![UiA University of Agder logo]

English as an L3 in lower-secondary school

Examining the Interplay of L2 Norwegian Proficiency, Teacher Strategies, and Tailored English Instruction for L3 English Learning in L2 Norwegian Students.

HANNA VAAGSLAND HALVORSEN

SUPERVISOR

Susann Lynn Erdmann

Denne avhandlingen representerer 40 studiepoeng.

Acknowledgements

I want to begin by expressing my sincere gratitude to Susan Lynn Erdmann, my thesis supervisor, for compelling me to delete thousands of laboured-up words from my precious word count. I appreciate the numerous occasions she evaluated my drafts, responded to my late emails, and lent her knowledge to me. It has been a true pleasure working with you.

To every single one of you, students, who shared your experience with me while responding candidly and with smiles and laughter; to the teachers who found time in their hectic schedules to accommodate me, Thank you!

Lastly, I would like to extend my deepest gratitude to my family, whose encouraging words, while discussing unfamiliar topics, inspired me. Who provided me with false hope when I needed it most and supported me throughout. Additionally, to my partner for lengthy discussions and warm embraces.

There will never be enough words to express my gratitude to you all.

Hanna Vaagsland Halvorsen
Kristiansand, November 2023.

Abstract

This thesis examines the L2 proficiency impact on L3 learners in lower secondary schools in Norway. The project will examine different aspects of teaching and learning a third language, how the school system handles linguistic transfer, and how multilingualism is discussed in class. This study is a continuation of the previous studies on multilingualism and focuses on the importance of adapted teaching strategies. The study aims to offer insight into how students and teachers experience and handle the situation with increasingly linguistic and cultural classrooms. The study examined four teachers and eleven students and consisted of interviews, observation, and document examination.

The thesis attempts to use these three investigatory methods to understand how L2 impacts L3 learning, as well as how transfer and metacognitive strategies are used in the classroom. The thesis also attempts to figure out how English instruction can best be tailored to meet the needs of 2 Norwegian students. Being fluent in English is a vital and helpful instrument for education and socialization in the globalized world of interrelated commerce, higher education, personal mobility, and social media. However, the emphasis on English proficiency creates a significant competency gap between children who have been studying the language since the age of six and those who have recently relocated to Norway and have yet to gain prior exposure to either Norwegian or English. While this study offers no comprehensive investigation into L2 proficiency's impact on L3 learning, it does attempt to offer some insight into students' and teachers' experiences in the English classroom.

This study found that the students present a significant change in confidence when faced with oral communication tasks, as opposed to written tasks. The students excelled in communication, supporting the theories of Communicative Language Learning (CLT) as a helpful tool, as well as being the centre of attention, when fostering language abilities in the educational settings of the Western world (Fenner & Skulstad, 2018).

Further, teachers expressed a need for more knowledge, resources, and time to actively adapt and gain the competence needed for specialised and targeted help and feedback. Regarding L2 proficiency's impact on L3, students presented transfer and mirroring from their L2 when producing texts in their L3. It was also recorded that students' L1 impacted their L3 when writing, as students felt overwhelmed and resorted to their L1 as support. This study contributes to the research on multilingualism and linguistic transfer in Norwegian lower secondary schools.

Further, it provides teachers, and potentially students, with helpful insights into the importance of linguistic and cultural awareness and an interest in the student's diverse linguistic backgrounds.

Key words: foreign language acquisition, multilingualism, linguistic transfer, adapted learning, AcEngMulCla, intercultural communication.

Table of contents

Figure list

_____

1. Introduction

The English language is a subject presented to children as young as six years old in Norway, and it has proven beneficial throughout their scholastic journey. Being fluent in English is a vital and helpful instrument for education and socialization in the globalized world of interrelated commerce, higher education, personal mobility, and social media. However, the emphasis on English proficiency creates a significant competency gap between children who have been studying the language since the age of six and those who have recently relocated to Norway and have yet to gain prior exposure to either Norwegian or English.

1.1 Motivation

Despite my limited experience as a teacher in Norway, I have seen first-hand how kids with a different language background or mother tongue fare in the English classroom. I have, through observation, learned how differently teachers can present language learning to students and how vital this presentation is for the students' effective learning. The Norwegian educational system focuses heavily on continual reform to educate students with the knowledge and competence they will eventually need to enter the workplace and the local society (Kunnskapsdepartementet, 2015). The most recent reform, LK20, stresses the advantages of bilingualism/multilingualism. The curriculum specifies the English subjects' relevance and central goals, which states that students should experience multilingualism as a resource in school and society. In the core element, "Språklæring," students are encouraged to see connections between English and other languages they know (Utdanningsdirektoratet, 2023). It should be noted that the language used by the curriculum - 'other languages they know' – implies that teachers should be able to present all language knowledge as a tool. These goals, core elements of Language Learning, set by the Directorate of Education, are central for all students, whatever language background they possess. Studying the vocabulary, structures, and pragmatic aspects of these languages is essential to understand better how to learn new languages that do not share many structures or ideas.

This MA project will focus on how third languages are taught in lower secondary schools. It will look at the different aspects of teaching and learning an additional language, such as the

variety of activities provided in the classroom, the level upon which these activities are based, the activities' relationship to multilingual transfer, and how assessment practices support additional language learning. In addition, this thesis will examine the social aspect of the classroom and how students scaffold their language learning by using other languages as support. In short, this thesis provides insight into how the learning environments in language classrooms differentiate between second and third-language learners and how classrooms can be structured to optimize learning for multilingual students, whose linguistic background is that of a minority in Norwegian schools.

The language background of most students in Norwegian schools influences how English is taught in schools. A teacher whose L1 is Norwegian will naturally use Norwegian as a tool to help their students learn the target language, English. However, this might only help students whose L1 is Norwegian. Many teachers offer tailored assistance to students whose L1 is not Norwegian but need help in promoting the positive transfer of their limited knowledge of these students' home languages. There has been conducted multiple studies in this field, proving its relevance and importance. Eivind Nessa Torgersen, professor at NTNU, is the project leader of *AcEngMulCla: Acquisition of English in the multilingual classroom* (NTNU, 2018-2023). This project discusses and presents how teachers must prepare for class as they are met with a multilingual classroom. Torgersen addresses in his project that teachers need more knowledge regarding the acquisition of English and linguistic development.

My ultimate objective in this thesis is to identify ways English teachers could better teach pupils English as a third language (L3) without relying exclusively on transfer strategies based on the Norwegian language. Through LK20, it is presented that there is a desire for all linguistic expertise to be utilized as a teaching tool in the classroom. I want to research how this can be implemented in Norwegian classrooms. This study aims to assess the extent to which the tasks are adapted to the student's language proficiency level, the frequency of guidance provided, and the level of integration of the student within the classroom setting. Given the limited time available for teachers to provide individualized attention to students, it is anticipated that students will often be assigned independent tasks or receive the same task as their peers without any modifications or subsequent support to ensure comprehension.

1.1.2 Thesis statement and research questions

I wish to study this topic through these research questions:

1. In what way does L2 Norwegian proficiency impact L3 English learning?
2. How do teachers use transfer and metacognitive strategies in the English classroom?
3. How can English instruction be best tailored to meet the needs of L2 Norwegian students?

Through researching previous studies, analysing L3 instructional models, and collecting data from language classrooms, I wish to figure out how to effectively meet the goals set by LK20 and have a deeper understanding of language acquisition and multilingual development in children.

1.2 Definitions

When discussing multilingualism, it is essential to be aware of the categorization of languages, as these categorizations do not have consistent concepts that all follows. In this case, I will use the definitions by Hammarberg (2010,2014). According to Hammarberg's definitions L1 is the first language one acquires (or native language), L2 is the second language acquired, a non-native language. L3 is a special case to the L2, meaning that it is a non-native language currently acquired or used, when on already has knowledge of L1 and L2.

> "In dealing with the linguistic situation of a multilingual, the term third language (L3) refers to a non-native language which is currently being used or acquired in a situation where the person already has knowledge of one or more L2s in addition to one or more L1s" (Hammarberg 2010, p. 97; emphasis in original).

In Norwegian schools, it is most seen that Norwegian is the majority's L1, English is L2, and German/Spanish/French is L3. Most children reach some language acquisition of the L3 throughout their academic career. In this project, student participants will have varied L1s, their L2 will be Norwegian, and English will be L3.

I will also use descriptions like multilingual and bilingual, as these descriptions better illustrate the competence obtained through practicing multiple languages in everyday life (NOU 2010:7, p. 27). Defining bilingual or multilingual is not as simple as defining a monolingual (a person who has acquired only one language), as "there is no universally agreed upon definition of a bilingual person" (Bhatia, 2017). This thesis will employ broad interpretations of the terms "bilingual" and "multilingual" without delving into the complexities of the ongoing linguistic discussion. Bilingual refers to an individual who possesses communication skills in two languages, whereas multilingual refers to one who possesses communication skills in more than two languages.

1.3 Structure of the Assignment

The assignment commences with an introductory segment that describes the research's scope, methodology, and data limitations and elucidates its purpose and motivation. Subsequently, the project undertakes an examination of relevant studies and theories to establish the research's theoretical framework. The following section provides a comprehensive account of the research methodology, focusing on a qualitative approach involving non-probability sampling and interviews, observations, and document analysis to collect data. The subsequent section delves into examining data analysis, explicitly examining interview transcripts, and method-reflections, and evaluating reliability, validity, and transferability. The inclusion of discourse on research ethics serves to emphasize the criticality of ethical considerations. The thesis then delves into results, incorporating insights from multiple sources and utilizing qualitative data to address each thesis statement. The discourse segment pertains to the research questions, goals, amalgamation of discoveries, and ramifications for the theoretical structure. An examination of the limitations and constraints is conducted, and suggestions for further research are put forth. In conclusion, the chapter comprises a bibliography and annex, guaranteeing the research materials' transparency and accessibility.

2. Limitations related to the problem area

While this study aims to cast light on the complexities of English language acquisition as a third language (L3) among L2 Norwegian students in lower-secondary classrooms, it is essential to recognize the inherent limitations of the problem area. The research context is limited to a particular age group (14 to 15 years old) and educational settings, which restricts the applicability of the findings to other age groups or educational levels. Furthermore, the emphasis on L2 Norwegian learners must adequately represent pupils' experiences from disparate linguistic backgrounds. Furthermore, the study primarily employs qualitative methods, which may not quantify the prevalence of certain phenomena despite providing abundant insights. In conclusion, the research is conducted in a particular linguistic and cultural context (Norway), which may impact the applicability of the findings to other sociocultural contexts. These limitations must be acknowledged for a nuanced interpretation of the study's results.

2.1 Scope limitations

During my research, I have experienced the pressure of a limited time frame and a limitation in the budget of acquiring potential interpreters, if that should be needed. I did experience that both students, guardians, and teachers were willing to help me in my research, but the main problems were time and conveying the goal of my study to the guardians to get a valid consent. The number of students and teachers was also limited. However, since I am conducting qualitative studies, I am sure I will gather enough data on the participants I have gathered for this study, as a qualitative study yields rich, descriptive, and detailed data (Jacobsen, 2015).

2.2 Methodological Limitations

During my research, I have employed various qualitative methods for data collection. These methods primarily involve gathering information on individuals' experiences, thoughts, and opinions by employing a combination of interviews, observation, and document analysis.
 However, it is essential to note that the execution of the plan did not unfold as intended, which has had implications for the study. For instance, it is crucial to examine whether all participants were present as expected and determine the number of individuals who were successfully

interviewed out of the initial pool of participants. I did experience troubles during the data collection, as not all students showed up to the arranged times and dates, and were unreachable later, meaning I had to recruit students during multiple sessions.

Additionally, it is essential to consider the potential limitations associated with self-report data obtained during the interviews and the impact this may have on the validity of the study's findings. These methodological limitations must be addressed to raise concerns regarding their potential influence on the validity and reliability of the obtained data. Consequently, the transferability of this research is impacted.

2.3 Sample of Students

A total of ten participants, all of whom were students enrolled in lower secondary school, were subjected to interviews. All individuals included in the study possessed Norwegian as their second language (L2) and English as their third language (L3). It is important to note that the data will be influenced by whether the students' first language utilizes the Roman alphabet. Individuals with prior experience with the Cyrillic alphabet may encounter heightened challenges when acquiring a second or third language that utilizes the Roman alphabet.

The primary objective of this project was to gather insights into the perspectives of students and teachers regarding teaching conditions. To achieve this, ten students and four teachers were selected for interviews. Among the cohort of 10 students, we have classified them into distinct groups according to their respective first languages (L1). Specifically, two students speak Polish, one speaks Lithuanian, three speak Arabic, one speaks Afrikaans, one speaks Pashto, one speaks Tigrinya, one speaks Dutch, and one speaks Indian. To mitigate substantial disparities, the cohort chosen consisted of individuals of identical age, all enrolled in the 10th grade and taught by the same four instructors also participating in data collection.

Students L1	Amount of student participants
Polish	2
Lithuanian	1
Arabic	3
Afrikaans	1
Pashto	1
Tigrinya	1
Dutch	1
Indian	1

Figure 1 Student participants' L1

2.3.1 Children as Informants

Children have distinct experiences that differ from those of adults, and the most effective means of understanding their perspective is through direct communication (Eide & Winger, 2003). Teachers may lack comprehension of a child's experience in the English classroom, mainly when English is their third language unless direct communication is established.

2.4 Data Limitations

During this study, it is critical to recognise specific constraints that are associated with the data acquisition techniques utilised. Examining student-produced texts, classroom observations, interviews, and classroom observations comprised the research methodology, providing insightful information regarding the research questions. Nonetheless, it is critical to acknowledge that although this methodology is comprehensive, it has certain limitations. Predominantly, practical constraints impose limitations on the sample size, which could compromise the generalizability of the results, as the sample of students was 10, with four teachers participating as well. Furthermore, observer bias may affect the data obtained from interviews and observations, as the researcher's presence may influence the participants' behaviour. Moreover, student-produced texts may possess intrinsic constraints in their scope, as they solely depict a particular period and might not comprehensively encompass the broader context. Notwithstanding these constraints, this research design was selected based on its merits; these limitations will be examined and deliberated upon concerning the study's results to guarantee a thorough and transparent analysis.

2.4.1 Mitigation Strategies

Upon reflection, it is critical to recognise the constraints that emerged throughout this investigation. Although using interviews, classroom observations, and the analysis of student-produced texts yielded significant insights, they also imposed specific limitations. A fundamental constraint is the restricted sample size imposed due to logistical issues, potentially compromising the findings' applicability to a broader population. Considering this constraint, future investigations may benefit from incorporating a more extensive and heterogeneous sample, guaranteeing a more comprehensive portrayal of the population being examined. The possibility of observer bias influencing participant behaviour during classroom observations and interviews is an additional limitation. To alleviate this apprehension, implementing a

standardised observation protocol and involving a multitude of observers could yield a more impartial viewpoint. Indeed, it is possible that student-generated texts need to provide an adequate representation of student achievement. For additional insights into student progress, future research may benefit from including longitudinal data or investigating a broader spectrum of student artifacts. By implementing these approaches, the study's identified limitations could be mitigated, resulting in a more comprehensive and rigorous examination of the research inquiries.

2.5 Conclusion

I acknowledge the extensive nature of data collection, particularly when language barriers are present. Consequently, there is a potential for teachers to exhibit reluctance in allocating their own time, as well as that of their students, to me.

Acknowledging the potential limitations associated with a relatively small sample size and its specific applicability to Norwegian schools and curricula is imperative. The limitations will be duly acknowledged and accounted for during the analysis of the data findings.

3. Literary review and theoretical perspectives

This section of the thesis focuses on the significance of reviewing the research on multilingualism and assessing how it will advance my investigation. This will provide my thesis with a solid theoretical foundation. I focus on multilingualism, didactics, and linguistic acquisition and development, with the most recent research available as the time frame. Based on these topics and my thesis questions, I have chosen the theoretical framework I believe to be the most relevant to discuss the data collected. I will account for the principles and theories in this chapter, which created a fundamental backdrop for the thesis to evolve. I chose a theoretical framework that can be used with the environment I am researching. To discuss how L2 Norwegian proficiency impact L3 English learning, one must review relevant theory and literature discussing how language is acquired by multilinguals.

3.1 LK20 and advantages of multilingualism

The cognitive, affective, and health-related advantages of multilingualism have been extensively studied by Bialystok, Craik, Klein, and Viswanathan (2004), Diamond (2010), Dixon et al. (2012), and Jessner (2008) (Burner, Carlsen, 2019). According to Burner and Carlsen (2017, 2019), monolingual students tend to exhibit lower performance on assessments measuring their language learning strategies. Additionally, their creativity scores are comparatively lower when compared to their multilingual counterparts (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017). However, research conducted by Bakken and Elstad (2012) and Hvistendahl and Roe (2010) indicate that multilingual students in Norway tend to achieve lower scores compared to students whose first language is Norwegian. These results require analysing, as the results show broad variety of grades/scores. According to Burner and Carlsen (2017), De Angelis (2011), and Iversen (2017), do multilingual individuals tend to employ more effective strategies for deciphering a language compared to those who are only proficient in a single language. According to scholarly sources (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017), there is a prevailing observation that students are seldom allowed to utilize their native language as a valuable tool within the educational setting. Additionally, it is noted that most classrooms adopt a monolingual approach, as it is believed to enhance efficiency. Consequently, students may encounter a situation where their native language is disregarded due to its divergence from the dominant language spoken within the student's country of residence. The phenomenon described is a frequently observed event despite over four decades of research consistently demonstrating the numerous benefits associated with

being multilingual (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017). As schools dive into a monolingual approach, and multilingual students whose L1 is other than Norwegian, are met with lower expectations and reduced pressure for learning (Engen, 2010; Ryen, 2010), we foster students who lose interest in learning, and who lack a feeling of accomplishment and mastery.

3.2 TLA and DLC

The growing significance of Third Language Acquisition (TLA) is discussed in the introduction of "Advances in the Study of Third Language Acquisition and Multilingualism" by Vetter and Jessner (2019). The authors examine present-day language practices in the context of the ongoing process of globalization and continuous advancements in technology. Language use has undergone substantial transformations due to the process of global integration on a global scale. Vetter and Jessner's study (2019, p. 15) examines the existing body of international research on multilingual language acquisition, particularly emphasizing factors such as Dominant Language Constellation (DLC) and communicative competence. Vetter and Jessner (2019) also examine the concepts of transfer and learning strategies across diverse contexts. Sociolinguistics has recently witnessed a growing emphasis on language repertoires, which can be attributed to a significant societal transformation prioritizing diversity over uniformity. The concept of language repertoire has evolved from Gumperz's (1964, pp 137-138) original idea of a verbal repertoire. It has been expanded to encompass multilingual individuals and is now called language repertoire. This concept highlights the individual's aptitude that emerges from a comprehensive understanding of multiple languages.

This shift aligns with the principles outlined in LK20, which underscores the importance of recognizing and utilizing all forms of linguistic knowledge as a tool within educational settings (Utdanningsdirektoratet, 2023). In her chapter in the book by Vetter & Jessner (2019) Larissa Aronin discusses the limits that prohibit us from fully utilizing our linguistic repertoires, such as time, energy, and effort. Instead, we can utilise only some sections of it. The concept of DLC expands upon an individual's language skills and highlights the core knowledge of a multilingual person, which operates as a cohesive entity (Aronin, pp 15).

3.3 AcEngMulCla

A large study titled "Acquisition of English in the Multilingual Classroom" (2018-2023) was conducted at NTNU, led by Eivind Nessa Torgersen, providing a comprehensive examination of the topic. The study's findings present how English educators must possess a deeper understanding of English acquisition and the intricacies of language development. Another study, by Bonnet and Siemund (2019), discuss how teachers are increasingly expected to adjust and adapt their teaching and approaches to recognise the value of a diverse cultural and linguistic class. English is widely recognized as a global language and is the most prevalent means of intercultural communication. Hence, it is of utmost significance that multilingual students are afforded equal opportunities to acquire and utilize English, just like their peers (NTNU, 2018-2023). This study investigates how young individuals who speak multiple languages develop competence in the English language. The researchers evaluate the mechanisms for young, multilingual individuals to improve and develop their linguistic skills within an educational setting. This includes examining their English language utilization and assessing multilingual students' written and spoken English proficiency levels. This study also examines how multilingual students can utilize their linguistic skills to achieve the objectives specified in the curriculum.

3.4 Learning and Teaching of English in the Multilingual Classroom

Krulatz discusses the global revision of national curricula, with an emphasis on students' use of previously acquired cultural and linguistic competence. The author also mentions the Norwegian Directorate for Education and Training, and how they incorporated multilingualism into one of its four core elements. The recognition of multilingualism as an important element of language acquisition, acknowledges the already acquired linguistic repertoire as an asset (Krulatz et al., 2023). Teachers experience difficulties when attempting to incorporate instructional approaches that accommodate the diverse requirements of learners with varying linguistic backgrounds, primarily stemming from a deficiency in suitable professional development opportunities (Krulatz et al., 2023, p. 2). Educators frequently exhibit a deficiency in understanding the diverse array of native languages present in multilingual educational settings, thereby impeding the effective execution of adaptable language methodologies. Educators play a pivotal role in effecting change, as their behaviours possess the capacity to either endorse or hinder the utilization of multiple languages (Krulatz et al., 2023, p.2). According to Neokleous et al. (2022), most participants in their study on teacher perspectives

on using a learners L1 in the classroom, expressed a preference for maximizing the utilization of the target language while minimizing the use of their mother tongues. Nevertheless, it is worth noting that a significant proportion, approximately 50%, of the participants did not receive any explicit guidance regarding the utilization of their native languages (Neokleous et al., 2022). Furthermore, a considerable number of participants were specifically instructed to either prioritize the use of the target language or to restrict the use of their mother tongues. The establishment of collaborative relationships and mentorship programs between educational institutions at the school and university levels has the potential to yield significant advantages. However, it is essential to recognize the necessity for increased avenues for collaboration between teachers and researchers to effectively implement pedagogical approaches that cater to multilingual learners.

3.5 Sociocultural approach

When examining L2 acquisition and research, it is expected to approach language development from a sociocultural standpoint (Gibbons, 2006; McKay, 2006). Lev Vygotsky (1896-1934) was a theorist who advocated this perspective actively. Vygotsky posited that a child's knowledge acquisition occurs through a progression from a social context to an individual one. This implies that the process of growth advances using external influence and its connection to an internal language (Imsen, 2006). Vygotsky posits that human development is distinguished by the interplay between maturation and environmental interactions, employing language to navigate one's surroundings effectively.

> Every function in the child's cultural development appears on the stage twice, and on two levels. First on the social plane, and then on the psychological plane (Vygotsky, cited by Crain, 1992, p. 202).

Engen (2007) describes three instructional styles for multilingual (or bilingual) pupils from minority backgrounds. One technique is the second-language approach, tailored for students with a different first language (L1) than Norwegian. This approach places significant emphasis on not assuming that the content and curriculum of schools are universally known. This approach assumes that teachers possess the qualifications for tailored instruction and a deep understanding of linguistic, academic, and methodological approaches essential for facilitating effective learning.

Gibbons (2006) cites research conducted by Wong Fillmore (1985) that examines the shared characteristics of successful language-learning classrooms. The study examined the teacher's accommodations for various possibilities of language acquisition and their impact. The subject at hand is whether Norwegian schools possess the flexibility to effectively support the language requirements of bi-/multi-lingual children, as highlighted by Palm (2014).

3.6 Sense of belonging

According to Singleton and Aronin (2018), there has been an increase in the population of students who possess proficiency in multiple languages. The prevalence of intercultural interactions has increased due to the forces of globalization, migration, and advancements in technology. These factors have facilitated the emergence of communication platforms that enable individuals from diverse cultural, linguistic, and religious backgrounds to engage in meaningful dialogue (Hoff, 2018). The primary aim of educational settings in the Western world when instructing a second or third language (L2 or L3), has traditionally been centred around fostering the growth of students' communicative abilities (Fenner & Skulstad, 2018). This phenomenon has persisted since the latter part of the 1970s, and the recently introduced LK20 continues to embody this trend. The primary aim of acquiring a foreign language or second language (L2) is ensured through the implementation of communicative language teaching (CLT).

An additional significant objective is facilitating students' intercultural competence, as acquiring a new language necessitates the ability to engage effectively with diverse cultures (Fenner & Skulstad, 2012). The English classroom possesses significant potential as a platform for intercultural investigations (Hoff, 2018). Consequently, it should be leveraged to facilitate the integration of students from diverse cultural backgrounds, thereby fostering a sense of significance among individuals who may otherwise feel disoriented or marginalized within the classroom setting.

3.7 CLT and Dialogic learning

The Communicative Language Teaching (CLT) is an approach, rather than a theory (Savignon, 1987; Savignon,2002), highlighting its characteristics and impact on language teaching and learning. Key points underscore the flexibility and universality of CLT (Kennedy, 2002), its departure from language teaching methods and the core principle of prioritizing language use than knowledge, some advocating that social learning, focusing on intercultural interactions were as important as vocabulary and grammar (Howatt & Widdowson, 2004). Dell Hymes

expands language learning to encompass communicative aspects, and his works are considered a milestone when discussing communicative competence (Hymes, 1971; Hymes, 1972). CLT promotes student cantered learning by encouraging communication and interaction, among learners. The core element of this approach is how students are made to learn to use the language through communication, rather than learning the knowledge of the language (Savignon, 1987; Savignon, 2002).

Dialogic learning is a type of learning that focuses on engaging in conversations where diverse ideas and viewpoints are acknowledged and considered by all participants rather than aiming for consensus or agreement (Mercer & Howe, 2012). Academics have recorded the impact of several aspects of student-teacher relationships on students' engagement in classroom activities (Cazden, 1988; Mehan, 1979; Mercer & Hodgkinson, 2008). Multiple research projects on student-teacher interactions demonstrates that both sides can provide feedback and enhance each other's ideas, resulting in a conducive learning environment that facilitates the expansion of the student's knowledge (O'Connor & Michaels, 1993; Wegerif, 2007). One approach employed is revoicing, when teachers assist in enhancing the clarity and sophistication of students' arguments while ensuring that the students still have a sense of ownership over their arguments.

The researchers demonstrate that through engaging in conversations with students to elucidate their ideas, teachers can facilitate students' involvement in a manner that broadens their comprehension of academic subjects. Analyses of the implementation of this method in classroom discussions have demonstrated its significance, as it serves as an exemplification of effectively involving students in the teaching process. One can empower them to feel heard and respected in classroom proceedings while concurrently aiding their comprehension of the academic material.

Wegerif highlights the significance of setting up a teaching environment that allows for creating dialogical spaces (Wegerif, 2007). Within these dialogic settings, students and teachers are afforded the chance to engage in collaborative activities, fostering mutual understanding and enabling the exploration of tasks or topics from one another's perspectives. Dialogic learning refers to the process in which individuals enhance their understanding of a particular subject by engaging in specific conversations that promote expanding information. This can apply to several areas, such as language development or certain academic subjects. The dialogue aims to avoid reaching a consensus. Instead, it focuses on learning and teaching, where individuals

establish places for dialogue that are characterised by the presence of multiple voices. Dialogic learning involves structured learning environments and dialogic spaces that allow for the expression, acknowledgment, and questioning of diverse perspectives.   For students who have a background in a minority language, this method is crucial in fostering a feeling of inclusion and encouraging engaged learning.

4. Methodology

The primary focus of this Master's project will be on the instruction of English as a tertiary language in secondary schools. This study aims to examine various aspects of the teaching and learning of a third language, including the strategies employed by the educational system to facilitate linguistic transfer, the methods used to tailor instructional materials to individual learners, and the use of multilingualism as an asset within the classroom setting. The study examines ten students and four teachers. This chapter will elucidate the selected methodology and explicate the process by which the study was executed.

4.1 Choice of methodology

The research methods were inquiry driven. Methodological precision and meticulous planning were essential to decipher the complexities of English language acquisition as a third language (L3) in lower-secondary education. The research design and qualitative methods used to investigate the dynamics of linguistic transmission, metacognitive strategies, and language proficiency among L2 Norwegian students are described in this chapter. Selecting suitable data collection techniques and analytical methods is crucial for accomplishing research goals and answering the overarching research questions. Following Wideberg (2001) and Nilsen (2012), this study employs a qualitative methodology, predominantly through document analysis, interviews, and observations. Following Jacobsen (2015), a thematic coding analysis yielded complex insights into the multilingual learning experience. Meaning the methodology for analysing data finding will be mixed methods, both qualitative and quantitative. Furthermore, the triangulation of these qualitative data sources enhances my research findings' credibility. In addition to offering a comprehensive summary of the selected methods, this chapter also explains the rationale behind their selection and the ethical considerations that govern our data collection procedure.

4.1.1 Research design and qualitative method

When conducting research, it is crucial to make informed decisions that align with the chosen theme and problem that one aims to elucidate. The selection of data collection methods and analysis techniques will determine the resulting consequences (Wideberg, 2001). According to Nilsen (2012), the qualitative method is suitable for gathering experiences, thoughts, and opinions. The data obtained from qualitative methods, specifically interviews, observation, and document examination, will undergo a qualitative analysis. The analysis will employ thematic

coding as a method to identify recurring themes and patterns related to metacognitive strategies, linguistic transfer, and proficiency in L2 Norwegian. Thematic coding is a qualitative data analysis technique used to identify, categorize, and organize themes or patterns within a dataset. It involves systematically reviewing and labelling segments of text data (in this case, interview transcripts) based on recurring ideas, concepts, or topics. The aim is to condense and simplify the data while preserving its key insights and nuances. According to Jacobsen (2015), the utilization of this data collection method is expected to produce comprehensive, intricate, and informative outcomes. Data will be gathered via the methods of observation, interviews, and document analysis. The objective is to augment the credibility of the research findings through the application of triangulation, which entails the utilization of diverse data sources and the inclusion of participants from various backgrounds.

4.2 Interview as a Method

Individual interviews are a widely utilized approach for gathering data, involving a dialogue between an examiner and an informant, commonly called the examinee. The data typically gathered consists of sentences and narratives without limiting the content the informant may provide. There are four commonly recognized types of interviews: telephone interviews, online chat interviews, mail interviews, and face-to-face interviews. In this study, a series of face-to-face interviews will be conducted with teachers and students to gain a comprehensive understanding of the pedagogical approaches employed in teaching English to students who are not native speakers of Norwegian. This approach facilitates dynamic and informative communication, providing valuable insights into the informants' experiences, thoughts, and emotions. The interviews will adopt a semi-structured format, incorporating pre-structuring to mitigate the risk of excessive complexity. The status of semi-structured interviews as qualitative methods is subject to ongoing debate; however, it is essential to acknowledge that they continue to fulfil the primary objective of data collection. The interview guide should include a comprehensive list of topics and questions. However, it should also allow for a moderate level of structuring to allow the informant to introduce additional subjects that may not be explicitly covered (Jacobsen, 2015, p. 151). Including audio recordings in the interview process is essential, as it enables the capture of various nuances in the language employed throughout the interview. The recordings will undergo transcription for analysis. Recording and transcribing interviews is considered advantageous due to its ability to facilitate revisiting

unedited data, thereby enabling the control of nuances present in statements and responses (Jacobsen, 2015, p. 153). These interviews aim to obtain an internal viewpoint on the student's classroom experience, their interpretation of their learning, and the teachers' perspective on task adjustments and teaching methods.

4.3 Observation as a method

I will observe over two hours of teacher-student interactions in the English classroom. Observation as a method is deemed appropriate for documenting and capturing individuals' actions, behaviours, and verbal expressions within predetermined circumstances (Jacobsen, 2015, p. 165). When considering observation as a study method, things that can be quickly recorded are constructive, especially when subjects may have trouble communicating clearly through spoken or written languages (Jacobsen, 2015, p.166). In this study, I will unobtrusively conduct observations. Researchers commonly believe that covert observation produces superior outcomes due to its heightened reliability (Homan, 1980). The phenomenon known as the *observer effect* may manifest itself when observations are conducted transparently. The examination of data collected in a research study gives rise to ethical considerations that establish the criteria for the permissibility of observing individuals without their consent (Jacobsen, 2015, p. 166). Based on this project's circumstances, the observation does not need to be covert.

Observing interactions between students and teachers in the classroom is a crucial part of my data collection process. These observations provide valuable insights into how English is taught as a third language (L3) and how teachers interact with students of various language backgrounds.

The specific goals of the classroom observations in this research are to investigate and understand key aspects of language teaching and learning, focusing on how the students' proficiency influences learning a third language (L3 English) in their second language (L2 Norwegian). These observations will align with the overarching research questions, which aim to explore the impact of L2 Norwegian proficiency on L3 English learning, how teachers employ transfer and metacognitive strategies in the English classroom, and how English instruction can be effectively tailored to meet the needs of L2 Norwegian students. Through these observations, we aim to gain valuable insights into the dynamics of multilingual classrooms and the role of teachers in facilitating language acquisition in a diverse student population.

There will be 3-4 student participants and a participating teacher in the classrooms where I observe. Students who are not participating will not be observed. I have obtained informed consent from students, their parents, and the teachers. All participants have been made aware of the purpose and scope of my research.

During the classroom observations, I will concentrate on specific aspects of interactions that are closely aligned with the research objectives. I will assess the nature and variety of classroom activities employed in teaching L3 English, paying particular attention to the methods and materials used. I will gauge the students' language proficiency levels in the study. This includes understanding their competency in L2 Norwegian, which will be crucial in examining its impact on L3 English learning. I will closely observe the role of the teacher in facilitating language learning. This encompasses how teachers guide and support students, adapt teaching strategies, and create an inclusive classroom environment for multilingual learners. My observations will also focus on any transfer strategies employed by the students. This involves identifying instances where students utilize their existing linguistic knowledge, especially L2 Norwegian, to aid in acquiring L3 English. By concentrating on these specific aspects of classroom interactions, I aim to gain a comprehensive understanding of the dynamics at play within multilingual classrooms and their direct relevance to our research questions. This approach will enable me to draw meaningful conclusions about the impact of L2 Norwegian proficiency on L3 English learning and the strategies teachers and students employ to optimize language acquisition in this unique educational context.

The data collection methods will consist of notetaking through Nettskjema, a safe and secure platform where information is safely and privately stored. This is to ensure the privacy and anonymity of all participants, and no raw data or notes will be distributed outside of Nettskjema. Transcribed and anonymized data will be presented in this document.

4.4 Document examination

Document examination as a qualitative research method is advantageous due to its ability to provide concrete evidence of statements or actions that have occurred. Analysing documents can be conceptualized as a mode of observation (Jacobsen, 2015, p.170). The use of secondary data is necessary for this approach to data collection, wherein the data is sourced from existing sources originally intended for purposes unrelated to the researcher's objectives (Jacobsen, 2015, p. 171). In this study, I am seeking student-generated texts. Additionally, I am interested in examining the written feedback provided by the teacher, which pertains to the specific

comments or suggestions that have been communicated orally or in writing. This study aims to analyse the discourse surrounding the evaluation of individuals' progress and the strategies employed in addressing linguistic and grammatical errors. Examining texts generated by students and evaluating feedback provided by teachers will be essential components of this inquiry.

4.5 Sampling procedure; non-probability sampling

This study involved a sample of eleven students, whose ages ranged from 14 to 15, as well as four teachers. Due to the focus of this study on students' experiences, it was imperative to select participants who possessed prior exposure and familiarity with the researched topic. Hence, a deliberate decision was made to select students within the 9th to 10th grade range.

 At the outset of this study, the selection of informants below the age of 16 was not a deliberate choice. Nevertheless, it became evident that due to the added challenge of obtaining guardian consent, this group had received limited attention in previous studies, thereby highlighting the significance of my research. The justification for the sampling methodology employed in this study is a non-probability sampling approach, aimed at identifying students between the ages of 14 and 15 who possess the desired language characteristics required for this thesis, specifically proficiency in Norwegian as a second language and English as a third language. Participants were recruited through a process involving debriefing with colleagues and soliciting interest from students who expressed willingness to participate. Upon reaching a consensus with the instructor of the students, I would proceed to deliver my project presentation to the pertinent students and distribute the project description. The students were notified that their participation in the study was optional, and they were also provided with instructions on how to withdraw from the study if they decided to do so. There exists a possibility that conducting group interviews or focus groups could result in obtaining more comprehensive data, which the students could subsequently analyse during a plenary session. Nevertheless, I made the decision to prioritize the importance of personal comfort in expressing one's own opinion without the presence of external influences.

4.6 Interview Guide

The interviews conducted with informants were organized using a structured interview guide; the guide is attached as Appendix A. The interview guide was formulated during the initial stages of this thesis's development, serving as a mechanism for recording ideas and subsequently assessing them to bolster the argument put forth in the thesis. The interview guide was designed with a focus on linguistic considerations. I made a conscious effort to ensure that the questions were simple enough and that the tone remained informal. I aimed to prevent the students from feeling overwhelmed while participating in the research for a master's thesis. Following preliminary discussions with several students, who expressed surprise at the extensive breadth of a research endeavour of this sort, this review of the interview guide was carried out. The primary themes covered in my interview guide for students encompassed background information, experiences within the English classroom, the pedagogical approach employed by the teacher, the sense of achievement experienced by students, the support and challenges encountered, recommendations for enhancing the learning environment, and a concluding section. To foster independent thinking and encourage a deeper reflection on their experiences, the student was provided with suggestions for enhancements.

 In developing the interview guide for teachers, I ensured that the topics covered were relatively similar, albeit with modifications tailored to specific roles. The primary subjects in the discussions with teachers encompassed classroom composition, pedagogical approach, utilization of students' linguistic resources, provision of individualized attention, efficacy in language instruction, provision of support and resources, and a concluding remark. The underlying premise in developing this interview guide was to ensure that the topics covered would exhibit a degree of overlap, enabling both the student and teacher to engage in reflective discussions about similar themes, albeit with necessary adaptations to account for their respective roles within the classroom setting.

4.6.1 Pilot interview

Before conducting any of my interviews, I conducted a pilot interview at home with an acquaintance who would fit the language description. He was done with lower secondary school but is a valid candidate for a pilot interview. I aimed to establish how long the interview would last, whether any questions should be rewritten, and my role as an interviewer and moderator. I would also check out the sound quality and functions of my recording devices. The result of

the pilot interview made me aware of asking the students for specific examples to avoid an overload of data.

4.7 From speech to text-transcription

In this study, the process of speech-to-text transcription played a pivotal role in capturing and analysing the rich data obtained from interviews conducted with students and teachers. Utilizing the Nettskjema platform, interviews were securely recorded and subsequently transformed into text format. To uphold participant anonymity and confidentiality, a numbering system was employed to distinguish between individual interviews, ensuring the privacy and ethical integrity of the study. The use of speech-to-text transcription not only facilitated the systematic organization of interview data but also enabled a comprehensive analysis of the responses, contributing to the depth and rigor of our research. This method allowed for a meticulous examination of linguistic nuances, thematic patterns, and critical insights emerging from the interactions, ultimately enhancing the quality and reliability of our findings.

4.8 Execution

Ensuring effective implementation of data collection procedures is a critical component of my research undertaking. This chapter provides a comprehensive analysis of the methodologies utilized to collect the necessary data for the research that centres on the dynamics of "English as an L3 in the lower-secondary classroom." The present study investigates the challenges and interactions encountered by educators and pupils in upper secondary schools in Norway when utilizing English as a third language (L3). The data collection procedure serves as the foundation of my research, and the techniques I utilized were deliberately chosen to offer a thorough understanding of the topic. In pursuit of this objective, I conducted classroom observations, interviews with instructors (all audio recorded), and a comprehensive analysis of student-produced texts as part of my data collection procedure. These methodologies were selected based on a profound comprehension of their capacity to illuminate the intricacies of the research inquiries.

Interviews with students are essential to the methodology I employ to gather data. Ethical considerations were duly incorporated into the conduct of these interviews; parental consent was actively sought and obtained from all participating students. Adhering to the informed consent procedure, every participant (including students and their guardians) was duly apprised

of the research's aims and possible consequences. I conducted individual interviews with students, fostering an atmosphere conducive to candid and relaxed dialogue. The interview inquiries were meticulously designed to induce replies that would facilitate my comprehension of the difficulties, encounters, and viewpoints encountered by students while obtaining English as a third language. When combined with student interviews, interviews with educators are of utmost importance in my data acquisition methodology. To verify the information provided and facilitate analysis, the interviews were recorded in an audio format. I initiated communication with educators and arranged interviews in which they divulged their perspectives on strategies for managing linguistic transfer, fostering metacognitive awareness, and traversing the English classroom while instructing L3 students. The interviews were designed to explore the pedagogical methods utilized by educators.

The data collection methods serve as the fundamental building blocks of my research. In the following sections, I will elaborate on the classroom observation procedure and the analysis of texts generated by students. In aggregate, these approaches provide a holistic perspective of the multilingual educational environment and will aid in my investigation of efficacious pedagogical methodologies customized for second-language Norwegian learners.

4.8.1 Informed Consent

I want to emphasize the importance of informed consent and explain that all participants, students (and guardians), and teachers were provided with clear and comprehensive information on the purpose of the study, the purpose, and potential risks. SIKT (The knowledge sector's service provider) evaluated and approved the data collection. The consent forms (see Appendix B) were all handed out, and students and teachers alike were guided through its contents, and potential questions were answered. After reviewing the consent form, contents, and questions, all project participants willingly agreed to participate.

The participants' identities, students and teachers alike, were concealed through numerical codes throughout the research project. This is to ensure the privacy and anonymity of the participants.

4.8.2 Parental Consent

As the project focused on students in the lower secondary school, the students were under the age of 16. They therefore needed a guardian to consent alongside them to be able to participate in the project. The parental consent, intertwined with the student consent form, forms were

distributed, and both guardian and student signed all consent forms. The consent from both guardian and student was secured before the participation of the study to ensure compliance with the ethical standards of a project like this, especially when working with minors.

4.8.3 Data Handling and Dissemination

The project's data was handled securely through Nettskjema. Audio recordings, transcripts, and notes from observation were securely stored and managed here. Only I had access to the data, and stringent confidentiality measures were in place to prevent unauthorized disclosure. As the research findings were reported, there was taken great care to ensure that none of the information could be used to identify individual participants. As previously mentioned, numerical codes were used as a pseudonym in place of their real names to ensure the privacy and anonymity of the participants. These measures were carried out to the end of the project, and the anonymity is preserved, including this document.

4.8.4 Ethical Oversight and Transparency

SIKT conducted the ethical review, and approvals for the project were obtained to ensure the adherence and protection of the rights of participants. Ethical considerations, privacy, and anonymity was all central to my role as a researcher. I continually reflected on my ethical responsibilities and implemented safeguards to protect participants' identities and rights. I want to conclude this chapter by underscoring my commitment to transparency and ethical conduct while collecting the data. The measures described in this chapter were integral to upholding the integrity and credibility of my research.

5. Results

This chapter presents a thorough analysis of the research findings about the topic of "English as an L3 in the lower-secondary classroom." Expanding upon the foundational principles established in previous chapters, this section aims to elucidate the various dynamics and complications that arise throughout the process of instructing and acquiring English as a third language (L3) within the context of Norwegian upper secondary schools. As we analyse the data obtained from interviews, observations, student-generated texts, and teacher evaluations, we will investigate the impact of L2 Norwegian proficiency on L3 English acquisition and the instructional approaches educators employ to mitigate linguistic transfer and cultivate metacognitive awareness in students. The interview guide, created in the Norwegian language, was crucial in obtaining significant perspectives from the participants. The present chapter is structured into discrete segments, each dedicated to a research inquiry. This organizational approach facilitates a concentrated and comprehensive examination of our study outcomes. The initial inquiry is on the impact of L2 Norwegian competency on the acquisition of L3 English. In this study, we examine the approaches educators utilize to address linguistic transfer and promote metacognitive awareness within the context of the English classroom. In conclusion, we put forth efficacious pedagogical methodologies for customizing English education to cater to the distinct requirements of second language (L2) Norwegian learners. By employing a systematic methodology, our objective is to comprehensively examine our research outcomes, thereby furnishing perspectives on the dynamics of the multilingual educational setting.

5.1 Quantification and thematic coding

Motivating the decision to quantify qualitative data was the possibility that qualitative information from numerous collections could be overwhelming. The objective is to improve the rigour and density of the research. Implementing thematic coding in this quantification process will provide a methodical and structured framework for examining intricate data. We will be able to examine recurring themes by employing thematic coding. This increases the finding's transparency and ensures that interpretations are based on the data. The process will allow converting subjective narratives into quantifiable and organised data elements. Conducting this analysis will enable us to gain a more thorough and precise data comprehension.

To comprehensively capture the intricate nuances of qualitative data findings, thematic coding

will provide a more lucid perspective. It will enhance the analysis when used in conjunction with the qualitative data discussion.

Applying thematic coding to quantify qualitative data is a fundamental methodological technique contributing to the analysis's comprehensibility and rigour. By categorising and organising in-depth qualitative data, I can acquire a more methodical comprehension of the fundamental patterns and recurring themes that emerge from observations and interviews. By employing this quantification technique, I can not only summarise and synthesise extensive quantities of qualitative data but also discern and visually represent the primary themes that arise from various data sources. By establishing a systematic framework, it is possible to effectively examine, interpret, and compare qualitative data, thereby enhancing the accessibility of the information and enabling a more focused investigation of the research inquiries. Thematic coding is an intermediary between qualitative intricacy and quantitative lucidity, ultimately providing a comprehensive and rigorous methodology for revealing the fundamental insights within intricate qualitative datasets.

5.2. Teacher interviews

Due to the project's emphasis on qualitative data acquisition, we are confronted with an enormous volume of information to examine. The discourse and examination of these findings will incorporate qualitative and quantitative approaches to provide a comprehensive and lucid understanding of the gathered data. All four educators who participated in my interview have over five years of experience in the field. One has been granted additional instruction time to assist pupils whose first language is not Norwegian. Eleven questions were posed to the participants, emphasizing adjustments, individual attention, and instructional experiences (see Annex E). The participant's responses will be displayed in this results segment as tables and thematic codes for the initial section (5.2.1). This section will comprehensively examine recurring themes that emerged across the four interviews. It will assess the significance of these topics by considering the "Number of participants" (the count of participants who mentioned each topic) and the "Total mentions" (the cumulative number of times the four teachers mentioned these topics throughout the interviews). In Section 5.2.2, qualitative analysis of the interview results will be conducted by examining interview excerpts and evaluating the results. Regarding the aggregated findings, Section 5.2.3 will analyse the correlation between the thesis statement and the results obtained.

5.2.1 Thematic coding

Once I had acclimated to the data, I subsequently initiated the generation of preliminary codes. The codes were employed to designate and classify recurrent concepts, ideas, and subjects identified in the transcripts of the interviews. For example, responses on language proficiency, teaching methodologies, and classroom experiences were designated codes. The data was effectively divided into significant segments during this stage, facilitating its analysis. To establish a framework for the encoded data, I classified the individual codes into more comprehensive categories. The characteristics and substance of the codes guided the procedure above. Categories were constructed to encompass comparable themes and subjects present in the data. Illustrative instances of categories comprise "Time Limitations," "Individual attention," and "Effectiveness Issue", which function as repositories for pertinent codes. Subsequently, I refined and defined overarching themes and patterns that consistently surfaced from the data within each category. The themes that were articulated encapsulated their primary ideas and insights. They functioned as a method to streamline and compress the information while maintaining its fundamental essence. Identifying themes was accomplished iteratively and methodically, during which I reviewed the data frequently to ensure that it represented the content accurately.

Themes	Number of Participants	Frequency
Lack of Knowledge	4	7
Limited Time	4	14
Need for training	4	8
Individual attention	4	8
Language Resources	3	4
Effectiveness Issues	4	7
Support and Resources	3	6

Figure 2 Themes from teacher interviews

During teacher interviews, these were the seven topics that emerged from the results. These themes were, through thematic coding, seen as the most efficient data to analyse. Out of four

total participants, where all four mentioned said topic, time limitations were mentioned fourteen times. The teachers expressed immense stress when discussing the topic, where time limitations were among the most common denominators. Other relevant topics were their experiences, lack of knowledge, their expressed need for training, their wish to conduct more individual attention, and issues on effective teaching.

5.2.2 Qualitative presentation

The thematic classification procedure commences with a comprehensive examination of the interview transcripts. Through thoroughly examining the transcripts, I aimed to comprehend the overarching framework and subtleties that arise from the students' recollections of their English classroom experiences. Amongst this cohort of participants, there were four educators. All of them are educators employed at the same educational institution, where they instruct students in English who are also involved in the research aspect of this project. To preserve anonymity, while still clearly stating the interviews findings, the teachers will be named Anna, Marie, Emily, and Zoe. The interviews were conducted in the Norwegian language. However, all information and data have been translated into the English language. Given that the interview guide followed a semi-structured approach, the questions presented in the subsequent parts will be those that produced the richest replies, considering the thesis questions as a reference point.

By examining the four interview transcripts, we can acquire knowledge regarding the influence of L2 Norwegian competency on L3 English acquisition, the techniques employed by teachers in the English classroom, and reflect on the most effective ways to customise English training for L2 Norwegian students. The interviewees, who are educators, offer insights into these subjects, illuminating the difficulties and advantages of teaching English to a linguistically varied cohort of students with L2 Norwegian backgrounds.

To provide illustrative support for each identified theme, the discussion and analysis incorporated direct quotations and excerpts from the interview transcripts. The excerpts were meticulously chosen to illustrate the results pertinence and importance. Incorporating verbatim responses enhanced the authenticity and vividness of the students' depictions of their experiences and points of view. The process of thematic coding is iterative, requiring categories and codes to be continuously reviewed and revised. The iterative process facilitates the identification of novel themes and patterns as I further analyse the data. Doing so guarantees

that the analysis maintains its dynamism and sensitivity to the nuances and complexities present in the students' accounts.

5.2.3 L2 Proficiency impact, transfer, and metacognitive strategies

Consistently, interviewees discussed the impact of L2 Norwegian proficiency on L3 English acquisition. Marie, Zoe, and Emily noted that most students at the institution are fluent in Norwegian, which facilitated their acquisition of English as a third language since every teacher surveyed confessed to using Norwegian exclusively as a support language. The four participants all expressed that they lacked knowledge on how to adapt to a diverse classroom, when teaching. Marie discussed how she was comfortable when giving the students assignments, as she would be able to adapt those, however, when teaching she experiences great difficulties in knowing how to adapt. She expressed that:

> I feel at a loss. how can I adapt teaching to 27 pupils, where 5 have a different linguistic background? Nor is it the case that it is only students with a different linguistic background who need better follow-up or adaptation. I don't know how to get around. I get desperate, I feel like I'm being given an impossible task every day.

When discussing linguistic transfer, teachers expressed that sometimes looking at similarities between L2 and L3 did not effectively help the students, they wished they would have more information on the students L1 to accommodate. When asked if it is experienced as difficult to give individual attention to the students, Anna answered:

> Yes, it is challenging - in most cases it is about languages that we, or rather I do not know. Not always easy to use it actively and positively. The time is not enough.

Zoe answered:

> Yes! This is extremely difficult, I wish I had better time, because even in a class with only students whose mother tongue is Norwegian, you never run out of questions from the students, there is always something to work on, something to repeat. I can't adapt for everyone or give them the support I would like to give.

A great concern expressed by all four was the limited time they experienced, resulting in an inability to give students individual attention. Anna, Emily, and Marie have observed that pupils with distinct linguistic backgrounds require additional assistance throughout language acquisition, even though they no longer meet the requirements for adapted teaching outside of

class. As revealed by the interviews, all participants utilise transfer and metacognitive strategies to enhance the learning experiences of their pupils. Transference of knowledge occurs when information is applied from one language (L2 Norwegian) to another (L3 English). All acknowledged the possibility of linguistic knowledge transfer from Norwegian to English. Anna, Emily, and Marie suggested employing strategies such as supplying synonyms and translations to assist pupils in bridging the distance between the two languages.

> We speak about similarities, but we do not actively use it as a tool in class.

The growing diversity in classes continues its steady growth without the adaptation for teachers to gain knowledge or given resources to handle this correctly. Emily expressed how she is frustrated that this development is giving teachers bigger tasks to fulfil (teaching English to students with diverse language backgrounds) with the same criteria (set by LK20), without any resources. Emily expressed that:

> It really does frustrate me. It is evident that these students need adapted teaching, however, we are not given time, resources, tips, or help to conquer this task. It really does feel overwhelming at times. Sometimes I need to distance myself from the whole subject, I can not allow myself to use too much energy on this topic.

Anna, Zoe, and Marie all expressed the same, that the task felt daunting, and they were frustrated that they did not get more time or resources.

5.2.4 How can English instruction be best tailored to meet the needs of L2 Norwegian students?

The interviews revealed several strategies and areas of improvement in tailoring English instruction to meet the needs of L3 English students. Teachers expressed the need for training focused on teaching in linguistically diverse classrooms. They recognized that a deeper understanding of student's language backgrounds and how to incorporate them into instruction was essential. When asked if they believe it is possible to take advantage of the linguistic diversity in their class as a resource for language learning, Emily answered:

> I think so; however, I am unsure of the necessary steps to implement it. Time is limited, and I lack sufficient knowledge regarding the linguistic backgrounds of the individual

students and the structure of their respective languages. I am lacking necessary information regarding how we may adapt or incorporate them into every instruction.

Teachers acknowledged that they lacked comprehensive knowledge about their students' language backgrounds and linguistic structures. They expressed a need for more information about students' language background and L2 and L3 acquisition, enabling them to make better-informed instructional decisions. This information would help tailor teaching methods to students' specific needs. When teaching these students, the teachers were asked to discuss if they ever felt unsatisfied with their adaptations to the student's linguistic needs. One teacher said:

> Frequently, I experience a sense of inadequacy in my teaching and feedback. I observe certain students becoming disheartened due to their lack of comprehension, and it saddens me that I am unable to adapt to these individuals more effectively.

The teachers found providing individual attention to each student in diverse language classrooms challenging. They stressed the importance of allocating more time to cater to the needs of individual students, especially those with weaker English skills. This highlights the need for smaller class sizes or additional support resources to ensure students receive personalized instruction. All participants mentioned the challenge of providing individualized support to each student, particularly due to limited resources. All four participating teachers also stressed that they experienced a lack of time to address what they wanted to address with their students, especially those whose L1 is not Norwegian, as they might fall behind, having to work on L2 and L3 while in English class actively. Each participant highlighted time constraints as a significant challenge, impacting their ability to adapt teaching methods and provide individual attention. Time limitations were mentioned in total fourteen times throughout the four interviews, and one teacher expressed that:

> [We] Should have had more time and resources. I am concerned it would not have been as effective as it was for the others, and if you cannot address it immediately, they will fall behind. It is incredibly tragic and may have severe consequences for the students involved.

Three participants assessed the effectiveness of their teaching methods, highlighting concerns about students' ability to keep up with the pace They emphasized the importance of having resources and support to address the diverse needs of L2 Norwegian students. They highlighted

the potential value of online courses, comprehensive lists of language topics, and other resources that would help them adapt their teaching methods effectively.

5.2.5 Conclusion

As a result of the teacher interviews presented in this chapter, the intricate dynamics of teaching Norwegian L2 English learners have been highlighted. The influence of L2 Norwegian proficiency on L3 English acquisition is complex, encompassing various benefits and obstacles. Teachers employ a blend of transfer and metacognitive techniques to manage this linguistic diversity; they acknowledge the possibility of knowledge transfer while cultivating students' cognizance of their learning processes. In all interviews, however, the urgent need for individualised English instruction that caters to the specific requirements of each pupil emerged as a recurring motif. Difficulties such as time constraints, insufficient understanding of students' language origins, and the laborious task of delivering individualised attention are significant obstacles. To effectively tackle these concerns, educators necessitate specialised instruction, assistance, and materials.

5.3 Student interviews

Similar to the teacher interviews, I recognize the necessity of quantifying specific data to obtain a clear understanding of the outcomes, in addition to conducting qualitative data analysis. All eleven participants in the study were individuals who had obtained the approval of a guardian or parent through the consent form (see Appendix B). All pupils possess a first language (L1) other than Norwegian, and English is their third language (L3). The students were presented with twelve questions (see Appendix D), which focused on their personal experiences, level of expertise, individualised attention, and instructor adaptability. The participants' comments will be presented in subsequent subsections as tables and theme codes, starting from section 5.3.1. The section will present and discuss the recurring themes in all eleven interviews. The assessment will evaluate the importance of these subjects based on the "Number of participants" (the total number of participants who addressed each topic) and the "Frequency" (the combined number of times the eleven students discussed these topics during the interviews). Section 5.3.2 will involve conducting a qualitative presentation of the interview results. This will be done by studying interview exerpts and evaluating the outcomes. Concerning the compiled results, Section 5.3.4 will examine the relationship between the thesis statement and the achieved outcomes.

5.3.1 Thematic coding

The process of generating codes, acclaiming to the data, and analysing were the same as for the previous interviews with teachers.

Themes	Number of Participants	Frequency
Language Transfer from L2 Norwegian to L3 English	11	24
Vocabulary and Grammar Similarities	8	15
Pronunciation and Stress Pattern	9	15
Role of Teachers in Facilitating Transfer	7	13
Customized Approaches for L2 Norwegian Students	6	11
Metacognitive Strategies in Language Learning	10	18
Oral and Listening Skills Development	8	14
Importance of Cultural Context in Learning	6	8
Recognizing the Multilingual Background	7	11

Figure 3 Themes from student interviews

Looking through the data collected in the student interviews, there are several recurring themes that emerged. The themes were seen as the most efficient data to analyse. With a total of eleven student participants, all participants mentioned the use of transfer from their L2 to their L3 as a resource they needed to use. This was mentioned a whole of 24 times. The students expressed that this was a challenge, as it required a high level of L2 proficiency, but they all agreed on it being a useful tool. Other themes that the students mentioned frequently were vocabulary and grammar similarities (mainly between L1 and L3), pronunciation and stress pattern, metacognitive strategies, and oral and listening skills development.

5.3.2 Qualitative presentation

All eleven participants in this cohort were in the tenth grade and were between the ages of 14 and 15. To preserve anonymity, while still clearly stating the interviews findings, the students will be named Sarah, Julie, John, Michael, Alfie, William, Lucas, Alex, Joanna, Max and Peter. The interview was done in Norwegian; however, several interviewees frequently switched to English or even resorted to their native language when faced with difficulties or a lack of vocabulary. The entirety of the material and data has been translated into the English language. Since the interview guide adhered to a semi-structured approach, the subsequent sections will feature responses from questions that yielded the most comprehensive replies, with the thesis questions serving as a benchmark.

Through the analysis of the eleven interview transcripts, we can gain insights into the impact of Norwegian as a second language (L2) on the acquisition of English as a third language (L3). Additionally, we can explore the experiences and techniques students adopt and contemplate the obstacles they encounter and the proficiency they achieve.

The participating students provide valuable insights into the challenges of managing three languages daily, as well as the linguistic obstacles they encounter when deciphering syntax and structure. To provide illustrative support for the themes mentioned, the discussion and analysis included direct quotations and experts (however translated) from the interview transcripts. The experts were chosen with a wish to highlight the most important findings regarding the thesis questions. Incorporating verbatim responses enhances the authenticity of the participant's experience.

5.3.3 Metacognition, dialogic learning and transfer challenges

The interviews with L2 Norwegian students highlight the significance of their proficiency in Norwegian, a North Germanic language, in shaping their experience with L3 English learning, a West Germanic language. The link between the two languages may yield advantages as well as challenges.

The interviews yielded a diverse range of feedback. Alfie, Michael, Julie, and Sarah noted that their proficiency in Norwegian serves as a basis for comprehending vocabulary and syntax in English, offering them an edge. Norwegian exhibits numerous cognates with the English language, facilitating the comprehension of specific terms for some students. In this language, the sentence structure follows a pattern where adjectives come before nouns, which is distinct from languages such as Spanish or French. However, Sarah expressed that even

though Norwegian gives her an advantage in learning English, her L1 is used as a template for sentence structure:

> Yes, for example, Lithuanian has some differences in grammar compared to English. Sometimes when I speak, translate, or write texts, I make some grammar mistakes. But that's because I'm sort of translating from Lithuanian. In my head, I'm writing it that way.

Furthermore, the participants expressed that their learning process emphasises the notion of language transfer. Several interviewees indicated that they use their proficiency in Norwegian to comprehend English. Through this technique, the pupils expedite their language acquisition. The students articulate how this transfer encompasses both vocabulary and syntax. For instance, in the context of decoding and comprehending verb tenses. When asked if Peter experiences that their language background affected them, they said:

> No, maybe that's why I struggle a bit with it because they're quite similar, and I think it's the differences in verb conjugations and gender. It becomes a bit different.

Participants also voiced difficulty comprehending phrasal verbs and idiomatic expressions in their third language (L3). The absence of linguistic nuances like these in Norwegian was a challenge.

Difficulties arise when students encounter English pronunciation, as the phonology exhibits excellent variation, leading to frustration when discussing this subject. The presence of phonemes, diphthongs, and stress patterns creates anxiety among pupils, leading them to refrain from expressing themselves openly during classroom conversations. When asked to reflect on their experience learning English in the classroom Julie said:

> In the classroom, I try to avoid talking so much. It's embarrassing because I struggle with pronunciation. English also uses a lot of TH sound; it's difficult, and it gets weird when I say it. It is much easier to write, and I play a lot with friends online and write on Discord.

Multiple students expressed that they were more at ease when expressing themselves orally, however three students expressed specific stress related to pronunciation, as in the excerpt above, referring to a specific sound. Five of the students expressed how they felt self-conscious when speaking with peers, as they noticed how stress patterns from their L1 and L2 affected them. When asked what strategies help them learn English, Michael answered:

I learn a lot from being online. Then I get to practice English without it feeling like a task, but I know that at school I learn best by talking to fellow students, then I can actively work on the language. I found it easier to hear whether I say it right or wrong when I speak, than when I write it down on paper.

A recurring theme was students expressing how they had an easier time understanding and potentially correcting themselves on stress patterns, pronunciation and grammar when communicating through conversations. Which is also reflected in the classroom observations (see chapter 5.4) As these students do feel like certain aspects of their language learning either helps or hinders them, I asked them what their teacher does. When asked if they notice their teacher adapting to their needs in the classroom, Lucas expressed that:

We sometimes talk about how words sound similar in different languages, how it sounds similar to a Norwegian word or what the word itself means, I think that helps, because that is sometimes very interesting.

When posed the same question, Alex said:

I think perhaps teachers could be better at asking, "Is there a language that does it this way or that way?" You might not get many answers initially, but it shows the students that you're interested in their language and in them. You might start looking for these similarities and differences subconsciously. I think that could help. Maybe teachers could also learn some basics about different languages spoken in the class, but that would take a lot of time.

The students expressed a wish for teachers to recognise their linguistic background more actively through personal interest, rather than over adaptation. Three participants talked about how they remembered an English teacher who was interested in their language, through pure curiosity, without adapting too much. These students talked about their teachers with fondness and expressed being seen, and that their cultural and linguistic background was appreciated, they felt a sense of belonging. John told me that:

I have a couple of teachers who ask how to say words and phrases in my language, and one of them asked if we see any similarities or differences between our language and English. It makes you think and look for similarities, which I think helps when learning a language.

When looking at these answers, something to note is whether or not the students feel like they master the language, and if now, what can be done? The feeling of mastery is for many crucial in situations like these. When asked if they feel a sense of mastery, a Julie answered:

- I feel like I'm making progress, but it's difficult. I get mentally tired from switching between three languages every day, especially when I don't feel truly proficient in any of them.
- Well, I don't really know, I am doing well at school, and my grades are good, but there is something about English, can you get burnt out over talking many languages? I'm joking, but it is a struggle.

The students expressed their opinions on the topics and gave a lot of insight to how L2 proficiency impacts their L3 learning, as well as how their teachers adapt, and discuss transfer and metacognitive strategies.

5.3.4 Conclusion

The student interviews provided insight into the complex correlation between the mastery of Norwegian as a second language and the learning of English as a third language. They utilised their existing knowledge of the Norwegian language to navigate the process of learning English, demonstrating an advantage in understanding vocabulary and basic sentence structure because of the presence of shared cognates. Nevertheless, the obstacles they encountered were equally evident. Occasional difficulties in pronunciation and subtle variations in language often cause individuals to feel self-conscious, resulting in a preference for written communication over spoken communication, as it feels safer. However, students who did not express a worry for pronunciation, presented that they felt as if they learned more from conversations than writing.

The relationship between teachers and students played a crucial role in adjusting to different language backgrounds. Students valued teachers who discussed language similarities, promoting inclusion without excessive adjustment. While striving to achieve language proficiency, students reported experiencing a sense of advancement but also recognised the cognitive strain of constantly traversing numerous languages. Their observations emphasize the need to recognize the existence of several languages and the need for teachers to adjust their methods accordingly. These findings highlight the diverse influence of skills in Norwegian as a second language on acquiring English as a third language.

5.4 Observation

The observation lasted for two hours, in four different classes. The data collected through this method is valuable, as we can look from a different angle than what the interview gave. I observed unobtrusively, and only focused on the participating students and teachers. The goal is to be able to analyse the dynamics of a multilingual classroom, and what role teachers facilitate in language acquisition in a diverse student population. Three- to four students were in each of the four classrooms. In the observation, I will be able to gain an inside view into the students L2 proficiency, based on code switching, transfer strategies, and the use of tools and materials. I also focused on the teacher's adaptation.

5.4.1 Observation findings

Throughout four classes, I dedicated a total of eight hours to observing four teachers and eleven students. Throughout this period, I saw that student commonly utilised code-switching as a tactic, some transitioning to their native language to overcome language obstacles and facilitate effective communication. Of the eleven pupils participating, ten displayed this behaviour, and 4 attempted their native language, even though the L1 language was new to the rest of the class. The students sought either phonetic or semantic resemblances between terms in several languages to facilitate communication in English.

The students exhibited differing levels of skill while moving between written and oral assignments. Although they appeared engaged in verbal interactions, they encountered a pause when starting writing activities. Within the initial four minutes of commencing a written activity, seven out of the eleven pupils utilised Google Translate. Three of the students wrote their whole text in their L1 or L2 and pasted a whole text into Google translate. This represents a notable disparity in their capacity to commence verbal and written communication in the English language.

The students utilised a repertoire of tools and resources to facilitate their language acquisition when confronted with a written assignment. The utilised resources included digital tools such as Google Translate, Lingdys Plus, and Clarify. In addition, seven out of eleven students who participated in the activity requested help from their classmates. Half of the teachers translated the assignment instructions, but only one inquired about any potential questions. This could indicate to the pupils that they are required to comprehend the material and that there may not be any room for seeking help in such a circumstance. Subsequently, during the lesson, teachers

approached nine of the eleven students to inquire about their progress, whereas only one student proactively sought assistance.

The key takeaway from the observation is that students are prone to code-switching, even to their native language to communicate in conversation with their peers, showing a higher level of confidence than what they did when faced with a written task. The students did not show the same level of confidence when writing, as they all, at some point throughout the written task, heavily relied on a digital tool. Teachers were approaching students often but were not visibly presenting the acceptance for asking questions or not understanding when addressing the class.

5.5 Document examination

For this project, I collected writings produced by students to analyse their language proficiency and detect any errors. Moreover, the aim was to examine the written feedback provided by the teacher, which pertains to the remarks or suggestions that have been communicated orally or in written format. The purpose of this method is to examine the language associated with evaluating persons' advancement and the strategies employed to correct linguistic and grammatical errors. A crucial component of this inquiry will entail examining texts generated by students and evaluating the feedback provided by teachers.

5.5.1 Document examination findings

Upon evaluating the written texts of the eleven students who took part, I discovered that students frequently received remarks on their texts, namely regarding the structure and grammatical errors. However, it was only in two cases that the students were given examples of possible adjustments. The feedback was written on all eleven occasions. The main conclusion drawn from the analysis of the student's written content was the feedback emphasising the need for the pupils to improve their sentence structure. A student was prompted to contemplate what is considered "sounds natural." When a multilingual student receives feedback on structure, determining what "sounds natural" is particularly challenging because the perception of naturalness varies across their first language (L1), second language (L2), and third language (L3). A total of eight students received input on the structure of their sentences. This is an essential aspect of English language competency and signifies a difficulty in fully adopting the language. The texts demonstrated that the impact of L2 Norwegian on sentence structure was significant, indicating that individuals displayed sentence structures that mirrored Norwegian patterns. This indicates that their level of skill in Norwegian influences the acquisition of their

third language (L3). Additional participants received input regarding the peculiar sentence structure, indicating that the student may be either imitating the sentence structure of their native language in English or attempting to decipher an unknown sentence structure.

Five students received feedback requesting them to improve their proficiency in verb tenses. Upon analysing their writing, it was seen that verbs were conjugated without considering the subject doing the action, like the practise in Norwegian. This further implies a significant impact on L3 learning. A group of five individuals were tasked with the assignment of working on the proper usage of articles and the appropriate arrangement of subjects in a written piece. Due to occasional errors in subject placement, it is hypothesised that the students' L1 (first language) of Norwegian may be influencing them, given that both Norwegian and English share a similar structure for subject placement. Three participants repeatedly omitted pronouns. This could be attributed to the influence of students' first language (L1), in which pronouns are employed as affixes rather than standalone words.

Upon analysing the paper, we encounter a proposition that suggests that proficiency in both L1 and L2 languages may result in unintentional cross-linguistic influences on language creation. This investigation emphasises that having a high level of competency in Norwegian as a second language does indeed contribute to the learning of a third language. The impact is most pronounced when students utilise their second language skill as a model or reference for learning English as a third language, and this effect is particularly noticeable when there are differences between Norwegian and English. The results emphasise the necessity for customised and focused teaching methods that effectively tackle the transition between the first and second language, to strengthen a student's metacognitive awareness of the impact of one language on another.

6. Discussion

This chapter undertakes a comprehensive analysis to critically evaluate our findings, including the intricate interrelationships among language proficiency, pedagogical techniques, and the multilingual educational environment. With a meticulous focus on our broad research inquiries and goals, we navigate the realm of linguistic transfer, metacognitive consciousness, and pioneering educational methodologies. This chapter summarizes the exploration conducted and sheds light on the importance of our research in the broader context of language instruction.

In this section, the main findings will be reviewed, as well as the three thesis questions. The focus areas were selected in direct correlation to the research questions that motivate the study. The main findings that will be discussed individually are:

1. In what way does L2 Norwegian proficiency impact L3 English learning?

2. How do teachers use transfer and metacognitive strategies in the English classroom?

3. How can English instruction be best tailored to meet the needs of L2 Norwegian students?

6.1 In what way does L2 Norwegian proficiency impact L3 English learning?

The central focus of this study is the complex relationship between the skill level in Norwegian as a second language and the process of acquiring English as a third language in lower-secondary classrooms. My main goal is to investigate how the current linguistic proficiency in L2 Norwegian affects the acquisition of English as a third language. To investigate this inquiry, I embarked on a dual mission: firstly, to clarify the degree to which skill in L2 Norwegian influences the results of learning L3 English, and secondly, to reveal the language transfer phenomena that arise because of this interlingual interaction. By thoroughly examining texts created by students, observing classrooms, and considering teacher feedback, I aim to provide insight into the complex connections among language backgrounds, linguistic transfer, and the acquisition of multilingual skills in an educational setting.

This section aims to gain a comprehensive understanding of the process of acquiring multiple languages by examining the central thesis statement: 'How does the competency in Norwegian as a second language affect the learning of English as a third language?'

Learning English as a third language (L3) in Norwegian upper secondary schools requires us to understand the complex network of linguistic influence. As kids aged 14 to 15 transitions from L2 Norwegian to L3 English competency, we examine the phenomenon of linguistic

transfer, metacognition, and the dynamic interaction between their language backgrounds. This study explored the many effects of having an intermediate level of competency in Norwegian (L2) on learning English. It uncovered trends, difficulties, and valuable insights that are relevant not just to language teachers but also to the broader discussion on multilingualism and language acquisition. Bialystok, Craik, Klein, and Viswanathan (2004), Diamond (2010), Dixon et al. (2012), and Jessner (2008) (Burner, Carlsen, 2019) have all examined the cognitive, affective, and health-related benefits of multilingualism, which have been demonstrated as a valuable tool. Burner and Carlsen (2017,2019) found that monolingual students tend to perform lower, when measuring language learning strategies. It is even recorded that multilinguals tend to employ more effective strategies when deciphering language compared to monolinguals (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017). The existence of both supportive and contradictory studies about the academic performance of multilingual pupils in Norway (Bakken & Eldstad, 2012) (Hvistendahl & Roe, 2010) mirrors the ambiguous findings from my interviews. Out of the eleven children interviewed, six indicated that education is generally challenging and in certain instances, overwhelming. Conversely, the remaining five pupils reported a feeling of proficiency, not only in terms of language skills.

By conducting interviews with students, it becomes evident that their first language remains an integral component of their DLC. This indicates that the students' native language continues to hold significant importance in their everyday lives to the extent that it plays a defining role in English education, like Norwegian. Students not affected by their native language in English education utilise their linguistic skills in a manner that does not involve their first language as a prominent aspect of their everyday lives. Just as the interviews reveal distinctions regarding the impact of Norwegian on English education and the academic performance of pupils, there are also distinctions in terms of language repertoire and DLC. Students who are proficient in both their first language (L1) and second language (L2) can actively influence the process of learning a third language (L3). Proficiency in Norwegian as a second language is a crucial component of the student's linguistic skills and significantly impacts their learning process. As human constrains like time, energy and effort limit us, the students are not able to use the full extent of their language repertoire (Aronin, 2019, pp 15), and those student participants who admitted attempting this, reported feeling overwhelmed. Additionally, instructors recognised the value of metacognitive techniques within the educational setting. The instructors emphasized students' consciousness regarding their

language acquisition processes and motivated them to participate actively in discussions. Teachers sought to promote active learning and enhance metacognitive awareness by inviting students to speak and fostering oral communication. Nevertheless, they recognised the difficulty in inspiring pupils to engage actively in English conversations. This was also evident through the process of class observation and examination of documents. These students do not belong to a specific 'box' or category; there are subtle distinctions, as is the case with everything. Nevertheless, it is indisputable that the acquisition of Norwegian as a second language has a significant impact on students' study of their third language. Since this study exclusively focused on multilingual students, it is not possible to assess the extent to which multilingual students utilise more efficient strategies for understanding a language in comparison to mono- or bi-lingual students, as proposed by Burner and Carlsen (2017), De Angelis (2011), and Iversen (2017). In conclusion, acquiring English as a third language is influenced by the advantages and disadvantages of Norwegian proficiency as a second language. A proficient command of Norwegian may facilitate comprehension of certain linguistic concepts while studying English in a Norwegian school; however, it may impede the ability to communicate and utilise English effectively. To promote English participation and avoid exploiting students' language skills, instructors must find a middle ground. Nevertheless, all the students who participated in the study possess metacognitive skills and demonstrate an understanding of linguistic transfer.

6.2 How do teachers use transfer and metacognitive strategies in the English classroom?

In tandem with my investigation into the impact of L2 Norwegian proficiency on L3 English learning, this study delves into the pivotal role of educators in the classroom. My research question within this domain focuses on understanding how teachers employ effective strategies to navigate linguistic transfer and cultivate metacognitive awareness among students engaged in English language instruction as an L3. To address this inquiry, we have set forth a series of objectives. First, we seek to discern the pedagogical techniques and practices employed by teachers to acknowledge, address, and harness the linguistic transfer that may occur when students navigate between L2 Norwegian and L3 English. Additionally, we aim to unveil the ways in which teachers foster metacognitive awareness, encouraging students to reflect upon their language learning processes, identify transfer patterns, and make informed language choices. This exploration into the instructional strategies utilized by

teachers forms a critical component of our research, shedding light on the dynamic interplay between pedagogy and multilingual education.

To assist L2 Norwegian students in their English learning process, teachers utilise a blend of transfer and metacognitive techniques. These educational methods are crucial in assisting students in navigating the intricacies of learning English as a third language. Teachers often draw comparisons between Norwegian and English in their instruction. By highlighting the commonalities between the two languages, they facilitate the transfer of students' pre-existing knowledge, enhancing the comprehension of new topics. Teachers may point out similarities in syntax between languages, making it easier for L2 Norwegian students to master. Teachers prioritise the highlighting of shared vocabulary roots that are common to both languages. They illustrate the frequent etymological connection between English terms and Latin or other languages, facilitating students in establishing a correlation between these words and their Norwegian vocabulary. Students valued teachers who discussed language similarities, promoting inclusion without excessive adjustment. This was reported through the interviews with students, and two of the teachers involved in this study presented this as a way they adapt teaching. This is however, one of many ways to enhance metacognitive strategies and transfer, and none of the teachers felt as though they were content with the amount of adjustment they made.

As we focus on the intricacies of language instruction and pedagogical practices, we delve into the heart of the thesis statement: 'How do teachers use transfer and metacognitive strategies in the English classroom? Teachers fulfil the roles of mentors, facilitators, and coordinators in language acquisition, utilising transfer, and metacognitive strategies as effective instruments in their teaching methods. As we progress farther into the English classroom, we discover the intentional decisions made by teachers to manage the transfer of language skills, promote self-awareness of thinking processes, and cultivate a learning atmosphere that enables students to utilise their abilities in several languages. The interviews revealed several strategies and areas of improvement in tailoring English instruction to meet the needs of L3 English students. Teachers expressed the need for training focused on teaching in linguistically diverse classrooms. They recognized that a deeper understanding of student's language backgrounds and how to incorporate them into instruction was essential. This idea was shared by the students, who recognised diverse linguistic knowledge as a potentially helpful tool for accelerating student's metacognition and transfer. This points to the importance of professional development for teachers, equipping them with the skills and knowledge required to teach L3 English

students effectively. All this points to the research project led by Eivind Nessa, focusing on equipping teachers with the knowledge needed to teach in a diverse classroom effectively. As the project AcEngMulCla's results suggest the need for a deeper understanding of the intricacies of language development (NTNU, 2018-2023), we are faced with increasing expectations for teacher to adjust and adapt (Bonnet & Siemund, 2019).

In brief, educators employ a blend of transfer and metacognitive approaches to facilitate successful classroom learning, characterised by linguistic diversity. These instructional methods capitalise on the possibility of linguistic transmission while promoting student consciousness regarding their learning processes and active engagement in English dialogues.

6.3 How can English instruction be best tailored to meet the needs of L2 Norwegian students?

English is widely recognized as a global language and is the most prevalent means of intercultural communication. Hence, it is of utmost significance that multilingual students are afforded equal opportunities to acquire and utilize English, just like their peers (NTNU, 2018-2023).

Furthermore, it is observed that most classrooms employ a monolingual methodology, as it is regarded to augment effectiveness. Hence, students may face a scenario in which their mother tongue is neglected since it differs from the prevailing language used in their place of residency. Based on academic references (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017), it is often observed that students are rarely given the opportunity to use their home language as a beneficial resource in the educational environment. The described phenomena is an often observed occurrence, despite more than forty years of study repeatedly showing the multiple advantages linked to being bilingual (Burner & Carlsen, 2017; De Angelis, 2011; Iversen, 2017). Based on interviews and observations of students, it is evident that their native language has a significant impact on their everyday lives. They actively employ it in their interactions with fellow students and seek out similarities to overcome language barriers. Code switching in dialogic learning is a beneficial technique that not only enhances student engagement but also fosters a sense of inclusion, particularly when their native language is permitted as a resource. As schools dive into a monolingual approach, and multilingual students whose L1 is other than Norwegian, are met with lower expectations and reduced pressure for learning (Engen, 2010; Ryen, 2010), we foster students who lose interest

in learning, and who lack a feeling of accomplishment and mastery. This is a dangerous approach, as not letting students explore and challenge themselves will lead to lower motivation.

However, students reported higher motivation and a greater level of comfort when communicating with students and teachers orally, as many experienced this as a more effective ang engaging way to decipher language. Teachers who promote and motivate students to actively participate in reflective learning and encourage students to engage in critical thinking regarding the distinctions and similarities between Norwegian and English, might foster motivated students who accomplish language acquisition at a greater speed than other. This metacognitive technique promotes the development of consciousness and comprehension regarding language transmission. By reflecting on the connection between the two languages, students enhance their self-awareness as learners. The CLT approach (Savignon, 1987; Savignon,2002), highlight flexibility and universality (Kennedy, 2002), as it focuses on language use over language knowledge, as there is a possibility to focus on intercultural interactions with the same level of importance as grammar and vocabulary (Howatt & Widdowson, 2004). CLT promotes learning by communication and interaction, which proved itself through the data collected to be helpful and engaging. This is also relevant for dialogic learning, as they focus on the same interest areas. Dialogic learning also focusses on communicating freely over aiming for a shared consensus (Mercer & Howe, 2012). Teachers foster peer interactions and promote collaborative learning. Engaging in group activities and conversations fosters an environment where students may openly exchange their perspectives and personal encounters, thus enhancing the collective comprehension of language transfer and its associated difficulties. Teachers should incorporate activities that improve oral communication, such as conversational practice, public speaking, and listening exercises. Acquiring proficient listening abilities is crucial for facilitating efficient communication.

Although utilising students' preexisting understanding of Norwegian is beneficial, it is crucial to maintain a harmonious equilibrium. Students should refrain from relying exclusively on transfer, which might lead to overgeneralizations and other inaccuracies. This is why students require concrete feedback on their text, including examples and potential follow-up. This might be overwhelming and time-consuming for the teacher, as one might not be familiar with the intricacies of the student's native language. This supports the idea that teachers need specialised

competence to grasp multilinguistic development and adapt before students feel excluded, unmotivated, and misunderstood.

English educators should recognise that pupils may encounter language interference resulting from their proficiency in Norwegian. By acknowledging this interference, educators can foresee and resolve typical obstacles in acquiring knowledge. Language interference involves grammatical mistakes, mispronunciations, and the overgeneralization of linguistic rules. Instructors aware of these obstacles can customise their instruction to meet the specific needs of students. This might be including and teaching metacognitive strategies and encourage transfer. Instruction should include activities and materials that emphasise the differences between Norwegian and English, ensuring that students comprehend the characteristics of each language. Promoting metacognitive skills is crucial for the enduring achievement of language learners. Teachers should encourage students to engage in critical thinking around their learning processes. Incorporating goal setting, self-monitoring, and self-assessment into the curriculum allows students to measure their language proficiency and establish realistic targets.

Teachers should actively encourage and cultivate students' embrace and admiration of their proficiency in speaking multiple languages, acknowledging it as a valuable characteristic. Exposing students to a wide variety of languages helps to enrich their understanding and grasp of linguistics. English education should encompass not only linguistic proficiency but also a thorough comprehension of the cultural aspects of English-speaking nations. Engaging in English studies within a cultural context can motivate students and provide them with valuable linguistic skills. Both students and teachers expressed during the interviews that paying attention to and showing interest in linguistic and cultural heritage can serve as a source of motivation and facilitate language development. Schools should acknowledge the potential benefits of adopting a monolingual approach, which involves intensively studying and exploring the intricacies of a particular language. Additionally, schools should also acknowledge the advantage of nurturing self-assured students who have a strong sense of belonging and view their linguistic background as an asset rather than an obstacle. In addition to acknowledging its potential as a tool, it allows the entire class to explore language commonalities beyond their existing knowledge. Establishing a conducive learning environment is crucial. Teachers should cultivate a sense of teamwork among students, promoting their willingness to assist each other and seek peer support. Undoubtedly, the school system must undergo change, which should be acknowledged as a valuable educational tool

and a means of fostering positive student relationships. By including English language instruction within its cultural and socioeconomic framework, students not only acquire linguistic proficiency but also get a comprehensive understanding of the conventions, traditions, and daily routines prevalent in English-speaking societies.

7. Method reflections

Reliability, validity, and transferability are my main objectives. In studies where qualitative methods are used to obtain raw data, a variety of factors may impact the relationships with these three main objectives. The researcher's role equally impacts the study's strengths and weaknesses as the methodology and the informants who provided the data. To determine whether the study is successful in obtaining reliability, validity, and transferability, evaluating the research project, and examining it critically is crucial (Jacoben, 2015).

7.1 Reliability

The reliability of the data collected in this study, encompassing interviews with both 14-15-year-old students and teachers, classroom observations, and the examination of student-written texts and teacher feedback, was meticulously ensured through a combination of methodological rigor and ethical considerations. Individual interviews with students and teachers provided a controlled environment where participants could openly express their experiences and perspectives. Moreover, using standardized interview guides and systematic transcription processes bolstered the consistency and reliability of the qualitative data. Classroom observations, enriched by audio recordings, offered an unfiltered glimpse into the real-world dynamics of English instruction and student-teacher interactions, further enhancing the credibility of our findings. Examining student-written texts and teacher feedback added a valuable layer of quantitative and qualitative data, reinforcing the triangulation of information and bolstering the overall reliability of the study.

Additionally, privacy and ethical considerations were meticulously upheld, preserving the integrity of the research process. This multifaceted data collection approach ensured the reliability of our findings. It provided a comprehensive and holistic understanding of the complexities inherent in English as an L3 instruction in the lower-secondary classroom.

7.2 Validity

The validity of the data collected in this project was systematically maintained through various measures to ensure that the research accurately represented the phenomena under investigation. To begin, well-structured interview guides for students and teachers aimed to elicit responses directly related to the research questions, thereby enhancing content validity. The inclusion of 14-15-year-old students in the study, representative of the target population, contributed to the external validity of the findings, allowing for potential generalizability to similar contexts.

Classroom observations and audio recordings added a layer of validity, capturing authentic interactions and practices within the natural context of English instruction. Examining student-written texts and teacher feedback provided complementary data sources, offering multiple perspectives on language learning and instruction. It is crucial to address the necessity of doing follow-up interviews with both students and teachers. These interviews might assist in resolving any inconsistencies that may develop during the study process. After evaluating the students' texts, did they provide more information beyond what was apparent in their exam feedback? Do pupils receive detailed explanations of their difficulties with grammar, syntax, verb tenses, articles, or related matters, or are they merely instructed to "continue working on it"?

The interviews done before analysing the documents have yielded valuable information since students have shared their difficulties and preferences. I can verify this information by cross-referencing it. However, conducting further interviews would have been advantageous in acquiring a more profound comprehension of the matters in question.

Furthermore, member checking, where participants were offered the opportunity to review and verify their statements' accuracy, strengthened the data's internal validity. Ethical considerations, such as ensuring participant confidentiality and informed consent, were upheld throughout the research process, further enhancing the study's overall validity. These strategies ensured that the data collected for this research were valid, trustworthy, and aligned with the study's research questions and objectives.

7.3 Transferability

The transferability of the findings from this project extends to their potential applicability and relevance beyond the study's specific context. While the research was conducted within the unique setting of Norwegian lower-secondary schools, involving 14-15-year-old students and teachers, the insights and implications drawn from the data hold value for a broader educational landscape. The methodologies employed, including interviews, classroom observations, and the analysis of student-written texts and teacher feedback, are adaptable to diverse educational contexts with linguistically diverse classrooms. By providing a nuanced understanding of the challenges and opportunities associated with English as an L3 instruction, this research contributes to the broader discourse on language education and multilingualism. Educators, policymakers, and researchers in various regions and settings may find resonance in the proposed strategies, recommendations, and pedagogical insights, making the findings transferable to inform and enhance English language instruction practices in different linguistic

environments. However, it is crucial to consider contextual nuances when applying these findings, acknowledging that specific educational and sociocultural factors may influence the implementation of suggested strategies.

7.4 Research ethics

Research ethics formed the cornerstone of this study, guiding every aspect of the research process to ensure the rights, well-being, and privacy of all participants involved. Ethical considerations were diligently upheld from the project's inception to the dissemination of findings. Informed consent was obtained from both students and teachers, clearly outlining the purpose of the research, the voluntary nature of their participation, and the confidentiality of their responses. Particular care was taken for minors, with parental consent sought and provided for the involvement of 14-15-year-old students. Anonymity was rigorously maintained by assigning numerical codes rather than names to interview transcripts, ensuring that participants' identities remained confidential. Participant confidentiality extended to classroom observations, where pseudonyms were used to protect the privacy of students and teachers. Additionally, the study adhered to ethical guidelines about the responsible conduct of research, transparency in reporting, and fair treatment of participants. Ethical rigor was integral to the research, allowing for the ethical collection, analysis, and reporting of data and ultimately upholding the integrity and credibility of the research findings.

7.5 Evaluation of own role as researcher

Throughout this research project, a comprehensive evaluation of the researcher's role was undertaken to maintain transparency, reflexivity, and methodological rigor. Reflexivity was a central tenet, as the researcher continuously reflected upon their positionality, biases, and potential influence on data collection and interpretation. Efforts were made to minimize researcher bias during interviews and observations, ensuring participants felt comfortable sharing their experiences authentically. Regular debriefing sessions with academic peers and advisors also served as a platform for discussing and mitigating any potential researcher-induced biases. The researcher also recognized their position as an 'outsider' in the classroom environment and actively engaged with participants to build trust and rapport. The researcher's ethical responsibilities, including ensuring informed consent, respecting participant privacy, and conducting the research with integrity, were diligently upheld throughout the project. By critically evaluating their role and potential impacts on the research process, the researcher

aimed to enhance the validity and credibility of the study while maintaining the ethical and methodological standards expected in academic research.

8. Conclusion

This study aims to improve the ability of 14-15-year-old students to learn English as a third language. It also investigates effective teaching methods for Norwegian students learning English as a second language. The primary focus of research in this field is to determine and suggest effective teaching methods that enhance English language learning in the lower-secondary classroom.

The thesis statements have served as a structure for my research, shaping my exploration of the complex elements of teaching and learning English as a third language (L3) in lower-secondary classrooms within an educational context. The primary research question, "How does proficiency in Norwegian as a second language impact the acquisition of English as a third language?" initiates an investigation into the intricate dynamics of language acquisition in a multilingual environment. The second thesis statement examines how instructors in the English classroom employ transfer and metacognitive strategies, specifically in regulating language transfer and fostering metacognitive awareness. The third thesis statement, which examines how English training might be tailored to meet the unique needs of L2 Norwegian students, offers a chance to apply innovative teaching methods. A deeper comprehension is achieved by constructing multiple thesis statements concerning the intersection of language proficiency, pedagogy, and multilingual education. These insights make essential contributions to the field of language teaching by addressing the specific challenges and opportunities faced by L2 Norwegian students as they learn English.

This thesis explores the domain of multilingual education and English language acquisition in the lower-secondary classroom, examining its intricate complexities and revealing novel perspectives. The primary purpose of this final chapter is twofold: firstly, to provide a concise overview of the essential findings and insights derived from the research, and secondly, to highlight the enormous contributions it makes to the field of language education and multilingualism. There is a consensus that multilingualism is advantageous and enhances skills. However, in this project, we have seen that when dealing with a third language (L3), it is crucial to tailor teaching methods and resources to instruct pupils properly. The key findings involve the adaptation of teaching methods to meet the individual needs of students, utilising dialogic learning to facilitate their learning process, allowing

students to learn from their peers, and recognising this as a valuable opportunity for language acquisition. The results of this experiment indicate that modifying assignments and alleviating academic stress for L2 Norwegian students may lead to decreased motivation, which in turn may result in lower academic performance. However, by relying on dialogic learning through interactions between students and between teachers and students, students will gain confidence and be able to utilise their multilingual background as a tool for understanding new language structures. This is because students possess knowledge of metacognitive strategies and are aware of the transfer of skills from both their first language (L1) and second language (L2). Enabling pupils to utilise their linguistic skills fully will not only benefit the individual student but also enhance the overall classroom experience, highlighting the value of language as an asset. Students also exhibit diminished self-assurance. When confronted with written assignments, students frequently rely on translation programs or tools. This is because the transfer of knowledge from both their first language (L1) and second language (L2) occurs when studying a third language (L3). To overcome this transfer cycle in particular areas, students want specific feedback that includes examples. No one solution applies to everyone. To accommodate the diverse competency levels of L2 Norwegian pupils, teachers should employ tailored methodologies. Instruction should be adaptable, considering the varied linguistic backgrounds and abilities of students. Teachers should actively encourage and cultivate students' embrace and admiration of their proficiency in speaking multiple languages, acknowledging it as a valuable characteristic. Exposing students to a wide variety of languages helps to enrich their understanding and grasp of linguistics. English education should encompass not only linguistic proficiency but also a thorough comprehension of the cultural aspects of English-speaking nations. Engaging in English studies within a cultural context can motivate students and provide them with valuable linguistic skills. Both students and teachers expressed during the interviews that paying attention to and showing interest in linguistic and cultural heritage can serve as a source of motivation and facilitate language development. Schools should acknowledge the potential benefits of adopting a monolingual approach, which involves intensively studying and exploring the intricacies of a particular language. Additionally, schools should also acknowledge the advantage of nurturing self-assured students who have a strong sense of belonging and view their linguistic background as a valuable asset rather than an obstacle. In addition to acknowledging its potential as a tool, it allows the entire class to explore language commonalities beyond their existing knowledge. Undoubtedly, the school system must

undergo change, which should be acknowledged as a valuable educational tool and a means of fostering positive student relationships. By systematically investigating and proposing practical pedagogical approaches, I aim to bridge the gap between language proficiency levels and enhance the overall learning experience for L2 Norwegian students, contributing to a more inclusive and effective English language education.

8.1 Recommendations and Future research

This study examined the process of acquiring a third language (L3) specifically within the context of a lower secondary school in Vestfold. Future studies may encompass a broader sample of students and teachers, spanning various age groups and geographical locations worldwide. This could offer valuable perspectives on the experiences of both students and teachers and how we can enhance teacher preparation for teaching students with diverse linguistic backgrounds. It can also help students become more proficient in acquiring and comprehending language structures, enabling them to learn more effectively, even if their linguistic background differs from that of most of their classmates and teachers. Specifically, younger students are particularly susceptible to losing interest as they age and encountering difficulties when acquiring a new language, which can be intimidating for individuals who are already multilingual but may not have a firm grasp of their second language (Norwegian).

Further investigation could involve a longitudinal study that tracks students' development over a longer duration. This study would analyse feedback, classroom activities, and teacher adjustments to understand the present circumstances comprehensively. Students in this study emphasised that juggling three different languages daily is taxing, but conversing with peers and friends is more effortless. Despite the effectiveness of conversations for language exercise and acquisition, students still perceive their language proficiency inadequate. This thesis demonstrates that despite teachers' intentions to assist every student to the best of their capacity, there is a scarcity of readily accessible resources, insufficient time, and inadequate specialised expertise in schools regarding L3 acquisition and practical learning.

Consequently, it is the instructor's responsibility to acquire materials expertise and allocate time independently. This thesis aims to enhance our understanding of L3 acquisition by analysing texts, observations, and interviews conducted with students and teachers. Additionally, it seeks to promote the ongoing advancement of providing teachers with the latest information on effectively addressing the increasing demand for multicultural and multilingual adaptation in the classroom.

9. Bibliography

Burner, T., & Carlsen, C. (2017). English instruction in introductory classes in Norway. In K. Kverndokken, N. Askeland, & H.H. Siljan (Eds.), *Kvalitet og kreativitet i undervisningen – ulike perspektiver på undervisning* (pp. 193-208). Fagbokforlaget.

Burner, T., & Carlsen, C. (2019). "I mix all the språk"– om engelskopplæring i flerspråklige klasserom. *Bedre skole,* 4(2019)

Burner, T., & Carlsen, C. (2019). Teacher qualifications, perceptions and practices concerning multilingualism at a school for newly arrived students in Norway. *International Journal of Multilingualism.*

Carlsen, C., & Burner, T. (2019). Communicative skills in multilingual classrooms. In T. Burner, C. Carlsen, & K. Kverndokken (Eds.), *101 ways to work with communicative skills: Theoretical and practical approaches in the English classroom* (pp. 85-98). Fagbokforlaget

Eide, B., & Winger, N. (2003). *Fra barnas synsvinkel: intervju med barn - metodiske og etiske refleksjoner*. Cappelen Akademiske Forlag.

Erickson, G., et al. (2022). Attitudes and Ambiguities – Teachers' Views on Second Foreign Language Education in Swedish Compulsory School. *Exploring Language Education: Global and Local Perspectives*, 2, 157–224. http://www.jstor.org/stable/j.ctv2x6f02h.8. Accessed June 14, 2023.

Fenner, A.-B. (2012). Promoting intercultural competence and Bildung through foreign language textbooks. In M. Eisemann & T. Summer (Eds.), *Basic Issues in EFL Teaching* (pp. 371-384). Universitätverlag Winter.

Fenner, A. B., & Skulstad, A. S. (Eds.). (2018). *Teaching English in the 21st Century - Central Issues in English Didactics*. Fagbokforlaget.

Harley, T. A. (2014). The Psychology of Language – From Data to Theory (Fourth Edition). Psychology Press.

Homan, R. (1980). The Ethics of Covert Methods. *The British Journal of Sociology*, 1, 46-59.

Jacobsen, Dag Ingvar. (2015). *Hvordan gjennomføre undersøkelser? Innføring i samfunnsvitenskapelig metode*. Cappelen Damm AS.

Krulatz, A., Neokleous, G., & Lorenz, E. (2023). Learning and Teaching of English in the Multilingual Classroom: English Teachers' Perspectives, Practices, and Purposes. Languages, 8(2), 121. https://doi.org/10.3390/languages8020121

Kvale, S., & Brinkmann, S. (2008). InterViews: Learning the Craft of Qualitative Research Inquiry (2nd ed.). Sage.

Neokleous, G., Krulatz, A., & Xu, Y. (2022). The Impact of Teacher Education on English Teachers' Views about Using Mother Tongues: A Teachers' Perspective. Languages, 7(3), 196. MDPI AG. http://dx.doi.org/10.3390/languages7030196

Olsson, N. (2011). Praktisk rapportskrivin*g. Tapir akademisk*

Rowland, C. (2014). Understanding Child Language Acquisition - Understanding Language Series (1st edition). Routledge.

Singleton, D., & Aronin, L. (Eds.). (2018). Twelve Lectures on Multilingualism. Multilingual Matters. Bristol.

Tishakov, T., & Tsagari, D. (2022). Language beliefs of English teachers in Norway: Trajectories in transition? Languages, 7, 141.

Thagaard, T. (2018). Systematikk og innlevelse, en innføring i kvalitative metoder (5th ed.). Fagbokforlaget. Bergen.

Torgersen, E. N. (2023). AcEngMulCla: Acquisition of English in the multilingual classroom. NTNU AcEngMulCla – Forskning – Institutt for lærerutdanning - NTNU

University of Cambridge., (2021). Students who self-identify as multilingual perform better in exams. ScienceDaily. www.sciencedaily.com/releases/2021/11/211111080343.htm

Vetter, E., & Jessner, U. (2019). International Research on Multilingualism: Breaking with the Monolingual Perspective. Springer.

Widerberg, Karin (2001). Historien om et kvalitativt forskningsprosjekt. Universitetsforlaget. Oslo.

Hvistendahl, R.E. & A. Roe (2010). Språklig minoriteters prestasjoner i naturfag og lesing I PISA 2000 og 2006: en nordisk sammenlikning. *Nordland: nordisk tidsskrift for andrespråksforskring*, 5 (1): 69-89.

Bakken, A & J.I. Elstad (2012). For store forventninger? Kunnskapsløftet og ulikhetene i grunnskolekarakterer. NOVA-report 7/12. Oslo: Norsk institutt for forskning om oppvekst, velferd og aldring.

NOU (2010): 7. Mangfold og mestring. *Flerspråklige barn, unge og voksne i opplæringssystemet.*

Engen, T.O (2010). Viss den bedre vei blir den smale sti. Om lovgrunnlaget for tilpasset opplæring for minoritetsspråklige elever. I: Johansen, H. et al. (red.). *Systematisk, variert men ikke tilfeldig. Antologi om norsk som andrespråk i anledning Kari Tenfjords 60-årsdag,* p. 24-37. Oslo: Novus.

Gibbons, P. (2006). *Bridging disclosure in the ESL classroom. Students, teachers and researchers.* London/New York: Continuum.

McKay, P. (2006). *Assessing Young Learners.* Cambridge: Cambridge University Press.

Imsen, G. (2020). *Elevens verden: Innføring i pedagogisk psykologi (6th ed.).* Universitetsforlaget: Oslo.

Engen, T.O. (2007). Tilpasset opplæring i et sosiokulturelt perspektiv. Et sosiokulturelt perspektiv på opplæringa generelt, og leseopplæring for minoriteter spesielt. I: *Kompetanse for tilpasset opplæring. Artikkelsamling*, p. 69-85. Oslo: Utdanningsdirektoratet.

Palm, K. (2014). Flerspråklige elever og tilpasset opplæring. I: Bunting, M (red*.). Tilpasset opplæring – i forskning og praksis*. p. 183-197. Cappelen Damm Akademisk: Oslo

Wong-Filmore, L. (1985). "When does teacher talk work as input?" in S. Grass and C. Madden (eds.). Input in Second Language Acquisition. Rowley. MA: Newsbury House.

Ryen, E. (2010). Språkopplæring for minoritetsspråklige barn, unge og voksne. En forskningsoversikt. *NOA: norsk som andrespråk*, 2: 67-97

Bhatia, T. (2017). Bilingualism and Multilingualism from a Socio-Psychological Perspective. *Oxford Research Encyclopedia of Linguistics.* Retrieved 22 Oct. 2023, from https://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/ acrefore-9780199384655-e-82.

Hammarberg, B. (2010). The languages of the multilingual: Some conceptual and terminological issues. IRAL – International Review of Applied Linguistics in Language Teaching., 48(2–3), 91–104.

Hammarberg, B. (2014). Problems in defning the concepts of L1, L2 and L3. In A. Otwinowska & G. De Angelis (Eds.), Teaching and learning in multilingual contexts. Sociolinguistic and educational perspectives (pp. 3–18). Bristol/Buffalo/Toronto: Multilingual Matters.

Bonnet, A., Siemund, P. (eds.) 2018. Foreign Language Education in Multilingual Classrooms. Amsterdam: John Benjamins. Canagarajah, Suresh. 2013. Translingual Practice. Global Englishes and Cosmopolitan Relations. London: Routledge.

Mercer, N & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. Learning, Culture and Social Interactions, 1(1), 12-21

Cazden, C.B. (1988). Classroom discourse. Portsmouth, NH: Heinemann

Mehan, H. (1979) Learning lessons. Cambridge, MA: Harvard University Press.

Mercer, N & Hodgkinson, S. (2008). Exploring talk in schools: Inspired by the work of Douglas Barnes. Los Angeles, CA: Sage.

O'Connors, M.C & Michaels, S. (1993). Aligning academic task and participation status through revoicing: Analysis of a classroom discourse strategy: Anthropology and Education Quarterly, 24(4), 318-318.

Wegerif, R. (2007). Dialogic education and technology: Explaining the space of learning. New York: Springer-Verlag.

Savignon, S. J. (1987). Communicative competence: Theory and classroom practice. Texts and contexts in second language learning, 26, 135-154.

Savignon, S. J. (2002). Interpreting communicative language teaching: Contexts and concerns in teacher education. Yale University Press.

Kennedy, C. (2002). An introduction to corpus linguistics. Longman.

Howatt, A. P. R., & Widdowson, H. G. (2004). A history of English language teaching. Oxford University Press.

Hymes, D. H. (1971). Competence and performance in linguistic theory. Language and social context, 3(572-603), 3-572.

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269-293). Penguin.

10. Appendix

A Project description

Prosjektbeskrivelse MA - ENGLISH AS AN L3 IN LOWER SECONDARY SCHOOL

Prosjektbeskrivelse: Engelsk som L3 i undomsskole skole

Innledning: Dette masteroppgaveprosjektet, med tittelen "Engelsk som L3 i ungdomsskole", dykker ned i kompleksitetene ved å undervise og lære engelsk som et tredje språk på ungdomsskoler i Norge. I en globalisert verden der flerspråklighet blir stadig vanligere, er forståelsen av dynamikken i L3-engelsk-erfaringen og samspillet med L2-norsk kompetanse av avgjørende betydning. Dette prosjektet søker å utforske ulike aspekter av dette utdanningslandskapet, fra hvordan lingvistisk overføring håndteres innenfor skolesystemet til bruk av undervisningsmateriell og diskusjoner om flerspråklighet i klasserommet.

Forskningspørsmål: Forskningspørsmålene som leder denne studien, er som følger:

1. På hvilken måte påvirker L2-norsk kompetanse L3-engelsk-læringen?

2. Hvordan bruker lærere overføring og metakognitive strategier i engelskklassen?

3. Hvordan kan engelskundervisningen tilpasses best for å møte behovene til L2-norske elever?

Teoretisk rammeverk: Det teoretiske rammeverket for denne studien bygger på omfattende forskning om tospråklighet, språklæring og rollen til flerspråklighet i utdanningsmiljøer. Basert på denne grunnmuren vil prosjektet samle data gjennom en kombinasjon av intervjuer og gruppeobservasjoner, ved hjelp av lydopptak for å fange opp nyansene i klasseromsinteraksjoner. Analysen vil primært være kvalitativ i naturen og organisert tematisk, ved hjelp av programvare som Nvivo for effektiv håndtering av data.

Prosjektmål: Dette prosjektet har flere viktige mål:

- Å undersøke hvordan L2-norsk kompetanse påvirker ervervelsen av engelsk som L3.

- Å analysere strategiene lærere bruker for å håndtere lingvistisk overføring og fremme metakognitiv bevissthet blant elevene.

- Å foreslå effektive pedagogiske tilnærminger for å tilpasse engelskundervisningen for å møte de unike behovene til L2-norske elever.

Forventede bidrag: Resultatene fra denne studien forventes å kaste lys over underutnyttelsen av tilleggspråkstudier i offentlige skoler og dens implikasjoner for systematisk håndtering av lingvistisk overføring. Videre vil den adressere mangel på diskusjoner om konkrete fordeler med flerspråklighet i engelskklassen og begrenset differensiering av undervisningsmateriell basert på elevenes språkbakgrunn. Gjennom denne forskningen søker vi å bidra med verdifull innsikt i feltet språkundervisning, og fremme mer inkluderende og effektive undervisningspraksiser i språklig mangfoldige klasserom.

Konklusjon: Dette masteroppgaveprosjektet har som mål å tilby en omfattende utforskning av utfordringer og muligheter knyttet til undervisning og læring av engelsk som L3 i videregående skole. Det søker å bygge bro over gapet mellom språkkompetansenivåer, legge til rette for en dypere forståelse av lingvistisk overføring og tilby konkrete anbefalinger for å forbedre engelskundervisningen for L2-norske elever. Gjennom denne forskningen håper vi å fremme et mer inkluderende og språkbevisst læringsmiljø, som fremmer akademisk suksess og flerspråklig kompetanse for alle elever.

B Consent form - guardian/student

Vil du delta i forskningsprosjektet «English as an L3 in lower-secondary school»?

Formålet med prosjektet

Dette er et spørsmål til deg om du vil delta i et forskningsprosjekt hvor formålet er å

- Undersøke elevers bruk av språklig kompetanse, og hvordan elever med minoritetsspråklig bakgrunn kan oppleve dette som en utfordring. Oppgaven vil også undersøke hvordan elever og lærere opplever dette i skolehverdagen. Oppgaven har et større fokus rettet mot hvor krevende språkopplæringen kan være, og hvordan vi bedre kan tilpasse.
- Forskningsprosjektet er en del av Mastergradsoppgaven min (Hanna Vaagsland Halvorsen).

Hvorfor får du spørsmål om å delta?

Du får denne forespørselen fordi

- Du er elev i alderen 14-15 år, ved ungdomsskolen, og har engelsk som tredjespråk.
- Du blir kontaktet på bakgrunn av at jeg, gjennom samtale med kontaktlærer, ser at du er aktuell for dette forskningsprosjektet.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for personopplysningene som behandles i prosjektet.

- Behandlingsansvarlig institusjon er Universitetet i Agder.
- Min veileder, Susan Lynn Erdmann, er ansvarlig for prosjektet. Jeg, Hanna Vaagsland Halvorsen, vil være ansvarlig for den daglige driften av prosjektet.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Hva innebærer det for deg å delta?

- Innsamling av data vil innebære et intervju, hvor det blir tatt lydopptak, hvor dine språkkunnskaper er i fokus (ditt førstespråk/morsmål er også ønskelig å få informasjon om), observasjon i klasserommet, samt å få tilgang til tidligere skrevne oppgaver i engelskfaget, og lærer tilbakemelding.

- Intervjuet vil vare ca. 15 minutter.

- Under klasseromsobservasjon, noteres det kun eventuelle interaksjoner mellom deg og lærer, hvordan lærer tilpasser oppgavene, og din muntlige aktivitet.

- Opplysningene registreres elektronisk, gjennom notater og lyd-opptak.

- Dersom faglærer i engelsk intervjues, skal det ikke stilles spørsmål om den enkelte elev.

- Da eleven er under 16 år, kan foresatte som signerer med elev, be om innsikt i hvilke notater som blir registrert, under hele prosessen.

- Temaer som tas opp i intervjuet er generell bakgrunnsinformasjon om din engelsk erfaring, dine erfaringer i klasserommet, din følelse av mestring og lærers tilrettelegging.

Dersom du ikke ønsker å delta, vil ikke dette ha noen form for påvirkning for deg. Det er kun elever som har samtykket til å delta i prosjektet som i hovedsak vil observeres. Kun elever som samtykker vil bli inkludert i observasjonsnotatene.

Kort om personvern

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler personopplysningene konfidensielt og i samsvar med personvernregelverket. Du kan lese mer om personvern på neste side*.

Med vennlig hilsen

Susan Lynn Erdmann   Hanna Vaagsland Halvorsen
(Forsker/veileder)

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

- Det er kun masterstudent, Hanna Vaagsland Halvorsen, som vil ha tilgang til personopplysninger og råmateriale fra intervjuene. Min veileder, Susan Lynn Erdmann, vil ha tilgang til anonymisert data. Læreren din vil ikke ha tilgang til noe.
- Vi vil bare bruke opplysningene om deg til formålene vi har omtalt i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Navnet og kontaktopplysningene dine vil erstattes med en kode som lagres på en egen navneliste adskilt fra øvrige data. Personopplysninger lagres på PC med adgangsbegrensning.
- I publikasjonen av prosjektet vil personopplysninger generaliseres og anonymiseres. Det betyr for eksempel at navn vil erstattes med et alias og at spesifikk alder og bosted ikke vil framkomme, men erstattes med for eksempel «15-årene» og «Vestfold» eller lignende.
- Bakgrunnsopplysninger som avdekkes i intervju og observasjon vil ikke knyttes til enkeltindivider, men heller være med på å generalisere. Det kan forekomme at et sitat fra et intervju vil stå i oppgaven, men dette vil ikke kunne knyttes til et enkeltindivid. Forhåndsregler vil bli tatt for å sikre at informasjon ikke kan spores tilbake til én enkelt deltaker.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på samtykke fra din forelder/foresatt.

På oppdrag fra Universitetet i Agder har personverntjenestene ved Sikt – Kunnskapssektorens tjenesteleverandør, vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- å be om innsyn i hvilke opplysninger vi behandler om deg, og få utlevert en kopi av opplysningene,

- å få rettet opplysninger om deg som er feil eller misvisende,
- å få slettet personopplysninger om deg,
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Vi vil gi deg en begrunnelse hvis vi mener at du ikke kan identifiseres, eller at rettighetene ikke kan utøves.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 30.11.2023

Opplysningene vil da og slettes ved prosjektets slutt, etter planen er dette november 2023.
Kontaktinformasjon og lydopptak fra intervjuer vil bli slettet.
I publikasjonen av prosjektet vil personopplysninger generaliseres som beskrevet ovenfor.

Spørsmål

Hvis du har spørsmål eller vil utøve dine rettigheter, ta kontakt med:

Susan Lynn Erdmann, prosjektansvarlig ved Universitetet i Agder gjennom:
susan.erdmann@uia.no

Vårt personvernombud ved Universitetet i Agder: Ina Danielsen

(epost: ina.danielsen@uia.no, telefon: 38142140/ 45254401).

Hvis du har spørsmål knyttet til Sikts vurdering av prosjektet, kan du ta kontakt på e-post:
personverntjenester@sikt.no, eller på telefon: 73 98 40 40.

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet English as an L3 in lower-secondary school, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ Å delta i intervju med lydopptak

☐ Å delta i observasjon i klasserom.

☐ At informasjon om mitt førstespråk/morsmål samles inn

☐ At Hanna Vaagsland Halvorsen har lov til å se gjennom tidligere elevproduserte tekster med lærerens tilbakemelding

Jeg samtykker til at opplysninger om barnet mitt behandles frem til prosjektet er avsluttet

---   --

(Foresattes navn)   (Elevens navn)

Vil du delta i forskningsprosjektet «English as an L3 in lower-secondary school»?

Formålet med prosjektet

Dette er et spørsmål til deg om du vil delta i et forskningsprosjekt hvor formålet er å

- Undersøke elevers bruk av språklig kompetanse, og hvordan elever med minoritetsspråklig bakgrunn kan oppleve dette som en utfordring. Oppgaven vil også undersøke hvordan elever og lærere opplever dette i skolehverdagen. Oppgaven har et større fokus rettet mot hvor krevende språkopplæringen kan være, og hvordan vi bedre kan tilpasse.

- Forskningsprosjektet er en del av Mastergradsoppgaven min (Hanna Vaagsland Halvorsen).

Hvorfor får du spørsmål om å delta?

Du får denne forespørselen fordi

- Du er aktuell gjennom din rolle som lærer for elever som har Engelsk som tredjespråk i ungdomsskolen.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for personopplysningene som behandles i prosjektet.

- Behandlingsansvarlig institusjon er Universitetet i Agder.
- Min veileder, Susan Lynn Erdmann, er ansvarlig for prosjektet. Jeg, Hanna Vaagsland Halvorsen, vil være ansvarlig for den daglige driften av prosjektet.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Hva innebærer det for deg å delta?

- Innsamling av data vil innebære et intervju, hvor det blir tatt lydopptak, hvor dine språkkunnskaper er i fokus, og observasjon i klasserommet.
- Intervjuet vil vare ca. 15 minutter.
- Under klasseromsobservasjon, noteres det kun eventuelle interaksjoner mellom deg og aktuell elev, hvordan du tilpasser oppgavene, og din muntlige aktivitet.
- Opplysningene registreres elektronisk, gjennom notater og lyd-opptak.
- Temaer som tas opp i intervjuet er generell bakgrunnsinformasjon om din engelsk erfaring, dine erfaringer i klasserommet, din følelse av mestring av tilpassing for elever med minoritetsspråk i engelsk undervisning.

Dersom du ikke ønsker å delta, vil ikke dette ha noen form for påvirkning for deg.

Kort om personvern

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler personopplysningene konfidensielt og i samsvar med personvernregelverket. Du kan lese mer om personvern på neste side*.

Med vennlig hilsen

Susan Lynn Erdmann   Hanna Vaagsland Halvorsen
(Forsker/veileder)

Utdypende om personvern – hvordan vi oppbevarer og bruker dine opplysninger

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

- Det er kun masterstudent, Hanna Vaagsland Halvorsen, som vil ha tilgang til personopplysninger og råmateriale fra intervjuene. Min veileder, Susan Lynn Erdmann, vil ha tilgang til anonymisert data.
- Vi vil bare bruke opplysningene om deg til formålene vi har omtalt i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Navnet og kontaktopplysningene dine vil erstattes med en kode som lagres på en egen navneliste adskilt fra øvrige data. Personopplysninger lagres på PC med adgangsbegrensning.
- I publikasjonen av prosjektet vil personopplysninger generaliseres og anonymiseres. Det betyr for eksempel at navn vil erstattes med et alias og at spesifikk alder og bosted ikke vil framkomme, men erstattes med for eksempel «Lærer» og «Vestfold» eller lignende.
- Bakgrunnsopplysninger som avdekkes i intervju og observasjon vil ikke knyttes til enkeltindivider, men heller være med på å generalisere. Det kan forekomme at et sitat fra et intervju vil stå i oppgaven, men dette vil ikke kunne knyttes til et enkeltindivid. Forhåndsregler vil bli tatt for å sikre at informasjon ikke kan spores tilbake til én enkelt deltaker.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på samtykke fra din forelder/foresatt.

På oppdrag fra Universitetet i Agder har personverntjenestene ved Sikt – Kunnskapssektorens tjenesteleverandør, vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- å be om innsyn i hvilke opplysninger vi behandler om deg, og få utlevert en kopi av opplysningene,

- å få rettet opplysninger om deg som er feil eller misvisende.
- å få slettet personopplysninger om deg.
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Vi vil gi deg en begrunnelse hvis vi mener at du ikke kan identifiseres, eller at rettighetene ikke kan utøves.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes 30.11.2023

Opplysningene vil da og slettes ved prosjektets slutt, etter planen er dette november 2023.
Kontaktinformasjon og lydopptak fra intervjuer vil bli slettet.
I publikasjonen av prosjektet vil personopplysninger generaliseres som beskrevet ovenfor.

Spørsmål
Hvis du har spørsmål eller vil utøve dine rettigheter, ta kontakt med:

Susan Lynn Erdmann, prosjektansvarlig ved Universitetet i Agder gjennom:
susan.erdmann@uia.no

Vårt personvernombud ved Universitetet i Agder: Ina Danielsen

(epost: ina.danielsen@uia.no, telefon: 38142140/ 45254401).

Hvis du har spørsmål knyttet til Sikts vurdering av prosjektet, kan du ta kontakt på e-post:
personverntjenester@sikt.no, eller på telefon: 73 98 40 40.

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet English as an L3 in lower-secondary school, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ Å delta i intervju med lydopptak

☐ Å delta i observasjon i klasserom.

☐ At informasjon om mitt førstespråk/morsmål samles inn

Jeg samtykker til at opplysninger om barnet mitt behandles frem til prosjektet er avsluttet

----

(Lærers navn)

D Interview guide student

Intervjuguide for elever:

Innledning:

- Begynn med å introdusere deg selv og forklar hensikten med intervjuet.

- Forsikre elevene om at svarene deres vil bli holdt konfidensielle.

- Spør om tillatelse til å ta opp intervjuet (hvis aktuelt).

Bakgrunnsinformasjon:

1. Kan du kort fortelle meg om din språklige bakgrunn? Hvilke språk snakker du hjemme?

2. Hvor lenge har du studert engelsk, og hvilket nivå er du på nå?

Erfaring i engelskklasserommet:

3. Kan du beskrive dine erfaringer i engelskklasserommet? Hvordan føler du deg med å lære engelsk?

4. Har du noen gang følt at din språklige bakgrunn påvirket opplevelsen din med å lære engelsk på noen måte? Hvis ja, vennligst forklar.
   Lærerens tilnærming:

5. Hvordan oppfatter du din engelsklærers tilnærming til å undervise elever med forskjellige språklige bakgrunner? Tilpasser de undervisningsmetodene for elever som deg?

6. Kan du gi et eksempel på en gang da læreren din tilpasset undervisningen for å imøtekomme dine språklige behov?

Følelse av mestring:

7. Hvordan føler du deg om din fremgang og ferdigheter i engelsk? Opplever du en følelse av mestring i språket?

8. Har det vært noen spesifikke strategier eller undervisningsmetoder som har hjulpet deg med å føle deg mer selvsikker i dine engelskkunnskaper?

Støtte og utfordringer:

9. Har du mottatt ekstra støtte, for eksempel språkassistanse, i engelskklasserommet? Hvordan har det hjulpet deg?

10. Er det noen utfordringer du møter i engelskklasserommet på grunn av din språklige bakgrunn? Hvordan håndterer du dem?

Forslag til forbedring:

11. Hvilke endringer eller forbedringer ville du foreslå for å gjøre læringsopplevelsen mer effektiv og inkluderende for elever med forskjellige språklige bakgrunner?

Avslutning:

12. Er det noe annet du ønsker å dele om dine erfaringer i engelskklasserommet?

E Interview guide teacher

Intervjuguide for lærere:

Innledning:

- Begynn med å introdusere deg selv og forklar hensikten med intervjuet.

- Forsikre lærerne om at svarene deres vil bli holdt konfidensielle.

- Spør om tillatelse til å ta opp intervjuet (hvis aktuelt).

Klasseromsammensetning:

1. Kan du beskrive sammensetningen av din engelskklasse med tanke på elevers språklige bakgrunn? Hvor mangfoldig er klassen?

Undervisningstilnærming:

2. Hvordan tilnærmer du deg undervisningen i engelsk for elever med ulike språklige bakgrunner? Tilpasser du undervisningsmetodene for å imøtekomme disse forskjellene?

3. Er det spesifikke strategier eller teknikker du finner effektive for å undervise i en språklig mangfoldig klasse?

Bruk av elevenes språkressurser:

4. Tror du det er mulig å dra nytte av den språklige mangfoldigheten i klassen din som en ressurs for språklæring? Hvordan oppmuntrer du dette?

5. Kan du dele eksempler på hvordan du har brukt elevenes språklige bakgrunn for å forbedre læringsopplevelsen?

Individuell oppmerksomhet:

6. Med en klasse som består av elever med ulike språklige bakgrunner, opplever du det som utfordrende å gi individuell oppmerksomhet til hver elev? Hvordan håndterer du dette?

7. Har du opplevd situasjoner der du følte at du ikke tilfredsstilte de språklige behovene til visse elever? Hvordan håndterte du det?

Effektivitet i språkundervisning:

8. Hvordan vurderer du effektiviteten av din engelskundervisning for elever med ulike språklige bakgrunner?

9. Er det noen endringer eller ekstra støtte du mener ville forbedre din evne til å undervise i engelsk til en slik klasse?

Støtte og ressurser:

10. Er det ressurser, opplæring eller støtte du mener ville hjelpe deg med å bedre imøtekomme elever med ulike språklige bakgrunner i ditt engelskklasserom?

Avslutning: 11. Er det noe annet du ønsker å dele eller noen innsikter du kan gi angående undervisning i engelsk for elever med ulike språklige bakgrunner?

F SIKT Approval

Meldeskjema / English as an L3 in the Lower-Secondary Classroom / Vurdering

Vurdering av behandling av personopplysninger

🖨 Skriv ut   ▤ 11.10.2023 ▾

Referansenummer   **Vurderingstype**   **Dato**
202600   Standard   11.10.202

Tittel
English as an L3 in the Lower-Secondary Classroom

Behandlingsansvarlig institusjon
Universitetet i Agder / Fakultet for humaniora og pedagogikk / Institutt for fremmedspråk og oversetting

Prosjektansvarlig
Susan Lynn Erdmann

Student
Hanna Vaagsland Halvorsen

Prosjektperiode
29.09.2023 - 30.11.2023

Kategorier personopplysninger
Alminnelige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 30.11.2023.

Meldeskjema 🗗

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

FORELDRE SAMTYKKER FOR BARN
Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om elever 14-15 år. Deltakelse vil være frivillig for elevene og de signerer også på samtykkeskjemaet. Det bør presiseres at elever kan når som helst ombestemme seg, uten å oppgi grunn, selv om foresatte har samtykket.

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

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

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

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

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

Lykke til med prosjektet!

b54320e26