Bente Irene Martinsen

"It made me more confident"

How CLIL can positively influence students' attitudes towards English as a school subject and future life skill
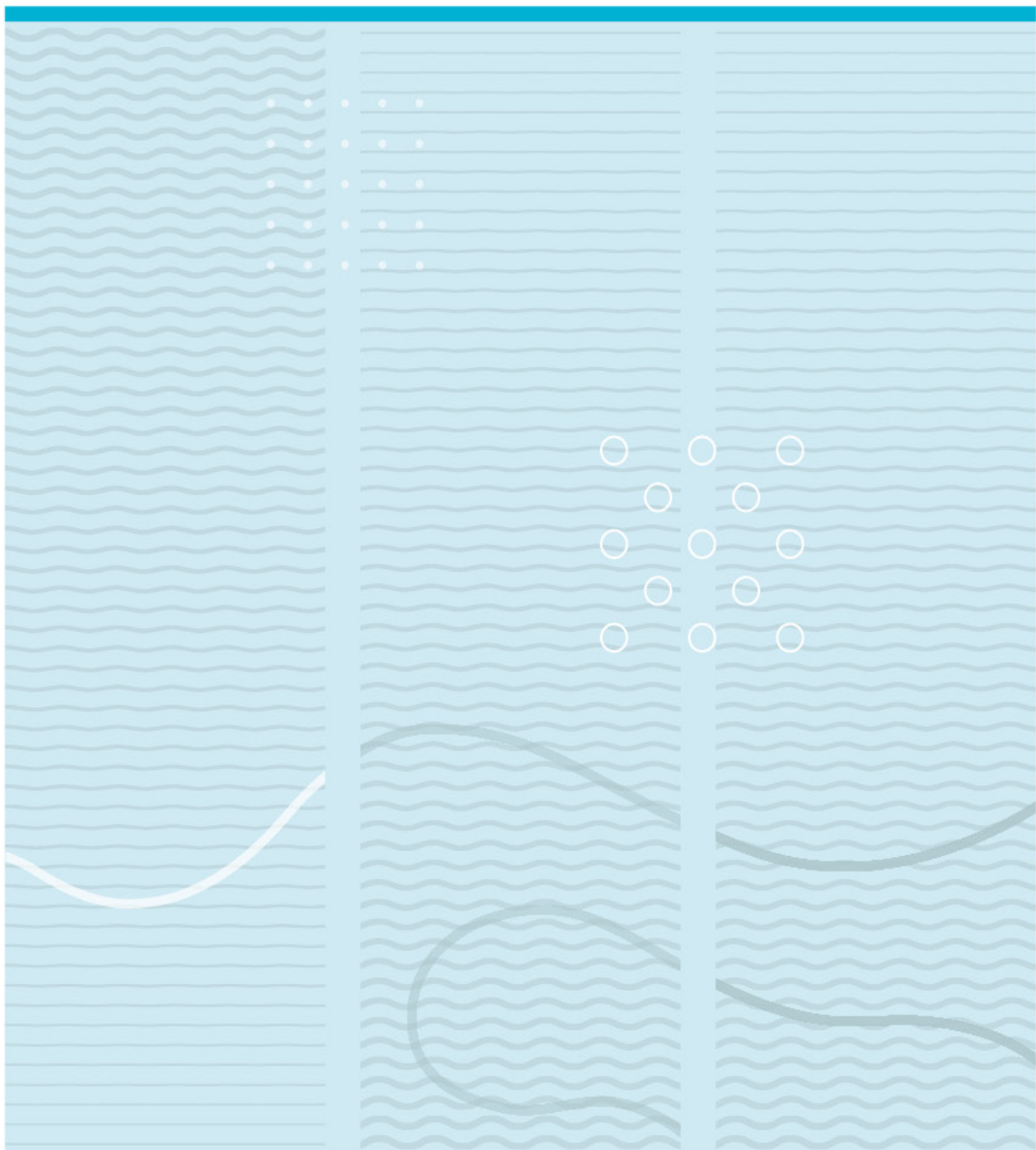
This thesis is worth 60 study points

Abstract

This study examines if and how a limited CLIL activity, implemented in a non-CLIL setting, will affect students' perceptions of and attitudes towards English as a school subject and future life skill. Motivation and attitude are seen as a key factor in language learning and considering the importance of English proficiency in our globalized society, it is essential that students have a positive attitude towards language learning and the English subject lessons. Prior research has found that although Norwegian 10th grade students have high scores in international comparison studies, many students enrolled in higher education struggle with both English lectures and reading comprehension. In addition to this, research reveals that many students view English subject lessons as tedious and out of touch with their lives. The purpose of this study is therefore to explore if and how a limited CLIL activity can offset this view.

This is a qualitative study comprised of four semi-structured interviews combined with observations in the classroom where the aim was to acquire the students' own perspective on the effect of CLIL. The participants in the study were students in a lower secondary school in a suburban area in the south-east of Norway. The interviews were analyzed using a descriptive and interpretive phenomenological approach, aimed to understand the students' thoughts, feelings, and behavior. In addition to relying on the students' own views, the observations were analyzed in order to place their views and intentions within a larger context.

The findings indicate that the students viewed the opportunity to use English in an additional subject as both interesting and demanding. They believed the increased exposure to English contributed to language improvement, and a reprieve from formal evaluation in the English subject was seen by the students as a reason for their increased willingness to communicate in English. The students also stated that the opportunity to receive feedback on their language use without being graded contributed to their perceived language improvement, and, as a result, their confidence as well. Moreover, the students believed they had a more positive attitude towards the English subject lessons, but they expressed the need for variation in the lessons, indicating that the English they were exposed to in the CLIL lessons was different, it

demanded more, it increased their understanding, and it created interest. The findings also show that the students' awareness of their need for English competence in their future lives became more pronounced, internalized, and verbalized in the course of the limited CLIL activity.

The implications of this study suggest that applying variation in the English subject classes is of importance, but that this, however, might not suffice. The students' view of increased exposure to English was an essential point, thus, the challenge is how to increase the use of English in non-CLIL settings and explore ways of using English outside of the subject classroom. For the time being one must accept the number of English subject lessons allocated. Finding a solution will depend on content and language teachers' willingness to collaborate, as well as a school management open to creative and innovative lesson plans.

Sammendrag

Denne studien undersøker om og på hvilken måte en begrenset CLIL-aktivitet, implementert i en ordinær ungdomsskoleklasse, vil påvirke elevenes oppfatning av og holdning til engelsk som skolefag og livsmestringsferdighet. Motivasjon og holdning blir sett på som en nøkkelfaktor i språkopplæring, og med tanke på viktigheten av engelskferdigheter i vårt globaliserte samfunn, er det essensielt at elevene har en positiv holdning til språkopplæring og engelskundervisning. Tidligere undersøkelser har funnet at norske elever på 10. trinn scorer høyt i internasjonale sammenligningsstudier. På tross av dette viser forskning at studenter i høyere utdanning sliter med både forelesninger på engelsk og leseforståelse av pensumlitteratur. I tillegg til dette viser forskning at elever ser på engelsktimene som kjedelige og lite relevante. Hensikten med denne studien er derfor å undersøke om og på hvilken måte en begrenset CLIL-aktivitet kan endre denne oppfatningen.

Dette er en kvalitativ studie som består av fire semistrukturerte intervjuer samt observasjoner i klasserommet hvor målet er å få frem elevenes perspektiv. Deltakerne i studien er elever på en ungdomsskole i et forstadsområde på Østlandet. Intervjuene ble analysert ved hjelp av en beskrivende og fortolkende fenomenologi for å finne betydningsfulle ytringer som kan kaste lys over elevenes tanker, følelser og atferd. I tillegg til å vektlegge elevenes egne synspunkter, ble observasjonene analysert for å plassere disse synspunktene og intensjonene i en større sammenheng.

Resultatene indikerer at elevene ser på muligheten til å bruke engelsk i et annet fag som både interessant og krevende. De mener den økte eksponeringen for engelsk bidro til en opplevd språkforbedring. At formell evaluering av engelskfaget var utelatt ble sett på av elevene som en årsak til økt kommunikasjonsvilje på engelsk. Elevene uttalte at muligheten av å motta tilbakemelding på språkbruken uten å få karakter, bidro til deres opplevde språkforbedring, og som et resultat også deres selvtillit. Videre uttalte elevene at holdningen til engelskundervisningen hadde blitt bedre, men de uttrykte behovet for variasjon i timene, noe som indikerte at engelsken i CLIL-timene var annerledes, den krevde mer, den økte forståelsen og den skapte interesse. Elevenes bevissthet om

fremtidig behov for engelsk kompetanse ble også mer uttalt, internalisert og verbalisert i løpet av den begrensede CLIL-aktiviteten.

Implikasjonene av denne studien antyder at det er viktig å bruke variasjon i engelsktimene, men at dette ikke er tilstrekkelig. Elevenes syn på økt eksponering for engelsk var et viktig poeng. Derfor er utfordringen å øke bruken av engelsk på ungdomstrinnet ved å utforske måter å bruke engelsk på utenfor engelsktimene. Foreløpig må man godta det antallet engelsktimer man har. Å finne en løsning vil være avhengig av fag- og språklæreres vilje til å samarbeide, og en skoleledelse som er åpen for kreative og innovative undervisningsopplegg.

Acknowledgements

This Master's study was undertaken after several years of working as a teacher in lower secondary school where my main subject has been English. I entered the Master's program because I wanted to expand my professional knowledge and challenge myself as a student again. Acknowledging how important English proficiency is in our contemporary society I am constantly exploring ways to improve what students learn, how they learn it, and how it can be facilitated. When coming across Content Language Integrated Learning and the possible positive impact this may have on students' language proficiency, I decided to explore this in my thesis.

First, I want to thank my informants, my lovely students, who embraced having social science taught through English for the better part of two months. Eight of these students willingly spent time being interviewed, and they gave me answers I might have suspected, but they also surprised me with answers I never would have anticipated. I also want to thank the principal who gave me permission to conduct my research in this class, and to my colleagues – thank you for your patience.

My mentor throughout this thesis, Henrik Bøhn, has always answered all my questions without delay or misgivings. He as provided constructive feedback pushing me to improve as well as imparting valuable tips on how to move forward. The importance of his feedback throughout this thesis cannot be measured, and I truly appreciate his support.

I am grateful to my parents, who always believe in me and show me they are proud of what I can accomplish. To my husband who have endured all my mood swings and taken on most of the practical sides of the household, thank you. Last but not least, I want to thank my son whose input on both content and language has kept me sane. During periods where everything seemed impossible, when I procrastinated for weeks on end and was about to give up, he listened without judgement and pushed me to continue. Without his feedback and support this thesis would not have been finished.

Thank you!

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Abbreviations

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CLIL	Content Language Integrated Learning
EE	Extramural English
EFL	English as a Foreign Language
EWL	Engagement with Language
FL	Foreign Language
L1	First Language
L2	Second or foreign language
L2MSS	The L2 Motivational Self System
NSD	Norwegian Center for Research Data
SLA	Second Language Acquisition
TL	Target Language
WTC	Willingness to communicate

Tables

1   Introduction

Norwegian students start school at the age of six and have 10 years of compulsory school. This is divided into elementary school, grades 1-7 (ages 6 to 13), and lower secondary school, grades 8-10 (ages 14 to 16). In addition to this 93% choose to attend upper secondary school (Statistics Norway, 2019, p. 8) in one of the general study programs or one of the vocational programs. Today English is a compulsory subject in grades 1-10 and in grade 11 for upper secondary students (The Norwegian Directorate for Education and Training, 2013, 2020a) with a total of 366 lessons in elementary school, 222 lessons in lower secondary school, and 140 lessons in upper secondary school for both general study programs and vocation programs (The Norwegian Directorate for Education and Training, 2020b).

To say that English is a world language, an international lingua franca (Rødnes, Hellekjær, & Vold, 2014, p. 12) is not in any way a controversial statement, the language is used to a large extent in all aspects of non-native English speakers' lives as well as increasingly becoming the lingua franca of academic discourse (Nygaard, 2017, p. 11). Norwegian 10th grade students have high scores in international comparison studies and Norway is ranked with "Very High Proficiency" in The EF English Proficiency Index (Education First, 2019, p. 6). Despite Norwegian adolescents' reported English proficiency, research shows that over 40% of students enrolled in higher education struggle with English lectures and over a third struggle with reading comprehension of their curriculum (Hellekjær, 2016, p. 8). This constitutes a problem because in Norway, being such a sparsely populated country, higher educational institutions are forced to make their curriculums partly or mostly English (Hellekjær, 2008, p. 1; The Language Council of Norway, 2017). In addition to this, research shows that English proficiency is vital in one's professional life as well; in public administration as many as 89% of the respondents report that they use English frequently (Hellekjær, 2016, p. 11), 80% of which must rely on their upper secondary school proficiency (2016, p. 14), findings that are equally relevant in the private sector (2016, p. 9).

As an English teacher I am always searching for new approaches that will benefit my students, knowing how vital English proficiency is in both higher education and society

at large. Content Language Integrated Learning (CLIL) was a term unknown to me before reading Glenn Ole Hellekjær's (2008) empirical study about the need to improve reading instruction in English among Norwegian students, thus enabling them to acquire academic English reading proficiency (for definitions of English proficiency, see section 2.1.5). This limited study implied an improved reading proficiency for students in a single subject CLIL course, outscoring the elective Advanced English Course students (Hellekjær, 2008), indicating that the content of lessons is of greater importance than the number of lessons. (See also Hellekjær, 2005). That being said, using English as a working language in an additional subject also increases the number of lessons in which students are exposed to English. This empirical study (Hellekjær, 2008) piqued my interest; having used English sporadically in non-English lessons myself, I wanted to know more about CLIL and how I could use it to benefit my students, especially whether CLIL could enhance my students' motivation for and attitude towards English as a necessary competence.

1.1   What is CLIL?

Learning subject content through a second or foreign language in a formal educational setting is not a novel thing (Dalton-Puffer & Smit, 2013) and has existed for over five thousand years (Coyle, 2007, p. 543). This has taken the form of bilingual education, immersion, and content-based instruction where research literature is abundant (Dalton-Puffer & Smit, 2013, p. 546). CLIL is an umbrella term given to distinguish it from closely related bilingual education and immersion programs whilst also sharing elements with them, the main difference being the integration of language and content without one having preference over the other (Coyle, 2007, p. 545). However, whether CLIL needs a singular definition is the source of constant debate in CLIL research resulting in a number of definitions. One definition is: "any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role" (Marsh, 2002, p. 58). Other researchers have defined it as whole programs, as activities, or as single lessons administered in an additional language (Cenoz, Genesee, & Gorter, 2014, p. 245), 'additional' language being defined as: "any language other than the first language" (Marsh, 2002, p. 17). As this thesis focuses on lower secondary public school students

that are not enrolled in a CLIL program but are adhering to the national curriculum, I find Mahan's (2020, p. 5) definition suitable: "teaching content subjects in another language over a period of time in a public school system".

1.2   CLIL in Norway

The first CLIL programs in Norway started in 1993 with four classes in upper secondary school (Svenhard, Servant, Hellekjær, & Bøhn, 2007, p. 139). These were supported by the Ministry of Education and Research and comprised subject classes in history, religion, tourism, and cooking theory with English as the language of instruction (Svenhard et al., 2007, p. 139). Over the next few years the number of offered classes increased, mainly in general study programs in upper secondary schools and as single subject classes with students volunteering for them (Svenhard et al., 2007, p. 140). CLIL guidelines, determined by the Ministry of Church, Research and Education in 1993 (see Svenhard et al., 2007, p. 140), state that at least 30% of instruction should be in the target language (TL), the students have to be volunteers, the subject curriculum must be followed, and exams should follow the same requirements as non-CLIL classes (Svenhard et al., 2007, p. 140). These guidelines still apply and implementing CLIL courses in Norway is mostly a grassroots initiative, set in motion by individual counties, schools, or teachers, resulting in a variety of CLIL subjects being offered and which languages are used (Mahan, Brevik, & Ødegaard, 2018, p. 4). A 2004 survey (see Svenhard et al., 2007) indicated that 3 - 4 % of all upper secondary schools offered some form of CLIL programs whereas none were reported for primary and lower secondary schools. The language of instruction was English, and the subjects offered were history, natural science, religion, aviation, physics, social science, and mathematics, with a duration of six months to a full academic year (Svenhard et al., 2007, p. 141).

Currently, there seems to be few lower secondary schools with active CLIL programs in Norway; according to the Norwegian National Center for Foreign Languages in Education, only six programs combined for primary and lower secondary schools exists (2020). Of the few lower secondary schools that offer a CLIL program there is only one that has consistently done so since 2011 (Mahan et al., 2018, p. 4). CLIL is of interest in Norway because it gives students the possibility to learn one or more content subjects

through English as a way to prepare for future academic studies, either domestically or abroad (Mahan, 2020, p. 11). However, since a new governmental policy in 2017 underscored that the only languages for instruction in Norwegian public schools should be Norwegian and Sami (The Norwegian Directorate for Education and Training, 2017), the future of CLIL in Norway is uncertain.

Having briefly presented the situation regarding CLIL in Norway I want to point out here that the emphasis on future academic studies might be of somewhat less importance in the present study, as this thesis focuses on lower secondary public school students, many of whom will opt for a vocational education. That being said, the need for English proficiency is not exclusive to academic studies, it is prevalent in one's professional life as well (Hellekjær, 2016), as mentioned above.

1.3 CLIL research

From the late 1990s when CLIL research began in earnest it has developed into a prolific field expanding from Europe to other parts of the world (Mahan, 2020, p. 29). There has been extensive research into the linguistic benefits of CLIL mainly focusing on language learning outcomes. A few research studies focusing on language learning outcomes reveal results such as improved oral proficiency and reading comprehension in the Netherlands and Belgium and improved vocabulary knowledge in Cyprus (Agudo, 2020, pp. 36-37). Similarly, a research study in Spain showed improved listening comprehension (De Diezmas, 2016, p. 91) and in Finland evidence shows that CLIL had a positive effect on grammar, listening comprehension, and oral proficiency (Roiha, 2019, p. 93). Moreover, research into students' perspectives have mainly focused on motivation and attitudes toward language learning. A study from Spain found that the CLIL group scored higher on attitudes towards English than the English as a foreign language (EFL) group (Lasagabaster & Sierra, 2009, p. 10). Another study regarding students' perspectives on CLIL found that motivation seems connected to language achievement (Navarro Pablo, 2018, p. 87) and in Sweden a study into language beliefs found that CLIL students simply regarded language as a tool to impart information and communicate with others (Sylvén, 2015, pp. 266-268).

In Norway research has been even more limited, often focusing on proficiency and language outcomes, and results indicate that CLIL programs have improved students' listening and reading comprehension, as well as oral proficiency (Brevik & Moe, 2012, pp. 223-224; Lialikhova, 2018, p. 11). Studies exploring students' attitudes and motivation are also scarce, but the most recent study focusing on students' perceptions of pros and cons of CLIL indicates that CLIL students are more positive towards English than their non-CLIL counterparts (Mahan, 2020, p. 173). However, what distinguishes the current investigation from the studies mentioned above is that the participants in my study have not chosen a CLIL program, it was implemented for the purpose of this study.

1.4   Thesis question and research questions

In an older study by Ibsen, students with the best test scores claimed they had learned English mostly outside of school (Ibsen, 2004, p. 51), the same being reported from Sweden, a comparable setting, resulting in students believing they have no need for, or can learn from, the English subject lessons in school (Henry, 2014, p. 103; 2019a, p. 31; Sundqvist & Sylvén, 2016, p. 4). Acknowledging this as a potential hindrance for their future academic and professional life, I wanted to explore if and how a small CLIL activity could impact this detrimental attitude among students. This led to my main theses question:

To what extent will introducing CLIL in a 10th grade class positively impact students' perceptions of and attitudes towards English as a school subject and future life skill?

To elaborate this thesis question, the following research questions were made:

RQ1:   To what extent will the students perceive CLIL as interesting and useful?

RQ2:   How and in what way will the limited CLIL activity affect how the students work in, and their view of, English subject lessons?

RQ3:   To what extent will the limited CLIL activity affect the students' perception of their future need for English competence?

1.5   Thesis outline

This thesis consists of seven chapters, introduction included. In chapter two I present the theoretical framework and prior research that guide my study. Chapter three contains the methodology and research design as well as validity, reliability, and ethical concerns. In chapter four the analysis will be presented, followed by findings in chapter five. Chapter six will discuss the findings before a short conclusion including implications of this study and suggestions for further research constitutes the seventh and final chapter.

2   Theoretical framework and prior research

This chapter will firstly look at second language acquisition (SLA) and language teaching perspectives due to their influence on CLIL pedagogies (Coyle, 2011, p. 548). Secondly, there will be a discussion of the terms 'motivation' and 'attitudes' with reference to SLA and CLIL. Previous CLIL research will then be described with regards to language learning outcome, noting specifically that CLIL is often used as additional English practice, believed to improve proficiency (Hüttner, Dalton-Puffer, & Smit, 2013, p. 278). Addressing my own belief that improved attitudes towards second language (L2) learning inevitably will lead to improved language acquisition, prior research on students' perspectives of CLIL is of particular interest.

2.1   Second language acquisition (SLA) and CLIL

SLA has developed from the need to understand how one learns a second language (L2) to how to incorporate this knowledge into the L2 classroom (Lightbown, 2003, p. 4). According to Krashen (1982, p. 10) there are two independent ways of developing competence in an L2. The first being language *acquisition* which is similar to how one learns one's first language (L1) as a child (Krashen, 1982, p. 10), which is done by interacting with the environment, what is referred to as implicit knowledge (Ellis, 2011, p. 35), informal knowledge or natural learning. The second way is language *learning* which refers to conscious knowledge of the L2 such as grammar, known as explicit learning or formal knowledge (Krashen, 1982, p. 10). Today, however, most SLA researchers use *acquisition* and *learning* interchangeably (Block, 2003, p. 95) and research indicates that in acquiring L2, implicit knowledge will not suffice, explicit learning must be added (Ellis, 2011, p. 45). SLA influences CLIL to a large extent due to the degree of which CLIL teaching and research rely on understanding how language is acquired (Coyle, 2007, p. 548). This has led to approaches "which guides language processing, supports language production, teaches language learning through use" (Coyle, 2007, p. 549). How we understand language learning has been greatly influenced by two SLA theories; the Input Hypothesis by Krashen (1982, 1989) and the Output Hypothesis by Swain & Lapkin (1995). These theories are highly influential in

bilingual education, as well as to CLIL due to its similarities in implementation and practice (Mahan, 2020, p. 21).

2.1.1   The Input Hypothesis

The Input Hypothesis is based on how language is acquired in a natural order by receiving *comprehensible input*; for vocabulary and spelling competence, reading is the most efficient form of comprehensible input (Krashen, 1989, p. 440). The theory states that acquisition will occur when we move from our current competence to new understanding ($i + 1$) (Krashen, 1982, p. 22), but the input needs to be comprehensible. It might be argued that input does not necessarily mean *intake*, it is the learner who controls intake, which is to say what is actually acquired from the input (Corder, 1967, p. 165). However, notable critics of this hypothesis include Swain & Lapkin (1995) who formulated the Output Hypothesis.

2.1.2   The Output Hypothesis

Research into French immersions programs in Canada in the 1970s and 1980s revealed that immigrant students who entered these programs in kindergarten had equal reading and listening comprehension to native speakers, but their oral and written competence were not, indicating that a theory based on comprehensible input alone would not suffice (Swain & Lapkin, 1995, p. 372). This led to the formulation of the Output Hypothesis; the learners move from mere comprehension to production and in so doing they analyze their input to modify their output, reducing their lacking knowledge. When the learners produce their L2 they become aware when they struggle leading to cognitive processing that may influence SLA (Swain & Lapkin, 1995, pp. 375, 383). The Output Hypothesis has had an impact on CLIL due to how CLIL incorporates language use to develop both cognitive and linguistic experience (Coyle, 2011, p. 50), i.e. with use comes the opportunity to improve.

2.1.3   Codeswitching, translanguaging, and language use

An important goal of CLIL is L2 learning and in a CLIL program one has to consider the amount of L1 and L2 one uses in the lessons. Opposition towards the use of L1 in

language learning found in earlier immersion and bilingual programs, has given way to viewing the L1 as a vital resource rather than a liability, using the L1 deliberately as a tool to facilitate the learning of abstract concepts (Gierlinger, 2015, pp. 347-349; Lo, 2015, p. 271). How much of the L1 teachers should use is not specified (Lo, 2015, p. 285), but in CLIL programs in Norway some have suggested that at least 30% of instruction should be in the target language (see Svenhard et al., 2007, p. 140).

In CLIL the role of language is "learning to use language and using language to learn" (Coyle, 2007, p. 552), in other words moving from language learning based on grammatical progression and linguistic form to functional language use (Coyle, 2007, p. 552). This in turn opens up for the use of one's L1 and *codeswitching*. Codeswitching can be defined as the "systematic use of linguistic material from two […] languages in the same sentence or conversation" (Levine, 2011, p. 50), often described as a bilingual related activity where the languages used are typically the student's L1 and an additional language (San Isidro & Lasagabaster, 2018, p. 337). Research shows that language alternation may not reflect a deficient language user, rather that alternating and maneuvering between one's L1 and the L2/target language (TL), within and between sentences, may actually demand sophisticated language competence in both of the languages being used (MacSwan, 2017, pp. 169-170; Svendsen, 2016, pp. 46-47).

This language alternation can also be referred to as *translanguaging* and in the relevant research literature this term is often used interchangeably with codeswitching (San Isidro & Lasagabaster, 2018, p. 338). That being said, translanguaging typically refers to the use of two languages systematically in the same lesson, i.e. it is planned, and the aim is to help both language development and content knowledge (San Isidro & Lasagabaster, 2018, p. 338). Language alternation such as codeswitching and translanguaging promote a positive view of bilingualism (MacSwan, 2017, pp. 170-171), and translanguaging can be used systematically by grouping students with the same L1, enabling collaboration and cooperation (García & Wei, 2014, p. 122). That being said, language alternation can also be problematic considering that the majority of CLIL teachers are subject teachers who are bilingual in the L1 and L2, but without formal qualifications in teaching a foreign language (Cenoz et al., 2014, p. 252), and this may limit the language learning outcome of CLIL. In addition, the language proficiency of

students enrolling in CLIL might be insufficient for the content specific language. Using the L1 for content purpose reduces the L2 input, thus limiting the rationale of CLIL as facilitating language learning (Lo, 2015, p. 285).

2.1.4   Willingness to Communicate (WTC)

Developing skills in a language requires using the language, and student participation in class is therefore essential. As earlier mentioned, communication is also an essential part of CLIL in developing and using the language *of* learning, *for* learning, and *through* learning (Coyle, 2007, p. 552). Students' willingness to communicate (WTC) is of relevance to this study into attitudes as it has been defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre, Dörnyei, Clémet, & Noels, 1998, p. 547). It is emphasized that even if students do not actually verbalize, the act of simply raising their hands indicates WTC in the L2, as a non-verbal communication and an intentional behavior (Cao, 2011, p. 469; MacIntyre et al., 1998, p. 547). A study in Sweden showed a significantly higher WTC for the CLIL students versus the non-CLIL students (Sylvén, 2015, p. 256). Among influences determining WTC are motivation, low levels of language anxiety, positive perception of L2 competence, and personality (Cao, 2011, p. 469; Henry, 2019b, p. 56; Riasati, 2012, p. 1288). Motivation has proven to be significant for WTC (Fallah, 2014, p. 141), and motivation will be described further in sections 2.2.2 and 2.2.4.

2.1.5   BICS and CALP

One advantage of CLIL is exposure to abstract and complex language (Mahan, 2020, p. 20) and when distinguishing between types of language one often refers to the terms *Basic Interpersonal Communication Skills* (BICS) and *Cognitive Academic Language Proficiency* (CALP). BICS is acquired in childhood and is something that everybody can acquire in their L1 (Cummins, 1979, p. 198). This Basic Interpersonal Communication Skills (BICS) develops through school experiences as students, with age, develop a more complex and abstract language proficiency used for academic purposes, i.e. CALP (Cummins, 1979, p. 198; Lorenzo & Rodríguez, 2014, p. 64). CALP is also referred to as academic language (Nightingale & Safont, 2019), and in addition to the terms subject-specific literacy or subject-specific terminology, it can be used when describing the

language of a specific discipline (Mahan et al., 2018). According to Cummins (1981) it takes approximately two years to achieve communicative language competence at BICS level, whereas acquiring a sufficient CALP proficiency takes five to seven years (Cummins, 1981, p. 9).

CALP is of interest in Norway because this is the type of language students in higher education struggle with (Hellekjær, 2005, p. 18). This serves as an additional appeal of CLIL because it provides access and exposure to CALP language which students are not as easily exposed to outside of school (Mahan, 2020, p. 20). Again, I am acknowledging that my participants are lower secondary public school students, many of whom will opt for a vocational education. However, the need for English proficiency is not exclusive to academic studies, and in this study exposure to CALP/academic language is within the topic of history in social science (see section 3.2 Research design) using authentic English material together with translated material from the Norwegian textbook.

2.2   Attitudes and motivation in SLA and CLIL

For learning to occur, three dimensions are involved: a content, an incentive, and an interaction dimension (Illeris, 2018, p. 3). The content dimension includes what the learner knows, understands, and can use, in addition to the learner's attitudes, values, and behavior; the interaction dimension concerns how the learner connects with the surrounding environment, for instance the familiar setting of a classroom; an incentive dimension deals with the learner's motivation, emotion, and will (Illeris, 2018, pp. 3-4). In this study the aim is to explore whether or not introducing a limited CLIL activity can positively impact students' attitudes towards L2 lessons and future need for English proficiency. To that end this section will attempt to define the concept of attitudes related to language learning. Considering the close relationship between attitudes and motivation (Baker, 1992, p. 10; Dörnyei, 2001, p. 1), an attempt will also be made to unpack this concept (2.2.1). Given the dual focus on language and content in CLIL, a description of attitudes and motivation in L2 will follow (2.2.2). Considering the amount of English students are exposed to outside of the classroom and its effect on students' perception of the English lessons (Henry, 2014, p. 103; 2019a, p. 31; Sundqvist &

Sylvén, 2016, p. 4), a look at Extramural English is included (2.2.3), followed by a brief description of attitudes and motivation in CLIL (2.2.4)

2.2.1   Definitions

An umbrella definition of attitude is "an individual's propensity to evaluate a particular entity with some degree of favorability or unfavorability" (Eagly & Chaiken, 2007, p. 583). In social psychology this evaluated entity is referred to as an *attitude object.* However, since the individual's attitude is not directly observable, it is relevant to look into its manifested *responses* which may be observable (Dehbozorgi, 2012, p. 41; Eagly & Chaiken, 2007, pp. 583-585). In other words, in observing my students I can infer attitude from "the direction and persistence of human behaviour" (Baker, 1992, p. 10). One can also adopt a classical view of attitude and distinguish between the cognitive; one's thoughts and beliefs, and the affective; one's feelings towards the attitude object, such as a specific language (Baker, 1992, p. 12). Recognizing there is a wide range of definitions of language attitudes due to the different fields of research such as linguistics, sociology, and social psychology, one general view is that it involves both beliefs and feelings. These should, theoretically, influence behavior depending on opinions about one's own language, foreign languages, and language policies (Coronel-Molina, 2009, p. 9).

Motivation can be defined as "the extent of active, personal engagement in learning" (Oxford & Ehrman, 1993, p. 190). It is an abstract concept used to explain a person's behavior and way of thinking, in other words a way to describe how and why people act the way they do (Dörnyei, 2001, p. 1). Motivation as a term relates to a basic aspect of the human mind; one's desires or wants, one's rational thinking, and one's feelings (Dörnyei, 2001, p. 2). Motivation can also be defined by internal attitudinal factors and external behavioral factors. The internal include interest, relevance, expectancy, and outcome, whereas the external include decision-making, persistence, and activity level (Oxford & Ehrman, 1993, pp. 190-191), clearly establishing the relationship between attitude and motivation. In the next section there will be a further description of attitudes and motivation related to L2 teaching and learning.

2.2.2 Attitudes and motivation in L2

Motivation has been seen as a key factor in language learning, and one approach (Lorenzo, 2014, p. 140) has seen humans as wired for language learning from birth. Another approach has been that motivation mobilizes wants and desires as well as rational thinking, resulting in the use of learning strategies, self-confidence and achievement (Lorenzo, 2014, p. 140). The inherent complexity and difficulty of successfully learning a second language naturally demands a higher level of motivation. Previous L2 motivational research points out that learning a foreign language is not just about vocabulary and grammar, it has also been posited that it is intrinsically cultural, that one cannot learn a language without also learning the culture of those who speak it (Dörnyei, 2001, pp. 13-14).

This focus on culture in language learning largely comes from immersion programs involving historical and sociocultural policies (Coyle, 2007, p. 543) because of the "one country – one language" belief that was prevalent in the forming of nation states. This cultural aspect might influence motivation to learn the L2 due to a desire to integrate with native speakers of the TL (Cenoz et al., 2014, p. 248). This view of culture as essential in language learning can be seen in the previous English curriculum under competence aims for Year 10 where specific countries are referenced: "discuss and elaborate on the way people live and how they socialise in Great Britain, [the] USA and other English-speaking countries and Norway and explain features of history and geography in Great Britain and the USA" (The Norwegian Directorate for Education and Training, 2013).

However, considering the status of English as a global language and basic educational skill, defining L2 motivation based on attitudes towards the cultural aspect of a language community may be outdated. English is now a lingua franca more than a nation's language (Ushioda & Dörnyei, 2017, p. 451) which is also reflected in the new curriculum. Specific countries are left out entirely and replaced by more general formulations: "explore and describe ways of life, thinking, communication patterns, and diversity in the English-speaking world and explore and relate content of English-speaking cultural expressions from different media […]" (The Norwegian Directorate for

Education and Training, 2020a), hence learning English is less culturally dependent and more contextually dependent.

Human behavior is not static, nor does it follow a defined path; it is instead determined by a number of influences such as financial or social benefits (Dörnyei, 2001, pp. 7-8). However, in the late 20th century the belief that students would be motivated for and engage in language learning for practical reasons alone were deemed inadequate. The lacking motivation of students in language classrooms might be attributed to the typically formal, tedious repetitions, routines, and control that permeates many educational settings. To be able to experiment, explore, and make mistakes are features essential to language acquisition, as well as having a goal that is within reach (Lorenzo, 2014, pp. 141-142). Thus, in an effort to counter this decline in students' motivation, general motivational theory from educational psychology has been combined with the social aspects of the L2. Internal factors such as interest, confidence, and mastery, as well as external factors such as parents or teachers, peers, and expectations from society in general was added in this educational turn (Dörnyei, 2001, p. 20).

These internal and external factors can be found in the L2 Motivational Self System (L2MSS), an approach to L2 motivation focusing on the self-perception of the L2 learner. This is a motivational construct which indicates that there are possible *selves* to aim for; a person's idea of what they might become, what they want to become, and how this can influence motivation and behavior (Dörnyei & Chan, 2013, p. 438). This motivational construct has influenced a number of researchers such as Lasagabaster (2011), Sundqvist & Sylvén (2016), Lorenzo (2014), Henry (2019), Pablo & Jiménez (2017), De Smet et.al. (2019), and Doiz et.al. (2014). Thus, a brief description of L2MSS seems apt in this section on motivation. The construct was purposed by introducing three categories: The *Ideal L2 Self*, the *Ought-to L2 Self*, and the *L2 Learning Experience*. The ideal L2 self reflects the learner's desire to become a competent L2 user, the ought-to self is the learner's perceived social pressure; the L2 learning experience regards the learning context and experience itself, and of these the ideal L2 self in particular plays a vital role in language learning motivation (Dörnyei & Chan, 2013, pp. 438-439). If one has a desire to become a competent L2 user, the ability to create this Ideal L2 self is future-oriented as well as goal-oriented. This imagined future self is a trigger, a stimulus

that is emotional in nature and fuels the learner's forward momentum. If this coincides with a person's interests, the endurance is also enhanced (Henry, Davydenko, & Dörnyei, 2015, p. 333). However, the relationship between the current L2 self and the future ideal L2 self is essential; a change might occur in both, but to sustain goal-oriented motivation the ideal L2 self must be constantly out of reach (Thorsen, Henry, & Cliffordson, 2017, pp. 584-585).

While recognizing the difficulty of motivating students in the L2 classroom, a positive trend is that many students regard language acquisition as *capital*; economically, culturally, and symbolically. As previously mentioned, Dörnyei (2001, pp. 7-8) states that human behavior is determined by a number of influences such as social or financial benefits. Cultural and symbolic capital in this context include acquiring knowledge, skills, and education, as well as prestige and recognition, i.e. social benefits. This can, in turn, be transformed into economic capital such as a future promotion at work, i.e. financial benefits (Svendsen, 2016, pp. 51-53). This view of language acquisition as capital can also be linked to the Ideal L2 Self, i.e. what the students want to achieve and become (Henry et al., 2015, p. 333).

These motivational theories, albeit interesting and efficient in promoting L2 attitudes and motivation, do not take into account the fact that students believe they have no need for, or can learn from, the English subject lessons in school (Henry, 2014, p. 103; 2019a, p. 31; Ibsen, 2004, p. 51; Sundqvist & Sylvén, 2016, p. 4). The next section will describe how students are exposed to English outside of school, what is called *Extramural English*, and how this affects the teaching and learning of English.

2.2.3   Extramural English

Motivational L2 learning and teaching is complex and finding a 'one-size-fits-all' theory is hardly realistic. All learning situations are contextually conditioned; they differ from setting to setting, from classroom to classroom, from year to year, from student to student. Adding to this complexity one must also recognize the fact that globalization is changing how English is learned and taught. Young peoples' acquisition has become increasingly diverse due to the amount of English encountered outside of school –

learning *outside* of school is bound to influence the learning *inside* school (Henry, 2019a, pp. 23-24). The extent of students' use of English outside of school also differs to a great extent, often within the same classroom (Henry, 2019a, pp. 23-24).

An umbrella term for this is *Extramural English* (EE) and it is defined as "English outside the walls" (Brevik, Garvoll, & Ahmadian, 2020, p. 193; Sundqvist & Sylvén, 2016, p. 6). Other terms used are *out-of-class learning* or *out-of-school learning*, but the use of the word *learning* might be associated with Krashen's (1989) acquisition vs. learning, the latter achieved through formal instruction in an educational setting. EE better explains the students' exposure to and use of English in non-educational settings (Sundqvist & Sylvén, 2016, pp. 6-8). In other words, EE is the English that students experience outside of the walls of the classroom, and the extent of language involvement is decided by their parents, friends, or by the students themselves, as opposed to a teacher or the syllabus - in other words, it is voluntary. Typical EE activities are watching films, TV series, reading blogs, surfing English websites, listening to music, following people on social media such as Twitter or Instagram, and gaming.

The English language dominates popular culture; movies, TV, music, commercials, and social media, all portraying glamour and luxuriousness that help create pleasurable feelings. With these sentiments now imbued in the language, English becomes what Henry (2019a, p. 28) has called a *Lingua Emotiva*, i.e. a language that influence emotions and feelings, predominantly encountered outside of school. For most subjects, students are aware of formal and informal learning in and out of school, but the divide between this *Lingua Emotiva* of their spare time and what Henry (2019a, p. 28) has called the *Lingua Academica* and *Lingua Cultura* of school is not like any other subject. The gap between the two is likely to expand because students view the in-school English as less real than what lies outside its walls. This can be attributed to the social nature of language which can seem lacking in a classroom where focus might be on learning the skills defined in a curriculum. The enticing nature of the language that creates pleasurable feelings often increases in intensity with age, and when English becomes part of a person's identity it ceases to be a school subject, it becomes something deeply personal, and eventually a part of who they are (Henry, 2019a, pp. 29-30).

The dichotomy between what the students believe they know and what they actually need to learn creates a further challenge for teachers, who must also convey the importance of and motivate students for the formal L2 learning of the classroom. That being said, one must also acknowledge that research shows a positive effect of EE in developing English competence; students' reading, writing, listening, and speaking in EE improves their writing skills, their BICS vocabulary, and their oral skills (Brevik et al., 2020, p. 191). English is a familiar language for Norwegian students, and there is a considerable amount of exposure to English in their everyday lives. The amount of language input, often by authentic language use, can contribute to increased language proficiency. In addition, authentic language use may reflect on the status of English as a global language and English language proficiency as a necessary life skill (Rindal, 2020, pp. 36-37).

As a teacher one needs to understand the role language plays in students' lives outside school and include this into the classroom for motivational purposes. Adding activities and materials that capture the interest of the students and close the gap between the L2 classroom and the EE, may offset the students' view of in-school English as dry and out of touch with their lives (Brevik et al., 2020, p. 211; Henry, 2019a, p. 36). Being an English teacher, I always try to include students' interest into the lessons, while at the same time including the more tedious parts of language learning. That being said, taking popular culture and the personal interests of students into the classroom as a motivational strategy also has to be considered with care. Some students might react negatively to this, feeling their personal interests and activities are capitalized upon by the teacher (Erstad & Smette, 2017, p. 154). Students may view the English subject lessons as uninteresting or view them as an opportunity to "take it easy" (Henry, 2019a, p. 35), and for the purpose of this thesis a limited CLIL activity was introduced as an attempt to enhance students' motivation and attitudes towards English. The content of the CLIL activity is history with subject specific goals, exposing the students to CALP language outside of the English language classroom, as well as avoiding the possible negative reactions of intruding on students' personal interests.

2.2.4 Attitudes and motivation in CLIL

There are a number of reasons for introducing CLIL in Europe, among them to influence attitudes and increase learner motivation (Marsh, 2002, pp. 65-66). According to Coyle (2007, p. 548) CLIL can generate positive attitudes in students, which is the main focus of this study, and, through that, lead to students' enhanced language competence and confidence. CLIL may be a response to the motivational problems often found in traditional language lessons, and by connecting subject and language, students might appreciate the dual focus on language and content as well as using the language in contexts which are meaningful and motivating (Marsh, 2002, pp. 26, 28). How students behave often depends on the context, and in a classroom even small changes in evaluation, activities, or collaboration can influence motivation and in turn behavior. Teaching subjects using an additional language, most often English, thus adding to the teaching of English (L2) in the language classroom, is such a change (Lorenzo, 2014, p. 142). Because CLIL focuses on a communicative, integrative, and interactive approach to language learning it may be seen as a motivational facilitator. Task-based approaches often found in communicative language teaching have been viewed as engaging for L2 students. Working with the tasks requires language processing while producing academic content simultaneously (Lorenzo, 2014, pp. 142-143). As such CLIL provides implicit and incidental learning in addition to large amounts of language input, and students' motivation to learn content through the L2 may sustain motivation towards learning the L2 as well (Marsh, 2002, pp. 35-36).

Many of the motivational theories and constructs in L2 can be transferred to CLIL, and in the next section prior research into CLIL will focus mainly on motivation, attitudes, and student perspectives. However, due to the perceived improvement in language proficiency attributed to CLIL, a brief description of prior research into this is included. Finally, the chapter will acknowledge and address notable critiques of CLIL.

2.3 Prior research

The increasing popularity of CLIL is indicative of its perceived importance, but the educational aims of CLIL seem vague (Dalton-Puffer & Smit, 2013, p. 547). However, language proficiency seems to be the most important in Europe. As early as 1995 the

European Commission stated that foreign language learning should not only be available to the elite. Ideally, all Europeans should be proficient in at least two foreign languages, and to reach this proficiency "[…] secondary school pupils should study certain subjects in the first foreign language learned […]" (European Commission, 1995, p. 47). CLIL has become a large research field where understanding the complexity in different contexts is developing, and a number of countries report gains such as increased motivation, improved language competence (Meyer, Coyle, Halbach, Schuck, & Ting, 2015, p. 42), and to some extent consistent achievement in content learning as well (Coyle, 2013, p. 257).

2.3.1   Research on language learning outcome

During the last 20 years, research into the linguistic benefits of CLIL have been extensive, and despite the integrated nature of CLIL the main focus has been on language proficiency. Improved performance has been seen in oral proficiency and reading comprehension in the Netherlands and Belgium, and in Spain both oral proficiency, pronunciation, vocabulary, grammar, fluency and content have been improved (Agudo, 2020, pp. 36-37). In Hungary students had better lexical knowledge, and in Cyprus vocabulary knowledge was improved for the CLIL group compared to the non-CLIL group (Agudo, 2020, pp. 36-37). A study of 4th grade CLIL students in Castilla-La Mancha, Spain, show improved listening comprehension but only slightly better scores in reading comprehension and written proficiency compared to the non-CLIL students (De Diezmas, 2016, p. 91). In Finland research show that CLIL has a very positive effect on language learning with higher achieving students in grammar, listening comprehension, oral and written proficiency, as well as vocabulary, pronunciation, and fluency (Roiha, 2019, p. 93). It is worth noting that CLIL benefits may have been exaggerated and when considering previous differences between CLIL and non-CLIL students, results may be less convincing. In Germany for instance, research revealed improvement in listening comprehension for the CLIL group, but for general English skills there were no difference between the CLIL and non-CLIL group (Dallinger, Jonkmann, Hollm, & Fiege, 2016, p. 29).

In Norway research into enhanced language proficiency in CLIL programs has been pioneered by Hellekjær (2005, 2008). The single empirical study responsible for my

interest in CLIL implied an improved reading proficiency for students in a single subject CLIL course, enabling them to acquire academic English reading proficiency (for definitions of English proficiency, see section 2.1.5), thus outscoring the elective Advanced English (Hellekjær, 2008). (See also (Hellekjær, 2005)). This led to an increased interest in CLIL, and schools seem to offer CLIL due to the importance of English as an international language, the need for English competence in higher education, and the improved English language proficiency reported in CLIL (Svenhard et al., 2007, p. 141). A few studies focusing on students' language outcomes confirm this assumption with results indicating improved listening and reading proficiency (Brevik & Moe, 2012, pp. 223-224) and improved oral proficiency (Lialikhova, 2018, p. 11). This latter study was conducted in a relatively comparable setting to this thesis; a limited CLIL project in a lower secondary school where students had no previous experience with CLIL, the subject taught was history, and the teacher was a non-native speaker of English but qualified as both a language and content teacher with no formal CLIL training (Lialikhova, 2018, p. 4). Worth mentioning is the difficulty in comparing research due to the varying CLIL factors between countries such as age, exposure to the L2 outside the classroom, policy framework, and teacher education (Sylvén, 2013, p. 301).

2.3.2   Research on attitudes and motivation, students' perspective on CLIL

One of the reasons for implementing CLIL is to influence attitudes and increase learner motivation (Marsh, 2002, pp. 65-66). The main area of research into student perspectives is general motivation and beliefs/attitudes towards L2 learning (Mahan, 2020, p. 41). A research study in Spain comprising secondary school students aged 14 to 16 found that the CLIL group scored higher on attitudes towards English than the English as a foreign language (EFL) group, especially regarding English as *necessary*, *important* and *useful* (Lasagabaster & Sierra, 2009, p. 10). A later study in Spain looked at motivation from three factors: *interest and instrumental orientation*, *attitudes towards learning situation*, and *effort*. In all three factors the CLIL group outscored the EFL group, showing significantly higher level of motivation. The reason for these results might be that traditional language teaching lacks sufficient input, that the input is not authentic, and that it lacks a real communicative function which may be why the CLIL

students were more enthusiastic (Lasagabaster, 2011, pp. 11, 13-14). A study with a combined focus on students' attitude towards English and their vocabulary outcomes revealed a correlation between motivation and outcome for both CLIL and non-CLIL students. However, the CLIL students showed better attitudes towards English than the non-CLIL students (Arribas, 2015, pp. 285-286). In a more recent study where the CLIL and non-CLIL participants were matched in terms of initial motivation and verbal intelligence, the result of motivation seems to be connected to language achievement. As such, motivation plays a significant role in language learning, and more so in CLIL than in non-CLIL settings (Navarro Pablo, 2018, p. 87). That being said, the motivational variables seem to decline from primary to secondary level (Navarro Pablo, 2018, p. 87), supporting the notion that students' motivation "diminishes progressively with time" (Doiz, Lasagabaster, & Sierra, 2014a, p. 222).

Due to the prevalent use of English as the TL in CLIL, a Belgian study is interesting because of its research among students in French-medium education learning Dutch or English as a TL in CLIL or in FL classes. The study concluded that there were more positive attitudes and higher motivation in the CLIL group than in the non-CLIL group. In addition, the findings revealed that students had more positive attitudes and higher motivation towards CLIL when the language used was English compared to CLIL in Dutch, highlighting the status of English as a global language (De Smet, Mettewie, Hiligsmann, Benoît, & Van Mensel, 2019, pp. 13-14). One study of particular interest to this thesis comes from the Basque Autonomous Community, Spain, where the main reason was to ascertain what motivates or demotivates students in CLIL classes. When CLIL programs were first established in this region, most of the students were selected based on sufficient English competence, whereas now CLIL programs are available to all students. This creates more mixed classrooms where students choose to participate in CLIL courses (Doiz, Lasagabaster, & Sierra, 2014b, p. 133). The participants in this study were between the ages of 12 and 15, divided into ages 12-13 and 14-15. The subjects taught in English varied between schools, but all participants had three EFL lessons and between two and four CLIL lessons per week. Students were asked what they believed regarding the advantages of CLIL and results revealed that the categories *Learning English* and *Future* were seen as most important for both age groups (Doiz et al., 2014b, pp. 120, 123). The answers to questions regarding the disadvantages of CLIL revealed

that the categories *Difficulty*, *Understanding*, and *Hard Work* scored high, whereas *Boring* had a high score for the age group 12-13 but a low score for the age group 14-15. For the older students, *Worse Results* scored high. Student feedback revealed that the most positive aspects of CLIL were *Methodology* and *Learning English*, with the older students expanding on their experiences and pointing out the dual perspective of learning both English and the subject. Despite the fact that it is more demanding and requires more effort, the students were positive and deemed it useful for both short-term and long-term language acquisition (Doiz et al., 2014b, pp. 130-133).

Comparing motivational research in different cultural settings is difficult; in Spain all films and TV programs are dubbed whereas in the Scandinavian countries, dubbing is almost non-existent, resulting in, as previously mentioned, extensive amounts of EE (Brevik et al., 2020; Doiz et al., 2014b, p. 134; Henry, 2019a; Sundqvist & Sylvén, 2016). A study in Sweden, which has a comparable language situation to Norway, looked into the language beliefs of CLIL and non-CLIL students in upper secondary school, closely analyzing two boys, one CLIL student and one non-CLIL student. What is interesting here is that the CLIL student regarded languages, both the L1 and the L2, merely as tools for communication whereas the non-CLIL student wanted to keep a strict separation between the languages, continuing to learn English as a separate subject (Sylvén, 2015, p. 266). In addition, the CLIL student found the English language classes of little help due to its focus on "correctness", underscoring the view of EE and school English as separate entities (Sylvén, 2015, pp. 266-267).

In Norway there has been limited research into students' attitudes and motivation in CLIL; however, a study into language learning outcomes revealed students' enthusiasm towards these programs. Similar to the participants in this thesis the students in the aforementioned study had not chosen a CLIL program, they were part of a CLIL project initiated by The Norwegian Centre for Foreign Language in Education, resulting in four participating schools and nine schools used as a control group (Brevik & Moe, 2012, pp. 213-214). Due to the fact that students were not volunteers they were given three methods of language options to choose from that created the opportunity to use L1 or L2 for vocabulary training, oral and written communication, and when using sources. Students' reaction to this can be seen in the following statements: " This is something different and exciting, we can use English in social science if we want to – risk free!"

(Brevik & Moe, 2012, p. 217), indicating that CLIL enhanced their enthusiasm and motivation. The most recent study on student perception of CLIL is the unpublished Article III of Mahan's PhD (2020) titled *'Something New and Different.' Student Perceptions of Content and Language Integrated Learning*. For this thesis, research question 2 regarding students' experience of the pros and cons of CLIL (p. 170) is the most interesting, in which the key reported positive aspect was improving their English, substantiating the findings that suggest CLIL students are more positive toward the L2 English than non-CLIL students (Mahan, 2020, p. 173). Whether this is indicative of improved attitude towards English because of CLIL or an existing positive outlook resulting in students choosing CLIL is an interesting question. When students were asked why they chose CLIL some answers indicated a pre-existing positive view of English due to its perceived future importance or personal likes, whereas others believed CLIL to be more motivating, interesting, and "something new and different" (Mahan, 2020, pp. 172-173). There were fewer cons than pros, suggesting students being more positive overall. However, the biggest concern was that of language, that they were not learning the subject terminology in L1 Norwegian (Mahan, 2020, pp. 173-174). This concern will be discussed further in the next section, looking into the critique of CLIL.

2.3.3   Critical voices on CLIL

The most common critique of CLIL concerns its perceived election bias; high performing students and/or their parents are more likely to choose these programs (Dalton-Puffer & Smit, 2013, p. 549), in addition, schools also select students based on their likelihood to succeed. This is in a way counteracting the European Commission's intention of making foreign language acquisition available for all students because of its perceived importance "[…] no longer possible to reserve proficiency in foreign languages for an elite […] becoming necessary for everyone, irrespective of training and education routes chosen […]" (European Commission, 1995, p. 47). In Finland most students enter CLIL programs after being pre-tested, in Spain they are selected to participate in CLIL programs, and it is optional to choose CLIL programs in Germany. This selection, whether done by the participants themselves, their parents, or by their school directly,

is likely to enhance, among other aspects, motivation (Dallinger et al., 2016, p. 24; Dalton-Puffer & Smit, 2013, p. 549; Lialikhova, 2018, p. 2).

There are also critical voices regarding the use of languages in CLIL programs, where English is the most dominant language used (Cenoz et al., 2014, p. 250; Dalton-Puffer & Smit, 2013, p. 550). This view of English as a popular language can be found in the aforementioned study in Belgium regarding a more favorable attitude towards English rather than Dutch as the CLIL language (De Smet et al., 2019, p. 14). CLIL students in Spain are concerned with the fact that while they learn new words in English they may not learn the corresponding words in their L1 due to the English-only policy in their CLIL classes (Doiz et al., 2014b, p. 125). In the Flemish Community of Belgium, Lithuania, Sweden, Iceland and Norway there are discussions regarding the national language, especially whether teaching in another language will lead to a decline in subject specific areas of vocabulary (Eurydice, 2006, p. 53). In Norway this concern about the future of the Norwegian language resulted in a report stating that "Research is the basis for [...] knowledge [...] disseminated, acquired and documented through language. Each subject area is characterized by a specific subject language and a specific terminology [...]" (The Language Council of Norway, 2005, p. 71). This relates back to the reported worry of students not learning the subject terminology in their L1 Norwegian (Mahan, 2020, p. 174) which is also relevant in light of new governmental policy underscoring that the only languages for instruction in Norwegian public schools should be Norwegian and Sami (The Norwegian Directorate for Education and Training, 2017).

3   Methodology and research design

This thesis seeks to explore how and if attitudes can be positively affected by implementing a CLIL activity in a 10th grade class where students have not chosen this. In light of the somewhat elusive concept of attitudes, I decided early on a qualitative approach which is more likely to reveal rich data (Miles, Huberman, & Saldaña, 2014, p. 11) and detailed descriptions of the participants' beliefs and actions because "qualitative research seeks to answer 'what', 'why' and 'how' questions, rather than 'how often' or 'how many'" (Buston, Parry-Jones, Livingston, & Wood, 1998, p. 1). One often chooses a qualitative approach due to a genuine interest in understanding the specifics of peoples' lives and social processes, how people think, feel, act, learn, and develop (Brinkmann, Tanggaard, & Hansen, 2012, p. 12).

Qualitative research is often focused towards young people (Befring, 2015, pp. 46-47), their different experiences, much of which is related to the educational and social setting of a school, and also to gain insight into their perception of self. To gather empirical evidence the use of personal interviews and observations are frequently used, obtaining knowledge about specific phenomena and how they occur in a specific context, thus revealing a deeper understanding of a smaller selection (Befring, 2015, pp. 46-47, 74) such as the 10th grade class in question. Researching attitudes requires collecting a variety of data, amongst them self-reporting data such as interviews, and observations of their engagement and motivation (Befring, 2015, p. 47) in the social setting of the classroom. Thus, interviews and observations were mainly chosen as my methods for two reasons. Firstly, because I considered this to be the most suitable to answer my research questions, and, secondly, because I conduct this research at my place of work which give me access to participants in a natural context of which I have prior knowledge. Moreover, the use of different methods to triangulate data means that the methods can be used to validate each other in order to further support the conclusions (Maxwell, 2013, p. 102).

3.1 Constructivist world view and phenomenological approach

The aim in this study is to acquire the students' own perspectives, and the choice of these methods can also be supported by a constructivist world view in which one relies on the participants' voice to develop new insights. The participants themselves can construct meaning by interacting and discussing in a social context, and constructivism is often combined with interpretivism (Creswell, 2014, p. 8). In addition to relying on the participants' own views the researcher also seeks to understand the setting of the participants by being present in the context, gathering firsthand information, and interpreting the findings. In a constructivist world view it is always the social interaction between people that generate meaning, and the researcher inductively generates this meaning from the collected data (Creswell, 2014, p. 9).

Phenomenological research uses the analysis of significant statements, generating meaning units (Creswell, 2014, p. 196), and in addition phenomenology has descriptive, interpretive, and hermeneutic elements (Van Manen, 2014, p. 26), the interpretive element being in line with the constructivist world view. A descriptive phenomenology aims to understand peoples' thoughts, feelings, and behavior (Dalland, 2017, p. 46) and it is essential to get an insight into the general beliefs and experiences of the individual in order to place their views and intentions within a larger context. A central point in phenomenology is the individual's subjectivity, and the researcher's understanding of the data is based on the participants' view of their own actions within this context as well as their intentions. This understanding is then reached through describing and analyzing how one constructs one's own perception of the world (Dalen, 2011, pp. 16-18; Dalland, 2017, p. 46; Grønmo, 2016, p. 392). The hermeneutic element takes into consideration that in order to understand something this always begins with our pre-understanding and our prejudices, and when the researcher is the instrument gathering the data, this must be taken into consideration (Befring, 2015, p. 21; Dalland, 2017, p. 47; Grønmo, 2016, p. 393). These prejudices include what one at any given time believe in and take for granted including one's societal and humanistic views, acquired through upbringing and education. Pre-understandings are essential to one's perception of reality and this include basic beliefs as well as personal experiences. Thus, applying conscious reflection is of vital importance when working with interpretation (Gilje,

2019, pp. 159-163), and as such my previous experiences as a teacher and my pre-understanding of classroom practices must be addressed. In my opinion the students' attitudes towards English cannot be measured, and as a researcher I must therefore interpret the participants' utterances in the interviews and their observed actions in the context of the classroom and within the lessons allocated to CLIL as well as the English lessons. A hermeneutic dialogue between me and the data material then develops through a process of interpretation, understanding, new interpretation, and new understanding – neither part nor whole can be understood without reference to one another (Dalland, 2017, p. 46; Grønmo, 2016, p. 394).

This chapter will describe the research design and methods used to answer my thesis question:

- To what extent will introducing CLIL in a 10th grade class positively impact students' perceptions of and attitudes toward English as a school subject and future life skill?

With interviews and observation as my methods of choice, the following chapter is organized as follows: Research design (3.2), Semi-structured interviews (3.3), Observation (3.4), Ethical concerns (3.5), Reliability (3.6), and Validity (3.7).

3.2   Research design

Introducing CLIL in the 10th grade where I was teaching English and social science meant that I had to choose the latter as the subject. When permission from the Norwegian Center for Research Data (NSD) was obtained, I could implement CLIL in the social science lessons where the topic was history, more precisely The Cold War. In preparation for the introduction in class, I translated the relevant chapter from the 10th grade textbook (Ingvaldsen & Kristensen, 2008); because firstly, no relevant written material was easily available in English and so adapting the L1 material was necessary (Ball, 2018, p. 224), and secondly, I wanted to give the students the opportunity to use both the English and the Norwegian material simultaneously if needed. A glossary list was also added to the translated material. This list was comprised of words I presumed would be difficult for the students to understand. This material was then handed out to

the students in physical form and made available in One Note, the school's digital learning platform.

The CIL activity in class started in the beginning of November 2019 and lasted until mid-January 2020, with data being collected in the following way:

- Two pre-CLIL interviews: One with four boys and one with four girls
- Observations during lessons: Of the CLIL lessons in social science from the onset of the activity with added observations of English lessons in January. A few subsequent lessons in both social science and English were also observed in the following weeks after the end of the activity
- Two post-CLIL interviews with the same four boys and four girls as in the pre-CLIL interviews

In the CLIL lessons I consistently used English, explaining in different ways and translating when necessary. Taking into account that only the interviewees and their parents/guardians were given ample descriptions of the project due to their necessary consent, I informed the students that their use of the target language in these lessons was voluntary. They were, however, encouraged to use English and reassured that this would not affect their grades in either subject, giving them a reprieve from the constant evaluation of language proficiency prevalent in English lessons. Using English as the medium of instruction was the only difference in the social science lessons in this period. The week's lessons started off as usual with the "Weekly News", a competitive segment focusing on contemporary events, but now translated into English. At the onset of the project there was some teacher transmission dialogue, i.e. telling the students what to learn (Wells & Arauz, 2006, p. 379), but this was to a large extent combined with dialogic teaching including teacher-student and student-student dialogue (Coyle, 2011, p. 52). This was then followed by student collaboration tasks, a variety of reading material such as excerpts from original speeches and the aforementioned translated material, a variety of visual information such as relevant YouTube videos, and individual tasks. The final assessment task for the period was optional in both topic and form; the students chose one specific event from the Cold War, for instance The Cuban

Missile Crisis, then decided if they would make a presentation or write an expository text, individually or collaboratively, in English or Norwegian.

3.3   Semi-structured interviews

In my search for students' attitudes towards English I decided to use semi-structured interviews where the aim was to gather insight into the students' own experiences with the language, both in and outside of school. There are both positives and negatives in a loosely structured interview; the positive being that it might yield accidental and surprising answers from the interviewees; the negative is that later analysis tend to be more challenging. (Dalland, 2017, p. 78; Kvale, Brinkmann, Anderssen, & Rygge, 2015, p. 163). While I kept the questions quite structured, I allowed the answers to be open (Befring, 2015, p. 75; Kvale et al., 2015, p. 46) letting the interviewees elaborate on their thoughts and beliefs and giving me the opportunity for follow-up questions. This is in line with being deliberately naive; not having a predetermined answer in mind, being open for surprises to unfold (Kvale et al., 2015, p. 48). However, as a research novice, a lose structure can lead to haphazard results not answering the intended topic of the interview. With this in mind interview guides were made, and some of the questions were:

- When do you use English?
- Why do you use English?
- Do you believe you need English?
- Do you think it will be interesting to have social science in English?
- Do you think it will be useful?
- Do you think it will affect your thoughts about English?

Specific questions should be clear, precise, and unambiguous. One should strive to avoid leading questions, one should use relatively unsophisticated language, and to build confidence and make the participants feel at ease one should begin the interview with fairly easy and familiar questions (Befring, 2015, p. 75; Kvale et al., 2015, p. 48). That said, because of my very limited experience as an interviewer, I decided to conduct a pilot interview.

3.3.1 Pilot interview

My initial interview guide started with introductory questions to ease the students into the interview such as when and why they use English, followed by more direct questions and follow-up questions, before ending with giving the students an opportunity to add to their answers. For the pilot interview I chose two of the eight interviewees in order to see if my interview guide was usable, that the questions were understood as they were intended, that they yielded informative and descriptive answers, and whether or not some questions were superfluous. I noted that some of the questions resulted in answers to both the question asked and questions pending and based on this a slight revision of the interview guide was made. The first two introductory questions were merged into one and a question about how the interviewees had learned English was added. Other questions were made more specific (Befring, 2015, p. 75) such as adding an option to grade the extent of interest, usefulness, and the effect on attitudes. This revision was appropriate in light of my research questions:

RQ1:   To what extent will the students perceive CLIL as interesting and useful?

RQ2:   How and in what way will the limited CLIL activity affect how the students work in, and their view of, English subject lessons?

RQ3:   To what extent will the limited CLIL activity affect the students' perception of their future need for English competence?

3.3.2 Main interviews

To be able to elicit responses to the RQs, I conducted two interviews; one prior to the CLIL activity and one after the CLIL activity (four interviews in total as my interviewees were divided into two groups). I decided not to obscure the purpose of the interview or my research and therefore did not use a funnel shaped interview (Kvale et al., 2015, p. 162) in its strictest sense, although I started in the general before narrowing in on the main topic; the students' attitudes. The interview guides for the post-CLIL interviews were made after the pre-CLIL interviews had taken place and been transcribed. The interviewees' answers in the pre-CLIL interviews were thus the starting point of the post-CLIL interviews, and the guides are included as Appendix 1 and 2. In order for my

participants to prepare for the interviews they were given the interview guides beforehand; firstly, to familiarize themselves with the topic; secondly, to ease their minds and relieve possible tensions they might have about the interview which I deemed appropriate regarding my participants' young age.

3.3.3   Participant selection and description

Selecting participants in a qualitative study is a strategic or theoretical selection based on choosing the ones who might be able to shed light on the topic (Dalland, 2017, p. 74). Since the research was limited to the 10th grade where CLIL was introduced the participants had to be students in this class, and the criteria I decided to use were:

- The students should be of both genders
- The students should represent differing proficiency in English
- The students should be both native and non-native Norwegians

These criteria were chosen to represent the variety of students in class while at the same time being able to elicit appropriate and useful responses. I was slightly apprehensive when I asked the students if anyone would be willing to participate in interviews but were fortunate enough to end up with more volunteers that I needed. After sending out information and permission requests to parents, I ended up with eight participants; too many for either a group interview or single interviews. This led to a division of four boys and four girls interviewed in two group settings; one before the CLIL implementation and one after; a total of four planned interviews.

Since interviews may take place at any location (Befring, 2015, p. 74), mine were conducted at school given that it is my place of work and already familiar to my participants. I did not conduct the interviews in a classroom though, but rather in an office to avoid being interrupted. The digital voice recorder used for the interview was a portable Olympus VN-541PC and before the interviews I had tested the quality of the recorded sound (Kvale et al., 2015, p. 206). The interviews were conducted in English, the students were informed about this prior to the interviews, and they were given the opportunity to answer in Norwegian as well as in English. When seated I started by

thanking them for volunteering, continued to explain the purpose of the interviews, choosing to be up front about this from the start (Kvale et al., 2015, p. 162). In addition, I informed them of their right to withdraw, and what my duty of confidentiality entailed (Dalland, 2017, p. 82).

The interviews began with an introductory question about their use of English and subsequent follow up questions. I then proceeded with the more direct questions, sometimes aimed towards the group as a whole and sometimes to one specific participant, keeping structure by steering the interview back to the questions I wanted answered. These questions are in line with what Kvale et al. (2015, p. 166-167) deem useful, and during the interviews I also became familiar with the use of silences, which affords the interviewees time to reflect on both the question asked and their answer (Kvale et al., 2015, p. 167). The interviews were rounded off by asking if the interviewees had anything to add or if they had any questions. These comments and questions were then answered before showing my appreciation and thanking them for their time (Tjora, 2017, pp. 146-147).

The average length of each interview was 25 minutes, totaling approximately 1 hour and 40 minutes of audio recording, with transcriptions conducted as soon as possible after each interview, as not to forget the initial impressions and details.

3.3.4   Transcription

Ideally, a recorded interview should be transcribed; firstly to ease the analysis process (Kvale et al., 2015, p. 206), secondly to open up for others to compare the interview transcriptions to the analysis and interpretations done by the researcher (Jacobsen, 2015, p. 202). Usually this is done by writing everything; while time-consuming, it gives the researcher the chance to recall the interview clearly, which may result in new discoveries or interpretations (Dalland, 2017, pp. 88-89). To transcribe is to transform, from spoken language to written language, and verbatim transcriptions can create artificial constructions neither describing the oral conversation nor the written formal text in a sufficient way (Kvale et al., 2015, p. 205). Since there is no code or universal form for transcribing research interviews, there are a number of choices to make;

whether or not to include repetitions, interjections, pauses, laughter, etc., or if it should be "translated" into a more formal, written text (Kvale et al., 2015, p. 208). There is, however, one basic rule when transcribing: clearly state and describe how (Kvale et al., 2015, p. 207).

Before I started transcribing the first two interviews, I listened through them once, making notes on how to describe the different aspects of speech patterns, non-verbal utterances, and interruptions. I decided to stay as close as possible to the recording, not leaving anything out due to the fact that I did not know what would or would not be essential information for my subsequent analysis (Tjora, 2017, pp. 173-174). I then made a transcription key, as described in table 1:

Table 1: Transcription key

Sign	Explanation
-	Short pause
--	Longer pause
---	Long pause
/	Up in intonation, like a question
#	Word in between, interruption
[unint]	Unintelligible
[@]	Laughter
Word in italic	Extra word emphasis

This key was then used for all four interviews, marking out pauses, interruptions, laughter, unintelligible utterances (that mostly occurred when interviewees talked simultaneously), and extra word emphasis; the latter because I initially interpreted this as significant information. When transcribing I also learned about my own style of interviewing, thus being able to adjust and improve between the first and the second interviews, not least of which was my ability to use silences and avoid interruptions.

3.4   Observation

Observation is important when working with people, and as a teacher one constantly makes use of this tool (Befring, 2015, p. 46; Dalland, 2017, p. 95). Employing a constructivist world view of looking at interactions between the participants in the

context of the classroom, being present and gathering firsthand information (Creswell, 2014, p. 9) supports the use of observation. Having access to subjects within a natural setting is practical for both the researcher and the participants (Tjora, 2017, p. 54), and observations of the 10th grade students in question gave me this access naturally. Being my participants' teacher provided me with the advantage of being on the inside (Dalland, 2017, p. 61) where I am a natural part of the context. This allows for ample opportunity to compare students' actions and their interview statements; interviewing is both efficient and valid in gaining insight into my students' thoughts and beliefs, but observation can reveal additional perspectives to enrich the empirical evidence gathered (Cohen, Manion, Morrison, & Bell, 2011, p. 456; Tjora, 2017, p. 53). When being interviewed people talk about what they do, feel, or believe, but they can, however unconsciously, embellish their own actions and beliefs. Simply put, when observing one studies what people do, when interviewing one studies what people say they do (Tjora, 2017, p. 53).

Observations conducted were of the class as a whole, not only the interviewees. That being said, observations of the interviewees were specified because I wanted to be able to compare their self-reported interview answers with their behavior in class. The possibility of seeing action and interaction in a social setting demands that the observer preserves the impressions and keeps influence to a minimum (Dalland, 2017, pp. 96-97). However, to yield the required information the role of the researcher must be considered. One should justify the observation based on the research questions and be aware of one's pre-understandings, experiences, and biases (Creswell, 2014, p. 186; Dalland, 2017, p. 98).

3.4.1   Observation roles

Being the focus of the observation is essentially to have a passive role, whereas the observer might be passive, active, overt, or covert. To avoid researcher influence and how this might affect the participants' behavior, it might be tempting to choose covert observation. There are, however, ethical issues to consider because if the subjects are unaware of being observed, the observation is performed under false pretenses and observation used as a research method should be based on informed consent (Befring,

2015, pp. 72-73). Researcher influence is to a certain degree unavoidable because of the difficulty in blending into a situation, that is if one is avoiding covert observation. The ones being observed will behave differently than they normally would, especially in the beginning of an observation (Tjora, 2017, p. 71)

The observational role I attempted was as a visible, interactive observer as described in table 2:

Table 2: Observation roles

Observer	Visible	Hidden
Active	Interactive	Complete participation
Passive	observation	Complete observation

(Tjora, 2017, p. 62)

Being my participants' teacher meant I was constantly interacting with the students, but I also informed them at the beginning of the project that I would be observing for the purpose of my research.

3.4.2   Observation procedure

When introducing the CLIL activity to the 10th grade I had already completed the pre-CLIL interviews and transcriptions and was eager to observe the students' reactions.

First, I want to give a description of the place of observation. The classroom is rectangular and quite big, students' desks are placed together two and two by the window side and the opposite wall, and in the middle in rows of three. Secondly, since this CLIL activity is conducted in a class where the students have not chosen a CLIL program, I want to give some important information about the students in this 10th grade:

- One non-native Norwegian student's English proficiency is very limited, and lessons in social science are therefore conducted with an easier, Norwegian version and as such this student is not part of the observations.

- As in most Norwegian classrooms there are a number of other non-native Norwegians in class, some with only a few years in country. These students have, however, acquired sufficient Norwegian competency and are therefore able to translate between English and Norwegian. In addition, three of them have the same mother tongue and can therefore be of assistance to one and other (see section 2.1.3, translanguaging).

Finally, I am addressing the fact that I am the observer in this setting as well as their teacher, so my usual observations of the students have taken on a new dimension – observing for the purpose of the research.

Observing events as they unfold is always unpredictable and dynamic and might reveal things not mentioned in interviews, thus the two complement one and other. One can observe facts, events, or behavior (Cohen et al., 2011, p. 456) depending on what one is looking for and because of the uniqueness of being present in the situation, one might discover things that would normally be missed. Deciding what to look for can be systematic to varying degrees; very structured with predefined categories; partly structured where the main topic is defined but without strict categories; or completely unstructured where one observes freely and determines what is of importance afterwards. How to observe will also depend on the where, when, and who as well as the how, what, and why (Cohen et al., 2011, p. 457).

There are a number of influences that might occur in an observational setting that one must consider. Some subjects may be viewed in a particular way; one might be looking for the average when one needs to look for the unusual; one's own pre-understanding and the effects this might have; disturbances of different kinds; and finally the positive aspect so ingrained in a teacher's tool-kit that it is difficult but nonetheless important to set aside, or at least attempt to reduce (Dalland, 2017, pp. 116-117). During a classroom observation, one might be influenced by the age of the participants, the number of participants, the space in which the observation is located, and the time of day for the observation. For older students, like my lover secondary 10th graders, time of day is highly influential; too early in the morning means they are half asleep; too late in the day they are mentally on their way home.

For the observation to give essential information it must be relevant to the research questions (Dalland, 2017, p. 118), and considering my research into *perceptions of and attitudes towards English* I wanted to observe their actions and interactions and their verbal and non-verbal acceptance and attitudes towards this CLIL project. Observing my participants' attitudes is difficult as their thoughts and feelings are hidden, but attitudes can be inferred from external behavior (Baker, 1992, p. 11; Cohen et al., 2011, p. 463; Maxwell, 2013, p. 103). I decided to look for motivational behavior such as level of activity, cooperation, and Engagement with Language (EWL), which is defined as being alert, attentive, positive towards the object, and engaged and interactive (Svalberg, 2018, p. 22). Being aware of what to look for, I took notes when interacting with the students from the vantage point in front of the classroom which posed no problems.

According to Dalland (2017, p. 102) one should not trust one's memory but write observation notes with structure, specific information, observed events, and an initial interpretation. However, taking notes during the lessons posed some unexpected challenges. This emerged when, after experiencing not having time immediately after a lesson to write down my observations, I had a pad and pen with me when walking around, intending to secure my observations on paper whilst fresh in my mind. This became an issue and resulted in a wave of questions; why I was writing, what I was writing, whether or not they had done something wrong – it was clearly disruptive for my students. Due to this upheaval in class, I only had rough observation notes from the lessons that could be written down more detailed immediately afterwards, omitting observations when this was not possible. I then transferred these notes to a more structured table adding my initial interpretations. The students' reactions also made it obvious that even if they had, on numerous occasions, been told I would observe as a researcher as well as their teacher, this distinction was very difficult for them to make. I became a complete participant (Tjora, 2017, p. 62) in class resulting in unintended covert observation. Having this awareness of my role in class was essential, no observations conducted for the purpose of my study were used for the purpose of subject evaluation, keeping a strict separation between the two.

3.4.2.1 Limitations of the observation

I want to address the limitations of my observations and justify why they are nonetheless included in this thesis. Observing social science lessons prior to the limited CLIL activity would not have yielded any valuable information, whereas observations of the English lessons might have, and herein lies the limitations. I did not conduct structured observations of any English lessons prior to the CLIL activity, and have, as such, no written reports to substantiate my findings and subsequent comparisons. I nonetheless decided to include observations from the English lessons during and after the limited CLIL activity. The rationale behind this decision is that I am my subjects' English teacher and I observe them constantly. For that reason, I believe my experience as a teacher resulted in observations that are both valid and reliable.

3.5   Ethical concerns

In qualitative research it is essential to be cognizant of ethical issues and include them as an integral part of the research (Maxwell, 2013, p. 7). Throughout this thesis sincerity on my part has been essential, and I have done everything in my power to remain transparent and honest, as well as reflexive about my motivations, my pre-understandings, and my dual role as both teacher and researcher (Tracy, 2010, pp. 841-842).

In my selection process I have focused on the ethical side of my research, respecting the participants' personal integrity and securing their freedom and codetermination (NESH, 2016). My participants and their parents/guardians were therefore informed what the study entaied, that the decision to participate or not was entirely theirs, and that they had the option to withdraw at any time (Creswell, 2014, p. 96). I have been particularly sensitive to the fact that my students relate to me as their teacher (Maxwell, 2013, pp. 95-96) and therefore might perceive participating in interviews as obligatory which is why I chose to use volunteers. Throughout the process the responsibility to inform has been essential, students and their parents/guardians were several times assured how the study would be completely separate from evaluation in both social science and English. Privacy issues are of particular importance when gathering empirical evidence in which the participants might be recognized, such as partaking in interviews or

observations. In order to assure anonymity, the transcriptions have been done by me, participants are not mentioned by name and the recordings have been deleted. Acknowledging that the same ethical considerations apply to observations as it does to interviews, there are no names mentioned in my observation notes; seeing as I was their teacher I did not see the need to seek permission to observe in class as this is already an essential and implied part of teaching. I was, however, constantly aware of what I was observing and for what purpose; as their teacher to assess the subject, or as a researcher seeking answers to my research questions, thus being as reflexive as possible. To the best of my ability I have followed the norms of ethics in my research assuring a morally responsible study with no harm befalling my participants or any negative scientific effects (NESH, 2016).

3.6   Reliability

Reliability concerns the trustworthiness of one's research and that it is conducted in a way that instills confidence (Jacobsen, 2015, p. 17). The question is whether the results are consistent and if they could be retested by another researcher at another time using the same methods (Creswell, 2014, p. 247; Kvale et al., 2015, p. 357). A main concern in qualitative interviews is the use of leading questions (Kvale et al., 2015, p. 201), and for this reason the majority of the questions in the interview guides are, more or less, neutral. The questions were also asked in the same order for the two pre-CLIL interviews and the two post-CLIL interviews. That being said, some leading questions can be used in order to obtain additional information or to verify one's own interpretations (Kvale et al., 2015, p. 201) as I did in some follow-up questions. These questions are not apparent in the interview guides and can result in difficulty duplicating the interviews, but I am confident that they add to the richness of the data and represent the interviewees reported point of view truthfully and reliably.

When transcribing interviews there are potential errors to consider such as misinterpreting and making 'translation' mistakes which can occur when transferring an oral conversation into written text (Kvale et al., 2015, p. 210). As described in section 3.3.4 I transcribed myself using a transcription key indicating the non-verbal utterances on the audio recording. In addition to this, I made a few observational notes about body

language, facial expressions, and non-verbal interactions between the interviewees. I considered the use of video in recording the interviews which would have yielded a rich description of the interviewees interpersonal interactions (Kvale et al., 2015, p. 206), but I decided against this due to the ethical consideration regarding my students' anonymity. The observational notes made during and immediately after the interviews were intended to compensate for the lack of visual recording, thus adding to the reliability of the study.

In observations researcher influence is a possible threat to reliability, but one should not overstate this influence as the more time one spends in the situation, the more natural it becomes, reducing the effect it has on the subjects. It is worth acknowledging that the researcher might also be influenced by the observations, mutual influence is, to a certain degree, always present in human interactions (Tjora, 2017, pp. 71-73). By having awareness of how this might affect this study's reliability I have been transparent about the problems I faced in the classroom and how I avoided relying on my memory alone, only using observations that were written down immediately after lessons.

As previously mentioned, being honest as well as reflexive about my motivations, my pre-understandings, and my dual role as both teacher and researcher has been essential. I see my participants based on my role in the research, but I have also considered how they see me; if they understand my role in the research, whether they answer my questions in a way they believe I expect, like, or appreciate, how I have influenced them, and how I interpret what they have said (Nygaard, 2017, p. 139).

3.7   Validity

Validity deals with relevance and whether one's findings are meaningful and accurate from the researcher's, the participants', and the reader's point of view (Creswell, 2014, p. 201). External validity or generalizing validity in qualitative research cannot be in the form of statistical or direct generalization, because one seeks to describe the uniqueness of specific situations and phenomena. One can, however, compare and recognize features in similar contexts under similar circumstances, thus claiming a

naturalistic general value (Befring, 2015, p. 55). Ideally, the result should be as independent as possible from the researcher; it should be possible for another researcher to attain the same result using the same methods (Dalland, 2017, p. 57). This ideal is not necessarily feasible with methods such as interview and observation due to the differences occurring in all human interactions, and it is therefore vital to describe in as much detail as possible how the research has been conducted (Dalland, 2017, pp. 57-58). This is why I have chosen to describe the research design, the participants and their context, the interview procedures, the transcriptions, and the observation procedures in detail.

There are a number of validity threats to consider, such as one's interviewees not answering truthfully, interpretations that might be wrong, or subconsciously ignoring data that one does not want (Maxwell, 2013, p. 123). There are validity strategies that can and should be used such as triangulation, rich descriptions, presenting instead of omitting negative findings, and being upfront about one's own biases (Creswell, 2014, pp. 201-202). In transcribing the interviews no answers have been omitted except where personal information might threaten the anonymity of the students. In the observations no negative reactions have been omitted for the purpose of steering the results in a positive direction, and my personal biases and beliefs have been checked and considered throughout the research.

4   Analysis

This section will describe how the qualitative data collected through the interviews and observations were analyzed. The interviewees' answers in the pre-CLIL interviews were the starting point for the questions in the post-CLIL interviews (section 3.3.2) and the analysis of the interview transcripts will look into possible differences between these answers. With a phenomenological approach (section 3.1) significant statements are analyzed creating meaning units (Creswell, 2014, p. 196), and an analysis of observations where meaning will be inferred from observed behavior (Baker, 1992, p. 11) will be connected to and compared with interview statements.

4.1   Analyzing the interviews

Interview analysis may benefit greatly from the creation of interview transcripts; with thoughts and ideas about interpretation potentially occurring while working with the raw data, transcription becomes a vital part part of the analysis process (Dalland, 2017, p. 89). As previously explained in section 3.3.4 the transcriptions were made verbatim due to the fact that I did not know what would or would not be essential information for my analysis.

4.1.1   Phenomenological analysis of significant statements

When analyzing the transcriptions I started using a holistic approach to try to get an overall sense of my participants' answers (Van Manen, 2014, p. 320) where reoccurring statements can point to patterns and commonality (Miles et al., 2014, p. 74). Some of these reoccurring answers can be found in table 3, and the interview statements used in this table are written into a more formal written language. This is a form of translation (Kvale et al., 2015, p. 208) primarily designed to make the material easier to read. The corresponding statements in its original transcribed form based on my transcription key (Table 1) can be found in Appendix 6, numbered according to brackets in table 3 and 4, as well as in the Findings chapter.

Table 3: Selected examples of reoccurring statements

Statements	Reoccurring statements
Boy 1: I use English because it's an international language and almost everyone in the world uses it (S1)	International language
Boy 4: I use English because it's an international language (S2)	For fun
Girl 1: Sometimes I talk to friends, writing something in English class, sometimes I talk English for fun (S3)	Friends
Girl 4: I like to use it when I'm talking with my friends and sometimes talking to myself (S4)	Communication
Girl 4: If you're moving to another country to study, you need to know how to communicate with people (S9)	Studies
	Future need
Boy 2: English is an international language and in the future we *must*, or we *need* to speak it (S7)	More active
Boy 2: I think I have improved. I have been more active in the English lessons now than I was before (S10)	More positive
Boy 1: I'm so much more positive to the English classes now so my attitude towards English has improved (S11)	More confident
Girl 2: I became more confident by using English (S12)	More used to
Girl 3: I became more used to using English (S13)	

Noting that phenomenology include descriptive, interpretive and hermeneutic elements (Van Manen, 2014, p. 26), I also used a selective approach intended to find particular statements of significance (Van Manen, 2014, p. 320). This entailed reading the transcripts several times while asking myself which of my interviewees' answers or statements were particularly important or revealing about their beliefs and experiences (Van Manen, 2014, p. 320). I then wrote a description next to the transcript before adding the interpretation, a column where the overall theme emerges, dividing participants' answers into three main categories which simplifies comparing answers (Befring, 2015, pp. 114-115). These categories are: Students' use and opinion of English, students' beliefs about their future need for English, and students' perception about the effect of the small CLIL activity. This process of extracting and interpreting is then a hermeneutic dialogue between me and the data material (Dalland, 2017, p. 46; Grønmo, 2016, p. 394). In the following table I present a selection of what I believe to be significant statements in light of my research into attitudes.

Table 4: Selected examples of significant statements and interpretations

Significant statement	Description	Interpretation Theme
Boy 2: I also think that it's a *gift* to us that we speak English in two different classes (S14) **Girl 2:** I use English because it sounds better than Norwegian (S5) **Boy 3:** I love the English language (S21) **Girl 4:** I've always loved English lessons (S6)	Believes more English is important in order to improve proficiency Emotional view of the language	Students' use and opinion of English
Girl 4: If you're moving to another country to study, you need to know how to communicate with people (S9) **Boy 2**: English is an international language and in the future we *must*, or we *need* to speak it (S7) **Girl 4**: Makes you understand more things in the world too (S16)	Acknowledging that English is a lingua franca and as such a necessary competence	Students' beliefs about their future need for English
Boy 1: I'm so much more positive to the English classes now so my attitude towards English has improved (S11) **Girl 2**: I became more confident by using English (S12) **Girl 3**: I became more used to using English (S13) **Girl 2**: It was useful to learn English in a different way, not just everyday language (S15) **Boy 2**: The English I learned in social science is another *type* of English (S17) **Girl 2**: I'm not that afraid when I think that we might have to study in English. I'm more positive about it (S18)	Believing they are more positive and confident Recognizing different functions of the language and the need for more than BICS competence	Students' perception about the effect of the small CLIL activity … and beliefs about their future need for English

As mentioned above I divided my participants' answers into three main categories (Befring, 2015, pp. 114-115) intended to elicit the necessary information needed to answer my research questions. These themes will be used as a main structure in the Findings chapter.

4.2   Analyzing the observations

As outlined in section 3.1 I wanted to employ a constructivist world view of looking at students' actions and interactions in the context of the classroom (Creswell, 2014, p. 9) and their verbal and non-verbal acceptance and attitudes towards this CLIL project. This supports the use of observation and even though my participants' attitudes are internal and hidden, it can be inferred from external behavior (Baker, 1992, p. 11; Cohen et al., 2011, p. 463; Maxwell, 2013, p. 103) such as level of activity, cooperation, and Engagement with Language (EWL). Critical incidents or events might shed light on a particular feature, they may be very revealing, and therefore be of more interest than others (Cohen et al., 2011, p. 464). Since no phenomena can be understood independently but must be understood in the larger context in which they occur (Grønmo, 2016, p. 394), I decided to compare and interpret the participants' utterances in the interviews and their observed actions in the context of the classroom. As mentioned in section 3.7, no negative reactions have been omitted for the purpose of steering the results in a positive direction, and personal biases and beliefs have been checked and considered throughout the analysis. For observations conducted of the English lessons I point back to limitations noted in section 3.4.2.1. The following table feature selected notes from my observations during and after the CLIL activity.

Table 5: Example of a few selected observation notes

	Observed	Initial interpretation
Tuesday Nov 5th	- When showing a few YouTube clips students were quietly watching - A student asked about a word – several others agreed they didn´t understand the word either - All students are using the translated material when working with tasks	- General interest - Some embarrassed to ask? - Acceptance and interest
Monday Nov 11th	- Students are talking amongst themselves about the "weekly news", they are reading out loud in English and two groups are discussing in English as well - They are active in answering the synonyms and antonyms - Five students talk English to each other when working with tasks	- Exposure creates interest? - Enjoys and appreciate the challenge - Easier when everything is in English?

Tuesday Dec 17th	• A comment in the beginning of the lesson: *Norsk, det er snart jul* • The whole class seem uninterested in any work at all • Didn´t protest when I showed them a YouTube clip I had previously shown them • A number of questions whether or not it was time for recess	• "Normal" for time of year – regardless of language? • Ready for the holiday
Monday Jan 6th	• Students working with their tasks • Talking to me in both English and Norwegian • Code switching between students collaborating and when talking to me	• Less only Norwegian – more used to or more confident?
Monday Feb 3rd	Social science lesson after project • Several students greeted me in English • Some asked: "Is it the "weekly news" now? • No protests about the use of English • Consistent use of English in the groups when reading the questions and the alternatives	• Enjoyment? • Excitement – competition? • Getting used to? Understanding more?
Tuesday Feb 4th	English lesson after project • Of the students engaged in a class discussion, only one used Norwegian – the rest (about half the class) used English • Some use Norwegian words in between, but keep going in English • Two students avoid Norwegian words – manage to explain in English without knowing the exact word Recess • A group of students, some of whom were interviewees, "continued" their English lesson into the recess • They then asked me about words – how I learn them, did I have any tips? • The whole recess used for discussing English words, how to guess in context when reading, how to find the correct word, how to find synonyms (part of the "weekly news" is also learning synonyms and antonyms for relevant words appearing in the questions)	• Understanding more? Less self- conscious when speaking? Less "scary"? • Cognitive consciousness, increased interest in the English language?

5   Findings

In this chapter I present the findings from the gathered data material. The findings attempt to answer the research questions outlined in section 1.4 which are:

RQ1:   To what extent will the students perceive CLIL as interesting and useful?

RQ2:   How and in what way will the limited CLIL activity affect how the students work in, and their view of, English subject lessons?

RQ3:   To what extent will the limited CLIL activity affect the students' perceptions of their future need for English competence?

The findings will be presented according to the pre- and post-CLIL interviews. Section 5.1 will present the findings from the pre-CLIL interviews and section 5.2 will present the findings from the post-CLIL interviews, comparing the answers and pointing out the differences. In addition, observed events of perceived importance will be included, acknowledging both positive and negative interview answers and observed behavior.

5.1   The students' thoughts before the CLIL activity

In this section about students' thoughts before the CLIL activity (5.1) I have divided the answers into background information on use of and attitudes towards English (5.1.1), students' thoughts about the CLIL activity (5.1.2), and students' belief about their future need for English (5.1.3). Where observations yield corroborating findings, this is included.

5.1.1   Background information on use of and attitudes towards English

Despite the fact that the introductory questions were only intended to get the conversation going, they resulted in answers that turned out to be more revealing than initially expected. All of the interviewees stated that they had mainly learned English at school. However, this was always followed by a 'but' or an 'and' that referred to films, videos, YouTube, gaming, music, and books as reasons for their English proficiency. The

answers to when and why they use English revealed that school was not the primary setting for use as it was only mentioned by two students, one of which said:

> **Girl 3:** Sometimes I talk to friends, writing something in English class, sometimes I talk English for fun (S3)

The other six interviewees used English for a number of reasons as mentioned above, and what was interesting was their sense of the importance of English as an international language:

> **Boy 1**: I use English because it's an international language and almost everyone in the world uses it (S1)

However, this awareness of the status and importance of English as a tool for communicating with people from other countries was not necessarily related to settings demanding more than a BICS competence level. Most of the answers revealed that the students were using the language for spare time activities and talking with friends, and some revealed strong emotions and attitudes towards English:

> **Girl 2**: I use English because it sounds better than Norwegian (S5)

> **Boy 3:** I love the English language (S21)

Here Girl 2 displays an attitude towards the language as something better than her L1, whereas Boy 3 goes further and displays a strong emotional feeling of loving the language. This view of language is interesting, and it seems to be directed to the Extramural English (EE) of their spare time. The next question regarded their thoughts about the English lessons. One common feature appeared when reading these answers; they appreciate variety in English lessons as described here by one of the interviewees:

> **Boy 1**: I think that English lessons here is better because we have a lot more *different* things we do [...] in seventh grade it was just grammar, grammar, boring stuff [...] I think that it helps really much with difference in the English lessons (S22)

These answers seem overly positive, and I acknowledge that there might be possible researcher bias affecting the interviewees. I am aware of my role as both their English teacher and a researcher in the setting, and I continually emphasized that during the interviews they should not think of me as their teacher. That being said, the clear impression from the interviews is the value students give to a variety of teaching methods. They do not mind having grammar as long as it was not only grammar.

5.1.2 The students' thoughts about the CLIL activity

Moving further into the interview I wanted to know what they thought about having a period of social science in English, to what extent they thought it would be interesting, what the positives and negatives could be, to what extent they thought it would be useful, and to what extent they thought it would affect their attitudes towards English. The scale went from 1 to 5; 1 for *not at all* up to 5 for *to a large extent.* To what extent they thought it would be useful were distributed as follows:

Table 6: Extent useful pre-CLIL

Scale	1 = not at all	2	3	4	5 = to a large extent
Number of students					8

The unanimous belief in the usefulness of English was succinctly summed up by one of the interviewees like this:

Boy 1: I would say a five because everyone needs English (S24)

The significance of this answer is that it seems to reveal an understanding of English as an important skill, noting that the same boy stated he uses English because it is an international language. To what extent they thought the CLIL activity would be interesting the answers varied slightly:

Table 7: Extent interesting pre-CLIL

Scale	1 = not at all	2	3	4	4,5	5 = to a large extent
Number of students				3	3	2

The interviewees believe it will be interesting, but they do not elaborate any further. However, when asking them what their thoughts were about having parts of social science in English, they were more verbal:

> **Boy 4**: I think it is good to have English with social science because you learn two in one (S26)

Here it seems the importance is placed on learning, with the belief that one absorbs both content and language simultaneously, a central tenet of and important reason for the implementation of CLIL. The next answers also support this belief:

> **Boy 2**: I also think that it's a *gift* to us that we speak English in two different classes (S14)

> **Girl 2**: I think it's going to be more normal to talk English (S31)

> **Boy 1**: I think the same because you need English to learn other languages too, I think it's good to learn English in two classes (S32)

In these answers, however, the primary focus seems to be the possible language learning outcome and the opportunity to use the language more in the classroom, specifically towards oral practice and communication. Boy 2's answer was unexpected, revealing both the student's gratitude for the opportunity to have more English as well as the belief that more language exposure is positive for language learning. Boy 1's answer also indicates cognitive consciousness about language learning, but during the interview, given my inexperience, I unfortunately did not follow up on this statement. I am therefore unable to elaborate on the reason for his answer. The interviewees also seemed to be thinking of others when they answered the question:

> **Boy 3**: When you learn more English, you can help others understand. I think it's very good (S25)

> **Girl 1**: I think having English as a work language is going to be helpful [...] people that struggle, I think that can help ease it a little bit (S27)

This concern for others also emerged in the interviewees' answers about the possible positives and negatives of the activity:

> **Girl 3**: I think the positive can be that you learn new words and the negative can be that people are insecure and not talk that much (S30)

> **Boy 2**: The positive is we learn more English and we learn different kind of words [...] the negative can be that if people don't understand they can drop down in grade in social science [...] maybe it can be smart to have [...] a Norwegian book [...] I think it's going to be mostly positive with the right options (S33)

These answers were not surprising as I expected them to have concerns about the level of difficulty and was curious about their willingness to communicate (WTC). Again, the belief that more English will lead to increased language learning is dominating the positives, indicating the students are looking forward to the CLIL activity om the basis of this perception. In Boy 1's answer there are several points to be made; an acknowledgement of differences in language use, a concern that the subject grade might suffer from difficulty understanding, before ending with a solution that will benefit the learning of both language and subject. Since the students had not been informed that they would have the option to use both the English translated chapter and the original Norwegian textbook, I believe this answer shows a high degree of reflection on the part of the student. I also want to mention here that, when considering that this study is aimed at students not enrolled in a CLIL program, the language proficiency in the class varied to such a degree that the use of L1 was a necessity, using codeswitching and translanguaging in both oral interactions and in the written material (see section 3.2 Research design).

The topic of subject evaluation and grades are also apparent in this answer regarding the use of English:

> **Girl 1**: Something negative can be people not talking than much because they're unsure [...] the positive can be that they get surer, more used to speaking it without having to worry about being graded all the time (S29)

Here the presumption is that evaluation in the social science lessons is of the subject, not of the language used. Therefore Girl 1 supposes students, even the less proficient ones, might be inspired to speak English when the evaluation of English as a subject is no longer an issue. Observation in the first CLIL lesson revealed similar concerns; one student asked if speaking English was a requirement, to which I assured them that it was voluntary. The students in class seemed to ponder this for a while before asking if it would affect their grade negatively if they didn't. I repeated that this would not affect their grade in social science or their grade in English and added that the only reason it would have an impact on their English grade was if they improved due to exposure and practice. This resulted in laughter and smiles from the students; as 10th graders they are preoccupied with their grades, and upon learning that it would not affect their grades, they seemed more relaxed and positive.

Towards the end of the pre-CLIL interview I asked to what extent they thought the limited CLIL activity would affect their attitude towards English:

Table 8: Extent of affecting attitude towards English pre-CLIL

Scale	1 = not at all	2	3	4	4,5	5 = to a large extent
Number of students				2	2	3

As shown in this table the answers were four to five, i.e. to a large extent. There were differing reasons for this:

> **Boy 4**: I think four because there's no way having English in social science will make you worse in English (S38)

> **Girl 1**: I think my attitude towards English is pretty good already, but I think it will improve more [...] it will be fun to use it in another class as well so a five (S39)

Boy 4 seems to be focusing on a possibly improved language learning outcome, while Girl 1 has a very positive attitude towards English before the CLIL activity. While seven of the eight interviewees were positive, one participant hesitated using the extent scale, possibly revealing insecurity and reluctance towards the CLIL activity. However, this

possible reluctance was modified by saying it might be good, but indicating as well that it might not be:

> **Girl 3**: I actually don't know so we will see. But I like social science and English so maybe it will be good (S40)

The overall impression is that the interviewees are aware of their own use of the language, they are aware of how they learn and what they prefer, and they assume that more opportunities to use English will lead to an increased language learning outcome. The answers also reveal an understanding of the role of English as an international language, but considering their answers mostly regarded Extramural English (EE) for entertainment purposes or communicating with friends, the next section will look at some of the answers to students' beliefs about their future need for English.

5.1.3   The students' belief about their future need for English

Acknowledging the fact that students reveal an understanding of English as an international language, I also wanted to know more about their beliefs concerning their future need for English. One of the interviewees answers stood out:

> **Boy 4**: Yeah, I do believe you need English skills in the future because when I was in Oslo, I was going to buy a pizza and the cashier was English. In that situation, if I didn't know English, I wouldn't have gotten my pizza (S34)

This answer surprised me; this student's high competence, oral proficiency, and consistent WTC would suggest an understanding of the need for English in higher education (CALP), yet he refers only to something mundane (BICS). The other interviewees were again mentioning English as an international language, emphasizing their belief of communicating in English as a future necessity:

> **Boy 2**: English is an international language and in the future we *must*, or we *need* to speak it (S7)

Several of the interviewees also expressed awareness of the importance of English in future studies:

> **Girl 4**: If you're moving to another country to study, you need to know how to communicate with people (S9)

The need for communicating with people when choosing to study abroad is expressed here by Girl 4, and there were consenting nods and verbal agreements to this by all the interviewees. However, the need for English in higher education is not only understood to be limited to studying abroad. Several of the interviewees mention older siblings having to use English when studying:

> **Girl 3**: I have two sisters and one of them is studying to be a psychologist and she has to read a lot in English (S37)

Boy 2 stated that he is opting for a vocational path towards becoming an electrician and his future plan is to study further to become an electrical engineer, acknowledging the need for English like this:

> **Boy 2**: *Yes*. Many user manuals in English (S28)

It is clear from these answers that the majority of my interviewees are aware of the increased need for English in higher education, but they are not limiting their answers to it. They also seem to be aware of how much English is needed when they are done studying and enter the workforce, as can be seen in this exchange:

> **Girl 2**: Yeah, because when we get jobs the world is going to . . . (S35)
> **Girl 1**: Expand . . . (S35)
> **Girl 2**: Yeah, a lot more than it has before (S35)

This view of the world "expanding" is interesting because it indicates an understanding that country borders are not as important in our contemporary society where a number of employees, regardless of trade, have to communicate with people of differing nationalities:

> **Girl 1**: My stepdad often has business meetings with people from different parts of the world and English is the language they speak because that's the language they have in common (S36)

The overall impression of this enquiry into the interviewees' beliefs about their future need for English is that they are aware of this need not only for higher education but also beyond that. They have experienced the need for English in everyday situations, such as buying a pizza, but they have secondary experiences from siblings and parents showing how English is the primary language used in addition to their L1. In the next section I will compare these pre-CLIL interview answers to the post-CLIL interview answers to explore how the interviewees experienced the CLIL activity, and if and how it affected their use, opinions, beliefs, perceptions, and attitudes.

5.2   The students' perception about the effect of the small CLIL activity

In this section the post-CLIL interview answers will be presented and divided into students' view of changes in their use and opinion of English (5.2.1), students' view of changes in their belief about future need for English (5.2.2), and students' view about the possible effect on their attitudes towards English (5.2.3). Observation findings from both CLIL lessons and English subject lessons, during and after the CLIL activity, will be included.

5.2.1   The students' view of changes in their use and opinion of English

In the post-CLIL interviews the introductory questions revisited the "why and how" of their English use to see if there had been any change. A number of them said this had not changed at all or only slightly, but mentioned the added lessons at school using English:

> **Girl 1**: I don't think I've changed anything […] it was fun to use in other lessons […] as a working language (S42)

> **Boy 4**: We talk it every lesson and my brain gets used to it (S41)

Boy 4's answer resulted in verbal and non-verbal agreement from the others indicating they had become used to it as well. This then led to asking whether they believed they worked differently in the English lessons, and their answers not only reflected that they got used to the increased exposure, but that it also improved their English skills:

> **Boy 2**: I think I have improved. I have been more active in the English lessons now than I was before (S10)

> **Girl 2**: I became more confident by using English (S12)

> **Boy 4**: I think my work has improved because when we're doing a task in English you have to concentrate more (S43)

In addition to believing they were more active in the lessons, they believed they also used English more and felt more comfortable when doing so. The added difficulty of working with another subject using English as the working language was perceived as more demanding, requiring more focus and concentration. In one of my observations of an English lesson, about four weeks into the activity, there was more consistent use of English by the interviewees. The most noticeable difference was that the interviewees might start talking in Norwegian but switched to English of their own volition, indicating an increased awareness of language use. Among the rest of the students there were more English use as well, however this was not as pronounced.

Initially they believed having social science in English would be useful to a high degree but without any elaborations as to why. In the post-CLIL interview they all agreed that they found the CLIL activity as useful as they expected in terms of improving, i.e. to a large extent:

Table 9: Extent useful post-CLIL

Scale	1 = not at all	2	3	4	5 = to a large extent
Number of students					8

Because they did not elaborate on why, I asked a follow-up question to find out what and why they found it useful. One of the interviewees related it immediately to improved WTC and oral competence:

Boy 2: I learned a lot of new words and it helped with speaking English (S47)

This was met with agreeing nods and comments from the other interviewees where they also mentioned increased confidence. There were also other reasons why they found it useful, one relating to language learning itself and the difference between BICS and CALP:

Girl 2: It was useful to learn English in a different way, not just everyday language (S15)

Then the interviewees were talking amongst themselves, discussing this difference and while doing so some interesting points were made with statements such as:

Girl 4: Makes you understand more things in the world too (S16)

Girl 2: Not just that it's a different language but the news and difficult topics, they talk about it differently in other countries (S49)

This was quite unexpected and surprising, that they could see differences between Norway's and other countries' news coverages, historic debates, and televised speeches so clearly after such a short period of using authentic material. This exchange among the interviewees led quite naturally to the next question about how interesting they actually found the CLIL activity:

Table 10: Extent interesting post-CLIL

Scale	1 = not at all	2	3	4	4,5	5 = to a large extent
Number of students				3	3	2

The answers revealed that they all stood by their initial extent of four to five, expressing that it was nice to try something new, that it was interesting, and that they believed it

had improved their language learning. They discussed and agreed on this collectively, as well as reflecting on it individually:

> **Boy 1**: I was positive to this before we started but I think that my expectations were a little too high. It could get hard sometimes to understand, but you went over it again in Norwegian if someone were unsure, so I'll say it matched my expectations (S49)

Boy 1 is contradicting himself to a certain degree here, almost talking himself through the experience, thinking out loud as it were. Noting his comment about difficulty I asked them if they had changed their view of what they initially believed could be positive and negative. This resulted in an extended pause before one interviewee said it had been as expected, but maybe a bit more difficult than he believed. Others were pointing out the positives, agreeing that it had been a bit difficult at times but also that it became easier:

> **Boy 1**: [...] I think it has helped me to be calmer when I speak [...] it gets easier to say the more difficult words (S44)

> **Girl 2**: It was hard in the beginning but then it became better [...] I thought it would be harder [...] I felt I knew a lot more than I thought (S45)

> **Girl 1**: [...] It's easier to find information in English but difficult and advanced words may be hard to translate [...] hard to write as your own and find other words that made sense (S46)

Girl 1 manages to see the positives in having a lot of information to use, but also the negatives while sorting through and writing it into her own words. Girl 2 was surprised that she knew more than she thought and, indicated by her smiling, I inferred that this had been a positive experience. Another thing several interviewees found surprising was that they could choose between Norwegian and English:

> **Boy 1**: I was surprised you gave us the freedom talk Norwegian in the lessons even though most talked English (S50)

With a follow-up question, I asked if they would have preferred being forced to speak English, and here the answers vary a bit more:

> **Boy 2**: No, because some people think it's pretty difficult, so I think it was good that we had the freedom (S51)

> **Girl 1**: Maybe you should have pressured a little more, but I think everyone worked pretty well with English (S53)

> **Girl 2**: I think it was good that people responded in English (S54)

What is significant in these answers is that the students mostly worked well and used English even if they had the freedom not to. However, this was clearly a question where the interviewees had different points of view, with several of them believing it would have been too difficult and resulted in reluctance towards both subjects. One interviewee gave an interesting explanation for why they should have been pushed more though:

> **Boy 1**: I think that you *should* have been forcing us a bit. *Yes*, some are insecure, *yes*, we need to talk more so we can become secure, but we can't talk more if you don't *push* us. You can't give us too much freedom (S55)

5.2.2   The students' view of changes in their belief about future need for English

In the pre-CLIL interviews all of the participants believed they needed English in the future for various reasons; to communicate, to study, as well as in their future employment. One of the interviewees who expressed the need for English, if only to buy pizza (S34), is in a way modifying his initial belief by stating:

> **Boy 4**: You don't need it as much in Norway if you know Norwegian (S8)

For the rest of the interviewees however, the CLIL activity did not seem to change their beliefs, and may even have strengthened them:

Boy 3: For me it's only improved the fact that I may need English, we need to communicate with others in other countries, and in school we need the language (S56)

Boy 2: I also think I could understand more articles or (the) news on BBC. The English I learned in social science is another *type* of English that can be used much (S57)

Girl 3: I think it's really important to use it (English) *more* (S58)

Girl 4: I've always *known* that English is something you need in the future, and now I feel really comfortable speaking (S59)

These are some of the answers revealing their view of future need, and they seem to have more or less the same reasoning; communication, education, and work. In addition, the interviewees believed their language proficiency had improved, specifically concerning more advanced English. I want to end this section with an answer I found particularly interesting:

Girl 2: I'm not that afraid when I think that we might have to study in English. I'm more positive about it (S18)

5.2.3 The students' view about the possible effect on their attitude towards English

In the pre-CLIL interviews I asked the interviewees to what extent they believed the CLIL activity would affect their attitudes towards English, and when asking them in the post-CLIL interviews whether they believed this had changed, this is the distribution of answers:

Table 11: Extent of affecting attitudes towards English post-CLIL

Scale	1 = not at all	2	3	4	4,5	5 = to a large extent
Number of students				1	3	4

This shows that all of the students agreed that their attitudes were the same or that it had improved, noting that the initial hesitance by Girl 3 in the pre-CLIL interview (S40) has been replaced by:

Girl 3: I will choose four to five because I think it's useful – it also makes me safe (S52)

Boy 1: I'm so much more positive to the English classes now so my attitude towards English has improved (S11)

Boy 2: I agree, and I think it's improved my attitude because I have learned a lot of new words. That helps me stay positive in English classes and I can express my feelings better (S60)

During my observations I noticed a small but steady increase in the amount of English use, and in the second CLIL lesson all of the students used the English material when working with tasks. By the second week about half the students used English for communication, albeit with some codeswitching; for some of the non-native Norwegians this meant codeswitching with their own L1. I want to mention here that the participants in this study include three students with the same non-Norwegian L1 (see section 3.4.2 Observation procedure), and they were encouraged to use all of their linguistic repertoire resulting in translanguaging between their L1, their L2 Norwegian, and the TL English.

In a follow-up question I asked them if they were surprised about and knew why students in class used English in the social science lessons, and a few answers indicated that it might be because the topic was unfamiliar to everyone, so they were all on a level playing field as it were. One interviewee suggested interest might be a reason:

Boy 2: Maybe they had more interest in social science than English and they used the opportunity to speak more English as well (S62)

Due to Girl 1's answer in the pre-CLIL interview that not having to worry about being graded might be positive (S29), I followed up by asking my interviewees if they believed that had influenced the students' WTC:

Boy 2: Yes, because if we are graded you are always afraid to say something wrong but in social science you could just speak and not think about that (S63)

Girl 2: Probably, because when I wrote the text about the Cuban Missile Crisis it was good to get it back to see what I'd done wrong without worrying about my English grade, just learn how to do it better next time (S64)

These answers are interesting because, as previously mentioned in section 5.1.2, observation in the first CLIL lesson revealed concerns that not speaking English would negatively affect their grade. As stated earlier I assured them it would not affect their grade whether they used English or not, unless of course, they actually improved their competence. It is therefore interesting to see this distribution of subject evaluation tasks at the end of the CLIL activity:

Table 12: Subject evaluation tasks at the end of the CLIL-activity

Type of product	Total number	Norwegian	English
Presentations	7	2	5
Written articles	5	1	4

The fact that there are a significantly higher proportion of tasks in English than in Norwegian is an indication that many agree with Girl 2's answer above (S64).

As the interviews were coming to an end I asked if they had any questions or anything to add. The interviewees agreed that despite tough days and challenges along the way, the experience had been primarily positive:

Boy 2: For most of the time people were positive so I think you could try this again if you wanted to (S65)

This answer was slightly surprising and unexpected, and I had to ask if the others agreed. They smiled and nodded; some laughed before saying that if I chose to do it again, I might consider an easier topic than the Cold War as the first activity. An easy-going conversation about suitable topics to start with ensued, before another student had an idea:

Boy 1: I have another suggestion, the weekly news. I think I learned from it because it was fun, I got more learning from it than I would have thought. We can still do that (S66)

Still positively surprised by these ideas I asked whether they wanted to do it in Norwegian or English, and they all agreed on English, suggesting I add a glossary for the most difficult words. Again, I acknowledge that my dual role as both their English teacher and a researcher may have influenced this positivity among the interviewees. With that being said, the suggestions were nonetheless surprising since no mention of repeating the experiment or continuing the "Weekly News" segment in English had been uttered in either the pre-CLIL or post-CLIL interviews, or in any of the lessons with the class as a whole for that matter.

After the interviews were over, I decided to continue with the "Weekly News" segment in English and since I was observing English lessons after the CLIL activity (see section 3.4.2.1), I also observed the social science classroom to see how this was received by the rest of the students. In the first social science lesson the week after the CLIL activity, I began as usual by asking them to form their groups, this time speaking Norwegian. When the students received the "Weekly News", it took a few minutes before they seemed to register that it was still in English, talking together before asking me if I had made a mistake. I told them about the suggestion from the interviewees and asked if they agreed to keep it up in English. Several students said yes and, maybe more importantly, nobody said no. A week later, entering the social science lesson, I was greeted by several students in English before they proceeded to form their groups for the "Weekly News" segment. As they were working, I observed one group discussing the fact that they seemed to notice words they had recently learned, something they had not experienced before. They also talked about how some words were similar in English and Norwegian, pondering on their linguistic origins.

The last observation I made for the purpose of this thesis was almost three weeks after the CLIL activity in an English lesson. The lesson itself was not particularly remarkable except for the slight increase in English use for communication. What I found significant, however, was what happened after the lesson when a group of students, some of whom had been interviewees, "continued" their English lesson into the recess. They asked me about words, how I had learned them and if I had any tips - they spent the whole recess discussing words; how to guess from context when reading, how to find the correct words, and how to use synonyms. It might be inferred from the way students were

talking about the English language that they had become more aware of the English around them, indicating cognitive consciousness and increased interest in the English language.

6   Discussion

The purpose of this thesis is to examine if and how implementing a limited CLIL activity can positively affect students' perception of and attitudes towards English as both a school subject and future life skill. This chapter discusses the findings from the pre- and post-CLIL interviews and observed events from the classroom in light of theoretical framework and previous research outlined in chapter 2. The discussion will be whether and how their initial beliefs, expectations, and behavior were affected, focusing specifically on what the students believed had changed; if and how they found it useful, whether it influenced their work in, and their view of, English subject lessons, and finally their belief concerning future need for English competence.

6.1   How did the CLIL activity affect what the students believed would be interesting and useful?

Findings from the pre-CLIL interviews show that the students professed a positivity towards the upcoming CLIL activity largely due to their understanding of English as an international language and, as such, a necessary competence for communication purposes. The students see the opportunity to learn two subjects simultaneously as a benefit, viewing CLIL as an integration of language and content without one having preference over the other (Coyle, 2007, p. 545). The benefits mentioned by the students indicate a belief that the CLIL activity will improve their language learning outcome because of increased exposure when using the English language in additional lessons. This is in line with how language can be learned through use (Coyle, 2007, p. 549), influenced by the Input Hypothesis by Krashen (1989) and the Output Hypothesis by Swain & Lapkin (1995). These initial beliefs are corroborated in the findings from the post-CLIL interviews which show that the students found the CLIL activity to be as useful as they initially believed, and there were several reasons for this. One reason relates to the students' perceived improvement in oral competence, an area that has been researched extensively. Results from various studies show improved language proficiency for CLIL students in European studies (Agudo, 2020; De Diezmas, 2016; Roiha, 2019) as well as in Norwegian studies (Brevik & Moe, 2012; Lialikhova, 2018).

Another reason the students found the CLIL activity useful was the opportunity for exposure to abstract and complex language, what Cummins (1979, p.198) refers to as CALP. Prior to the CLIL activity the interviewees' answers revealed a belief in learning a different type of language, indicating that the students seemed to have some awareness of the difference between every-day language use and what they believed would be a more demanding subject specific language. Findings from the post-CLIL interviews show that this awareness had been strengthened as the interviewees acknowledged the difference, not only in the language itself, but in the way the language was used depending on context. They reported an increased understanding of language use in newspapers and online news sites, a recognition of different approaches in conveying a story, and a more comprehensible understanding of world events. That the students could see this so clearly after a limited CLIL activity spanning only a couple of months, supports the belief that the opportunity for exposure to abstract and complex language (CALP) is an advantage of CLIL (Mahan, 2020, p. 20).

Moreover, findings from the pre-CLIL interviews indicate a generally held belief among students that increased exposure to English will enhance their willingness to communicate (WTC). As such, the interviewees' answers are in line with what is an essential part of CLIL; the communicative aspect of using the language *of*, *fo*r, and *through* learning, i.e. "learning to use language and using language to learn" (Coyle, 2007, p. 552). Acknowledging that researching improved language proficiency is not the aim of this thesis, it is nonetheless interesting to note the students' belief in their own language improvement as the reason for increased confidence and improved WTC. This is corroborated with what has been reported to influence WTC; a positive perception of L2 competence (Cao, 2011, p. 469; Henry, 2019b, p. 56; Riasati, 2012, p. 1288). Motivation is another factor that has proven to be significant for WTC (Fallah, 2014, p. 141), and the interviewees' initial positivity towards the CLIL activity may have been a contributing factor for their increased WTC. That being said, findings from the observation in the classroom revealed a slight increase in English use among the class as a whole, indicating that motivation and a positive attitude may stem from appreciating the duality of both language and content, seeing language use in this context as both meaningful and motivating (Marsh, 2002, pp. 26, 28). This is also supported by the findings from the interviews where the students pointed out that

interest in the subject content could be a reason for increased motivation to communicate in English.

In the pre-CLIL interviews there were concerns among the students that the level of difficulty in the subject specific vocabulary might prevent them from using English in the CLIL lessons. The interviewees also revealed some concerns about the possible difficulty of understanding subject content in English, suggesting the use of one's L1 as a supplement, thus using two languages systematically to aid both language development and content knowledge (San Isidro & Lasagabaster, 2018, p. 338). These concerns were also evident in the first CLIL lesson, but the concerns seemed to abate when they were given both the Norwegian textbook (Ingvaldsen & Kristensen, 2008) and the English translated material (Ball, 2018, p. 224) (see section 3.2 Research design). Findings from observation of the second CLIL lesson in class revealed that all of the students used the English translated material. Whether they were reading or working with tasks, collaborating or working individually, the English material was used together with various internet resources, indicating they were, at the very least, accepting English as the working language.

The functional language use found in CLIL (Coyle, 2007, p. 552) opens up for the use of one's L1 by codeswitching or translanguaging (Levine, 2011, p. 50; San Isidro & Lasagabaster, 2018, p. 337). As indicated by Garcia & Wei (2014, p. 122) translanguaging can be used systematically by grouping students with the same L1 as was the case for three of the students in class. Observing these students in the classroom, noticing how they alternated between their L1, their L2 Norwegian and the TL English with ease and straightforwardness, was indicative of how this can promote a positive view of bilingualism (MacSwan, 2017, pp. 170-171). The interviewees also expressed their appreciation for the possibility of using their L1 as a supplement, having the opportunity to alternate between their L1 and the L2 in both their written material as well as in their oral communication and interaction with others. According to Cenoz et al. (2014, p. 252) language alternation can be difficult due to the majority of CLIL teachers being content rather than language teachers, but since I am a language teacher as well as a content teacher, this was not an issue. That being said, the issue of content teachers not focusing enough on language or language teachers placing too

much emphasis on linguistic form is relevant to the discussion of CLIL (Coyle, 2007, p. 552).

The students' initial beliefs that the CLIL activity would enhance their WTC was in part modified with some concerns regarding insecurity about their perceived L2 competence. The findings show, however, that the students believed that without the worry of having their English proficiency evaluated in the CLIL lessons, this insecurity would decrease; students would speak more since it was "risk free" in line with findings from Brevik & Moe (2012, p. 217). Observations made in the class in the following weeks also show a slow but steady increase in the use of English for communication purposes amongst the students themselves and in class discussions, albeit with some L1, translanguaging, and codeswitching as previously mentioned. This is in line with findings from the interviews indicating that a reprieve from evaluation of the students' English proficiency increased their WTC and their general use of English, thus confirming their initial belief that they would speak more when there was less "risk" involved. Furthermore, findings from the observation revealed that a substantial proportion of assessment tasks for the CLIL subject were written or performed in English. Recognizing that this was a choice made by the students themselves, it shows that they appreciate feedback on their use of English, being able to learn and improve without the anxiety of being graded, and answers from the interviewees also confirm this. I believe this is an important finding in my research; the success of this limited CLIL activity may be in large part due to the suspension of assessment of the English subject. As this resulted in both an increased WTC in the classroom and a high proportion of oral and written subject evaluation tasks, it indicates that students in general would be more willing to explore and use the English language when they experience less risk. That being said, I can only defend a generalization based on the students in this limited study. Again, I want to reiterate that they had the option of getting feedback on their language as well as their content since I am a language teacher as well as a content teacher. Often this is not the case in CLIL and, in addition, collaboration between subject CLIL teachers and language teachers are often scant (Cenoz et al., 2014, p. 252).

6.2   How did the CLIL activity affect the students' view of, and their activity level in the English subject lessons?

How the students perceive their own language learning process and their language use is interesting, and in light of the amount of English Norwegian students are exposed to outside of school it is not surprising that the findings from the pre-CLIL interviews reflect this. The interviewees' answers recognize school as a main arena for language learning, but always modified with what Sundqvist & Sylvén (2016, p. 6) define as Extramural English (EE), using typical EE activities such as films, YouTube, music, and gaming. The findings also indicate that these EE activities are where the students predominantly use English with a few students revealing their strong emotional feelings toward the language as well, described by Henry (2019a, p. 28) as *Lingua Emotiva*. That being said, even in a limited study like this the extent of EE use varied quite considerably within the group of interviewees (Henry, 2019a, pp. 23-24). It is pertinent to acknowledge that the findings do not fully substantiate that the students in this study feel they cannot learn from or have the need for English subject lessons (Henry, 2014, p. 103; 2019a, p. 31; Sundqvist & Sylvén, 2016, p. 4). Even if the students did not indicate they believed the English subject lessons to be futile, the findings do indicate, however, that English lessons need to include more than explicit grammar teaching to motivate them (Brevik et al., 2020, p. 211; Henry, 2019a, p. 36). The interviewees verbalized quite strongly that the constant focus on grammar became boring and demotivating, causing them to lose interest in the subject. A variety of activities, including grammar, was seen by the interviewees as improving their motivation to learn, in line with Lorenzo's (2014, pp. 141-142) view that experimentation, exploration, making mistakes, and having a goal within reach is essential in language learning.

Motivation is an important factor in all learning activities, and it may be defined as active and personal engagement (Oxford & Ehrman, 1993, p. 190) or simply a way to describe how and why people act the way they do (Dörnyei, 2001). Lorenzo (2014, p. 142) states that students' behavior often depends on the context of a situation where changes can influence motivation. Introducing the limited CLIL activity is a change for the students, albeit not a direct change in the English subject lessons, but rather a

change where the English language itself is involved. According to Coyle (2007, p. 548) CLIL may generate positive attitudes and as a result may lead to improved language competence and confidence. This can be seen in the findings from the interviews where several students mentioned becoming more confident in their use of English, a confidence they contributed to their perceived language improvement, specifically increased vocabulary. The students expressed that the added difficulty of working with tasks in English made them concentrate more, in line with having a realistic goal (Lorenzo, 2014, p. 142). This indicates that the English they were exposed to in the CLIL lessons were different, more demanding, increased understanding, and created interest and improved attitudes towards the English subject lessons as well. Findings from the interviews substantiate this, the students believed they had become more active in the English subject lessons, mentioning again how they had become more used to communicating in English during the CLIL lessons, and that this somehow transferred into the English subject lessons. This is in line with Marsh's (2002, pp. 35-35) view that CLIL provides implicit learning due to the large amount of language input, and that learning content through the L2 may improve and sustain motivation towards the English subject classroom as well.

Findings from the observations corroborates the answers from the interviews; the interviewees were more consistent in their use of English. I want to make a note here that in my participant selection I strived to find students that were representative of the class as a whole (see section 3.3.3), avoiding selection bias that has been a critique of CLIL (Dallinger et al., 2016, p. 24; Dalton-Puffer & Smit, 2013, p. 549; Lialikhova, 2018, p. 2). The reason the interviewees showed an increased WTC in the classroom may be because they had to express their thoughts and beliefs towards the CLIL activity, thus they were more involved and therefore more aware of their own language use in the classroom. Regarding the class as a whole there was a slight increase in WTC, but as to the reason for this I can only infer that they too had become more used to the increased input and output from the CLIL lessons. This is to a certain degree supported by findings from the interviews where the students suggested I could do this again, referring to the limited CLIL activity. Another indication of increased interest was the students' suggestion to continue the "Weekly News" segment in English, stating that it was both fun and educational. Findings from the observations also revealed a change in

how the students talked about English. They were spending time discussing the language, they became interested in words and phrases, they asked for tips on how to read efficiently, displaying what I perceived as an increased cognitive consciousness and a genuine interest in the English language.

What is important in the findings from the observations is not only whether students displayed a positive attitude towards the CLIL activity or an increased WTC, but also observing the absence of negative behavior. The only instance of pronounced negativity was the week before Christmas, an observation not necessarily linked to the CLIL activity but possibly more to the prospect of an upcoming holiday (see Table 5).

6.3 How did the CLIL activity affect the students' belief of future need for English?

According to Rindal (2020, pp. 36-37) the amount of language input from students' exposure to English in their everyday lives can lead to an understanding of English as a global language and a necessary skill. This is clearly reflected in the findings from the interviews as the students consistently referred to English as an international language, and all of the interviewees believed they would need English proficiency in their future. The reasons for this belief varied only slightly with one student considering English for everyday use, i.e. BICS (Cummins, 1979, p. 198), as the main reason. The other interviewees believed they would need English proficiency in higher education, both domestically and abroad. This belief is supported by Hellekjær (2008, p. 1) and The Language Council of Norway (2017) stating that higher educational institutions are forced to make their curriculums partly or mostly English because of Norway 's sparse population. The Language Council of Norway (2017) conducted a review of the syllabi for the first semester of several bachelor programs at the University of Oslo, Oslo and Akershus College, and the University of Bergen. They found that in a number of programs close to 100% of the syllabi were in English which included, but were not limited to, psychology, biology, and philosophy. In other programs the percentage was slightly less, 72% for archeology and 50% for criminology. Findings from the post-CLIL

interviews show that the students are, to a certain degree, aware of this; one student specifically mentioned a sibling having the syllabus in English when studying psychology, one of the reported programs in the review.

That being said, the interviewees did not mention higher education as the only reason for needing English in their future. One student opting for a vocational path mentioned the need for English proficiency in reading user manuals, and other students were aware of the need for English proficiency in future employment; referring to their parents when answering. They stated that English is the language used for business meetings, conferences, and general communication because it is the one language they have in common. This is in line with Hellekjær's (2016) article about English for Occupational Purposes showing that English is used frequently in both public administration as well as in the private sector (Hellekjær, 2016, pp. 9, 11).

It seems clear in the findings from the interviews that the students' perception of their future need for English was evident before the CLIL activity; when communicating with others, for higher education, and when entering the workforce. They believed the CLIL activity had not changed their initial beliefs, but it had, however, been reinforced for all of the interviewees bar one. This student was adamant in the belief that when living in Norway one does not need a high degree of English proficiency, Norwegian will suffice in most situations. It is an interesting statement, and, in many ways, an accurate belief, and the CLIL activity did not affect this student's belief, neither did the other students' answers. That being said, what the students believed to be the main effect of the CLIL activity was a newfound confidence; feeling comfortable when communicating in English, and how learning a different type of language, i.e. CALP (Cummins, 1979, p. 198), resulted in an increased understanding of current events. Moreover, and maybe most importantly, the students revealed that the CLIL activity had given them a positive outlook on future studies where there had previously been anxiety and fear.

7   Conclusion

By using semi-structured interviews and observation, the purpose of this Master's thesis has been to answer:

To what extent will introducing CLIL in a 10th grade class positively impact students' perceptions of and attitudes towards English as a school subject and future life skill?

The interviews have provided insight into students' own attitudes, and the observations have provided insight into how students accepted the limited CLIL activity as well as the opportunity to compare and infer from observed behavior. This chapter provides a conclusion based on my findings and discusses possible implications of this study regarding the impact of CLIL from the students' point of view. Lastly, I address some limitations of this study and make suggestions for further research.

This thesis concludes that the students believe the CLIL activity confirmed and enhanced their initial beliefs. They stated that their attitudes towards the English subject lessons had improved and that they believed they had become more active, more willing, more focused, and more concentrated in the English subject lessons, a belief corroborated by the observations. There are several reasons for this, one being that the increased exposure to English contributed to their perceived language improvement, which supports previous research into language learning outcome in European studies (Agudo, 2020; De Diezmas, 2016; Roiha, 2019) as well as in Norwegian studies (Brevik & Moe, 2012; Lialikhova, 2018). They also expressed the opportunity to use English in an additional subject as both interesting and demanding, appreciating the opportunity to alternate between languages in the CLIL lessons. In addition, the students stated that they had become more confident in their use of English, and they attributed this to their perceived enhanced proficiency.

Moreover, the reprieve from formal evaluation of the English subject was seen by the students as one reason for their increased WTC both orally and in writing. The students stated that the opportunity to receive feedback on their language use without being

graded contributed to their perceived language improvement, and, as a result, their confidence as well. This was seen across the class as a whole, not only the interviewees, because the majority of the students chose to use English for their content evaluation task. Noting that this thesis is not researching language learning outcomes, it is nonetheless important to acknowledge the students' own perceptions since they clearly see proficiency as an important factor for their improved confidence and attitudes. Lastly, the students reacted positively to the English they were exposed to in the CLIL lessons because it was different and more demanding, increasing their understanding. This added difficulty created interest and by that, improved their attitudes towards the English subject lessons as well.

Students' clearly express their understanding of future need for English in various situations, not least for their possible future studies. They believed the effect of the limited CLIL activity had strengthened this understanding; they were more consciously aware of the extent of English needed in their future life. That being said, there were disparaging opinions about this, one student regarded the need for English as a means to communicate on a BICS level. The remainder of the interviewees verbalized the need for both BICS and CALP relating this to an increased understanding of different language use in different contexts and for different purposes.

The overall conclusion is that students were aware of the need for English competence in their future life, but that this perception became more pronounced, internalized, and verbalized in the course of the limited CLIL activity. The students' attitudes towards the English subject lessons were more pronounced, both in their reported answers and in observed events, where active and inquisitive behavior indicate a positive attitude and increased interest. For these reasons I conclude that the limited CLIL activity affected the students' perceptions and attitudes to a certain extent, noting that a qualitative study does not intend to answer in numbers but rather in narrative experiences (Buston et al., 1998, p. 1).

7.1 Implications

The findings from this thesis show that in this non-CLIL setting the students reported that the limited CLIL activity resulted in increased language learning outcomes, improved confidence, and improved attitudes towards English. Considering that the students believed the increased exposure to English was the reason for their improved perceptions and attitudes as well as their increased confidence, it implies that the allocated English subject lessons are not sufficient. English subject lessons are limited to 222 lessons in lower secondary school (The Norwegian Directorate for Education and Training, 2020b) which amounts to two lessons a week. It is a paradox that English is among the subjects with the fewest lessons when the demand for English competence is increasing (Birketveit & Rugesæter, 2014, p. 63).

One can argue that exposure to CALP language and a variety of teaching methods in the English subject classroom might yield the same results. However, in addition to viewing increased exposure essential, the students viewed the opportunity to use the language 'risk-free' as another incentive. This is a difficult undertaking in the English subject classroom as subject evaluation is required. Thus, the challenge is how to increase the use of English in non-CLIL settings and explore ways of using English outside of the subject classroom. This demands collaboration between subject and language teachers, and a school management open to creative and innovative solutions. As long as national education policy regards 222 English subject lessons sufficient for the three years of lower secondary school, it falls to the local school district, the individual school, and the individual teacher to find solutions, one of which can be implementing limited CLIL activities.

7.2 Limitations and suggestions for further research

In this thesis I have explored the students' perceptions and beliefs in terms of how they have experienced having a limited CLIL activity, and how they believe it has affected their perceptions and attitudes towards English. However, a limitation in the study is that the students who were interviewed and observed were my own students, as I was their teacher in both social science and English. This thesis makes sure to question

whether students reported favorably because of my dual role as their teacher and researcher. However, given my continuous reminders that the interviewees should relate to me in the interview settings as a researcher only, I believe the answers and the observations combined have yielded reliable and valid results.

I recognize that this is a limited study both in terms of scope and duration, with few participants and a limited timeframe for the CLIL activity itself and for observation in the classroom. Despite these limitations I believe the findings to be of interest and I would suggest further research into non-CLIL settings, an area that has so far seen limited research both in terms of subject content, language content, attitudes, and motivation. Depending on the research focus I would suggest observing student activity for an extended period of time before, during, and after the CLIL activity, possibly without having the dual role of teacher and researcher. In addition, researching non-CLIL settings may also limit the selection bias found in CLIL research. There is, as previously mentioned, a common critique of CLIL that high performing students and their parents are more likely to choose these programs, and that this selection is likely to enhance motivation (Dallinger et al., 2016, p. 24). If studies are conducted without participants' volunteering or being selected due to their English proficiency, this may serve as a way of comparing and perhaps revealing causal effects of CLIL in more natural settings. In this way research can generate more reliable results of the impact CLIL may or may not have on language learning outcomes, content learning outcomes, and not least students' perceptions and attitudes.

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Appendices

Appendix 1: Interview guide pre-CLIL activity

Appendix 2: Interview guide post-CLIL activity

Appendix 3: Approval from the Norwegian Centre for Research Data

Appendix 4: Permission from the principal

Appendix 5: Consent form

Appendix 6: Original interview statement extracts with translation

Appendix 1: Interview guide pre-CLIL activity

- When and why do you use English?
  - *Når og hvorfor bruker du engelsk?*
- How have you learned English? At school, at home, gaming, on holiday…?
  - *Hvordan har du lært engelsk? På skolen, hjemme, gaming, på ferie…?*
- What are your thoughts about the English lessons?
  - *Hva tenker du om engelsktimene?*
- Do you believe you need English skills in the future?
  - *Tror du at du trenger engelskkunnskaper i fremtiden?*
- What do you think about having parts of social science in English? (With English as the working language)
  - *Hva tenker du om å ha deler av samfunnsfag på engelsk? (med engelsk som arbeidsspråk)*
- To what extent do you think it will be exciting and interesting?
  - *I hvilken grad tror du at det vil bli spennende og interessant?*

1	2	3	4	5	Don't know

1 = not at all (*1 = ikke i det hele tatt*)   5 = to a large extent *(5 = i stor grad)*

- To what extent do you think it will be useful?
  - *I hvilken grad tror du at det vil bli nyttig?*

1	2	3	4	5	Don't know

1 = not at all (*1 = ikke i det hele tatt*)   5 = to a large extent *(5 = i stor grad)*

- What do you think will be positive and what can be the negative?
  - *Hva tror du blir positivt og hva kan bli negativt?*

- To what extent do you think it will affect your attitude towards English?
  - *I hvilken grad tror du at det vil påvirke holdningen din til engelsk?*

1	2	3	4	5	Don't know

1 = not at all (*1 = ikke i det hele tatt*)   5 = to a large extent *(5 = i stor grad)*

These questions will be the basis for the group interview, but follow-up questions will be given when appropriate, depending on the answers given

- *Disse spørsmålene er grunnlaget for gruppeintervjuet, men oppfølgingsspørsmål vil bli stilt der det er passende basert på svarene som er gitt*

Appendix 2: Interview guide post-CLIL activity

The starting point here will be your answers in the pre-CLIL interview

Utgangspunktet vil være svarene dine i det første intervjuet

- You said that you use English in/when… Do you have something to add to this now?
  - *Du sa at du bruker engelsk i/når… Har du noe å tilføye nå?*
- How have you experienced the lessons in social science when we have used English as the working language?
  - *Hvordan har samfunnsfagtimene vært når vi har brukt engelsk som arbeidsspråk?*
- You said you thought it would be interesting to an extent of… To what extent **did** you find it interesting?
  - *Du sa du trodde det ville bli interessant til en grad av… I hvilken grad fant du det interessant?*

1	2	3	4	5	Don't know

1 = not at all   5 = to a large extent

- How were the lessons compared to what you thought they would be?
  - *Hvordan var timene i forhold til hva du trodde de ville bli?*
- You said you thought it would be useful to an extent of… To what extent do you think **it was** useful?
  - *Du sa du trodde det ville bli nyttig til en grad av… I hvilken grad tror du det var nyttig?*

1	2	3	4	5	Don't know

1 = not at all   5 = to a large extent

- Did anything surprise you?
  - *Var det noe som overrasket deg?*
- You said you thought it would affect your attitude towards English to an extent of… To what extent **did it** affect your attitude towards English?
  - *Du sa du trodde det ville påvirke din holdning til engelsk til en grad av… I hvilken grad hadde det en innvirkning på din holdning til engelsk?*

1	2	3	4	5	Don't know

1 = not at all   5 = to a large extent

- Has this changed how you work in the English lessons?
  - *Har dette forandred hvordan du jobber i engelsktimene?*
- Do you need English skills?
  - *(Trenger du engelskkunnskaper?)*

There will be follow up questions here as well, depending on the answers I get and my observations during the CLIL activity and in your English lessons.

- *Det vil være oppfølgingsspørsmål her også, basert på svarene jeg får og observasjonene jeg gjør i både samfunnsfagstimene (CLIL aktiviteten) og engelsktimene*

Appendix 3: Approval from the Norwegian Centre for Research Data

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Masteroppgave i utdanningsvitenskap, fordypning engelsk

Referansenummer

534793

Registrert

16.09.2019 av Bente Irene Martinsen - 021701@student.usn.no

Behandlingsansvarlig institusjon

Universitetet i Sørøst-Norge / Fakultet for humaniora, idrett- og utdanningsvitenskap / Institutt for språk og litteratur

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Henrik Bøhn, Henrik.Bohn@usn.no, tlf: 31009194

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Bente Irene Martinsen, bente-irene@hotmail.com, tlf: 97614517

Prosjektperiode

12.09.2019 - 04.12.2020

Status

24.07.2020 - Vurdert

Vurdering (2)

24.07.2020 - Vurdert

NSD har vurdert endringen registrert 23.07.2020.

Vi har nå registrert 04.12.2020 som ny dato for anonymisering/sletting.

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

Lykke til med fullføring av prosjektet!

Kontaktperson hos NSD: Eva J. B. Payne

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

23.10.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 23.10.2019, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 07.05.2020.

LOVLIG GRUNNLAG

Vi forstår det slik at prosjektet allerede har innhentet samtykke fra foreldre/foresatte til behandlingen av personopplysninger om skoleelever som skal delta i prosjektet.

Vår vurdering er at prosjektet la opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være foreldres/foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

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

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

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

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

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

DE REGISTRERTES RETTIGHETER

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

NSD vurderer at informasjonen om behandlingen som foreldre/foresatte har mottatt, i kombinasjon med tilleggsinformasjon som foreldre/foresatte vil motta, oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Eva J B Payne

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

Appendix 4: Permission from the principal

FÆRDER KOMMUNE
– med sntd i senter

Borgheim ungdomsskole

Borgheim 21.06.19

Masteroppgave for Bente Irene Marthinsen

Som rektor på Borgheim Ungdomsskole gir jeg herved Bente Irene Martinsen tillatelse til å forske i egen klasse skoleåret 2019-2020. Forskningen inngår i hennes masteroppgave, og jeg er informert om hvilken type forsking som skal gjennomføres, hvordan dataene skal behandles og hva de skal brukes til.

Med vennlig hilsen

Kristin Storhaug
Rektor

BORGHEIM UNGDOMSSK
Rektor

Appendix 5: Consent form

Til foresatte for elever i 10# ved Anonym ungdomsskole

Hei,

Mitt navn er Bente Irene Martinsen og jeg er faglærer i 10# med fagene engelsk og samfunnsfag. I inneværende skoleår skal jeg skrive min masteroppgave i utdanningsvitenskap med fordypning engelsk ved USN (Universitetet i Sørøst-Norge). I den forbindelse har jeg fått tillatelse av rektor Kristin Storhaug til å gjennomføre en undersøkelse i klassen.

Undersøkelsen går ut på at jeg underviser deler av samfunnsfag på engelsk, dvs. at engelsk blir arbeidsspråket i timene. Det jeg ønsker å finne ut av er på hvilken måte dette kan påvirke elevenes motivasjon for å lære engelsk. I tillegg ønsker jeg å undersøke om det kan bidra positivt til elevenes forståelse av engelsk som noe de vil ha stort behov for å mestre, ikke bare på skolen, men også videre i både studier og yrkesliv.

I den forbindelse ønsker jeg å gjennomføre to intervjuer med 5-8 elever, ett før prosjektet starter, og ett etter at prosjektet er avsluttet. Jeg har spurt elevene og fått ja fra din sønn/datter, men jeg trenger også en tillatelse fra foresatte. Årsaken til at jeg trenger denne tillatelsen er at jeg må melde prosjektet inn til NSD Personvernombudet (Norsk senter for forskningsdata). Her skal jeg opplyse om hvordan jeg behandler opplysningene fra elevene (informantene), dvs. hvordan jeg lagrer informasjonen, at jeg anonymiserer informasjonen, hvor lenge jeg innehar eventuelle opptak av elevene og når og på hvilken måte jeg sletter denne informasjonen ved prosjektets avslutning.

Gjennomføringen av intervjuene blir i gruppe med de 5-8 elevene jeg har plukket ut. Intervjuene vil tatt opp med lyd slik at jeg kan transkribere dem etterpå, dvs. skrive ned alle spørsmål, svar, pauser – alt som kommer frem i intervjuene og som kan være vanskelig å huske på en objektiv måte etter intervjuet. Dette skriftlige materialet vil være anonymisert, dvs. det vil ikke inneholde navn eller andre gjenkjennelige beskrivelser. Når transkriberingen er gjennomført vil lydopptak slettes. Skolens navn vil heller ikke forekomme i masteroppgaven, her vil jeg sannsynligvis referere til "en ungdomsskole på Østlandet". Behandlingsansvarlig institusjon for min masteroppgave er Universitetet i Sørøst Norge. Min veileder, førsteamanuensis Henrik Bøhn og jeg er de eneste med tilgang til intervjuene.

Jeg vil igjen presisere at deltagelse i intervjuer kun har betydning for meg som forsker, ikke som lærer for (elevens navn). Det vil på ingen måte påvirke det skolefaglige, herunder vurdering og karakterer. Informasjonen jeg innhenter vil utelukkende benyttes til analyse for min masteroppgave. Dere har rett til innsyn, retting, sletting og begrensning, og dersom det på noe tidspunkt er ønskelig å trekke tilbake tillatelsen/trekke seg fra undersøkelsen står du/dere fritt til å gjøre det. Dette gjelder selvfølgelig også for (elevens navn).

Jeg håper at du/dere kan gi meg tillatelse til å intervjue din/deres sønn/datter, og ber om at du/dere underskriver på slippen som er vedlagt. Dersom det er spørsmål som ikke er besvart her, kan jeg kontaktes på:

- Mobil: 97614517
- Epost: Bente.Irene.Martinsen@faerder.kommune.no
  bente-irene@hotmail.com

Med vennlig hilsen,

Bente Irene Martinsen

Tillatelse

Jeg/vi gir med dette Bente Irene Martinsen tillatelse til å intervjue vår sønn/datter _____ til sin masteroppgave.

Vi er informert om hvordan personopplysningene skal behandles underveis, og hvordan de skal anonymiseres i den ferdige masteroppgaven. Vi er også informert om at bilde- og lydopptak slettes etter transkribering.

_____

Sted, dato   Underskrift

Appendix 6: Original interview statement extracts with translation

	Original extract	Translated extract
S1	**Boy 1**: Ok I use English like - just in my spare time talking to my mom for instance but - - eehm - I use English because it´s an international language and - - almost everyone in the world uses it, but - eeehm - eeehm - @ - I also use it because - eehm - other people from other countries need to understand me - in a way, and I need to understand them and then we can use English - to understand each other.	I use English because it's an international language and almost everyone in the world uses it
S2	**Boy 4**: - eeeh yep I I I use English because like "Boy 1" said it´s a international - language - aaand - like for example when - eeh my football team is going for a tournament like outside Norway we meet new people and - we talk English to eesjo- each other, so…	I use English because it's an international language
S3	**Girl 1**: Oooh - - I use it when I´m talking to like Internet friends / Yeah, em - Writing or something and -@ in English class, ja. And sometimes I just talk English for fun, like there´s some words in Norwegian like, that we like don´t have so - I´ll just say it in English @	Sometimes I talk to friends, writing something in English class, sometimes I talk English for fun
S4	**Girl 4**: Eem - - aaa - - - I also use English when like - - - I don´t know - - I like it to use it when I'm talking with my friends and maybe sometimes like - - talking to myself sometimes if I'm reading or if I'm like doing different things. I like to like talk English so I usually like talk it like every day.	I like to use it when I'm talking with my friends and sometimes talking to myself
S5	**Girl 2**: I also use English cause it sounds better than Norwegian @ # Yeah	I use English because it sounds better than Norwegian
S6	**Girl 4**: Yeah. No - I´ve always loved English lessons and I really think that they´ve been helping - - us. Ehm -@ yeah	I've always loved English lessons
S7	**Boy 2**: Yes, I a-also think it´s good to know and - - because English is international language and - ehm - maybe in the future even *we* must talk more and more English in here in Norway / like -because we - eh gets lot of words from English - like skateboard or - other words eh so I think it´s good that we learn English /- eeh because maybe future we *must* - eh or we *need* to talk it / and - eeeh - also when you go on vacation or like you said - eeh - a trip with a ss - eh - a team - - eeh - you often go to a land that - eh - or country I mean where they don´t s @ speak - eh Norwegian or understand Norwegian at all and then - or you don´t understand Spanish for example, then it´s good to meet - at English - - -	English is an international language and in the future we *must*, or we *need* to speak it
S8	**Boy 4**: I - eh - I think I only improved my English skills but you don´t need it as much when you´re in Norway because if you know Norwegian you don´t need it - but - - if you	You don't need it as much in Norway if you know Norwegian

	meet someone that´s like from another country that´s on holiday in Norway - you can help them out and that	
S9	**Girl 4**: Ahm - - definitely like - aa - for example when you talk to English people you of course need to speak English, if you´re going on vacation or if you´re moving to another country - ah - Yeah, to study like different things you need to know English and you need to know how to communicate with people	If you're moving to another country to study, you need to know how to communicate with people
S10	**Boy 2**: I think I have - - I think I have improved, but I don´t think I have improved very much because - - eh - I actually don´t know but - eh - @ @ but I think it´s it was a good thing for me eh and I think on some - some words eh - with the special - - eh - - - sammensetninger - eh - @@ have been easier to say now than before. So I think it was - very good - eh - to learn aa I - - I think in the English in classes I have been more active - now - than before	I think I have improved. I have been more active in the English lessons now than I was before
S11	**Boy 1**: Ehm – but yeah I'm *so* much more positive – ehm – to the English classes now - So yeah – I found it very useful - - Yeah I would say so because – eh – I have no clue what I'm gonna be when I grow up and English can be very useful if I'm gonna be a business man – ah – and travel internationally – ehm – so - my – eh – I think yeah it's pretty good to know English even when you're a grown-up so – to learn it now – eh – that of – as we did – in the social science and English – I think that's pretty good – yeah – so my attitude against English has – improven - -	I'm so much more positive to the English classes now so my attitude towards English has improved
S12	**Girl 2**: A bit. Ahm – cause I got more confident – ehm - by using English	I became more confident by using English
S13	**Girl 3**: I ga – I got more used to using English – as she said – ehm – the – yeah [unint)	I became more used to using English
S14	**Boy 2**: Yes I think also it´s gonna very exciting - and I also think that it´s kind of *a gift* to us that we get the double up doubled English classes - eeh or we speak English in - eh - two - different - eeh - classes and that´s I think that´s - ee - that´s good for us that we learn more English and we can also learn social science at the same time	I also think that it's a *gift* to us that we speak English in two different classes
S15	**Girl 2**: Mm - It was useful to - learn English in like a different way / not just how we speak everyday - - but in like different topics that is – yeah – difficult – yeah	It was useful to learn English in a different way, not just everyday language
S16	**Girl 4**: Ahm - - like they said with difficult language - - ahm – and you know also – knowing the history of the Cold War can make you understand more things in the world too / - and - - - I don't know – Ahm – I would say – that it is useful / - s – to know - - history - - ahm – and I think it's something that we can use in future - - - so definitely – yeah - five	Makes you understand more things in the world too
S17	**Boy 2**: Yeah I also also think I could understand more and more articles - ehm - on BBC or or news - eh - or anything so - - - yeah I think I could eh - - used for the English I learned in social science Another - call it another *type* of	The English I learned in social science is another *type* of English

	English cause it it´s not daily talking it´s more - - ehm - - more - - into one subject and that can be - be - used – much	
S18	**Girl 2**: Yeah I'm not that afraid when I think that we might have to – ehm – study in English – cause when I thought about it before I was like *Oh* - @ - everything is gonna be in English but now though it's like – yeah I'm more positive – about it	I'm not that afraid when I think that we might have to study in English. I'm more positive about it
S19	**Boy 2**: And I use English at school - @ and not so much home but I read Harry Potter on English - eh - I have both every book so - I have many books to read so that's actually - eeh - - most of the time I use English and - eeeeh - I use it because I want to learn English and-e the books the Harry Potter books are much better on English and you get a better understanding of it so - yes. I don´t use English so much to talk but sometimes when I just lay in my bed and thinking I would just talk in English to myself.	I use English at school and not so much at home […] I don't use English so much to talk
S20	**Girl 3**: Yeah, sometimes I - - ehm - - use English when I´m talking to my friends just for fun	I use English when I'm talking to my friends
S21	**Boy 3**: Same goes for me - and - like I love the English language but - in seven grade and earlier there were - not very exciting / - to talk English because [unint] just the same language over and over and over again/ But now we learn new words and - how to spell them and - such. So I think it´s much better now - -	I love the English language
S22	**Boy 1**: I think that English lessons here is much more better than - like in seventh grade because we have - a lot more *different* things we do. We learn grammar like I I love your lessons because we do so many different things we start with maybe a game, we learn some grammar, you teach us - eh - stuff we need to know to the - exam and such, and - ehm - I just think it´s great but at seventh grade we didn´t learn. It was just grammar, grammar, grammar, boring stuff, but you focus on reading, speaking out loud - and be listening to English - - and that - I think that help really much with difference in the English lesson.	I think that English lessons here is better because we have a lot of *different* things we do […] in seventh grade it was just grammar, grammar, boring stuff […] I think that it helps really much with difference in the English lessons
S23	**Boy 4**: Yeah a-I - I like the English lessons now more than like seventh grade just because - we had all we had was grammar and grammar and now we start with a game - and we have activities and then we have grammar. Not just that but we have a good teacher too so - yeah	I like English lessons now more than seventh grade because all we had was grammar. Now we start with a game, we have activities, and then we have grammar
S24	**Boy 1**: - - ehm - I would say at a five there because - everyone needs English	I would say a five because everyone needs English
S25	**Boy 3**: I just - @ - I agree so much and the thing is - when you learn - more English you can learn - lead others to the same path - - Help others understand better or - talk better or - - So I think it´s very good	When you learn more English, you can help others understand. I think it's very good
S26	**Boy 4**: Yeah I think it is good to have English mixed up with social science because - you learn two in one so - - -	I think it is good to have English with social science because you learn two in one

S27	**Girl 1**: And I think it´s - ahm - like just to have it in another class than just English like having it as a working - like a work language. I think that´s gonna be helpful as well because I know a lot of people like struggle and don´t wanna talk English out loud and I think maybe that can help - - to - like ease that a little bit /	I think having English as a work language is going to be helpful […] people that struggle, I think that can help ease it a little bit
S28	**Boy 2**: *Yes* @ @ Many user manuals in English	*Yes*. Many user manuals in English
S29	**Girl 1**: Ehm - something that can be negative is maybe that - eh some people like - - don´t talk that much because they´re unsure of their English and think it´s weird to talk it out loud. But I think - like the positive effect of this can be that - like they *get* more sure of their English and they like get more used to speaking it - out loud without having to worry about if they´re going to get graded all the time	Something negative can be people not talking than much because they're unsure […] the positive can be that they get surer, more used to speaking it without having to worry about being graded all the time
S30	**Girl 3**: I think - the - - positive can be that you can learn new words and - yeah sentence I don´t know and - the negative can be like - - yeah, like "Girl 1" said - eh that people are insecure to on their English and - not talk that much	I think the positive can be that you learn new words and the negative can be that people are insecure and not talk that much
S31	**Girl 2**: Yeah I think it´s gonna be - - more normal to talk English and it´s - yeah and that´s gonna be great	I think it's going to be more normal to talk English
S32	**Boy 3**: I think same - cause - - - like - - you need English to learn other languages too - so I think it´s good to learn English in two classes - - -	I think the same because you need English to learn other languages too, I think it's good to learn English in two classes
S33	**Boy 2**: The positive is that we learn more English and we learn - different *kind* of words - we li - we learn - eh social science words - eh and that´s a that I think are very positive and the negative can be - that people if people don´t understand they can be - eh like drop down - eh a little bit in the grade – in social science. But then - maybe it´s can be smart to have a - solution that - people that won´t have social science on English can get a Norwegian book or something so - I think it it´s gonna be for the most very positive and - eh – eh - with the right options	The positive is we learn more English and we learn different kind of words […] the negative can be that if people don't understand they can drop down in grade in social science […] maybe it can be smart to have […] a Norwegian book […] I think it's going to be mostly positive with the right options
S34	**Boy 4**: Yeah - - yeah I do believe you need English skills in the future because - for example when I was in Oslo I was gonna buy a pizza in a market - and the cashier was he was English / - and I talked to him so - in that situation if I didn´t know English I wouldn´t have gotten my pizza, so… @ @	Yeah, I do believe you need English skills in the future because when I was in Oslo, I was going to buy a pizza and the cashier was English. In that situation, if I didn't know English, I wouldn't have gotten my pizza
S35	**Girl 2**: Yeah, cause like when we get jobs and stuff like - the world is - like - gonna… **Girl 1**: Expand / **Girl 2**: Yeah, a lot more than it has been before	**Girl 2**: Yeah, because when we get jobs the world is going to . . **Girl 1**: Expand . . . **Girl 2**: Yeah, a lot more than it has before

S36	**Girl 1**: Na yeah I often - eh - at least with my step dad because he works in - eh - in a world where you like sell stuff and he often has to talk have business meetings with - like a lots of people from different parts of the world, and like - English is the - language that they speak because that´s the one thing they can have they have in common as a language	My stepdad often has business meetings with people from different parts of the world and English is the language they speak because that's the language they have in common
S37	**Girl 3**: Ehm - I have two sisters and - ehm one of them is studying - - - @ embarrassed to be a - –[unint.] I don´t know - - psychologist. And when she´s studying and reading and she have to read in English - a lot	I have two sisters and one of them is studying to be a psychologist and she has to read a lot in English
S38	**Boy 4**: Yeah I think four because - there´s no way - having English in social science will get you worse in English, so -	I think four because there's no way having English in social science will make you worse in English
S39	**Girl 1**: I think my attitude towards English is pretty good @ already, but - ah - I think it will improve even more / because I like English and I like speaking it so it will be fun to have it - and - - to get to use it in another class as well, so - like a five	I think my attitude towards English is pretty good already, but I think it will improve more […] it will be fun to use it in another class as well so a five
S40	**Girl 3**: Em - I actually don´t know @ - so - we will see / But I like - eh social science and English so maybe - - - it will be a good - - @@	I actually don't know so we will see. But I like social science and English so maybe it will be good
S41	**Boy 4**: We talk it every lesson - - and - my brain get used to it	We talk it every lesson and my brain gets used to it
S42	**Girl 1**: Ehm – no I don't think I've – changed anything / I just – eh – it was fun to use it in lessons other than English – and have it as a working language	I don't think I've changed anything […] it was fun to use in other lessons […] as a working language
S43	**Boy 4**: Aaa I think my work has improved because when we´re doing a task for example - - aand we´re doing it and - it´s in English you have to like concentrate more and - yeah	I think my work has improved because when we're doing a task in English you have to concentrate more
S44	**Boy 1**: Well - ehm - as you may experienced I´m used to talk in Norwegian so - ehm - in the lessons you may hear me talking loads of Norwegian but - @ - I think it had helped me to - get more - - em - how can I say it get more safe on language I can be more calm when I speak it just - say what I feel to say - and - - you learn very many words that you didn´t know were English words at all. Because - eh - social science is a - em - - fag - - Subject. Eh - hm - @ @ @ subject where you have loads of difficult words that you never even know existed, but then you learn talking them and then you use it as - you´ve - you´ve known it the word your whole life so it´s gets easier - - to say the more difficult words - -	I think it has helped me to be calmer when I speak […] it gets easier to say the more difficult words
S45	**Girl 2**: Yeah, me as well. It was - hard in the beginning but then it became better - - It was easier - - yeah I thought it would be harder but – yeah - ahm – I felt like I - - knew a lot more than I	It was hard in the beginning but then it became better […] I thought it would be harder […] I

	thought	felt I knew a lot more than I thought
S46	**Girl 1**: Yeah. It's – it's been nice but – like – in – th – it's easier to find a lot of stuff in English like – eh – when you're searching for information but then again it's also – a lot of difficult a-and or advanced words that are maybe hard to – like translate into something easier – so that can be – like a bad thing - - I guess Yeah because the – like all of the sites we were on – eh they used pretty like difficult language and - - and stuff like that and then it then it was hart to like write it as our own and find other words that made sense	[…] It's easier to find information in English but difficult and advanced words may be hard to translate […] hard to write as your own and find other words that made sense
S47	**Boy 2**: I – eh – I think five. I learned a lot of new words and – eh – it helped with – the eh English speaking – eh – so I stand by five	I learned a lot of new words and it helped with speaking English
S48	**Girl 2**: Eh – yeah actually cause sometimes - - you know they just not just that it's a different language but the news and like – eh – the difficult topics just – they talk about it different in other countries than we do in Norway / so it's easier to – ahm – learn about the Cold War or – read the news when you learned about the Cold War then just – translate it to Norwegian	Not just that it's a different language but the news and difficult topics, they talk about it differently in other countries
S49	**Boy 1**: Mmm - I think - I had high expectations I were really positive to this before we started and - em - aah - - I speaked loads of Norwegian in the classes but some English as well. Ehm - but I think that - eh - my expectations were a little bit too high - because - I like talki I like talking English - ehm - I think it´s a good language to know but - it gets it could get hard sometimes to understand but you were good to - eh - go over it again in Norwegian if someone were - eh - insecure of what you were saying. So I´ll say it matched my expectations	I was positive to this before we started but I think that my expectations were a little too high. It could get hard sometimes to understand, but you went over it again in Norwegian if someone were unsure, so I'll say it matched my expectations
S50	**Boy 1**: Ehm - I was surprised that you gave us the freedom to talk so much Norwegian - in the lessons even though we were supposed to talk English. Because I was like before we started the whole Project thing I thought you were gonna say: "No, you shut up, we´re talking English now!" @ @ but you gave us the freedom to talk Norwegian even though – mostly talked English but you gave us the freedom to the ones who were insecure and didn´t - feel really comfortable to talking the language so – I was really surprised by that	I was surprised you gave us the freedom talk Norwegian in the lessons even though most talked English
S51	**Boy 2**: Ehm - no, if I - - because - some people think it´s pretty difr - nei - difficult to - ehm - just begin on a new language in a new subject or not a new subject but - - ehm - so I think it was good that we had the freedom - - ehm *but* I think we *could* take the initiative to talk more English - - ehm - - ourselves - so - - but I think it was good	No, because some people think it's pretty difficult, so I think it was good that we had the freedom

S52	**Girl 3**: I will choose four to five – because I think it's us – useful but – it also makes me safe as Girl 2 said cause I – e- was afraid to talk in English in front of class and - I think it makes – ehm – made it better and – yeah	I will choose four to five because I think it's useful – it also makes me safe
S53	**Girl 1**: Maybe we should we should talk a little more maybe you shoulda pressured us a *little* / more bu – but I think everyone worked pretty well with English	Maybe you should have pressured a little more, but I think everyone worked pretty well with English
S54	**Girl 3**: So I think it was good that people – respond to you in English	I think it was good that people responded in English
S55	**Boy 1**: Ehm I will not say that I'm agreeing to all that are being said but I think that you *should* have been forcing us a little bit because - - yes, some of us are insecure on the language, *yes* we need to talk it a little bit more so we can get secure but we can't talk it more if you don't *push* us to talk it more. We can't you can't just give us too much freedom because then it just being a normal social science with Norwegian language everyone talking Norwegian. We need to get pushed so we can get secure on the language to talk it. Even though it might would be scary for someone - - it's good for them laterwards because they're getting – eh - - they're not getting as insecure as they was	I think that you *should* have been forcing us a bit. *Yes*, some are insecure, *yes*, we need to talk more so we can become secure, but we can't talk more if you don't *push* us. You can't give us too much freedom
S56	**Boy 3**: Well for me it's only improved the fact that I may need English - more and more - - because it's such a big language and we - - to communicate with others in countries and school and stuff like that - - we need that language	For me it's only improved the fact that I may need English, we need to communicate with others in other countries, and in school we need the language
(S17) S57	**Boy 2**: Yeah I also also think I could understand more and more articles - ehm - on BBC or or news - eh - or anything so - - - yeah I think I could eh - - used for the English I learned in social science Another - call it another *type* of English cause it it's not daily talking it's more - - ehm - - more - - into one subject and that can be - be - used – much	I also think I could understand more articles or (the) news on BBC. The English I learned in social science is another *type* of English that can be used much
S58	**Girl 3**: Same. I think it's really important to use it - - and use it *more* actually - then the English classes	I think it's really important to use it (English) *more* (S58)
S59	**Girl 4**: - Ahm – I don' think so - - ahm – I've always *known* that English is something you need in the future – and I always wanted to talk more English so I never think it actually changed for me - -	I've always *known* that English is something you need in the future, and now I feel really comfortable speaking
S60	**Boy 2**: I agree and also – I – I think it's – eh – improved my - - attitude because I have learned – eh – a lot of new words and that helps me stay positive to English – ehm – when I - have English classes and can – ehm – express my feelings - - e – better ehm – you know with the more advanced words so - - eh - - I'm s - - ja – yes	I agree, and I think it's improved my attitude because I have learned a lot of new words. That helps me stay positive in English classes and I can express my feelings better
S61	**Girl 1**: No, I think I've always thought that it's pretty – pretty important – to – to know the language and – know – yeah – eh – I think it's just it's always been important to *me*	I think it's always been important to *me* and I think it'll be even more important when I start working […]

	and I think it´ll be even more important when I start work – eh – yeah	
S62	**Boy 2**: Mmm – agreed and - that maybe they had some more interest in social science / then English and then they used that opportunity to – speak more and – speak more English - - as well	Maybe they had more interest in social science than English and they used the opportunity to speak more English as well
S63	**Boy 2**: Yeah - - Because if we are being graded you are afraid to say something wrong and – you just - - think about the grade / but in social science you - - - could just speak free and – don't think – about that	Yes, because if we are graded you are always afraid to say something wrong but in social science you could just speak and not think about that
S64	**Girl 2**: Probably cause when – eh – I wrote that text on the - - Cuban Missile Crisis – it was good to get it back and like see what I'd done wrong without worrying about my English grade going down - - but just learn how to do it better next time	Probably, because when I wrote the text about the Cuban Missile Crisis it was good to get it back to see what I'd done wrong without worrying about my English grade, just learn how to do it better next time
S65	**Boy 2**: Up and down but I - I think for the most of the time people were positive to it - - eh - - so - I think you could you could try this again if you wanted to	For most of the time people were positive so I think you could try this again if you wanted to
S66	**Boy 1**: I also have another suggestion / Ehm - the weekly news. - I think - eh - I learned pretty much from it because it was fun - It wasn´t just fun to write a pap write on a paper and think yeah that´s the right answer that´s the right answer that´s the right answer, but it was fun because we sit in a group, we can hear what everyone has to say, mix in some information from everybody - you get something from him, you get something from her - and then you sit there with a lot of knowledge - - and out I think I got much learning out of the weekly news even though it was - I think - for my part it was very fun - ehm but I got more learning from it than I would think I would get- - eh - - we could still do that /	I have another suggestion, the weekly news. I think I learned from it because it was fun, I got more learning from it than I would have thought. We can still do that