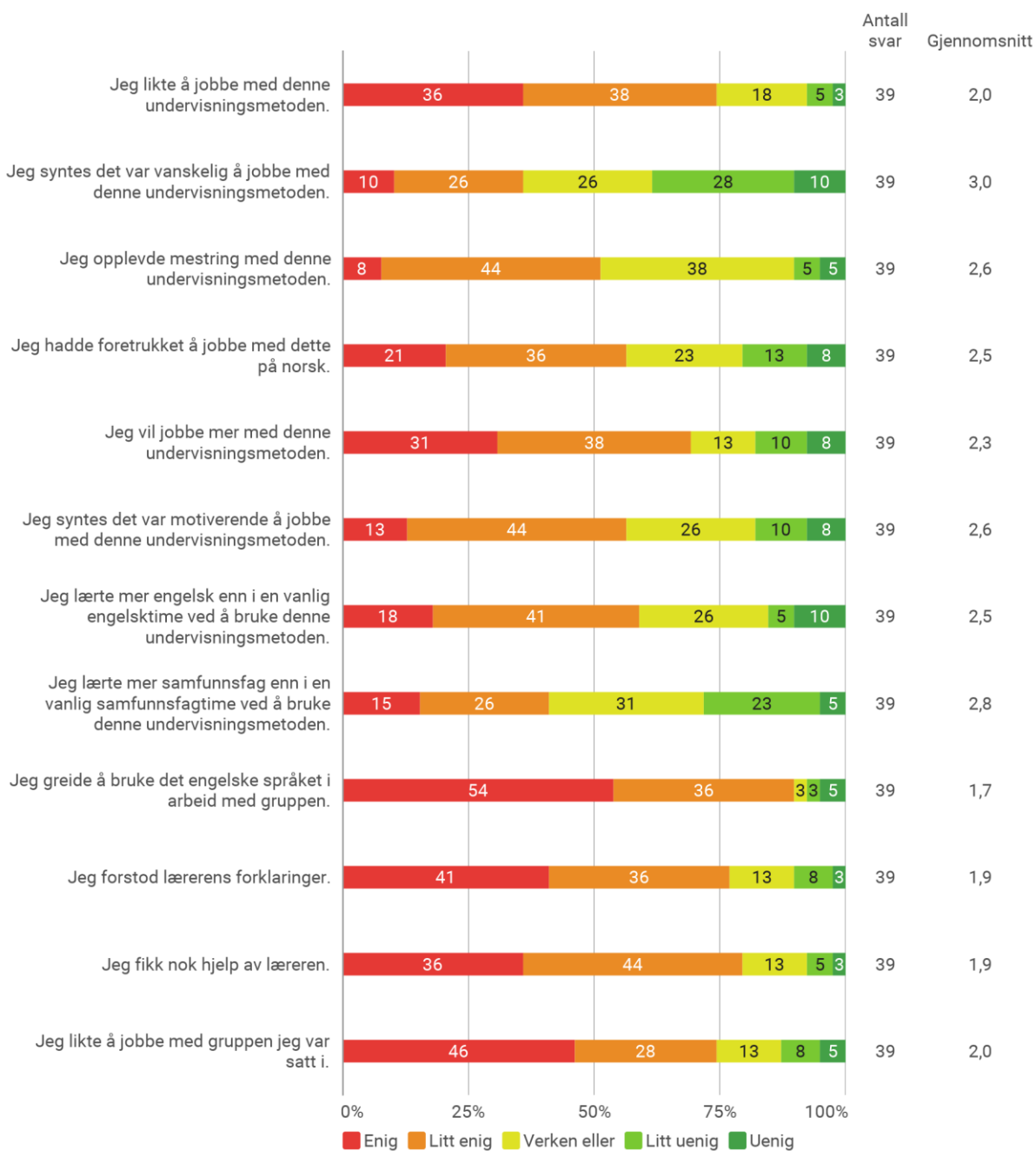


Her kommer det noen påstander som handler om hvor mye du møter engelsk på fritiden.

Trykk på det alternativet du føler er mest riktig for deg.

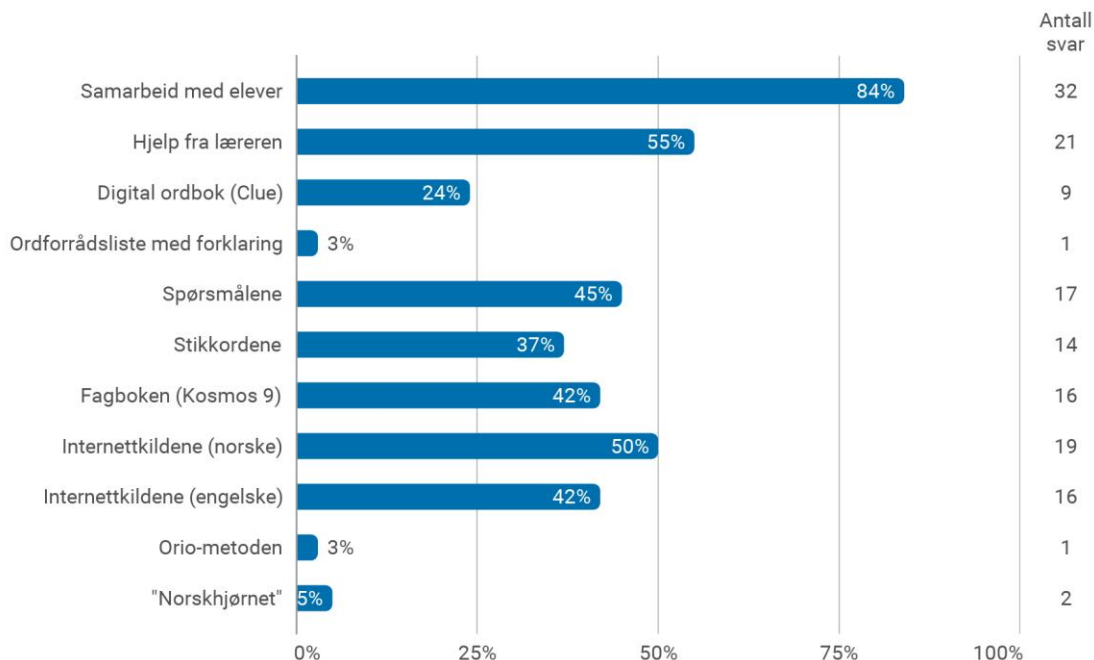


Her er noen påstander om undervisningsmetoden vi brukte i prosjektet. Trykk på alternativet du føler er mest riktig for deg





## Hvilke hjelpemidler var nyttige for deg?



### Er det noe mer du har lyst til å si eller som du tror kan være viktig for meg å vite?

it was fun

ikke alle gjorde noe

det var gøy men hadde vært fint med litt mer tid til å jobbe med

Ville holdt på med det i en lengre periode for jeg er ikke vant med å snakke engelsk, og derfor høres den ut som sånn norsk-engelsk uttale

**Er det noe mer du har lyst til å si eller som du tror kan være viktig for meg å vite?**

It was fun

**Appendix IV: Transcript, student group-interview****LPS group, classroom 1****Bruker dere det engelske språket mye på fritiden?**

S2: Ja.

S3: Ja.

S1: Nei.

**Hvordan situasjon er det dere bruker det i?**

S2: Jeg bruker det hver dag for jeg skriver aldri på norsk?

**Hvorfor gjør du ikke det?**

S2: Jeg syntes det er mer komfortabelt med engelsk enn med norsk.

S3: Jeg spiller videospill.

**Hva er favoritten?**

S3: GTA kanskje.

**Og S1?**

S1: Jeg skriver eller snakker ikke engelsk, jeg har norske folk jeg snakker med og jeg kan skrive til de.

**Og spillene du spiller der leser du ikke så mye engelsk heller?**

S1: Nei, det er «Rainbow 6 Siege», det går mest på å spille.

**Og i forhold til undervisningsmetoden vi har brukt nå, følte dere at engelsk-ferdighetene dere hadde fra før var gode nok?**

S3: Ja.

S1: Ja.

S2: Ja.

**Og i forhold til skriving på engelsk, da antar jeg det går greit S2, men hva med deg, S1, du**

**skrev jo mye under prosjektet? Følte du at det gikk greit?**

S1: Ja.

**Og hva med deg, S3?**

S3: Ja, det gikk fint?

**Hva med snakkingen da?**

S3: Det gikk også fint.

S1: Ja, det gjorde det.

**For det var jo også litt stille til tider, det var kanskje ikke så mye kommunikasjon? Men hva tenkte dere skjedde der?**

S1: Det var kanskje ikke så mye jobbing, når vi ikke snakket.

S2: Vi kunne jo snakket, men vi var redd for at S1 kom til å kjeftte på oss.

S1: Hvorfor skulle jeg kjeftte på dere?

S2: «I dont know», men ja.

S3: Du orket bare ikke å gjøre noe (S2).

S2: Jeg jobbet jo litt.

**Hva er det vi kunne blitt gjort for at man skulle kommunisere bedre?**

S3: Anmerkning til de som ikke snakker.

S1: Da hadde vi hatt ganske så mange anmerkninger.

S2: Jeg tenker jo bare så lenge man ikke må snakke. Jeg liker ikke når folk sier at man må gjøre ting. Men jeg gjør det jo da fordé noen ganger.

**Men hvis det hadde vært frivillig, tror du at du hadde gjort det da?**

S2: Kanskje.

**Enn med deg, S1?**

S1: Jeg hadde bare likt å snakke norsk egentlig. Prøvde jo å snakke engelsk uansett.

**Men hva tenker dere vi lærere kan gjøre for at elevene skal bli flinkere til å snakke engelsk?**

S2: Kanskje sånn time hvor vi bare sitter ned og snakker om ting på engelsk. Som utdanning, hvor vi bare sitter i en sirkel og snakker vi og kommuniserer med alle.

S1: Enig med S2.

**Pleier dere å snakke mye engelsk i timen?**

S2: Nei, aldri.

**Men tror dere at det kunne hjulpet og fortsatt å bruke denne metoden i mer enn en uke?**

S2: Jeg tror ikke det hadde fortsatt hvis du ikke hadde vært her.

**Så det hadde blitt bedre hvis jeg var her og fortsatte med metoden?**

S2: Ja.

**Men det å kombinere samfunnsfag og engelsk på engelsk. Hvordan opplevde dere det? Synes dere det var motiverende?**

S2: Ja.

S3: litt.

S1: Ikke mye.

**Sammenlignet med vanlige samfunnsfagtimer, følte dere at dere lærte noe mer eller noe mindre?**

S3: Det samme.

S2: Mer.

S1: Jeg lærte mer.

**Hvorfor det?**

S1: Vi har ikke hatt om dette før, og vi fikk lov til å lese på det.

**Så det var det du likte best, at du fikk lese på det?**

S1: Ja.

S3: Egentlig det samme.

**Og i forhold til engelsk-timene da, følte dere at dere lærte mer eller mindre?**

S2: Mer, fordi vi snakker aldri engelsk i engelsktimene.

S3: Mer.

**Så dere følte at dere lærte mer med å snakke engelsk?**

S2: Ja.

S3: Ja.

**I forhold til hele prosjektet, hva er det dere følte at dere fikk til?**

S2: Vi snakket mer med hverandre.

**Så dere snakket mer med hverandre enn dere vanligvis ville ha gjort?**

S2: Ja.

**Hva var det dere følte at dere ikke fikk til?**

S2: Samarbeid.

**Men for å få dette til å fungere enda bedre, er det noe dere kommer på kunne gjort det bedre?**

S3: Nei

S2: Det kommer an på læreren, noen lærere lærer jeg ikke noe av.

**Hva er det som gjør at du ikke lærer noe av de da?**

S2: Jeg er kanskje ikke helt komfortabel med de.

**Og i forhold til hjelpemidlene, følte dere at dere fikk nok hjelp, med alle hjelpemidlene samt læreren, hverandre osv?**

S2: Fikk nok hjelp av deg (observatør) enn av læreren.

**Så dere følte det kunne hjulpet med mer hjelp fra læreren?**

S3: Ja, litt.

S1: Enig.

**Og i forhold til alle hjelpemidlene dere fikk, hvilke hjelpemidler følte dere at hjalp mest?**

S2: Det hjalp med spørsmålene.

S1: Samme.

**Følte du at det hjalp å bare kunne lese og skrive?**

S1: Ja, jeg hadde bare lyst til å lese og skrive.

**Men syntes dere at når vi samlet begge klassene den siste timen, hva synes du om den?**

S2: Ja, det syntes jeg var gøy. Det er faktisk en av de gøyeste timene vi har hatt hittil i engelsk. Og det var litt gøy å høre hva de lærte og hva vi lærte.

S1: Det var gøy å jobbe med de.

**LPS group, classroom 2****Bruker dere det engelske språket mye på fritiden?**

S5: Nei, aldri.

S4: Ja, når jeg spiller.

**Hva er det du spiller for noe?**

S4: Jeg spiller litt av alt egentlig.

**Du leser i hvert fall mye engelsk når du spiller?**

S4: Ja, men jeg snakker jo mye med engelske folk også.

**Føler du at det er noe som hjelper deg i engelsktimene?**

S4: Ja, litt tror jeg. Men når jeg spiller så tenker jeg jo ikke over at jeg snakker engelsk, Men på skolen tenker jeg mer på det.

**Hva er det du tenker på?**

S4: Det er kleint å snakke engelsk, men det går greit.

**For dere snakker jo ikke engelsk til vanlig i engelsktimene?**

S4: Jo, når vi har «klasselærereren» så snakker vi jo engelsk når vi har engelsk.

S5: Det er ikke ofte vi snakker norsk i engelsk timene.

**Men i forhold til prosjektet vi har holdt på med nå, følte dere at engelsk ferdighetene deres var gode nok?**

S4: Ja.

S5: Nei.

S4: Jeg syntes at det gikk ganske greit jeg.

**Hvor mye av engelsk-timene er det dere snakker engelsk?**

S4: Det er kanskje rundt 70% av timen. Hun snakker jo engelsk så å si hele tiden, men noen ganger må hun oversette.



**Og i forhold til metoden hvor vi kombinerer engelsk og samfunnsfag. Hvordan opplevde dere det?**

S4: Det var gøy, det var jo alt i en smekk liksom. Vi lærte jo mye nye ord.

**Hvordan følte du at dere lærte nye ord?**

S4: Når vi var inne og leste liksom så var det spesielle ord som jeg måtte søke opp.

**Og hvordan opplevde du prosjektet S5?**

S5: Gøy.

**Så selv om du syntes det var vanskelig så synes du det var gøy?**

S5: Ja, det var bedre enn å skrive.

**Synes dere det er motiverende å jobbe på den måten?**

S4: Det er motiverende å jobbe med en gruppe, det syntes jeg er ganske «chill». Det er bedre å være på en gruppe en alene.

S5: Enig.

**Så det å jobbe på grupper er motiverende. Men hva synes dere om å jobbe med samfunnsfag på engelsk?**

S4: Det var greit det.

S5: Ja.

**Synes du det var motiverende å ha samfunnsfag på engelsk S5?**

S5: Vi kunne gjerne hatt det på norsk, men det gikk jo fint.

**Men i forhold til vanlige samfunnsfagtimer, følte dere at dere lærte mer eller mindre?**

S4: Sånn 50-50.

S5: Ja, enig. Jeg følte at vi lærte like mye.

**Fordel med gruppearbeid, men vanskeligere å snakke engelsk?**

S5: Ja, det er bedre å jobbe på grupper enn å jobbe alene.

S4: Det var mer lærerikt, i hvert fall når man sitter i grupper og snakker engelsk. Man forbedrer jo

engelsken ved å tørre å snakke mer engelsk liksom.

**Men sammenlignet med vanlige engelsktimer, følte dere at dere lærte mer eller mindre?**

S4: Vi snakka jo mer engelsk.

S5: Mye mer engelsk.

**Følte du at dere lærte mer engelsk selv om det var vanskelig?**

S5: Ja, litt. Lærte jo nye setninger og nye ord.

S4: Tør å snakke mer liksom.

**Tror du at du det at du syntes det var litt vanskelig gjør at det blir litt negativt. Men tror du det er fordi du synes det er vanskelig?**

S5: Ja.

**Tror dere da at ved å øve mer og bli flinkere at det vil bli enklere etter hvert?**

S5: Ja.

**Men hva er det dere følte at dere fikk til?**

S4: Snakke engelsk.

S5: Så var det bra setninger.

**Hva var det dere følte at dere ikke fikk til?**

S4: Samarbeid, det gikk til «pieces».

S5: Ja, det gjorde det.

**Hva var det du tenker som gjorde at det gjorde det?**

S4: Folk gadd ikke å gjøre noe. Det var bare kaotisk.

**Og vi prøvde jo å sette sammen grupper som var litt på samme nivå, men tror dere at det kanskje kunne hjulpet å ha noen som var litt flinkere på gruppen? Tror dere det kunne hjulpet å ha noen som kunne gå litt foran?**

S5: Ja.

S4: Ja, det hadde vært greit.

S5: Jeg tror det hadde vært bedre, mer lærerikt.

S4: Det er jo ikke smart å sette folk på samme nivå sammen, da lærer man jo ikke noe nytt.

**Så det er vanskelig å spille hverandre gode?**

S5: Ja.

**Er det noen andre ting som vi som lærere kunne gjort for at det ble bedre?**

S5: Nei egentlig ikke.

S4: Ikke noe som jeg kommer på. Jeg syntes det var greit.

**(Referer til siste arbeidstimen hvor elevene fikk mer oppfølging fra starten av timen)**

**- Følte dere at det hjalp?**

S4: Ja.

S5: Ja, veldig.

**Er det noe som kunne gjort det bedre? At fra starten så hadde læreren satt seg ned og hjulpet dere i gang?**

S5: Ja, hjelpe de som trenger hjelp. Bare for å komme i gang.

**Og i forhold til hjelpemidler. Følte dere at dere fikk nok hjelp, kombinert mellom læreren og hverandre?**

S4: Ikke av hverandre.

**Hva med læreren da?**

S4: Nei det syntes hjalp litt.

S5: Det hjalp litt, hun skrev jo ned litt som fikk oss i gang.

**Så det var liksom da det snudde litt?**

S4: Ja.

S5: Ja.

**Og i forhold til alle bøkene, internettkildene, Clue osv.**

S4: Nei Clue er helt ubrukelig.

S5: Brukte ikke Clue i det hele tatt, det er jo helt på villspor.

**Hva var det som ikke funket med det?**

S5: Det tar så lang tid. Man må liksom skrive et ord, «enter», et ord, «enter».

S4: Man kan jo bare legge det inn i google translate, også kommer det rett opp.

S5: Det er mye lettere.

S4: Jeg syntes Clue er helt mongo.

**Men av alle hjelpemidlene, hvilke er dere hjelp mest?**

S5: Internettkildene.

S4: Ja.

**Hvorfor følte dere at de hjalp mest?**

S5: Det kom lettere opp.

S4: Det kom mye informasjon.

**Følte at dere greide å plukke ut riktig informasjon fra de stedene?**

S5: Ja.

S4: Både og.

S5: Hvis du bare leser igjennom det så skjønner du det jo etter hvert.

**Hvilke hjelpemidler kunne gjort det bedre for å lære?**

S4: Andre grupper.

S5: Ja, andre grupper.

S4: Altså man setter folk som er på samme nivå sammen så går det jo..

S5: Ja, da blir det jo dårlig liksom, det sier jo seg selv.

S4: Ta oss ut litt mer liksom.

**Er det noe mer dere har lyst til å snakke om angående prosjektet?**

S5: Nei.

S4: Jeg syntes det var gøy.

**Har dere kunnet ha lyst til å fortsette med det?**

S5: Vi kunne godt gjort det, men jeg skulle gjerne vært med noen andre. Bytta litt på gruppene.

## **Appendix V: Transcript, teacher interview**

### **Hvor mange år du har undervist som lærer**

Det begynner å bli 25 år.

### **Og hvilke fag er det du har formell utdanning i?**

Jeg har det i norsk, engelsk og samfunnsfag, der har jeg jo masse.. altså nok studiepoeng etter den nye forskriften. Jeg har ikke hatt noe etterutdannelse, jeg tok liksom alt med en gang.

### **Er det noen andre fag du underviser i?**

Nei, jeg gjør faktisk ikke det. Jeg har engelsk fordypning, men det er jo også engelsk. Ellers så underviser jeg kun i mine fag.

### **Også litt over til metode osv. Har du brukt engelsk som primærpråk i engelsk-undervisningen tidligere?**

Ja.

### **I hvilken grad har du gjort..?**

Vi har jo prøvd å snakke engelsk hele tiden når vi har engelsk, for det at ellers kommer vi jo ikke over på engelsk i det hele tatt. Så kjenner jeg jo at jeg tilpasser det til noen elever som jeg må forklare til på norsk. Stort sett er det mye engelsk, men akkurat nå som det er tentamen så må jeg si noen ting på norsk, for ellers får de det ikke med seg. Men samtidig som det er vanlig undervisning så snakker jeg engelsk hele tiden. Sann vanlige oppgaver som de skal gjøre, og de responderer mye på engelsk. Samtidig detter de mer ut av engelsken enn de har gjort i dette prosjektet.

### **Apropos det, du nevnte at du snakker med noen elever som du må ta det på norsk med. Nå som du har tatt alt på engelsk, for av det jeg har sett så har du jo kun brukt engelsk hele veien. Har det endret synet ditt på...?**

Ja, jeg har jo egentlig vist det hele tiden at jeg kan snakke engelsk hele tiden. Også spør jeg jo gjerne om de forstår også skjønner jeg jo at de ikke alltid gjør det. Også prøver jeg å forklare de en gang til på engelsk, og som regel så går det hjem. Men jeg ser jo at jeg bør snakke engelsk hele tiden, men da glemmer de (elevene) seg mye forttere. For de kobler ikke helt når de sitter sann. Men jeg kommer nok til å fortsette å prate som jeg pleier.

**Og i forhold til CLIL metoden, har du hørt om den før jeg kom?**

Nei, egentlig ikke.

**Men nå som du har lært litt om hva det innebærer osv, føler du at du har brukt den metoden tidligere? Ved å kombinere både språk og innhold**

Det har jeg nok. Men jeg har ikke gjort det så tydelig. Men vi har nok kombinert mer norsk og samfunnsfag uten at vi snakker engelsk. Altså norsk og samfunn har vi gjort det, vi har hatt en fakta-tekst om et eller annet vi har jobbet med i samfunnsfag, det har vi nok kombinert, men ikke på engelsk. Så jeg har nok gjort det altså, uten at jeg visste at det het det.

**Det går mye igjen i forskningen for å si det sånn, veldig mange som bruker det sånn. Du bruker det jo også i engelsk uten at du tenker bevisst over det.**

Også er det sånn at i det fagene jeg har så bruker de jo de sammen hele tiden uten at jeg har mange eksempler fra samfunnsfag i engelsken.

**Også litt generelt. Forberedelser, var det noe annerledes nå enn det har vært tidligere. Med CLIL, uten CLIL i forhold til engelsk og samfunnsfagtimer?**

ja, jeg syntes jo det. Nå var det jo mye mer konkret på at vi må snakke engelsk hele tiden og at vi måtte tenke på hvordan de skulle få det til. Og det har jeg jo ikke hatt noe konkret løsning på før at dette er disse hjelpemidlene du har, dette er Norwegian corner, det har ikke jeg tenkt på før. Det var lurt å stramme det inn for at område ble som det ble for at de da.. det har jeg ikke tenkt på før. Jeg syntes vel også, når vi planla dette, at det var litt viktig at jeg fikk det ned sånn at det tilpasset seg pensum, slik at det ikke ble for stort eller for vidt. For det tenker jeg nok at de ville strevd med å finne svarene.

**Men det så du jo at de gjorde nå også, så det var kjempeviktig at vi gjorde det.**

Ja, da fikk vi nok også et bedre resultat, fordi de skjønnte det liksom. De fant svarene, og da var det mye mer spennende å gjøre det tror jeg.

**Og neste, i forhold til tidsbruk. Hvis du ser for deg CLIL metoden i forhold til tidsbruk. Hvordan føler du at tidsbruket har vært både før, under og etter sammenlignet med vanlige timer?**

Jeg syntes jo det ble mer intenst i timene, siden jeg var så opptatt av at de skulle komme videre i oppgaven og få gjort det de skulle. Så følte jeg kanskje at det ble litt intenst. Men samtidig så synes jeg ikke.. Jeg var glad det ikke var lenger enn 1 uke, og jeg er glad vi ikke hadde flere timer, for hvis du holder på for lenge så mister de litt fokus også mister de litt kondisen rett og slett og hvis de da begynner å bli ferdige med oppgaven så detter det veldig fort ut. Så det vi hadde med kafeen den siste timen det tror jeg var en fin gulrot for at de skulle snakke med en annen klasse så var det liksom litt "hjelp, jeg må kunne dette" Så det tror jeg var lurt. Men jeg vet ikke om jeg jobbet så mye mer i planleggingen enn jeg pleier. For jeg pleier å planlegge ganske gjennomført for å se at jeg får med meg det meste. Så egentlig tenker jeg det kanskje var litt mye.. Jeg måtte være veldig på for å endre og tilpasse, fordi vi ikke hadde gjort det før. Men jeg synes egentlig det gikk greit.

**Men tror du det er sånn at hypotetisk sett, at hvis dette hadde vært normen, tror du at det da hadde vært like intenst og slitsomt da?**

Nei, det tror jeg ikke. Og det er jo litt fordi jeg var usikker på om de i det hele tatt greide å holde engelsken, og jeg minte de jo litt på det underveis. Men det var ikke ofte jeg måtte det altså, og det var nok forskjellen. Så ja, det var litt spennende.

**Nå i forhold til samfunnsfagtimene, hvordan opplevdes det egentlig å snakke engelsk i samfunnsfagtimen, for det er det jo ikke så ofte man gjør.**

Nei, det syntes jeg var helt greit. Jeg syntes ikke det gjorde noe i det hele tatt. Men det har jo også om temaet vi hadde som er så interessant. Så jeg ville jo valgt temaet litt med omhu når jeg har sånn. Det er ikke hva som helst man kan snakke om på engelsk. Også har vi jo hatt litt om første verdenskrig i forkant, så de kunne jo mye. Hadde det vært et helt nytt tema, så hadde det kanskje gått litt tregere.

**Norsk geografi eksempelvis?**

Ja, ikke sant. Nei, jeg vet ikke. Det kommer litt an på hvordan man legger det frem. Det kunne jo vært gøy det også. Men akkurat nå følte jeg at dette var et godt tema.

**Og i forhold til tema, og hva de skulle oppnå. Nå satt jo ikke vi et veldig konkret læringsmål**



**annet enn at vi fokuserte på økt kommunikasjon og at det var det de skulle øve seg på.**

**Hvordan følte du at de opplevde de læringsmålene i engelsk faget?**

Jo det synes jeg. jeg syntes de. Jeg gikk jo veldig mye rundt å si til de at det ikke heter "tink", det heter "think". Å kunne rette de på enkelt V og dobbelt V og litt sånn osv. Litt sånn enkel uttale som de.. og det var det jo mange jeg gikk og fortalte at det ikke het "tink", og de strevde med å få det til. Spesielt i min klasse så var det to-tre stykker som virkelig øvde på det. Også ble jeg så sur når vi hadde den cafeen så var han jo helt på "tinken" igjen. Så når settingen var litt dårlig, litt usikker så gikk han tilbake til feilen. Og det var litt kjipt å høre på syntes jeg.

**Du følte på en måte at de opplevde mange av læringsmålene i engelsk, men at de skled ut i den siste timen?**

Ja, for det ble litt utrygt igjen, de greide ikke.. ja, det ble andre ting som da.. ja, da mista de litt uttalen igjen. Så jeg syntes det var litt kjipt altså, det må jeg si.

**Men engelsk faget, du følte at du fikk fokusert inn på fonetikken. Hva samfunnsfag-faget, læringsmålene der?**

Jeg tror faktisk de lærte ganske mye av det, spesielt disse idelogiene som er tydelig i boka. Det er jo litt forenkla, men det står der jo i hvert fall. Det tenkte jeg at jeg skal repetere litt denne uken, også gi de en målprøve på slutten av uka for å se om de har fått det med seg. Og da blir de jo litt "å skal vi det". Skal ikke gjøre det så vanskelig for de, men allikevel lage en liten Itslearning prøve. Det kunne vært fint å se om de har kobla litt. Og det tror og håper jeg jo at de har. Men det er ikke sånn at de skal kunne det utenat.

**CLIL er jo veldig gunstig i forhold til engelsk-faget først og fremst ved at de snakker masse engelsk. Men i forhold til samfunnsfag, følte du at..**

Jeg liker jo måten samarbeidet og at de gjør hverandre gode. Det har jeg veldig sansen for.

**Elevene mellom?**

Ja, elevene imellom. At de bruker faget, forklarer hverandre det de skal forstå. Også er jeg jo litt sånn på "orio", det med 4-punktssvar. De må trene på å forklare det i en sammenheng, slik at de forstår hva de skal si. De som har høy måloppnåelse pleier jo å få dette til, de har bare skjønt det på en måte. Men de som ligger på lav, og middels-minus de strever altså så mye. De er vant med å bare finne svar, også er det punktum. Få de over den baugen der, det er også vanskelig i

samfunnsfag, men samtidig når vi trener på det så ser jeg at "hva er eksemplet på det du sier?", også har de det jo. Men det er det å koble det inn og skrive det. Det er en god trening å gjøre sammen, hvor de kan trene på å få fylldige svar.

### **Så du følte at du også fikk knyttet inn norsken også?**

Ja, det er jo der du ser at alt egentlig henger sammen. Så det syntes jeg egentlig er ganske gøy, for det 4-punktssvaret er jo noe jeg har kommet på selv. Hvor jeg har tenkt hvordan jeg skal få de til å skrive lenger og forklare mer. Også har man bygd på det.

### **Er det noe av det samme som "hamburger-prinsippet"?**

Ja, noe lignende. Men tilpasset ungdomsskolen, den er litt forenkla. Men det gjør ingenting at det er forenklet, for da skjønner de det. Topic language, topic sentence osv, alt skal bli så voldsomt avansert, og da ruller bare rullgardinen ned med en gang og det går ikke.

### **Men sånn generelt, igjennom hele prosjektet. Hva opplevde du at elevene fikk til? Vi har jo vært innom mye forskjellig, men hvis du skulle satt fingeren på det?**

Jeg syntes de var flinke til å samarbeide, også hadde jeg jo satt sammen gruppene med omhu. Det var jo ikke noe tilfeldig gruppe for å si det sånn. Men der syntes jeg også at det funket ganske bra å sette de i sånn tålig på likt nivå, men de på lav-måloppnåelse dro ikke så veldig nytte av det. Det tror jeg at er noe man må gjøre noe med. Men samtidig var terskelen for å snakke mye lavere når de ikke trengte å føle at de er dårligere enn de andre. Sånn sett tenker jeg at de fikk snakket mer enn de kanskje hadde gjort i en bedre gruppe. Men det er både og, jeg er litt usikker. Sånn som når Student 5 sier at han sikkert vill snakke mer sammen med andre. Nja, det vet jeg ikke. Men jeg syntes det også er ålreit at de bruker alt det de kan. For det er de så dårlige på, og det gjør vi så sjeldent syntes jeg at vi kan bruke alt vi kan på engelsk og prate samfunn. Og du hørte jo hvor mye de kan. Og det syntes jeg er en selvtillitbygger hos de selv og det tenker jeg er fint. En god opplevelse.

### **Og apropos det med gruppene du valgte. Du skulle jo dele inn etter fagnivå.. Eller hvordan var det du bedømte det?**

Det er ut ifra de karakterene jeg har på de, vurderingene jeg har på de og hvordan de er som personer. Hvor mye de har å gi til hverandre og hvor mye de bidrar osv. Så jeg ser jo hvordan den ene gruppa (middels-måloppnåelse gruppe) at de. Det svingte ikke selv om de var en middels-

gruppe, fordi de var ikke så flinke til å hjelpe hverandre. For de jobbet litt sånn individuelt samtidig som de dro det sammen. Men jeg syntes ikke den gruppa var noe smong, smuck, gikk veldig bra. Så det er ikke alltid de er så interesserte i å løfte hverandre. Det tenker jeg vi kan trene på, de har godt av det å sitte med ikke bare de de liker best. For det syntes jeg blir så trist at hvis det er sånn livet skal være, at du bare skal velge dine egne hele tia. Da blir det kjørt altså, da er det mye du ikke lærer.

**Det er jo sant, du skal jo forberede de på virkeligheten også.**

Ja, en må jo det.

**Var det noe du følte at de ikke fikk til?**

Jeg følte jo at det kanskje ble litt enkelt, sånn innholdsmessig. At de velger litt lette løsninger og at vi samtidig kanskje ikke hadde tid til å.. Kanskje noen av spørsmålene burde hatt litt mer dybde for at det kunne dratt litt mer ved ut av de. Men samtidig tror jeg kanskje det også blir for vanskelig når de skal snakke engelsk for første gang. Men jeg er jo veldig for eksempel hvis de skulle hatt en fremføring eller noe de skulle fortalt eller noe. Så hadde jeg nok vært ganske på at jeg syntes ikke de forklarer godt nok. Jeg hadde vært nøyere på orioen, på at dette har du ikke jobbet godt nok med. Og det tenker nok at en uke, og fokuset var ikke der, på innholdet, sånn sett. Og det hadde ville jeg nok ha gjort vanskeligere, og det hadde jeg nok tenkt at jeg ikke var fornøyd med. At det ble litt for enkle svar.

**Og der er du litt inne på neste spørsmål også. Hva kunne du ha gjort annerledes? Hele opplegget, hva tenkte du at du kunne ha gjort annerledes?**

Det er den fagligheten, der ville jeg vært strengere i kriteriene i hva jeg ville ha ut av det. Nå var det jo ingen vurdering i dette her, og det er kanskje det som gjør at de kanskje ikke anstrenger seg enda litt mer for å finne bedre svar eller forklare bedre. Hvis en skulle ha gjort det om igjen, hvis vi skulle hatt en vurdering i samfunnsfag så måtte vi gjort det nøyere tenker jeg. Og hatt litt vanskeligere spørsmål som de måtte bryne seg på.

**Men tenker du da at du ville ha gjort det annerledes i forhold til uke 1, eller hvis du skulle jobbet videre med det og gjort det vanskeligere etter hvert?**

Jeg ville nok gjort det vanskeligere etter hvert, da ville jeg kanskje hatt et annet mål. For engelsken har jeg jo sett at de får til og kanskje tatt en muntlig på engelsk med kanskje to spørsmål og jeg

liker jo veldig å si at jeg kommer til å stille noen spørsmål de ikke er forberedt på. Da får de jo helt hetta, men det er jo også en ting som er veldig bra, for da må de jo kunne ting. Mange ser jo rett ned med en gang og bare sier "sier hva skal jeg da gjøre?" Men jeg stiller de jo bare spørsmål fra det du har fortalt meg, også drar jeg litt. Det er jo også en fin ting å gjøre, for da skjærper de seg jo. Men så er det jo det som er dumt, for de på lav- og middels måloppnåelse, de greier jo ikke å løfte seg dit. Men hvis vi ikke trener på det så kommer de jo heller aldri dit. Men det er de som er på middels- og som skal opp på høy, de gjør jo heller ikke det. Men de som er på høy måloppnåelse, de catcher jo den rimelig godt og de prater. For de skjønner at hvis jeg skal ha noe her så må virkelig... litt sånn. Jeg er jo ikke fornøyd. Men det er en fin trening, det gjør vi nok.

**Men da er vi jo inne på det siste generelle spørsmålet, hvordan var det du følte at de forskjellige elev-gruppene mestret undervisningsmetoden?**

Jeg følte nok at de greide det at de skjønnte konseptet, men du ser forskjellen på kvaliteten eller innholdet alt etter hvem de er sammen med. Også merker jo jeg at de er satt sammen med grupper som de ikke har valgt selv. Og det preger de mer enn jeg egentlig hadde trodd. Men det er jo derfor vi gjør det, for å trene på å bli bedre kjent, vise hvem de er og tørre å stå litt frem. Det gjelder både guttene og jentene, de er like kleine begge to. Det er ikke sånn at jentene er noe mer forsiktige enn guttene, de virker bare redde for å vise at de er gode. Jeg har jo hatt andre klasser hvor elever ikke har vært redd for å vise at de er gode, de briljerte jo. Så det er jo egentlig ganske gøy å se forskjellen på det. Jeg syntes det egentlig er ganske trist at du i skolen skal være redd for å vise at du er litt god. Og jeg håper liksom at dette bidrar til at de tør å vise at de er gode. For de er jo gode, men hvorfor skal vi være så redde for å vise det.

**Og over til de svakere elev-gruppene. Hvordan følte du at de mestret metoden?**

Jeg syntes det var veldig gøy at de snakket engelsk, at de virkelig prøvde å snakke engelsk. Også avslørte de seg jo litt med at de likte å ha lest litt først slik at de kunne finne svarene. I hvert fall Student 1 og Student 2 bar litt preg av det. Veldig litt sånn, jeg må bare lese litt først. Turte liksom ikke helt å hive seg utpå. Student 1 gjorde nok ikke det, men Student 3 gjorde jo det, og Student 2 gjorde det nok litt etter hvert. Også på den andre gruppen syntes jeg egentlig Student 6 egentlig var ganske flink altså, h\*n leste jo litt også, men det at de liksom bare satt i gang syntes jeg var veldig bra og det var jo også litt av målet. At ikke terskelen skulle være så høy. Og det tror jeg nok hjalp av at jeg ikke skulle vurdere de. Jeg skulle ikke høre om de gjorde feil og det merket jeg jo at når jeg sier det så skjønner de jo at jeg gjør det. Og da vil de gjerne prestere, og det er jo bra, også

skjønner de jo at jeg hører når det er feil eller når det ikke er så bra. Og det er jo sikkert litt press det også, men sånn er det jo bare.

### **Men du følte at det også kan funke med ytre motivasjon?**

Ja, men det er jo det. Også føler jeg jo at det er litt av læringen, at vi er her og de at de må gå videre. Jeg skal ha de til å gjøre noe for jeg vil jo hele tiden videre i utviklingen og at de liksom bare kan si at "nei, jeg tør ikke, jeg orker ikke, jeg vil ikke, jeg kan ikke". Det nytter jo ikke. Ja, litt sånn always on the run, vi er alltid i gang. Og det liker jeg jo.

### **Men følte du at de svakeste elevene hadde nok hjelpemidler?**

I planleggingen følte jeg egentlig det. Hadde jo håpt at de hadde hjulpet hverandre, men om de var så flinke til det. Men jeg tror de forklarte litt til hverandre underveis på Engelsk og det var jo et hjelpemiddel som jeg egentlig syntes var det beste. Men altså, "Clue" og "Norwegian corner", jeg hater jo å stå oppi den ordboken, jeg skjønner jo at de ikke gjør det, men samtidig så er det jo der. Du må jo, du kan jo ikke la være. Og det er jo den vi har. Men jeg var overrasket over at de ikke brukte Norwegian corner mer hvis de satt litt fast må jeg si. Men så gjorde de jo kanskje ikke det, men det henger jo kanskje med at svaret var litt enkelt. Hadde vi snakket på norsk så kunne jeg kanskje sagt at jeg måtte ha noe mer. Og at de bare lot være å spørre om det, og det tror jeg kanskje er noe som gjør at de ikke brukte det godt nok, men at oppgavene ikke krevde det heller.

### **Men av alle hjelpemidlene vi hadde, hvilke følte du at funket best?**

Det tror jeg kanskje er spørsmålene som de skulle svare på. De er jo veldig gode for å komme i gang med en dialog, også likte jeg jo keywordsa som var at de egentlig satt litt rammen for hva de var ute etter. Og de gjorde jo svarene mer komplisert og vanskeligere, men om de skjønnte dybden av det, det er jeg ikke helt sikker på. Men det er der det blir litt svevende, Det er ikke så lett å koble alt inn. Også kan vi jo ikke legge alt på plass heller, de må jo koble det litt selv, men der er det nok litt det vi må trene på selv med dette å tenke perspektiv og annerledes osv. Og det har vi jo ikke begynt ordentlig på enda, vi er så vidt i gang med, så vi er jo litt sånn enkle i hvor langt vi ser. De er ikke kommet lengre enn sin egen nesetipp og mamma og pappa liksom. Så det er nok litt av modningen tenker jeg at vi ikke er helt der.

**For det som er interessant, du nevnte jo spørsmålene som også veldig mange elever svarte var nyttige. Men så nevnte du også stikkordene som ordforrådslisten som er en del av det. Og det var det jo bortimot ingen av elevene som syntes det var nyttig. Hva tror du kan være grunnen til det?**

Det kan jo være at de ikke helt forstod sammenhengen, fordi vi har jo ikke jobbet så nøye med det. Selv om vi har hatt det på norsk så kan det være at eksempelvis vis "the stock market of 1929", de visste jo hva det var, men de strevde litt med å sette det inn i sammenheng i spørsmålene. Det kan nok stemme. For det var nok litt mer avansert tenking sånn sett. Og det som stod bak på arket (ordforrådslisten). I hvert fall på noen av de. I hvert fall om nazismen, der stod det jo mye. Og det tror jeg ble litt vanskelig for de. For vi har jo ikke snakket så godt om det. Og sånn tror jeg kanskje at vi som lærere kanskje kunne ha gått igjennom det. Hvis jeg hadde hatt gjort det på forhånd, og hatt tid til det. Hvis jeg hadde gjort det den forrige uka, så tror jeg at vi hadde fått mer dybde i svarene. Men det rakk vi jo ikke, og det var jo ikke målet heller.

**Men av alle hjelpemidlene, var det noen du følte at ikke hjalp?**

Nei, jeg liker jo at det var litt vanskelig. Jeg liker jo at de skal strekke seg litt og at det ikke er så enkelt, jeg har ikke noe list til å få det så "simplified". De må jo forstå at verden er litt mer komplisert enn bare dette liksom. Og det syntes jeg jo er en modning, trening og viktig å se at de skal lære resten av livet. Du må jo ikke tro at du kan noe, for de kan jo egentlig ikke noe.

**Men så med andre ord, det som kanskje hjalp minst var ordforklaringslistene med stikkordene, men at det kanskje var fint for de som vil strekke seg og som tar det. Men at det ikke har vært noe fokus på at de er der enda.**

Men sånn som Clue, det er jo kanskje det de brukte minst. Men det er jo fordi de brukte hverandre, og da er jo det veldig positivt syntes jeg. Istedenfor å slå opp et ord, det var noen jeg sa at de skulle slå opp, men det var jo ikke sånn at de satt på "Clue" hele tiden og kikket. Men at de forklarte hverandre, det syntes jeg var en god ting. Men da fikk de jo blitt litt mer kjent, og andre ting de jobbet med. Så kanskje "Clue" var det som var minst nyttig.

**Og i forhold til hjelpemidlene. Er det noe du ser nå kunne vært fint å legge til?**

Ikke sånn umiddelbart. Kanskje at vi hadde gått igjennom litt mer av samfunnsfagdelen, for at det ble mer forståelig. Men om det er et hjelpemiddel? Kanskje at de hadde vist litt mer om "ismene" før vi hoppet i det. Men sånn engelsk-messig så syntes jeg egentlig ikke at det var noe mer. Men

kanskje gruppene kunne vært annerledes. Man tar noen valg, også blir det kanskje ikke helt som man trodde. Og det så jeg jo på en av de andre studentene (middels-gruppe), h\*n var jo veldig utilpass på sin gruppe. men hun har mye med seg nå for tiden. Så h\*n fikk jo egentlig ingen ting som jeg syntes var litt trist. For h\*n er jo egentlig flinkere enn h\*n fikk vist. Så jeg tror nok at jeg må tenke enda mer i forhold til nivå, tilpasse noen spesielt og det tror jeg egentlig er greit.

**Også til et av de siste spørsmålene: Er det noe mer du føler er viktig å nevne?**

Ja, jeg må si at den slutten. Det når vi tok de ut av det trygge miljøet og inn i den kafeen. Da ble jeg litt lei meg for at kvaliteten sank, sånn spesielt i forhold til uttalen og engelsken i forhold til flyten deres. Og det følte jeg vi egentlig hadde fått jobbet ganske bra med. Vi hadde jo tross alt hatt 5 timer med engelsk, og når den sjette timen, da gikk de bare ned. Det syntes jeg var litt kjedelig. Og da blir jeg litt sånn: hm, det er sånn du noen ganger føler som lærer, at det er utakknemlig liksom. Jeg har jo jobba ganske mye denne uka for å få dette igjennom, det er jo tross alt 11 undervisningstimer, som du liksom har vært skikkelig på, også detter de ned. Men det er jo litt læring i det. Men for min del syntes jeg det var litt kjipt å høre på. Jeg hadde liksom forventet at de skulle blomstre litt mer, at de hadde hatt litt høyere selvtillit, og det irriterte meg jo litt. Jeg irriterte meg over at de ikke var tøffere.

**Og hvordan tror du at det kunne blitt bedre?**

Jeg tror vi bare må gjøre det flere ganger. Også er det litt det med å tørre å være engelsk i norsk, det er jo også en sånn baug. Men de har ikke så selvtillit på det, selv om de spiller og gamer, så er det jo i en helt annen setting. Men allikevel så detter de jo gjerne ned på "tiday ve hav it nais", og det er litt kjedelig syntes jeg. Men sånn er det.

**Og siste spørsmålet: av alt vi har snakket om, er det noe du føler er spesielt viktig å fremheve?**

Jeg syntes det var veldig gøy å snakke fag i engelsk, og ikke ha sånne konstruerte tekster som vi har i lærebøkene. For de er kjedelig. jeg er ikke så god på å bruke de bestandig, men jeg må jo bruke de innimellom. Men det er mye sånn "fake moro", veldig konstruert og de får ikke så mye læring ut av det. Og det syntes jeg var veldig fint, at de kunne være med å bestemme svarene selv. Og motivasjonen deres var jo å lære noe på engelsk som samtidig er samfunnsfag, det har jeg jo veldig sansen for. Også liker jeg at de skal trene på å gjøre hverandre gode, jeg syntes de er alt for individuelle, og at de må forstod at det faktisk er godt å lære noe av å lære noen andre noe, og at

noen andre kan lære deg noe. De som har høy måloppnåelse, tror jo av og til at de er så suverene. Og det syntes jeg jo er så trist at perspektivet er blitt "jeg har rett, jeg vet best". De er 14-15 år, jeg syntes det blir litt feil. Så jeg syntes det er litt gøy å "konfirmere" de litt på det. At du må klare å åpne ørene og høre på hva andre sier og ha respekt for andres holdninger uten at det er ditt. Og det er nok litt tilbake til de tidligere elevene jeg har hatt. Men nå har jeg jo ingen elever som er suverene, de er mer på middels. Det er ingen som blomstrer, for man liker jo å se på de også av og til.