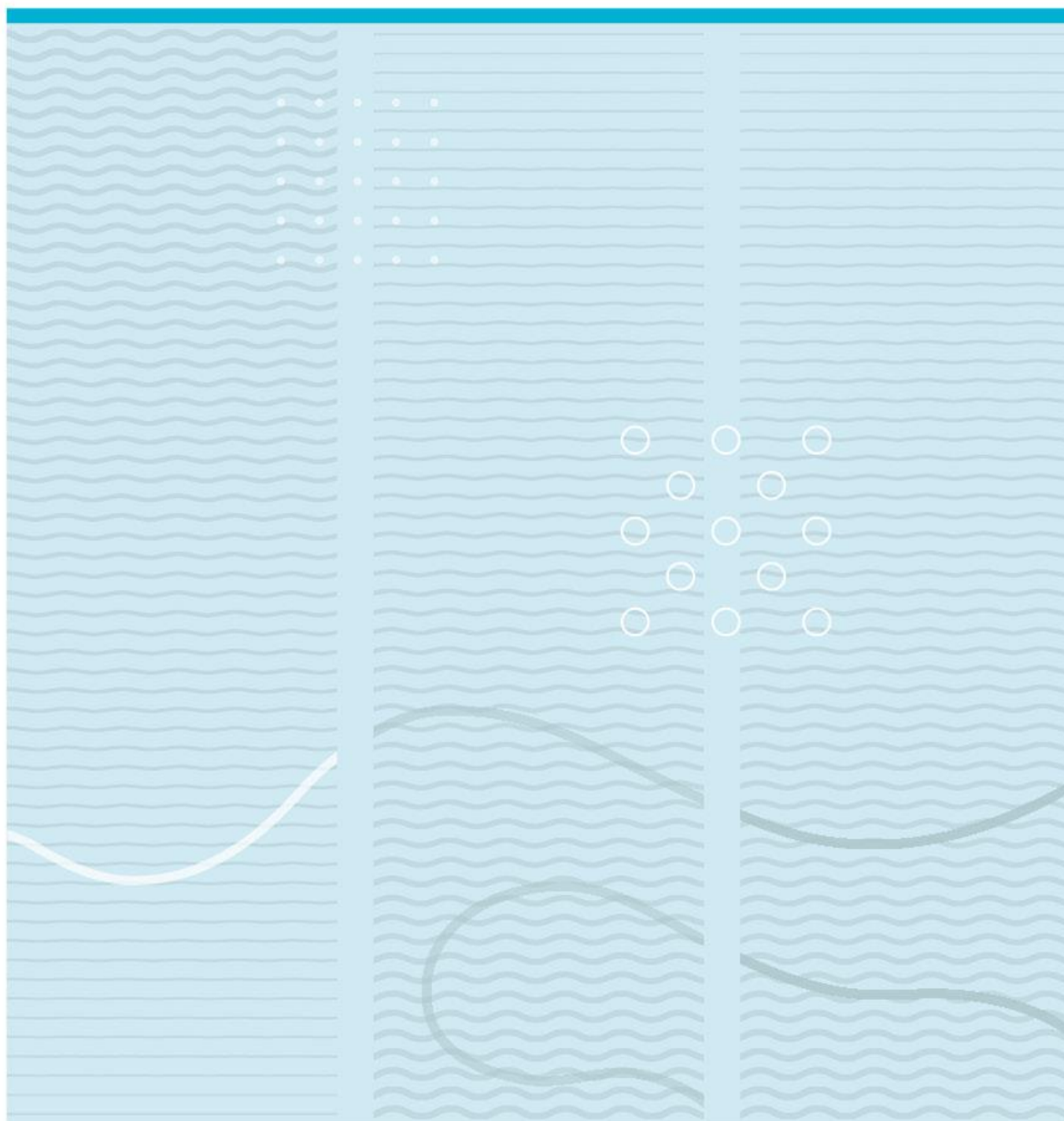Ida Marie Kjellevold

Multilingualism in Textbooks

A Qualitative Study of Multilingual Approaches in Four Textbooks for the English Subject

This thesis is worth 30 study points.

Abstract

This thesis seeks to investigate how and to what extent multilingual approaches are incorporated in textbooks in elementary school in Norway. The thesis draws on theories about multilingualism, language ideologies, and multilingual approaches within the classroom. In 2020 the new national curriculum was implemented, and this demonstrates an increased focus on multilingualism. The textbooks included in this study are developed after 2020, to align with the new curriculum. When investigating the textbooks a qualitative content analysis is employed, together with aspects of multimodal- and visual analysis.

This study reveals that multilingual approaches are incorporated in textbooks for 5th grade in elementary school to a large extent. Further, the thesis identifies how these multilingual approaches are included, by organizing them into four categories: (1) recognize and value linguistic diversity, (2) facilitate translanguaging, (3) employ strategies which enhance multilingualism, and (4) pedagogical tools which support multilingualism. A fifth category was developed, however, no material was found to meet the criteria.

The discussion expands the understanding of how the multilingual approaches within the textbooks can be interpreted beyond the categories. Four main findings are identified. First, multilingualism is understood as a fragmented approach, which is added on rather than occurring naturally and integrated. Second, the textbooks are interested in contextual elements which affects what linguistic repertoire students employ. However, this area is addressed through questions instead of creative activities, such as a language portrait, and thus can affect the amount of knowledge revealed. Thirdly, this thesis finds that the textbooks do not explain the connection between multilingualism and the perceived positive outcome of knowing several languages. Lastly, the thesis argues that language ideologies which value high status languages seem to persist within the four textbooks.

Table of Contents

List of Terminology and Abbreviations

Majority language – the language most of the people in a given population use.

Minority language – a language spoken by a minority of the population within a country or geographical area.

Textbooks – books which are developed for use in specific subjects in education.

L1 – first language(s) that are learned in early childhood.

LK06 – National curriculum 2006.

LK20 National curriculum 2020.

EFL – English as a foreign language.

1.0 Introduction

Multilingualism is a concept that has gained ground in the last decades, largely due to increased migration and globalization. Yet, Norway has always been linguistically and culturally diverse with two official languages, three official minority languages and numerous dialects (Svendsen, 2021, p. 33). In recent years various languages have gradually become a larger part of society, due to increased migration to Norway. The report "Barn, unge og voksne med innvandrerbakgrunn i grunnopplæringen" states that 15 % of students have another culture or speak another language than Norwegian at home (The Norwegian Directorate for Education and Training, 2017). In addition, many students understand bits of Swedish and Danish due to the language similarities and learn English from the first grade. This presence of multilingualism in the Norwegian society should be recognized and utilized, both in education and in society at large (NOU 2015:8, p. 19). Haukås and Speitz (2018) argue that people who are multilingual demonstrate larger cognitive flexibility in tasks not related to linguistics, they are more creative and have better memory (p. 306). These findings validate the potentials hidden within knowing several languages, and arguably the findings demonstrate that multilingual approaches have a place within teaching and learning. Yet, research implicates that multilingual approaches are rarely used by teachers, often as a result of not feeling confident and trained in these methods (Haukås, 2016; Iversen, 2017).

A white paper states that teaching materials are to be developed for educational purposes and are to cover the competence aims put forward in the national curriculum (Meld. St. 28 (2015-2016), p. 75). Until year 2000, all teaching materials had to be approved before they were used in school. This arrangement has been terminated and the responsibility for approval now rests with the producers of teaching materials and the teachers (Meld. St. 28 (2015-2016), p. 75). This raises the need for teachers to demonstrate greater critical insight when evaluating and selecting textbooks.

Gilje (2016a) and Gilje (2016b) found that teachers in elementary school in Norway rely to a large extent on textbooks when planning and carrying out their teaching. This finding implies that textbooks can play a vital role in assisting teachers to incorporate multilingual approaches. The new national curriculum (LK20) was implemented in 2020. This curriculum demonstrates an increased focus on multilingualism compared to its predecessor, the national curriculum of 2006 (LK06). Following LK20, new textbooks have been developed to suit the objectives and competence aims in this curriculum. Different perceptions of multilingual

development can have implications for how multilingualism is utilized in education. This thesis will investigate the national curriculum's view of multilingualism, in addition to gaining insight into different theoretical perspectives on multilingualism, in order to understand how multilingualism is portrayed in textbooks.

1.1. Research Question

The purpose of this study is to analyze *how* multilingualism is presented and incorporated in English subject textbooks for 5th grade and *to what extent* the multilingual approaches occur. Linguistically diverse classrooms and increased focus on multilingualism in LK20 support the need for this study. In order for teachers to safely rely on the textbooks to assist them in reaching multilingual objectives in LK20, it is important to verify whether and how textbooks incorporate multilingualism.

This thesis seeks to answer the research question: *how and to what extent are multilingual approaches incorporated in textbooks aimed at 5th grade in elementary school in Norway?* Fifth grade is selected as the focus, due to the challenges connected to entering the intermediate stage of schooling. The teaching becomes less practical and more theoretical and the topics and language are more abstract (Palm, 2013). Utilizing students' multilingualism in the classroom can create bridges between knowledge in different languages and increase the learning outcome. The selection of a specific grade will be addressed further in the section 3.2.1 "Sampling Frame" in the methodology chapter. A qualitative content analysis, supported by a multimodal approach and a visual analysis will be applied when answering the research question. The data material consists of four textbooks developed for use in 5th grade English. The textbooks represent the four major publishing companies which produce school related course material.

In this thesis, the term textbook refers to books which are developed for use in specific subjects in elementary school. The textbooks arrange the content into chapters, consisting of factual or narrative texts, introduction of grammatical features and various tasks to support the topic of chapters. Typically, publishers produce a package of educational materials for each subject, textbooks being part of a larger set of resources. This study will investigate textbooks exclusively. These books are used by both teachers and students, thus they can provide an insight into how both teachers and students are being exposed to linguistic diversity.

1.2 Background

1.2.1 The National Curriculum

The national curriculum's main objective is to guide the pedagogical practices in lower and secondary education, and everyone employed must be guided by this fundamental approach when planning, developing, and implementing teaching (The Norwegian Directorate for Education and Training, 2020a, p. 1-2). According to the Norwegian Directorate for Education and Training (2021) the impetus behind the curriculum reform was the rapid changes in society, which calls for the teaching and learning to be relevant and future-oriented. The report "Fremtidens skole – Fornyelse av fag og kompetanser", popularly called "Ludvigsen-utvalget", is an educational policy document which formed the direction of LK20 to a great extent. Because the report builds on current research about society, teaching, and educational training, it is often treated as the political frame of reference in education. However, the report has been criticized of promoting an instrumental discourse which emphasizes measurable development and utility perspectives (Riese, Hilt, Søreide, 2020. p. 186; Jakobsen, 2016, p. 103). The report emphasizes that cultural diversity and multilingualism are considered as an enrichment and a resource for society (NOU 2015:8, p. 19) and that bilingual and multilingual students should be given the chance to further develop their linguistic competencies (NOU 2015:8, p. 24). Students acquire knowledge differently and the need for training in appropriate learning strategies is recognized. The report specifically mentions the need to understand that knowledge obtained in one language or language subject is transferrable to other languages or language subjects. It also stresses the need to draw attention to what unifies the different language subjects, to establish a common frame of terminology between language subjects and enhance language learning strategies - all as means to employ deep learning (NOU 2015:8, p. 52). A clear encouragement to include multilingualism in school contexts has been put forward, an in the following this thesis will investigate how this is implemented in LK20.

The current core values demonstrate a shift in perspective regarding multilingualism. Whereas LK06 fails to include a specific focus of recognizing language diversity, LK20 has incorporated a paragraph which puts multilingualism on the agenda.

> The teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use

language to think, create meaning, communicate, and connect with others. Language
gives us a sense of belonging and cultural awareness. In Norway, Norwegian and the
Sami languages, South Sami, Lule Sami and North Sami, have equal standing. The
Norwegian language comprises two equal forms of Norwegian bokmål and nynorsk.
Norwegian sign language is also recognised as language in its own right in Norway.
Knowledge about the linguistic diversity in society provides all pupils with valuable
insight into different forms of expression, ideas, and traditions. All pupils shall
experience that being proficient in a number of languages is a resource, both in school
and society at large (The Norwegian Directorate for Education and Training, 2020a, p.
5-6).

This confirms that, according to LK20, languages have multiple roles and serve various
purposes alongside being a means for communication. The positive impacts of language
diversity are highlighted and teachers are obliged to take this perspective into the classroom.
The curriculum for the English subject builds on the attitudes put forward in the core values.

The objectives put forward in the English subject curriculum of LK06 argue that "learning
English will contribute to multilingualism" (The Norwegian Directorate for Education and
Training, 2013, p. 2). The curriculum also demonstrates awareness towards students having
another L1 than the majority language and encourages them to discover "relationships
between English, one's native language and other languages" (The Norwegian Directorate for
Education and Training, 2013, p. 3). However, in the three competence aims targeting
linguistic diversity after year 2, 4, and 7 in elementary school, the multilingual focus is not
followed up and the view of linguistic diversity is narrowed down, only to refer to English
and one's native language. LK20 expands the English curriculum's objectives regarding
multilingualism and portrays a more consistent inclusion of the concept. Whereas the
objectives in the LK06 curriculum mentioned linguistic diversity on two occasions, I counted
that LK20 draws attention to the matter ten times. Multilingualism is incorporated thorough
validations such as "account for linguistic background", "developing language awareness",
"experience of linguistic diversity", and "… seeing their own identity and other's identities in
a multilingual context" (The Norwegian Directorate for Education and Training, 2020b, p. 2 -
3). The phrasing "the pupils shall experience that the ability to speak several languages is an
asset at school and in society in general" (The Norwegian Directorate for Education and
Training, 2020b, p. 2) clearly incorporates multilingualism as an important approach. The

competence aims for English in LK20 also include a broader view of linguistic diversity than its predecessor. Instead of limiting its comparison only to one's L1, LK20 encourages the students to include "English and other languages with which the pupil is familiar" (The Norwegian Directorate for Education and Training, 2020b, p. 5, 6, 7).

The curriculum for the Norwegian subject also incorporates linguistic diversity as a resource with several objectives and competence aims targeting multilingualism (The Norwegian Directorate for Education and Training, 2020c). The implications put forward in the report and the educational documents align well with Vikøy's & Haukås' (2021) findings, that "existing national and international research has shown that multilingualism is mainly valued positively in policy papers and language subject curricula as well as by teachers" (p. 7).

1.2.2 Previous Research

Several areas of research are relevant for this thesis. Research uncovering teachers' beliefs, attitudes, and inclusion of multilingualism in their teaching, together with research on textbooks' position in education and how multilingualism is incorporated in textbooks will be presented in the following section. This previous research will contribute to develop the knowledge base needed to discuss the role of multilingualism in textbooks.

Teachers' Beliefs, Attitudes, and Inclusion of Multilingualism

Pitkänen-Huhta and Mäntylä (2020) interviewed English as a foreign language (EFL) teachers in Finland about their view of teaching migrant students with multilingual backgrounds in a regular classroom setting. They found that the teachers were quite unaware of multilingualism in the EFL classroom, however, some underlying perceptions were detected. The teachers were reluctant to draw attention to students' linguistic background, although they had noticed that multilingual students possessed greater metalinguistic awareness than their peers. Whilst unaware of the benefits of multilingualism and the students' language resources, the teachers had implemented principles for translanguaging to support multilingual students (Pitkänen-Huhta, Mäntylä, 2020).

Haukås (2016) and Vikøy & Haukås (2021) have studied teachers' experience with multilingualism. They found that teachers are positive towards the approach, however, they are reluctant to implement multilingualism in their own teaching. Concerns about disrupting

further language learning, uncertainty of how to transfer learning strategies, and a feeling of incompetence in methods promoting multilingualism were the main causes.

Textbooks in Education

Blikstad-Balas (2014) found in her study about the "textbooks hegemony" that textbooks have always played a vital role in school teaching, and they have proven to be very durable despite technological advancements. Textbooks serve various functions e.g., to be a tool for teaching and learning, a place where basic and important knowledge and insight are gathered, as well as being a common frame of reference in the classroom that is important for conversation, communication, and cohesion (Skrunes, 2010, p. 15). According to two separate studies by Gilje (2016a; 2016b), approximately seventy toc eighty percent of teachers relied on textbooks when planning and implementing teaching. In addition, Hopmann, Asfar, Bachmann, and Sivesind (2004) reported that English stood out as one of the subjects in which teachers reported using the textbooks more often than in other subjects (p. 122), however, the reasons as to why were not elaborated on. Hopmann et al, (2004) also found that textbooks have a major influence on how the curriculum is understood by teachers, students, and parents.

Multilingualism in Textbooks

Holmesland and Halmrast (2015) argue that "the teaching material must be designed so that both majority- and minority- language students have the opportunity for recognition, identity confirmation and expansion of their perspectives (p. 35). According to Cummins, Bismilla, Chow, Cohen, Giampapa, Leoni, Sandhu, & Sastri (2005) the academic commitment put forward by minority language learners is dependent on whether the instruction confirms their identity and the opportunities to draw on their identity in learning (p. 40).

Vikøy's (2021) study on multilingualism in textbooks for the Norwegian subject concludes that "multilingualism is presented as special cases and not as a normal situation in school textbooks» (p.2). She further claims that «there is still little discussion about textbooks' content and the important role that they play as mediators of what are perceived as national norms and values» (p. 2). Kulbrandstad (2020) confirms Vikøy's findings in the study "Å se norskfaget med andrespråksbriller – En studie av læremidler for 5.-7. trinn". This study discusses that material demonstrating multilingual diversity is rarely present in textbooks for

the Norwegian subject and that it seems challenging to let go of a monolingual practice. However, some exceptions have been found. In some tasks, students are encouraged to explore multilingual diversity based on material presented in the textbooks. Tessem's (2020) master thesis analyzed four textbooks in the Norwegian subject for upper secondary school. She found that multilingualism on the individual level was represented to some extent, mainly through tasks which facilitated contact between languages. On the society level, multilingualism and language diversity was to a large extent portrayed in a factual manner and connected to the history and rights of the Sami languages, without directly connecting it to national- or more recent minority languages.

The findings demonstrate that teachers have a positive view of multilingualism but are reluctant to implement it in their own teaching. Textbooks are to a great extent relied upon when planning and carrying out teaching and they function as a medium to interpret the curriculum. The past research on multilingualism in textbooks in Norway has been conducted in upper secondary school, in the Norwegian subject. The findings demonstrate a lack of multilingual focus, especially in regards of recent minority languages. These findings suggest the need to investigate how the textbooks developed specifically to follow LK20 incorporate multilingualism, in order to verify whether teachers can rely on them when planning and carrying out teaching. Inclusion of multilingual approaches in the textbooks can enable teachers to draw upon these strategies, without the teachers being fully trained or experienced with the approaches.

1.3 Outline of the Study

This thesis is divided into six chapters. Following the introductory chapter, the second chapter provides an outline of the theoretical background for this study. In the second chapter, I will offer insight into the various interpretations of the term multilingualism, how individuals develop their multilingualism, aspects regarding language ideologies and the perception of language as a problem, right, or resource, and how multilingual approaches can be implemented in the classroom. Chapter 3 presents and discusses the methodology and materials used in this study. The chapter includes a detailed account of how and why this thesis has applied a qualitative content analysis, a multimodal approach, and a visual analysis, as well as an explanation and justification for the collection of materials. Furthermore, the analysis process is accounted for, in addition to ethical considerations in terms of validity and

reliability. In chapter 4, the findings from the study are presented, and these will be discussed in relation to the theoretical background and research question in chapter 5. The 6th and final chapter presents the conclusions and the implications that can be taken from this study. Ultimately, suggestions for further research are discussed.

2.0 Theory

This chapter will try to conceptualize multilingualism through the discussion of different interpretations and definitions of the term, together with theory on how language acquisition occurs. Further, language ideologies will be discussed before the chapter examines how multilingual approaches can be incorporated in the classroom.

2.1 Multilingualism

Multilingualism as a concept gained ground at the turn of the millennium. This came as a result of an increased interest in the differences of acquiring two and three languages (Svendsen, 2021, p 51-53) along with the consequences of globalization, such as political and economic transformation, increased social and geographical mobility and cultural and linguistic changes (Aronin, 2019, p. 8-10). Multilingualism also became the term used to address linguistic diversity in general, both at and individual-, group-, and society level (Svendsen, 2021, p. 52). Bilingualism has historically been the term covering the territory of acquiring two or more languages, as one assumed that the cognitive processes in play were quite similar (Svendsen, 2021, p. 51). More recent research on the matter state that several areas within the cognition of individuals knowing three languages are more complex and interrelated than of those possessing two languages (Quay and Montanari, 2018; Dewaele, 2002). Aronin and Singleton (2012) argue that multilingualism is currently the preferred starting point of discussion, leaving bilingualism as a subcategory within the field (p. 6). However, scholars use a mix of terms when referring to bilingualism and multilingualism, thus my conceptualization of the topic will draw on several ways of naming "those who possess knowledge of two or more languages".

2.1.1 Definition(s) of Multilingualism

Multilingualism is a complex term influenced by a variety of theoretical and practical perspectives with contrasting views on acquisition and language use (Aronin & Singleton, 2012, p.1). Multilingualism is a phenomenon of the present age, yet it has existed throughout time (Aronin, 2015). As there are about 7000 languages in the world and about 200 independent countries, it is clear that multilingualism is not a new concept (Svendsen, 2021, p. 24). There has historically been an issue in defining the acceptable level and breadth of proficiency of the languages in question (Aronin & Singleton, 2012, p. 1). Minimal or narrow definitions propose that multilingualism entails "a native-like control", indicating complete

mastery and control of all language features and the accent of the languages one possesses (Bloomfield, 1933; Haugen, 1953). Such minimal definitions are criticized for constantly referring to the monolingual norm, not accounting for the nuances of being multilingual (Aronin & Singleton, 2012, p. 2). Narrow definitions also run counter to the idea of English as lingua franca. The point of having a common language is to be able the communicate across linguistic boundaries and adapt the language to different speakers and various contexts. Rindal (2013) found that Norwegian learners associated their English accent with their identity, and that their aim with the language training was to develop their proficiency in the language, not to speak with a native-like accent. Maximal interpretations of multilingualism entail the ability to use or understand a few words, phrases, or grammatical features in several languages (Diebold, 1961; Edwards, 1994). Aronin and Singleton (2012) point out that in many countries, a maximalistic view will include entire populations as multilinguals, without any regard to when and how they use their multiple languages (p. 3). However, Jessner (2006) argues that even the slightest knowledge of several languages can promote metalinguistic awareness and be of great importance for further language learning.

Current perspectives are focused on functional approaches to multilingualism, accounting for individual factors such as ability to communicate and language use in different contexts (Garcia & Wei, 2019; Svendsen, 2021). Grosjean (2008) proposes the following definition of functional multilingualism: "Bilingualism is the regular use of two or more languages (or dialects), and bilinguals are those who need to use two or more languages (or dialects) in their everyday lives" (p. 10). Grosjean points to the need to frequently use all languages but fails to specify the necessary level of competence needed to facilitate this usage. Attached to Wei's (2002) definition is both a requirement of linguistic competence and the language production needed to be bi- or multilingual (p.6). This interpretation entails that multilinguals are able to communicate adequately in their languages, e.g. making themselves understood, although not necessarily grammatically or phonologically correct (Wei, 2002, p. 6).

Multilingualism exists both on an individual and a societal level. According to Aronin (2019) individual multilingualism refers to peoples' acquisition and use of several languages. It entails both the ability to master and use the languages, in addition to the physical and neurological developments following the language learning process and of being multilingual (p. 3). Individual processes like identity development and feeling of belonging are also a part of individual multilingualism (Krulatz et al., 2019, p. 102-106) Societal multilingualism

accounts for the organized and unorganized language practices taking place in communities, organizations, and groups. Aronin (2019) argues that how language is used and presented in different "contexts, circumstances, order, manner and routines" (p. 4) is affected by the country's political and economic view (p. 4-5).

2.1.2 Developing Multilingualism

It is common to distinguish between two courses of language acquisition, simultaneous and successive. The first denotes the process of acquiring several languages from birth or early childhood while successive language acquisition involves learning a language after a first language has been established (Svendsen, 2021, p. 17-18, Baker, 2011, p. 94). Additive multilingualism denotes the language acquisition process where the speaker adds several languages to their repertoire, which obtain an autonomous juxtaposed position within the persons language repertoire (Krulatz, Dahl & Flognfeldt, 2019, s. 53; Baker, 2011, s. 71-72). In the opposite direction is subtractive bilingualism, where necessities call for the acquisition and use of the dominant majority language, which further risks replacing the L1 (Krulatz et al., 2019, p. 57).

Garcia and Wei (2019) are critical to the common conception of bi- and multilingualism as additive (p. 29). Garcia (2009) expands the additive view on bilingualism by interpreting it as something dynamic, related to Cummins' dual iceberg model which describes linguistic interdependence (Cummins, 1981). Cummins (1981) argues that bilingual knowledge is not stored in separate parts of the brain but is a common underlying proficiency (CUP) (p. 37) which gathers all language competencies without linking them to specific languages (Monsen & Randen, 2017, p. 34). According to Flognfeldt (2018) "[Cummins' model] has later been expanded to account for more than two languages in order to model the multilingual brain" (p. 232). Cummins (2000) distinguishes between cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) (p. 59). According to Monsen and Randen (2017) BICS represents the type of language knowledge needed to communicate in simple situations while CALPS requires more linguistic precision as the language is more abstract, cognitively demanding and the contexts are not immediate or known (p. 83). The dynamic dimension presented by Garcia (2009) expands the emphasis on bilinguals' language practices as complex and interrelated. It stretches beyond the idea of two interdependent languages as Cummins (1981) hypothesis suggests (Garcia & Wei, 2019, p.

31). The dynamic dimension is often called translanguaging and defined as "diverse discursive practices in which bilinguals participate in order to understand their bilingual worlds" (García, 2009, s. 45). Garcia and Wei (2019) claim that a dynamic translanguaging model emphasize the use of the entire language repertoire, without boundaries between the languages (p. 18, 31). They argue that bi-/multilingualism have developed from being perceived, as (1) the movement away from a traditional view which focused on two autonomous juxtaposed languages, (2) to linguistic interdependence which is represented by Cummins iceberg model, (3) to a current dynamic view of bi-/multilingualism denoted as translanguaging (p. 32). These theories are relevant for this study because the textbooks' understanding of multilingualism can have implications for how the concept is utilized in class. This thesis will rely on the translanguaging model which emphasize the use of students' full linguistic repertoire.

2.2 Language Ideologies

Language ideologies affect the role of students' L1 in education and in society to a great extent (Iversen, 2019a, p. 3). Formulations and key elements in policy papers, curricula and legislations steer the direction of how and to what extent languages are to be incorporated in different contexts. Baker (2011) points to several factors which influence the ideologies, such as the position of the language minority within the society, its economic, social, and symbolic status (p. 55). Wei (2000) emphasizes that language ideologies are dynamic and thus changes with time (p. 21). Burner and Carlsen (2022) conducted a study at a Norwegian school for newly arrived students. One of the teachers interviewed mentioned that "when I started working at the school, there was a strong focus on learning Norwegian all the time. More recently, the school leadership have come to understand that L1 is a strength in all subjects" (p. 42). This confirms that language ideologies are dynamic and affect the role of students L1 in education.

McGroarty (2010) defines language ideologies as "the abstract (and often implicit) belief systems related to language and linguistic behavior that affect speakers' choices and interpretations of communicative interaction" (s. 3). Through this definition, McGroarty (2010) points out that language ideologies concern the invisible and implicit "glasses" language use is viewed through (Van Ommeren, 2017, p. 159). Blommaert (2018) claims that language ideologies also maintain and develop language hierarches where some languages and language users are given greater value than others (p. 6). An example of language

hierarchies can be found in Burner and Carlsen's (2017) study, about English instruction in introductory classes in Norway. They found that the two schools included in the study had a "Norwegian only" policy at school (p. 202). This contributes to raising the value of Norwegian above the other languages represented at the school. The linguistic ideologies thus also provide guidelines for teachers' classroom practices and how language is recognized in school (Iversen, 2019a, p. 3). Garcia & Li Wei (2019) argue that by incorporating translanguaging as a pedagogy in education, traditional ideologies and boundaries can be torn down and be replaced by new ways of existing and languaging (p. 148).

2.2.1 Language as Problem, Right and Resource

Ruiz (1984) proposed three basic perspectives of languages: Language as a problem, language as a right and language as resource. In addition to drawing on Ruiz' (1984) article, his perspectives will also be understood through Hult and Hornberger's (2016) presentation "Revisiting Orientations in Language Planning: Problem, Right, and Resource as an Analytical Heuristic".

The language as a problem orientation values monolingualism and considers linguistic diversity as a threat to assimilation and national unity. Minority languages are connected to social and economic issues and increased proficiency in the majority language is seen as a solution. This orientation also relates multilingualism to cognitive difficulties and reduced academic achievement, leading to second language and mainstream immersion programs being the preferred approach to language learning (Hult and Hornberger, 2016, p. 33). The official report "Diversity and Competence" (2010) embraces multilingualism as a value, however, the report states that "to have a good command of Norwegian is often necessary for economic, social and political participation in the Norwegian society. With knowledge of Norwegian, it will, for example, be easier to make use of one's democratic rights" (p. 34), which can be connected to the orientation viewing language diversity as a problem. The language as a right orientation addresses linguistic inequities through compensatory legal mechanisms, often focusing on civil- and human rights of minorities to use and maintain their languages (Hult & Hornberger, 2016, p. 35, 36). This orientation gives right to use one's language in specific domains, such as to vote or have legal and administrative proceedings to be carried out in one's L1 (Ruiz, 1984, p. 22). The extent to which languages are entitled to language rights often relies on its heritage or historical connections to the country. In Norway, Sami is an official language with rights equal to Norwegian. Migration has brought

numerous minority languages to Norway, and these possess fewer language rights (Beiler, 2019, p. 30). The orientation of language as a resource appreciates multilingualism and considers it as compatible with national unity and community. The language resources represented by multilinguals are regarded as positive for the individual itself, in addition to the local community and the society in general (Hult & Hornberger, 2016, p. 38). Ruiz (1984) argues that the language as a resource orientation partly can alleviate conflicts emerging from the other two orientations. It can directly enhance the status of minority languages and reduce the tension between majority and minority language communities (p. 25). Further Ruiz (1984) argues that an increased focus on this orientation will positively influence language minorities together with language- attitudes and ideologies (p. 27).

2.3 Multilingual Approaches in the Classroom

Cenoz and Gorter (2014) highlight the importance of languages in school, both as specific subjects and as the medium all other subjects are taught through. They also emphasis the school as a social arena where language is an important tool to interact with fellow students (p. 239, 248). The monolingual and the bilingual approach to English language instruction seem to dominate in Norwegian schools (Brevik, Rindal, Beiler, 2020, p. 93). The first approach is seeking to only use the target language when teaching and learning, while the latter approach is relying on both the target- and the majority language. Language education scholars argue the need for a third option, which allows multilingual students to draw on all the language knowledge within the classroom (Krulatz et al., 2019, Krulatz & Iversen, 2019). Numerous studies have argued how to utilize this theoretical framework in pedagogical contexts. Through the British Council, Norris (2019) has published the resource "Using multilingual approaches", which presents five pedagogical practices teachers can utilize to enhance multilingual competence within the classroom. Abney and Krulatz (2015) suggested eight pedagogical practices to "foster multilingual competence in the EFL classroom", while Iversen (2019b) argues for the concept of pedagogical translanguaging as a holistic approach to multilingualism in education.

As the purpose of this thesis is to find out how multilingual approaches are included in textbooks, an investigation into the research field of how multilingual approaches can be incorporated and utilized in an educational context is necessary. In the following, practical approaches to multilingualism will be explored and the information revealed will be synthesized to create categories. These categories form the foundation through which this

study's data will be analyzed and this process will be elaborated on in the methodology chapter, section 3.3.2.

2.3.1 Recognize and Value Linguistic Diversity

Norris (2019) claims that awareness of the linguistic diversity surrounding us in school and education is crucial to recognize and value linguistic diversity. She argues that teachers can raise such awareness by drawing attention to the diversity present within the class (p. 4). Abney and Krulatz (2015) support this by suggesting exploring students' diverse linguistic backgrounds to "create linguistically and culturally rich classroom environments" (p. 2). Garcia and Flores (2012) argue further that knowledge and understanding of "the social, political, and economic struggles surrounding different language practices" is a means to create language awareness (p. 242). In a report about experienced racism in Norway, youth revealed experiences of hatred and prejudice emerging after sharing about their background in class (Antirasistisk senter, 2017). These findings imply that a broad perception of what language and cultural diversity entail must be accounted for, recognizing that all students possess a unique variety of language and culture, regardless of whether they are part of the majority or minority population.

Learning materials can function as a means to spark language awareness and Norris (2019) suggests addressing linguistic diversity through relevant material on the classroom walls, for example representations of different languages (p. 4). Brevik et al. (2020) argue that teachers need to gather information about their students' language resources before deciding on which language learning approach to employ (p. 109). Language portraits are recognized by several scholars as an activity to gain insight into students' language knowledge and language use. It is a student-produced drawing, presenting their knowledge of various languages within a silhouette on a piece of paper. The color and placement of the various languages can represent their purpose (Brevik et al. 2020, p 109; Beiler, 2019, p, 27; Iversen, 2019b, p. 59; Krulatz et al., 2019, p. 234-235). In Beiler's (2019) study, which investigated the incorporation of multilingual strategies in two English classes for newly arrived students in Norway, the researcher expands on the information gathered in language portraits by interviewing the students about these. Through the interviews, valuable information about students' linguistic repertoires was detected, such as with whom, to what extent, and for what purposes they employ their various languages, and their relationship to English. Brevik et al.

(2020) suggest to conduct introductory interviews to get to know your students. In addition to gaining insights into the matters reported by Beiler (2019), Brevik et al. (2020) point to information about which language students identify the most with and their interest for developing their English proficiency further as areas which can be discussed in an interview (p. 110).

2.3.1 Facilitate Translanguaging

Otheguy, García, and Reid (2015) define translanguaging as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of ... languages" (p. 281). An example of this practice is when students in an English class rely on both the target language, and aspects of other languages they know, when discussing in class or writing a paper. Krulatz et al. (2019) point to translanguaging's potential to attend to the individual's communicative need in various contexts (p. 137), suggesting that students' language knowledge is dynamic and that different languages serve different purposes. Several scholars argue the need to connect a pedagogical aspect to translanguaging (Garcia & Wei, 2019; Iversen, 2019; Krulatz & Iversen, 2019; Paulsrud, Rosén, Straszer and Wedin, 2017). Iversen (2019b) argues that pedagogical translanguaging involves planned, structured, and purposeful actions which aim to develop students' metalinguistic awareness, multilingual competence, and identity. Further, teachers must make a deliberate effort to draw on students' full linguistic repertoires (p. 53). According to Iversen (2019b) the term pedagogical translanguaging only applies if there are a structure and a purpose behind the deployment of several languages. Without such structure and purpose, Iversen (2019b) claims that the dominant language of society and education will consume the minority languages to the extent where they are no longer visible within educational and social contexts (p. 54). Knowledge of linguistic diversity is crucial in the globalized world and pedagogical translanguaging will benefit all students, however, most for students from multilingual homes (Iversen, 2019b, p. 53). Norris (2019) and Iversen (2019b) argue that for multilingualism to be an asset in education and society, students must experience their linguistic repertoire as a resource (Norris, 2019, p. 59; Iversen, 2019b, p. 16). According to Cummins (2000), pedagogical translanguaging can only be implemented in classrooms which truly value and support linguistic diversity. Without such a fundament, he claims that students are likely to conceal parts of their linguistic repertoires.

Abney and Krulatz (2015) propose "funds of knowledge" as activities which encourage students to draw on all their language knowledge. According to Gonzalez, Moll, and Amanti (2005) funds of knowledge refers to "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 72). Abney and Krulatz (2015) suggest drawing on minority students experience and knowledge of areas such as farming, religion, childcare, household economics and geography to benefit the whole class (p. 3). As these knowledges and skills likely have been taught or experienced in the students' L1, it may be a natural arena to utilize one's full language repertoire. Garcia and Flores (2012) support activities which relate curriculum content to students' experiences and encourage students' maximum identity investment (p. 243). In addition, drawing on students' full language repertoires can create connections between linguistic concepts which facilitates deeper learning (Cummins, 1981; Garcia, 2009; Garcia & Wei, 2019). Soft boundaries between the languages taught and used in school will to a larger extent encourage incorporation of students' full linguistic repertoire. The current organization of schools reinforce language separation, as different languages have designated hours on the schedule and is often taught by separate teachers (Cenoz & Gorter, 2014, p. 249). Garcia and Flores (2012) argue that teachers should make connections between disciplines different use of language to express key concepts and processes (p. 243).

Although pedagogical translanguaging has gained wide acceptance in the literature, Ticheloven, Blom, Leseman, and McMonagle (2021) argue that achieving meaningful translanguaging practices in the classroom is challenging (p. 492). In their study "Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives" they mention several challenges which may arise when implementing pedagogical translanguaging. Some of these are that the use of other languages in the classroom may have undesired side effects, such as linguistic isolation or not knowing whether students are staying on topic, and that translanguaging may interfere with learning the language of school (p. 500, 503).

2.3.3 Employ Strategies which Enhance Multilingualism

According to Brevik et al. (2020) "there is a broad agreement that strategic use of students' language repertoires benefit English learning" (p. 109). Many scholars argue that drawing connections between English and other languages the student is familiar with will benefit their language learning (Norris, 2019, p. 12; Abney & Krulatz, 2015, p. 4; Cummins, 2000, p.

23) and this strategy is incorporated as competence aims in LK20 (The Norwegian Directorate for Education and Training, 2020b, p. 5, 6, 7). Cenoz and Gorter (2014) emphasize that the resources available for multilingual students must be made explicit. Language users often lack experience with multilingual approaches and may be unaware that they possess these resources (p. 247). Beiler's (2019) study found that students utilized all their language knowledge in pre-writing tasks, when collecting information, in discussions, and when translating words and phrases (p. 30). Teachers further supported the multilingual approaches by encouraging the students' strategies, trusting that the students are on topic when languages unknown to the teacher are in use, comparing English and Norwegian grammar and vocabulary, and asking the students to translate key terms to their L1 or previous school languages (Beiler, 2019, p. 30). Similar use of strategies by students and teachers were reported in Burner and Carlsen's (2017) study, however, the strategy use seemed to occur in a more unsystematic and unconscious way.

2.3.4 Pedagogical Tools which Support Multilingualism

Abney and Krulatz (2015) emphasize the importance of clear and attainable goals to guide the students' learning. They suggest that teachers should rephrase the goals put forward in LK20, for the language to better suit the age and proficiency level, in addition to narrowing the goals for them to be attainable (p. 3-4).

Norris (2019) and Abney and Krulatz (2015) argue that a multimodality of input is essential to convey an inclusive pedagogy which respects and benefits the linguistic diversity in class (p. 12; p. 4). According to Abney and Krulatz (2015) students' language comprehension increases when linguistic aspects are displayed through various modalities (p. 4). They suggest various ways to modify written material, such as altering the sentence structure, define new terms and highlight key words, adding visuals, make use of both printed and online resources, and provide bullet point lists instead of longer texts (p. 4).

Cummins et al. (2005) argue that experiencing English through compelling content can create meaningful conversations rather than English just being an object of study (p. 38). Identity texts can function as compelling content, when students are involving their linguistic and cultural resources to create texts (Krulatz et al., 2019, p. 209). Identity texts can take on various forms although most commonly composed of more than one language and portraying

the creator as the protagonist, exploring themes which affirms their identity (Krulatz et al., 2019, p. 209).

Multilingual literature is another genre which multilingual students might experience as compelling. Multilingual literature is mostly written by authors with a multilingual/multicultural background and according to Kersten and Ludwig (2018) multilingual literature portrays diverse populations and perspectives with which the students can recognize themselves in. Additionally, such literature can disrupt the monolingual hegemony which often dominates classrooms (p. 15). However, Ibrahim (2018) argues that multilingual literature for the EFL classroom is sparse. She claims that a multicultural aspect often is incorporated while the language representation mirrors a monolingual mindset (p. 12).

Parallel texts can be experienced as compelling by multilingual students, as these allow learners to develop similar texts in different languages. Kersten and Ludwig (2018) argue that the creation of parallel texts encourage to directly contrast and compare languages allowing them to draw on previous knowledge and create connections between the languages they know (p. 15).

Abney & Krulatz (2015) suggest group work as a pedagogical choice which respects and benefits linguistic diversity (p. 5). When pairing students with different proficiency levels, a tutor-based approach is created. Tutoring provides a chance for students to reinforce concepts, in addition to express themselves in small groups rather than in front of the whole class (Abney & Krulatz, 2015, p. 5). Garcia and Flores (2012) argue that collaborative work increases the participation, interaction, and amount of language exchanged between the students (p. 243).

2.3.5 Assessments Account for Linguistic Background

Gorter and Cenoz (2017) stress the need to develop assessments which aligns with the increased focus on multilingualism in education (p 243). Norris (2019) emphasis the need for assessments to take the students linguistic background into account (p. 20). Gorter and Cenoz (2017) argue that multilingual students who are assessed through the dominant language may miss out on opportunities to demonstrate their skills (p. 241). To bridge this

gap, Abney and Krulatz (2015) argue that when assessing students' linguistic skills, a variety of tasks is necessary to gather a complete picture of their competencies (p. 6). They suggest assessments which accommodate different learning styles and allows for differentiation. Examples of assessments are storytelling, writing tasks, portfolios, experiments, demonstrations, projects, exhibitions, self-assessment, and teacher observations (p. 7). The language passport can be a suitable tool to get to know one's students and to further build on when determining assessments. The passport is part of the European Language Portfolio, developed by The Council of Europe (2011), which through self- assessment provides an overview of languages known to the individual and the level of proficiency.

3.0 Methodology

The following chapter will explain the reasoning behind the methodology, methods, and materials that this thesis is based on. I will make use of a qualitative content analysis together with a multimodal approach and a visual analysis to answer the research question; how and to what extent are multilingual approaches included in textbooks aimed at 5th grade in elementary school? I will start by presenting the methodological framework, followed by the selection and sampling procedures, then the analysis process will be outlined before the thesis' reliability and validity is discussed.

3.1 Qualitative Content Analysis of Textbooks

This thesis seeks to answer how a specific approach, multilingualism, is included in four textbooks and to what extent this approach occurs. Content analysis refers to any kind of analysis which systematically organizes textual content (Bratberg, 2017, p. 74), thus, the method is suitable to guide the organization of the data emerging from the textbooks in this study. Content analysis can be applied to both qualitative and quantitative studies (Bratberg, 2017, p. 74). This thesis employs a qualitative method to content analysis, which allows for a more inductive approach to the materials, providing opportunities to discover findings that might not have been predicted in advance (Johannesen et al. 2016, p. 241). This opportunity, to dynamically interact with the data, provided valuable expansions of the theory section and the organization of data. The qualitative method was also leading in the categorization of the data material. Due to the extensive numbers of findings, tables reporting numbers of occurrences were necessary to organize the data. The inclusion of numbers and forms in qualitative studies are debated, a topic I will discuss later in this section.

3.1.1 Multimodal Approach

Texts which combine two or more semiotic systems can be defined as multimodal (Maagerø and Tønnessen, 2014, p. 18; Løvland, 2010, p. 1). Most textbooks used in Norwegian primary schools include both written texts and visuals, therefore a multimodal approach is suitable to apply in this analysis. The various semiotic systems combined in multimodal texts can be written and spoken language, visual images, audio, and visual patterns. In a multimodal setting, images include visually depicted objects such as photos, drawings, paintings, and charts (Serafini, 2014, p. 13). Newspapers, TV-shows, books, and picture books are all

examples of multimodal texts. Written language and visuals may support, complement, or contradict each other. As pointed out in the theory section, including visuals which support the texts is a strategy which enhances multilingualism. The multimodal approach in this analysis will therefore focus on the occurrences in which visuals have a clear supportive connection to the text. The following section will further explain how the images were selected.

3.1.2 Qualitative Visual Analysis

Research demonstrates that visuals improve EFL learners' reading comprehension by providing two sources of information to rely upon (Paivio, 1986; Hibbing & Rankin-Erickson, 2003; Pan & Pan, 2009; Majidi, 2016). According to Levin, Angling, & Carney (1987), Bernhardt (1991), and Hibbing & Rankin-Erickson (2003) factors such as word recognition, intertextual perceptions, and background knowledge are drawn upon when visuals and text are presented together. As such, including visuals to support text can increase multilinguals' opportunity to understand educational content. In addition the focus in multimodal analysis on whether visuals support, complement, or contradict each other, visual analysis offers an extended framework to investigate the dynamic relationship between texts and visuals, and thus is a suitable method to apply in this study.

This analysis makes use of the concept of critical image reading, which implies that the meaning of an image is created when viewed, and every viewing generates a new meaning. This is because the viewer, together with the context in which the image is viewed, brings his/her own background into the interpretation. Thus, the meaning of images cannot be finally fixed (Hall, 1997, p. 270). However, certain guidelines are provided through the image, making some interpretations more likely than others. Jewitt and Oyama (2001) call this the" field of possible meanings", which is not limitless (p. 135). Viewers have the power to ascribe meaning to images, though within certain limits. According to Janks, Dixon, Ferreia, Granville, and Newfield (2014) another factor which confines the possible meanings is image producers' conscious or unconscious choices, which affect how the image will try to position the viewers' response (p. 85). Critical analysis of images provides an approach to uncover the ways in which this positioning occurs. Janks et al. (2014) propose three steps for reading images critically, addressing the areas what/who, how, and where (p. 85). The first step encourages readers to look at the visual content of images and focus on what the images do or do not depict. The second step investigates how the depicted people or items are

represented. The third and final step analyzes the textual, social, and political context in which the images appear. In this study, visual analysis is employed as a means to investigate to what extent explicit connections between the text and the images occur, in order for multilinguals to draw on their entire language repertoire. Thereby, only the first step of critical image reading is included in this analysis, where the focus is on what or who is depicted. When investigating the extent to which visuals supported the textual content, all texts, tasks, and text bubbles were interpreted using close reading. In this study, visual analysis is employed as an extension to the multimodal analysis. The aim is to get a more detailed investigation of the extent in which explicit connections between the texts and the images occur, which will allow multilinguals to draw on their entire language repertoire.

3.2 Selection of Research Material

Three of the textbooks in this study were accessed through the library, and Fagbokforlaget granted me access to their book digitally.

3.2.1 Sampling Frame

Cohen, Manion and Morrison (2018) stress the importance of clearly and correctly stating the sampling frame. The textbooks chosen need to represent the field in question, in order to provide generalizable data (p. 212-123). It has not been possible to obtain sales numbers for the various textbooks, nor statistics representing the frequency of specific textbooks in the English subject for elementary school. However, in order to include materials which would provide a valid representation of the topic, educational textbooks produced by the four major publishers in Norway; Cappelen Damm, Gyldendal, Aschehoug and Fagbokforlaget have been included. Based on my experience from teacher training and my own schooling, these four major publishers control the market in regards of textbooks aimed at the English subject. My research into other publishers did not provide any additional material for the study.

Allowing students to draw on their entire linguistic repertoire is important in every grade. However, including textbooks which targeted every grade in school was beyond the scope of this thesis, and therefore a specific grade was chosen. Palm (2013) claims that when entering the intermediate stage of schooling the teaching becomes less practical and more theoretical, and the topics and language are more abstract. According to Engen and Kulbrandstad (2005) and Thomas and Collier (1997), these changes are especially challenging for multilinguals.

Cummins' (2000) language directions, BICS and CALPS can be seen in relation to these changes. As 1-4th grade has mostly revolved around language which is used to communicate about familiar situations (BICS), in 5-7th grade the language use is expanded. This requires more linguistic precision as the language is more abstract, cognitively demanding and the contexts are not immediate or known (CALPS) (Monsen and Randen, 2017, p. 83). Based on this, I argue that it is especially important in 5th grade to include methods that allow students to draw on all their language knowledge in order to keep up and understand the academic content.

3.3 Analysis Process

In order to investigate how and to what extent multilingual approaches are included in textbooks, a content analysis has been conducted. According to Cohen et al. (2018), content analysis can involve coding, categorizing, comparing, and concluding (p. 674). Newby (2010) describes three kinds of content analysis, directed and conventional content analysis being most suitable for this thesis (p. 485). In directed content analysis, the structure of categories and codes is derived from pre-existing theories, which is mostly the case in this analysis. However, conventional content analysis has been applied to some extent, when direct interaction with the material resulted in categories being altered to better fit the data. This thesis has analyzed and reduced the data into summary form, through the use of both pre-existing and emergent categories (Cohen et al., 2018, p. 675).

3.3.1 A priori and Emergent Coding

There are two approaches to categorizing data. The first is a priori coding, which develops codes and categories from pre-existing theories before the analysis of data is conducted (Stemler, 2001; Cohen et al., 2018, p. 678). After exploring theories about multilingualism in the classroom, I created a synthesis of the various research which provided the foundation of my categories. Thus, a priori coding has been applied to a great extent. However, to fully develop every code and category before the textbooks were looked into would limit the categories. As the aim of this study is exploratory rather than testing hypothesis, just relying on a priory coding would not be suitable. Therefore, emergent coding has also been applied. This approach decides on the categories after some preliminary examinations of the data (Stemler, 2001; Cohen et al., 2018, p. 678). In this analysis, emergent coding took place after the a priori coding, by briefly examining two of the textbooks to get an impression of whether

or not the categories should be altered to better fit the material. The results of the emergent coding were that the names of the categories were altered to some extent, and sub-characteristics were added to each category in order to better group the data. The categorization was a dynamic process, which continuously altered, added, or removed aspects within the categories, to what best suited the data.

3.3.2 Categories and Categorization

As explained in the previous section, the creation of categories was both theory and data driven. The categories are presented in the theory chapter, in the sections 2.3.1 – 2.3.5. The following paragraph explains how the categories were created. The first category is derived from Norris (2019), however Abney and Krulatz (2015), Garcia and Flores (2012), and Brevik (2020) also argue of methods which recognize and value multilingualism. Creating language portraits is argued to be an activity which fits into this category, and it is promoted by many scholars, such as Brevik et al. (2020), Beiler, (2019), Iversen, (2019b), and Krulatz et al. (2019). The second category was initiated through the reading of Garcia and Wei's (2019) dynamic approach called translanguaging, together with Otheguy et al. (2015), Krulatz et al. (2019), and Iversen (2019b). In addition, I discovered occurrences of explicit and implicit opportunities to translanguage in the textbooks. The direction of pedagogical translanguaging is mostly inferred by Iversen (2019b) and the examples of activities to translanguage referred to as "Funds of Knowledge" are retrieved from Abney and Krulatz' (2015). The idea that translanguaging can be a means to recognize students' identity is also derived from Abney and Krulatz' (2015) "Funds of Knowledge" category, in addition to Garcia and Flores (2012). The NOU 2015:8 emphasizes the importance of drawing connections between disciplines different use of language to express key concepts and processes. This was supported by Cenoz and Gorter (2014) and Garcia and Flores (2012).

The third category is to a large extent a result of the competence aims which encourage students to "look for similarities and differences between English and other languages with which the pupil is familiar" (The Norwegian Directorate for Education and Training, 2020b). This strategy was also detected through emergent coding. Further, support for this and other language learning strategies is found in Cummins (2000), Abney and Krulatz (2015), Burner and Carlsen (2017), Beiler (2019), and Norris (2019). Knowledge of how to make these strategies available for students was derived from Cenoz and Gorter (2014) and Beiler

(2019). The fourth category is inspired by several scholars. Abney and Krulatz (2015) contributed with the idea of including clear goals. Emphasizing the importance of using a multimodality of input, such as visuals, bullet points, highlight keywords, and defining new terms were put forward by Abney and Krulatz (2015) and Norris (2019). Abney and Krulatz (2015) and Garcia and Flores (2012) brought the perspective of group work into the category. Identity texts were suggested by Krulatz et al. (2019) and the benefits of including multilingual literature and parallel texts were brough to my attention by Kersten and Ludwig (2018). The need for the fifth category was sparked by Gorter and Cenoz (2017). Abney and Krulatz (2015) and Norris (2019) also recognize the need to account for linguistic background when assessing, and Abney and Krulatz (2015) suggest assessments which do so. I was familiar with the Language Passport (The Council of Europe, 2011) and saw this as a suitable activity to incorporate in this category.

The result of the process was four categories, which all texts, tasks, and visuals which incorporated multilingual approaches should fit into. The fifth category is presented in the theory chapter, however, no data was found to fit this category. When the categories were decided, all four textbook was closely read and text, task, text bubbles, and visuals meeting the criteria were put into an analysis form (Appendix 1-4). Afterwards, all findings were re-analyzed and re-categorized into subcategories, to better get an understanding of the spread and diversity within the material, in addition to control the consistency in my categorization. I have chosen to develop categories and subcategories rather than specific codewords, because no consistent pattern was found to base the codewords on. Categories, however, allows for more interpretation of what fits where. Categories are therefore inferred by the researcher, whereas specific words or units of analysis are less inferential (Cohen et al., 2018, p. 677).

The results of the categorization were quite similar in both cases, which is a sign of reliability. For example, the question "Which languages do you speak" (Engelsk 5, 2020, p. 15) was first organized into the category "recognize and value linguistic diversity" and remained in this category after the re-categorization. As the subcategories were developed the question also fitted into the subcategory "attention to diversity within the classroom". These results demonstrate consistency within the categorization process.

According to Cohen et al. (2018) the researcher has to decide whether the categories should be mutually exclusive, which entails that a finding can only be placed into one category (p. 677). The categories in this thesis are not mutually exclusive, as several tasks fit into more

than one category. For example, data that fits into the categories "facilitate translanguaging" or "strategies which enhance multilingualism" also usually fits into the category "recognize and value linguistic diversity". The greatest coincidence of data took place within this last category. The subcategories are for the most part mutually exclusive. The data that coincided was included in every suitable category. According to Hammersley and Atkinson (1983, in Cohen et al. 2018) it is desirable that data can be assigned to more than one category, as it maintains the richness of the data (p. 677). Since the results in this thesis are not used for any precise statistic, but to indicate how the different types of multilingual occurrences are distributed, I do not see the absence of mutually exclusive categories as a great threat to the reliability. However, if the study was to be replicated by others, chances are that the data might be categorized somewhat differently from this thesis. This would affect the how aspect of the research question, but not the extent to which multilingual approaches occur. Beneath is the form including the categories and subcategories.

Table 1 – Analysis form

Categories for analyzing	Recognize and value linguistic diversity	Facilitate translanguaging	Employ strategies which enhance multilingualism	The pedagogical choices promote multilingualism

Sub-categories	• Tasks/texts recognize diversity of languages and language knowledge.
	• Tasks/texts draw attention to the diversity present in the classroom
	• Task/texts acknowledge different representations of language
		Explicit and implicit opportunity to use all their languages and languages knowledge.
		• Encourages "Funds of knowledge"
		• Encourages identity investment
		• Connections between disciplines different use of language to express key concepts and processes
			• Look for similarities and differences present within their language repertoire
			• Use full linguistic repertoire when learning new words
			• Guess the meaning of words
			• Draw on varieties of English
			• Encouraged to use their full linguistic repertoire when:
			  o pre-writing tasks
			  o collecting information
			  o in discussions
			  o translating words and phrases
				• Define clear goals
				• Define new terms
				• Highlight key words
				• Bullet point lists
				• Include visuals/ multimodality
				• Identity texts
				• Multilingual literature
				• Parallel texts
				• Group work

3.3.3 Texts and Tasks

In this thesis the term texts refers to factual or narrative texts about various topics, specifically within textbooks. Factual or narrative text can also occur within a defined unit and are then referred to as text bubbles. Text that occurs in connection with assignments or

questions are simply referred to as tasks. Tasks can be introduced before or after reading and in text bubbles. The tasks ask different things of the student, for example to discuss a topic with learning partner or in small groups, to reflect upon something they have just read or to answer questions about the plot in the text. Most of the tasks are after-reading tasks, which are printed on the page following a narrative or factual text. All tasks have been reviewed separately, meaning that if a hypothetical task consists of three questions from a) to c) or these are listed in bullet points, these are reviewed as three separate tasks. However, if there are several questions in one task, for example "Find out what the word cat is in other languages. Work in pairs and make a list. Are the words the same? Are they different?" (Edwards, Omland, Royer, Solli, 2020, p. 57), these are treated as one task. In these cases, the essence of the tasks has been identified and they have been categorized according to that. The inclusion of several questions in one task might have led to tasks being placed in several categories.

3.4 Reliability

Cohen et al. (2018) refer to reliability as dependability, consistency, and replicability over time (p. 268). The results of an analysis should be similar if it was carried out in another, yet similar, context. According to Stemler (2001) reliability issues in content analysis most commonly arise in the coding of the data. He refers to two terms which when employed can strengthen the reliability of a study. The first term is reproducibility or inter-rater reliability, which emphasizes that different people should code the material in the same way. In this analysis, I have decided on all the categories and subcategories and distributed all data within these categories myself. No-one else has reanalyzed the data as a control. Consequently, there is a risk that the process has not been done consistently enough and that others could have done it differently and ended up with different results. However, if other people were to go through the same research and theory material as I did, the chances are quite high that they would come up with a similar synthesis to base their categories on. Yet, minor differences in the categorizations would likely occur, since the categories are so wide. Since the reproducibility is somewhat lower than desired, special attention is brought to Stemler's (2001) second term, stability, or intra-rater reliability. This entails that the same codes generate the same results try after try. In this thesis, the extensive number of findings together with the categories not being mutually exclusive made stability a big concern. However, I have categorized all the material concerning multilingualism into four categories, and then reanalyzed these data when organizing them into subcategories. The results following the

first round of categorization persisted for the most part when data was reanalyzed into subcategories within each category. The stability can therefore be regarded as high.

3.5 Validity

Maxwell (2013) defines validity as "the correctness or credibility of a description, conclusion, explanation, interpretation, or other sorts of account" (p. 122). In this study, I want to find out how multilingual approaches are included in textbooks and to what extent these approaches occur. The research has been done through analyzing, categorizing, and subcategorizing, which I have found to be the most beneficial method to answer the research question. Validity within qualitative research is addressed through the richness, depth, and scope of the data, in addition to the participants approached, the extent of triangulation and the objectivity of the researcher (Cohen et al., 2018, p. 246). As this analysis has studied textbooks for fifth grade from the four major educational materials publishers in Norway, I believe the data are deep and rich. The scope of the data is also wide since the materials are collected from all parts and chapters of the textbooks. I have strived to consider the data as objectively as possible and did not enter the research study with a pre-determined hypothesis in mind. However, full objectivity is difficult to obtain, especially without anyone controlling my methods and results.

Validity is essential in all research, without it the research is worthless (Cohen et al., 2018, p. 245). Validity in qualitative research is a subject of ongoing debate. The systematic gathering of numerical data to verify validity is by many scientists regarded as incompatible with a qualitative approach (Maxwell, 2010). However, in this study representations of data through numbers and forms are included, in order to deal with the extensive number of findings. Becker (1970) argued that qualitative researchers often quantified findings through the use of terms such as many, often, and sometimes and that numbers could provide more precision into claims. He introduced the term quasi-statistics for simple counts of data to support the use of terms such as some, usually and most (p. 81-82). Sandelowski, Voils, and Knafl (2009) also argue that organizing data in numbers in qualitative studies can "facilitate pattern recognition or otherwise to extract meaning from qualitative data, account for all data, document analytic moves, and verify interpretations" (p. 210). I made a deliberate choice when only relying on the qualitative approach in all areas of this analysis. Socially constructed knowledge challenges the researcher's ability to preserve objectivity when interacting with the data, and this study is no different (Cohen et al, 2018. p 247; Maxwell,

2013, p. 122). Yet, striving to preserve objectivity, it was my interpretations of the material that decided the inclusion and exclusion of data, in addition to which findings that have been emphasized in the analysis and discussion. Therefore, the process is qualitative, although numerical representations of findings have been included.

3.5.1 External Validity

External validity refers to the generalizability of results to a wider population (Cohen et al., 2018, p. 255). It does not only relate to statistics and can be based on rational discussions of the conclusions drawn from research (Høgheim, 2020, p. 154). Since I have analyzed English subject textbooks for fifth grade from the four major publishers, I can discuss much of the field without generalizing at all. The choice of studying textbooks for a specific grade limits the external validity, as the evidence for generalizations to other grades is insufficient. However, based on multilingualism being a central topic throughout the core values and in the competence aims after year 2, 4, and 7 in LK20, assumptions can be made about multilingual approaches being included in English subject textbooks for other grades as well.

3.5.2 Internal Validity

Internal validity seeks to demonstrate that the explanation of a particular set of data, can actually be confirmed by that data (Cohen et al., 2018, p. 252). Accuracy in the description of the phenomenon researched is key to obtain internal validity (Cohen et al., 2018, p. 252). To describe the occurrences of multilingualism within the textbooks as accurately as possible, this analysis has utilized categories and subcategories. Cohen et al. (2018) argue that the categories employed by the researcher must be meaningful to the participants themselves (p. 677). Although not specified, I am assuming that Cohen et al. (2018) mean human subjects when they refer to participants. I have tried to create categories that align with the research and which also are meaningful to the people impacted by this research, which are teachers and students. However, my interpretations have not been validated by externals, a factor which might impair the internal validity to some extent. Transparency of the research design is crucial for externals to verify the reliability and validity of a study (Bratberg, 2017, p. 91), in addition to generalize findings (Cohen et al., 2018, p. 248). The explicit and carefully explanation of methodological choices and analytical processes undertaken, contributes to the transparency of this analysis.

4.0 Analysis of Research Findings

In the following chapter, the findings of the study will be presented and analyzed. The analysis includes the results derived from structured categorization, which is fully explained in the methodology chapter. Further, the findings are analyzed in conversation with the approaches for multilingualism in the classroom, presented in chapter 2. The findings from the four books will be analyzed and presented through the categories, which will be addressed individually.

Many of the tasks and texts meet the criteria of several categories and may therefore be included in more than one category. This was especially evident in the first category, recognized and value linguistic diversity. Tasks and texts which facilitated or encouraged translanguaging (2nd category) or multilingual strategies (3rd category) naturally also recognized and demonstrated openness towards linguistic diversity. The second category, translanguaging, often shared examples with the fourth category, pedagogical tools which support multilingualism, especially in the characteristic of including visuals/multimodalities which support the texts/tasks. The criterion within the third category, look for similarities and differences between languages, most often included tasks which also supported translanguaging.

4.1 Recognize and Value Linguistic Diversity

The following form demonstrates how data are divided between the different characteristics.

Table 2

	Quest 5	Explore 5	Engelsk 5	Link 5	Total
Tasks/texts recognize diversity of languages and language knowledge	p. 17, 34, 42, 45, 50, 75, 94, 173.	p. 12, 13, 14, 14, 14, 18, 35, 51, 57, 106, 113, 127, 129, 131, 172	p. 3, 13, 15, 22, 77, 109.	p. 5, 6, 30, 32, 34, 80.	35
Tasks/texts draws attention to the linguistic diversity present in the classroom		p. 14, 131.	p. 15, 77.		4
Task/texts acknowledge different representations of language	p. 90, 94.			p. 11, 142.	4

4.1.1 Recognize Diversity of Languages and Language Knowledge

Explore is the textbook which recognizes and values linguistic diversity most frequently, followed, in declining order, by *Engelsk, Link*, and *Quest*. The examples meeting the criteria "to draw attention to the diversity within the class" also falls within the criteria of "recognizing diversity of languages and language knowledge". The examples which "acknowledged different representations of language" overlapped on one occasion with the above mentioned criteria. In the following I will look at examples of how the four textbooks recognize and value linguistic diversity.

Explore, Quest, and *Link* start their first chapter with an introduction of student characters with various cultural and linguistic backgrounds (Edwards et al, 2020, p. 12, 14; Bade, Pettersen, Tømmerbakke, 2020, 17; Mezzetti, Oddvik, Stuvland, Szikszay, 2021, p. 5, 6). *Explore* also incorporates a similar character introduction in the second chapter (p. 51) The characters introduce themselves and talk about different aspects of their lives. There are some variations in how the four books address these students' multilingualism. Two characters in *Explore* and one character in *Quest* mention that they can speak another language than English. The first character in *Explore* speaks Xhosa at home and English is the most common in school. In addition, they are starting to learn Xhosa at school too (p. 12, 14). The second character in *Explore* states that she speaks Hindi at home and English in school. She also communicates in English with her brother (p. 51). The student character in *Quest* only talks about which two languages he uses at home, English and Urdu. These students do not reappear in other parts of the books.

Link has built a story around five student characters, who are classmates, and which the reader meets several times throughout the book. Three of the characters confirm their multilingualism by incorporating their diverse language knowledge in their introduction. A fourth character does not explicitly mention that he is multilingual but does say that he grew up in Canada and moved to Norway only a few years ago (p. 5 – 6). An assumption to be drawn is that he can be fluent in English or French, depending on his area of residence in Canada. In relation to *Explore* and *Quest, Link* expands the multilingual areas it addresses. *Link* incorporates which languages the characters speak, in addition to where and with whom they use their various languages. *Link* also includes characters who uses two and three languages in their everyday and make this explicit. The repetitive use of the same characters

demonstrates a cultural and linguistically diverse classroom. *Engelsk* employs a different startup approach. In the beginning of the first chapter is a dialogue between two boys on a flight. One of them can speak both Norwegian and English, and his ability to speak several languages is recognized and admired by the other boy (p. 15).

The most frequent type of activity, which was found in all four books, was to look for similarities and differences between English and other languages the students are familiar with. *Quest* asks, "in which countries do people speak both English and other languages?" (Bade et al, 2020, p. 75). This question can give rise to conversations about linguistic diversity in different countries, the expansion of English, English as a lingua franca, or different varieties of English. These are all topics which will increase students' language awareness and aid their recognition and valuing of linguistic diversity. Both *Engelsk* and *Explore* included after reading questions which address language use in different contexts and situations. *Engelsk* asks "Why do the children speak English to each other? Who can you speak English to? When do you speak English?" (Solberg & Unnerud, 2020, p. 22). *Explore* asks "What languages do you speak at home? What languages do you speak with your friends?" (Edwards et al, 2020, p. 14). These questions provide opportunities to reflect upon which purpose the languages serve and why one language precedes another in different situation. Yet, *Engelsk* only relates the questions towards the English language while *Explore* encourages a greater multilingual perspective.

Explore incorporates some points from the Convention on the Rights of the Child by the United Nations (p. 128). One of the included conventions recognizes linguistic diversity by expecting no child to be excluded from participation based on the language they speak. This awareness may aid students' recognition of their own and others linguistic diversity.

4.1.2 Linguistic Diversity within the Classroom

One can argue that all tasks which ask students to discuss language knowledge and variation recognize their linguistic diversity. However, in this section, only tasks which explicitly address the students are included. Four occasions of tasks drawing attention to the diversity present within the classroom were recognized. *Explore* asks "What languages do you speak at home? What languages do you speak with your friends?" (Edwards et al., 2020, p. 14) and "If you play and chat with other children, which language do you use?" (Edwards et al., 2020, p.

131). These questions directly point to the various languages each student possess and when they employ these. *Engelsk* puts forward the questions "Which languages do you speak?" (Solberg & Unnerud, 2020, p. 15) and "Find the words in the poem that you pronounce almost the same in English as in your own language" (Solberg & Unnerud, 2020, p. 77). The emphasis put on *your own language* recognizes that students within the same class not necessarily view the majority language as their L1.

4.1.3 Different Representation of Languages

Quest and *Link* acknowledge different representations of language on four various occasions. *Quest* presents different Scottish words where students are asked what the words mean (p. 90) and a road sign with an additional before reading question "Which language do you think this sign is in – Scots, Irish, Welsh or English" (Bade et al., 2020, p. 94).
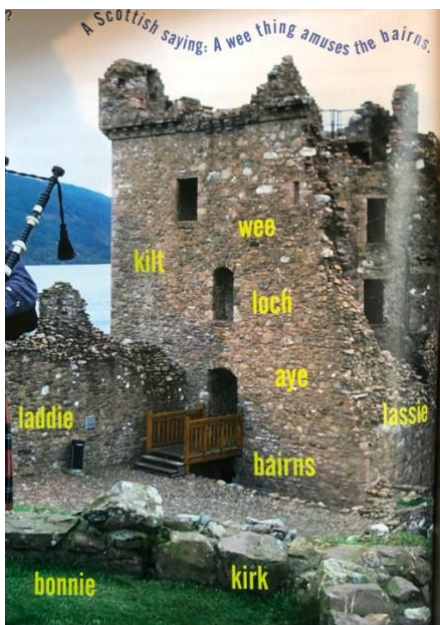
(Bade et al., 2020, p. 90, 94).

Link incorporates German on a sign within a graphic story (p. 11). The sign provides information about what the protagonist invented and what that is inside the building the signs in on. On one other occasion, the book presents another language in a headline.
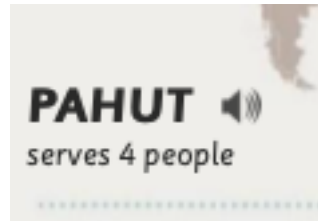
right(Mezzetti, 2021, p. 11, 142).

4.1.4 The Context in which Linguistic Diversity is Recognized

The following form visualizes how the multilingual occurrences within the first category are divided between factual/narrative texts, before/after work, and text bubbles which can be utilized independent from the narrative or context.

Table 3

	Quest	Explore	Engelsk	Link	Total
Before reading	p. 50, 94.	p. 18, 113.	p. 3		5
After reading	p. 34, 42, 45, 75.	p. 14, 14, 57, 106, 127,	p. 3, 15, 22, 77.		13
In narrative/ factual texts	p. 17.	p. 12, 14, 51, 129.	p. 13	p. 5, 6, 11, 80, 142.	1
Text bubbles	p. 173.	p. 13, 14, 35, 131, 172	p. 109.	p. 30, 32, 34.	10

Quest, Explore, and *Engelsk* contain before and after reading tasks. *Link* portrays some tasks which could be understood as pre- or post reading, however, this was not made explicit, and I have therefore included these tasks in other categories. The form reveals that the focus on linguistic diversity most commonly occurs as questions or information outside a text, as 28 examples are found in before/after reading tasks or in text bubbles whereas 11 examples occur through narrative of factual texts. These findings suggest that multilingualism is not incorporated as a phenomenon that naturally occurs within narrative or factual texts, but something that is added on before or after the text interaction. However, one can argue that *Link* to some extent naturally incorporates multilingualism because this book includes multilingual characters throughout. Yet, the reader does not experience how these characters draw on or utilizes their multilingualism in their everyday, which again confirm that

multilingualism most commonly appears as questions or information in addition to the factual or narrative text.

4.2 Facilitating Translanguaging

The following form demonstrates how translanguaging activities are divided between the different characteristics.

Table 4
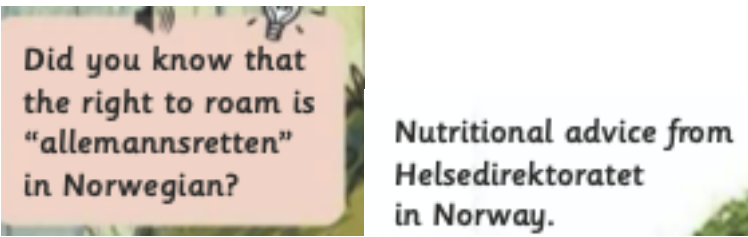
Characteristics	Quest 5	Explore 5	Engelsk 5	Link 5	Total
Explicit opportunities to use all their languages and languages knowledge.	p. 34, 42, 45, 50, 64.	p. 57, 113, 127.	p. 3, 77.	p. 30, 32, 34, 78, 94, 136.	15
Implicit opportunities to use all their languages and languages knowledge.	p. 20, 25, 26, 29, 42, 49, 81, 90, 94, 123.	p. 18, 18, 36, 96, 146-147, 158-159.	p. 66-69, 115, 151, 163, 171.	p. 58-59, 133, 134, 148-149, 158-159, 170-171, 188-191.	28
Encourage identity investment		p. 36.		p. 133, 134, 171.	4

All four textbooks include activities which facilitate translanguaging. Tasks and texts which explicitly or implicitly promote translanguaging occur most often, respectively fifteen and twenty-eight appearances. Identity investment tasks occur four times. Sharing of experiences is one aspect of identity investment and based on this criterion several activities in the books could have been included. However, in this context, identity investment had to occur together with the opportunity to translanguage to be included. Activities that encourage "funds of knowledge" or "connections between language subjects different use of terms to express key concepts and processes" are not included in any of the books and will therefore not be analyzed or discussed further.

4.2.1 Explicit Opportunities to Translanguage

The most frequently detected occurrence of explicit translanguaging is through the encouragement of finding similarities between English and other languages the students know. Another similar approach is when *Quest* asks students to "Skim the text. Find three words you already know" (Bade et al., 2020, p. 64) [because of, or in, your other languages]. This tasks explicitly invite students to draw on all their language knowledge when learning English. *Link* is the only book which demonstrates how translanguaging can be done in

practice. On two occasions, it includes a Norwegian word within a text bubble. "Allmannsretten" (p. 94) is a difficult word to translate as the concept largely originate from Norway. "Helsedirektoratet" (p. 136) can be translated, however as compound words are common in Norwegian this might be a point one wished to demonstrate. Translanguaging appears once within a dialog, where the word "scout" is also included in Norwegian "speider" (p. 78).

Did you know that the right to roam is "allemannsretten" in Norwegian?

Nutritional advice from Helsedirektoratet in Norway.

Jonathan:	(whispering) James, what is a minne…, minne-something Scout?
James:	Oh, I'm sorry you didn't understand that. Charlotte, can you explain for Jonathan what a Scout is?
Charlotte:	Of course! I'm a Scout, and when we gather, we camp outside, we learn fi aid, how to take care of ourselves, and –
Jonathan:	Oh, just like "speider" in Norwegian?
James:	Yes, just like "speider" in Norwegian.
Jonathan:	Thanks! But what about that minne-something? What's that?
Charlotte:	Minnesota is a state in the USA. I live in Minnesota.
Jonathan:	(with red cheeks) Oh, of course. I knew that. I just forgot.
James:	No problem, Jonathan. Think about all the times you've helped me with Norwegian words.

(Mezzetti et al., 2021, p. 94, 136, 78).

4.2.2 Implicit Opportunities to Translanguage

All four books display several implicit opportunities to translanguage. These opportunities appear in activities which allows for connections between tasks/texts and pictures or illustrations and in tasks which draw on the strategy of transparent words. An example of an implicit opportunity is *Explore's* before reading question: "What do you think the words *doctor, astronaut,* and *pilot* mean? (Edwards et al., 2020, p. 18). Another example is *Quest's* task "Point to an illustration and ask your partner which chore this is" (Bade et al., p. 25). Students are not encouraged to draw on all their language knowledge, yet they are able to if they are familiar with the possibility.

4.2.4 Encourage Identity Investment

In *Link*, identity investment occurs two times through the encouragement to tell or write about what you see in a picture. According to theory about translanguaging, students will

choose to utilize the language which provides them with the best conception of what they see in the picture. The pictures are artistic and what the students see might depend on their world view.

What do you see in the painting?

What can you see in the picture?

(Mezzetti et al., 2021, p. 134-135, 170-171).

Explore also includes a task where students are to look at a picture of different professions and discuss what occupation they would like (p. 36). This task allows for identity aspects to get attention. *Link* includes a dialogue between customers and the waiter at a restaurant. Post reading, it suggests to "make a list of words and phrases that can be useful in your dialogs" (Mezzetti et al., 2021, p. 133). In this task, students can expand their vocabulary in areas they find important.

The findings demonstrates that students are most often encouraged to translanguage in tasks which is related to factual or narrative texts or when answering or discussing questions derived from the topics in the textbooks. Only one book, *Link*, includes translanguaging in a narration or factual text. The multilingual tasks did not confirm students' identity to any great length. These findings portray translanguaging as an isolated approach rather than a holistic one. A finding that adds to this assumption is that in the three examples of practical translanguaging from *Link*, Norwegian is the only language represented in addition to English. As this textbook includes several multilingual characters, it would enhance the recognition and openness towards translanguaging if other languages were displayed in practice.

44

4.3 Employ Strategies which Enhance Multilingualism

The following form demonstrates how multilingual language learning strategies are divided between characteristics and textbooks.

Table 5

Characteristics	Quest 5	Explore 5	Engelsk 5	Link 5	Total
Look for similarities and differences between languages	p. 34, 42, 45, 50.	p. 57, 97, 106, 127.	p. 3, 77	p. 30, 34.	12
Learn new words	p. 9, 34.			p. 30, 109.	4
Guess the meaning of words		18	p. 3.		2
Varieties of English	p. 137	p. 13, 35		p. 7, 16-17, 20, 30, 128, 132, 138, 197, 210.	12
Opportunity to use their full linguistic repertoire when: - Collecting information	p. 77, 78, 93, 147, 173	p. 14, 36, 60, 77, 95, 97, 106, 127, 132, 143, 152, 163, 169, 178.		p. 66, 134.	21
- In discussions	p. 45, 34,	p. 57, 106,			4

All four textbooks have tasks which encourage students to look for similarities and differences between English and other languages. In total twelve explicit occurrences of this strategy were found. Four occurrences of encouragement to reflect on other ways to learn new words were detected and in one incident students were inspired to look up words they did not know. *Quest, Explore*, and *Link* include information about English language varieties eleven times. *Quest, Explore*, and *Engelsk* facilitate implicit application of translanguaging when collecting information nineteen times. *Quest* and *Explore* provide four opportunities to implement all language knowledge when talking to a learning partner.

4.3.1 Look for Similarities and Differences between Languages

The most frequently employed language learning strategy is to look for similarities and differences between English and other languages (the students are familiar with). *Quest* includes this strategy four times, where the question is formulated almost the same in all occurrences (p. 34, 42, 45, 50). *Explore* includes the strategy four times. In the first, students are to work in pairs and "Find out what the word cat is in other languages. … Are the words the same? Are they different?" (Edwards et al., 2020, p. 57). In the next three examples, the strategy is expanded to also spot patterns between the similar words (p. 77, 106, 127).

Engelsk incorporates the strategy at the beginning of the book, in Norwegian, in a guide about strategies to employ when reading (p. 3). Later, the strategy occurs once, in connection to pronunciation. "Find the words in the poem that you pronounce almost the same in English as in your own language (Solberg & Unnerud, 2020, p. 77). *Link* displays the strategy twice, both times through a text bubble. The first time is an introduction to the strategy and the second time is a demand to use the strategy (p. 30, 34).
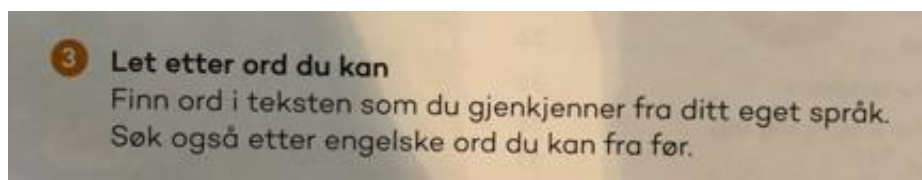
(Solberg & Unnerud, 2020, p. 3)

4.3.2 Strategies: Learn New Words, Guess the Meaning of Words

Quest and *Link* display several strategies to enhance language learning and thereby increase students' diverse language knowledge. Through a text bubble, both *Quest* and *Link* encourages students to look up unfamiliar words (Bade et al., 2020, p. 9; Mezzetti et al., 2021, p. 30). The textbooks also encourage reflection of other methods to learn new words through the questions "Do you know other ways to learn new words? (Bade et al., 2020, p. 34) and "What do you do when you don't understand the words or meaning of a text" (Mezzetti et al., 2021, p. 109). *Quest* adds focus on the students' preferred learning style by asking "Which is the best way for you [to learn new words]?" (Bade et al., 2020, p. 34). *Engelsk* includes the strategy to guess the meaning of words from previous knowledge or based on the context of the word. This strategy is provided in Norwegian, at the beginning of the book (p. 3).

4.3.3 Varieties of English

Quest, Explore, and especially *Link* includes text bubbles with varieties of British English and American English words. The information does not occur within a context of England or America being the topic and emphasis in not put on why or how these two varieties of English are different in some areas. However, the examples can facilitate recognition of language varieties and spark the use of strategies, for example to discuss similarities and differences between the British and American examples.

(Bade et al., 2020, p. 137; Edwards et al., 2020, p. 13; Mezzetti et al., 2021, p. 7).

4.3.4 Translanguaging when Collecting Information

Quest, Explore, and *Engelsk* provide many opportunities to collect information and research topics on the internet. Some of the information collection tasks are in relation the strategies finding similarities and differences between words or explore the meaning of words, yet many of the tasks are not connected to multilingual approaches. However, collecting and researching information online is a strategy which can be performed in all languages, and students are therefore given an implicit opportunity to choose the language most suitable to their need. *Quest* provides five explicit opportunities to search the internet for information or answers, but none of the tasks are related to linguistic diversity. *Explore* provide 9 such opportunities. In addition, *Explore* includes five tasks where students are to search the internet to answer questions regarding linguistic diversity. Examples of these tasks are "Xhosa is a click language. Use the internet to find out what the clicks sound like. Do we use clicks in Norwegian?" (Edwards et al., 2020, p. 14) or "Use the internet to find out what mouse is in other languages. Can you find a pattern?" (Edwards et al., 2020, p. 97).

4.3.5 Translanguaging in Discussions

All four textbooks frequently encourage discussions between students, most often with learning partner. However, the majority of tasks are not in connection to multilingual approaches. *Quest* and *Explore* provide discussions of linguistical diversity on two occasions

47

each. Three of these tasks are also incorporated within the strategy to look for similarities and differences between words (Bade et al., 2020, p. 45; Solberg & Unnerud, 2020, p. 57, 106.), while one task recognizes the strategy to learn new words (Bade et al, 2020, p. 34).

4.4 Pedagogical Tools which Support Multilingualism

The following form demonstrates the inclusion of pedagogical tools which promote multilingualism. In continuation of the form, the various characteristics will be reviewed in more detail.

Table 6

Characteristics	Quest 5	Explore 5	Engelsk 5	Link 5	Total
Define clear goals	p. 11, 29, 49, 73, 107, 133, 149.	p. 11, 39, 63, 83, 109, 135, 155.	p. 9, 19, 33, 57, 71, 91, 107, 121, 147, 161.	p. 9, 25, 45, 61, 85, 101, 127, 147, 169.	33
Define new terms		p. 78.	p. 8-9, 18-19, 32-33, 56-57, 70-71, 90-91, 106-107, 120-121, 146-147, 160-161.	p. 7, 15, 21, 41, 42, 42, 96, 118-119, 139, 186.	21
Highlight key words	p. 7, 18-19, 24, 41, 53, 55, 64-65, 84-85, 121, 122-123, 142, 143, 155, 168-169, 175	p. 17, 20-21, 29, 33, 44-45, 66-67, 75, 87, 88-89, 102-103, 114-115, 138-139, 151, 162-163.	p. 61, 125.	p. 37-39, 41, 46, 192, 193, 195, 196, 198, 199, 200, 201, 204, 205, 206, 207, 209.	47
Bullet point lists	p. 11, 11, 25, 29, 29, 31, 40, 42, 49, 73, 73, 95, 107, 107, 133, 133, 137, 149, 149.	p. 11, 36, 39, 60, 63, 80, 83, 104-105, 109, 128-129, 130, 132, 135, 144, 152, 155, 156, 178.	p. 9, 15, 17, 19, 22, 24, 31, 33, 35, 37, 42, 46, 49, 57, 59, 61, 63, 69, 71, 73, 75, 77, 81, 91, 97, 101, 105, 107, 109, 113, 115, 119, 121, 125, 127, 131, 133, 137, 139, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 168, 171, 174.	p. 19, 42, 58, 88, 94, 107, 108, 119, 129, 134, 136, 137, 141, 157, 171.	104
Visuals/ multimodality supports the text/tasks	p. 11, 12, 20, 25, 25, 26, 2, 29, 42, 50, 73, 75, 78, 95, 107, 117, 123 133, 135, 139, 149, 159.	p. 17, 18, 21, 22, 36-37, 54, 56, 57, 60-61, 66, 91, 96-97, 111, 112, 132-133, 147, 159, 166, 178-179.	p. 60-61, 74, 79-81, 114, 115, 171.	p. 10-11, 48-49, 58-59, 139, 144-145, 171,185.	45

Group work	p. 47, 56, 105	p. 36, 60, 80, 93, 111, 132, 152, 175, 178			12
Identity texts	p. 24				1

4.4.1 Define Clear Goals

Defining clear goals is a pedagogical tool which concretizes what the students are expected to learn. The concrete goals build on the competence aims put forward in the English subject curriculum in LK20. *Quest, Explore*, and *Link* incorporate the introduction of new goals on the double-spread of every new chapter. *Engelsk* has four main chapters and several sub-chapters. Each sub-chapter introduces new goals. *Quest, Explore*, and *Engelsk* provide the goals in vertical bullet point lists. *Link* uses four symbols which reoccur throughout the book, together with text describing the goals. The information is horizontally placed. *Explore* is the only textbook which employs Norwegian when describing the goals.
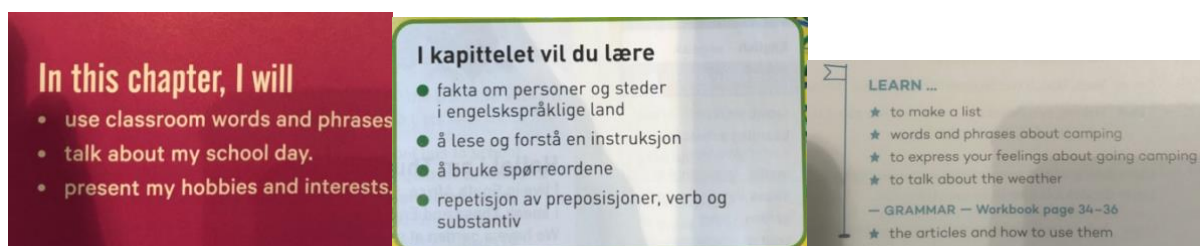
(Bade et al., 2020, p, 29; Solberg & Unnerud, 2020, p. 11; Edwards et al., 2020, 33).

(Mezzetti et al., 2021, p. 9).

4.4.2 Define New Terms

Explore, Engelsk, and *Link* define new terms, yet they do it quite differently and to various extents. On one occasion, *Explore* explains the term gravity in a text bubble (p. 78). *Engelsk* incorporates a form in the beginning of every sub-chapter, introducing new nouns, verbs, adjectives, and phrases. First is the word, followed by an explanation of the word in English

before the word is translated into Norwegian. The explanation contributes to a greater understanding of the word/phrase and it provides opportunities to connect the word to language knowledge other than Norwegian.

— WORDS —

Nouns (n)

a **journalist** *someone who interviews others or writes for the media* • en journalist

an **interview** *when you ask someone questions about themselves or a topic* • et intervju

a **match** *when two teams play against each other* • en kamp

a **pal** *a friend* • en venn, en kompis

Verbs (v)

to **play** *you can play a game or play with a ball* • å spille

to **win** *to be number one* • å vinne

to **score** *to kick a ball into the goal* • å score, å sparke ballen i mål

Adjectives (adj)

nice *good* • her: fint

different *the opposite of the same* • forskjellig

cold *the opposite of warm or hot* • kald

Phrases

I'm fine, thank you *(polite greeting)* • Takk, jeg har det bra

far away from home *the opposite of near or close to home* • langt hjemmefra

Thank you very much *(polite phrase) deep thanks* • tusen takk

(Solberg & Unnerud, 2020, p. 18-19).

Link does not include Norwegian translations to words/expressions or phenomenon. On nine occasions, new terms are explained in English, most commonly in text bubbles. On one occasion a sort of glossary list is provided, yet all the English words are listed followed by English explanations (p. 41).

Reading support

shrank – To shrink means to get smaller.

sexes – Men and women are two different sexes.

equal rights – Everyone has the same rights, for example to be born free; people have the same rights and opportunities regardless of what they look like or where they come from.

loudest – When there is lots of noise that is louder/noisier than everything else.

racket – Billie Jean King played tennis with a racket.

cheered – To cheer means to make lots of noise and say positive things, for example while watching sports.

- Checking is the same as tackling, only on the ice.
- To be treated equally means to be treated the same as others.

(Mezzetti et al., 2021, p. 41, 42).

4.4.3 Highlight Key Words

All four textbooks highlight key words to a smaller or larger extent. *Quest* and *Link* highlight words within a factual or narrative text on two occasions each (Bade et al., 2020, p. 55, 64-65; Mezzetti et al., 2021, p. 38-39, 41). When providing writing frames, *Quest* highlights key words which explain the structuring of the text (p. 121, 142, 175). The book also uses colors and large font to highlight key words/sentences (p. 24, 55, 154). *Quest, Explore*, and *Link* highlight keywords in context to learning grammar. This occurs to some extent on all pages relating to grammar. In *Engelsk* one task contains highlighted words: "Find antonyms for the words **fast, fun,** and **watch**" (Solberg & Unnerud, 2020, p. 61). A factual text bubble also includes words highlighted in bold letters (Solberg & Unnerud, 2020, p. 125).

Question words

Who? *Hvem?*

What? *Hva, hvilken?*

When? *Når?*

Where? *Hvor?*

Which? *Hvilken?*

How? *Hvordan?*

Why? *Hvorfor?*

Life skills words in action

Billie Jean King SERVED her community by working for equal rights for women. She sold tickets for women's tennis events, talked to fans, and answered questions from reporters.

The world isn't always fair. By giving our best, we learn new things and improve over time. Just like life, tennis isn't always fair. We can't control the weather or if someone else isn't playing fair. It is important that we don't let those things bother us. What is one thing we can control? How hard we try or PERSEVERE. If we make an effort and try our best, then we will always be winners.

Is there something you have told yourself that you can't do? Keep trying! Is there a skill you have given up on? PERSEVERE and take time to practise.

Do you remember the story about Thea and Sarah playing basketball? Thea was RESILIENT when she kept practising basketball even though Sarah wasn't encouraging. RESILIENCE means coping when things go wrong. Bouncing back after difficult times. Dealing with challenges and still holding your head up. Giving things a go or trying your best. Is there a time you remember when you were RESILIENT?

Billie Jean King

(Bade et al., 2020, p. 24; Mezzetti et al., 2021, p. 41).

Treasure at Sutton Hoo

By Amanda Wilson
Sutton Hoo, England

Yesterday, archaeologist Basil Brown found a treasure at Sutton Hoo. In the grass mounds on Mrs Pretty's farm he found a king's grave.

An iron helmet, a gold purse and silver plates are only some of the many things in the grave.

"I always knew there was gold on my land," says Mrs Pretty. "I could smell it."

Basil Brown and his crew are putting all the objects in boxes. Next year you can see them in the British Museum.

Headline — short, interesting

Byline — your name

Place — where you are

Who, what, when, where, why, how

More details

Quotes

More information

FACTS

Brown toast is brown bread made of whole wheat grain. It is darker in colour and healthier than **white toast**, which is white and softer, and made of fine flour.

(Bade et al., 2020, p. 175; Solberg & Unnerud, 2020, p. 125).

52

It is a **green** alien.
The alien is **green**.

She is an **angry** witch.
The witch is **angry**.

| Vi kan bruke adjektiv **før** eller **etter** substantiv.
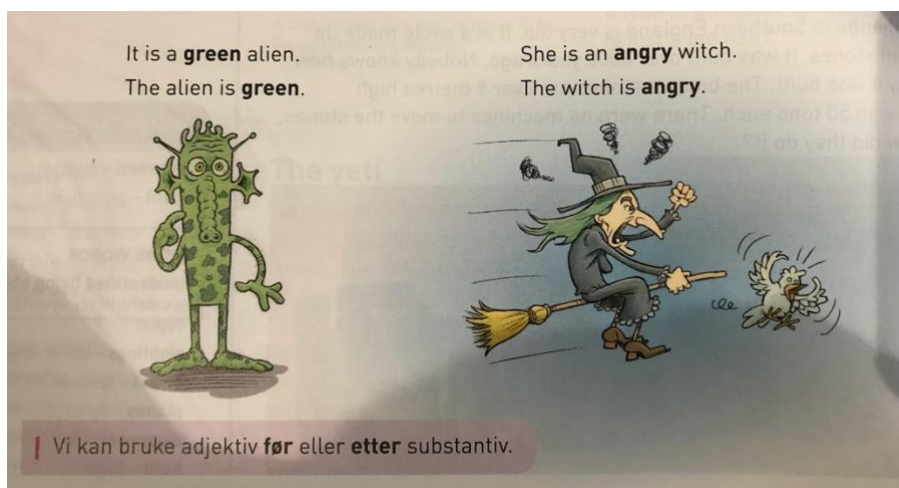
(Edwards et al., 2020, p. 66).

4.4.4 Provide Content in Bullet Point Lists

The following form demonstrates in which context the bullet point lists occur.

Table 7

	Quest	Explore	Engelsk	Link	Total
Goals	p. 11, 29, 49, 73, 107, 133, 149.	p. 11, 39, 63, 83, 109, 135, 155.	p. 9, 19, 33, 57, 71, 91, 107, 121, 147, 162.		24
Tasks	p. 11, 29, 73, 107, 133, 149.	p. 36, 60, 80, 130, 132, 152, 178.	p. 15, 17, 22, 24, 31, 35, 37, 42, 46, 49, 59, 61, 63, 69, 73, 75, 77, 81, 97, 101, 105, 109, 113, 115, 119, 125, 127, 131, 133, 137, 139, 149, 151, 153, 155, 157, 159, 163, 165, 168, 171, 174.	p. 19, 58, 88, 107, 108, 119, 129, 134, 136, 137, 141, 157, 171.	68
In texts	p. 31, 40, 42, 136.	p. 104, 105, 128-129, 156.	p. 37.	p. 42, 94.	11
In text bubbles		p. 144.			1

Quest, Explore, and *Engelsk* display the goals of the chapter in bullet point lists. These goals are short and concise. All four textbooks list tasks in bullet points. *Quest* and *Explore* do it with tasks which are sub-ordinated of a, b, c, ect. *Engelsk* and *Link* list all the "talk and tell" tasks in bullet point. Most of the tasks consists of one sentence. All four books include bullet point lists on a few occasions within narrative or factual texts. *Quest* uses bullet points within posters on three occasions. The first provides tips on how to welcome a new student (p. 31), the second is a list of characteristcs to look for when selecting a candidate for student council

(p. 40), and the third poster provides tips on how to reduce what you use of consumer goods (p. 136). *Explore* includes a bullet point list of hobbies on one occasion (p. 42). *Explore* utlizes bullet points within text on four occasions. One is a list of some of United Nations childrens rights (p. 128-129), another is facts about the countries within the United Kindom (p. 156), one provides facts about foods (p. 104) and another information about how to make a difference for the environment (105). The common denomitaor of these occurrences is that they consist of longer passages of text, sometimes more than one sentence. *Engelsk* incoprates a packing list for a hiking trip in bullet points. Some additional text to explain what the list is about and which persons who are adding to the list is provided (p. 37). In *Link*, an explaination of the term idiom was followed by a bullet point list of some examples of idiomes (p. 42). *Link* also displays rules on how to behave in nature in bullet points (p. 94). *Explore* is the only book which use bullet points within a textbubble on one occasion. This bubble provides facts about Mount Everest (p. 144).

4.4.5 Visuals Support Texts

The following form demonstrates in which ways visuals support the texts or tasks within the textbooks.

Table 8

	Quest	Explore	Engelsk	Link	Total
Tasks urge to find the answer within picture	p. 11, 25, 29, 73, 75, 78, 107, 133, 149, 159.	p. 21, 36-37, 60-61, 132-133, 178-179, 147, 159.	p. 115, 171.	p. 58, 171, 185.	22
Text is placed dircetly on/with the picture	p. 50, 117, 135	p. 18, 56, 57, 91, 112.	p. 114.	p. 58-59.	10
Pictures visualize most of the objects/events mention in text	p. 12, 20, 42, 95, 139.	p. 22, 54, 66, 96-97, 111, 166.	p. 60-61, 74, 79-81.	p. 10-11, 48-49.	16
All information in text is visulaized	p. 25, 26, 123.	p. 17.		p. 139, 144-145.	6

The most frequently employed method was tasks which urge students to utilize pictures to find the answers of questions. *Quest* has the most occurrences of this method followed in declining order by *Explore, Link*, and *Engelsk*. Another way visuals supported text was when it was directly placed within the picture. *Explore* has five such occurrences , *Quest* has three,

and *Engelsk* and *Link* have one each. The textbooks incorporate fifteen occurrences combined of pictures which visualized most of the objects mentioned in the text, *Explore* being in lead, followed in declining order by *Quest, Engelsk* and *Link*. A few occurrences where all information was visualized in the text were found. *Engelsk* was the only book not demonstrating such a finding. In the following, one example of each category will be displayed.

Tasks urge to find the answer within picture.
(Solberg & Unnerud, 2020, p. 171).

Text is placed dircetly on/with the picture.
(Bade et al., 2020, p. 117).

Pictures visualize most of the objects/events mention in text.
(Solberg & Unnerud, 2020, p. 166).

All information in text is visualized.
(Mezzetti, 2021, p. 144-145).
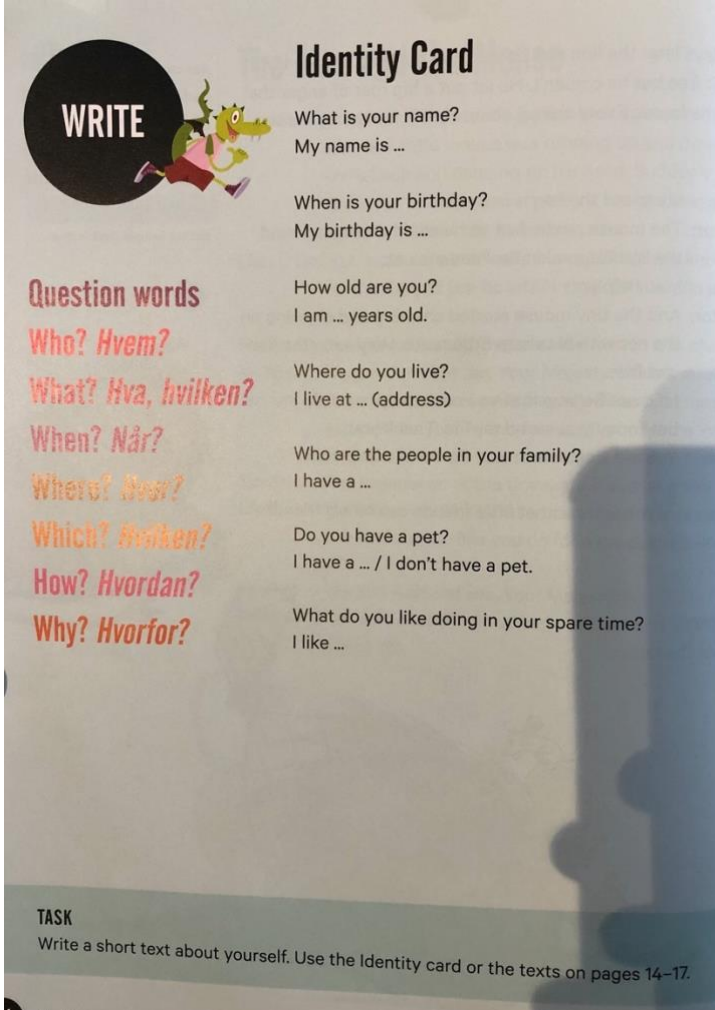
4.4.6 Group Work

Activities which are to be done in groups are found in *Quest* and *Explore,* in total twelve occurrences. *Engelsk* and *Link* does not explicitly mention any tasks which are to be performed in groups, althoug examples of tasks which would be suitable for group work were detected. However, these possibilities will not be included.

4.4.8 Identity Texts

Quest includes one example that possibly could lead to the creation of an identity text. The students are encouraged to "Write a short text about yourself" (Bade et al., 2020, p. 24). The activity list several questions for the students to answer and provide model texts on previous pages.

4.5 Assessments Account for Linguistic Background

The textbooks did not include work/assignments which aimed at assessing students' linguistic skills through multilingual approaches. Writing tasks were included in all books, but they were not specifically designed for assessing, and the teacher or student would have to add this perspective. This category will therefore not be discussed any further.

5.0 Discussion

The following chapter will discuss the findings from the analysis in relation to the research question and the theoretical background presented earlier. The research question addresses how and to what extent multilingual approaches are included, specifically in the English subjects, in elementary school. The impetus behind the research question was the desire to investigate whether textbooks could be relied upon to facilitate multilingualism. The new national curriculum values multilingualism and the textbooks reflect this in various ways. A qualitative content analysis was applied as the methodological approach. Through analyzing and distributing data between five categories, which I had created through my synthesis of theory, it became evident that four of the categories aligned well with the textbooks while no data was found to fit the fifth category.

The analysis of research findings revealed that all four textbooks include multilingual approaches, yet how the methods are incorporated and the extent to which the different methods are utilized varies between the textbooks. This paragraph will briefly summarize the main findings within each category. The textbooks recognized and valued multilingualism on many occasions, however, the linguistic diversity within the classroom and different representations of languages were sparsely included. Both explicit and implicit opportunities to translanguage were detected in all textbooks. Yet, none of these occurrences explicitly asked students to employ all of their languages, but rather urged them to draw upon their entire linguistic repertoires. For students to be able to utilize the implicit opportunities to translanguage, they would need previous knowledge or experience of how to use multilingual strategies, as no training in this area was provided in the textbooks. The most frequently used multilingual strategy, which all textbooks employed, was to look for similarities and differences between English and other languages the students are familiar with. *Quest, Explore*, and *Link* also included opportunities to look for information online, without denoting which languages this activity was to be carried out in. Pedagogical tools which support multilingualism were included to a great extent in all four textbooks. However, in the subcategories "multilingual literature" and "parallel texts" no data was detected. The subcategory "identity texts" had one finding. This demonstrate that model texts, in which multilingualism could be experienced, were not a part of the textbooks.

This discussion will not follow the structure in which each category is discussed separately. Rather it will try to broaden the scope of the findings and connect these to individual, social, and political factors to determine whether the textbooks account for multilingualism. The findings which this discussion will expand on are whether multilingualism is addressed directly or through representation, in which contexts students employ their linguistic repertoires, how objectives from LK20 are incorporated, and how language ideologies come to view in the textbooks.

5.1 Representative or Direct Recognition of Multilingualism

In the subcategory "Linguistic diversity within the classroom" I argue that it is two ways of categorizing the data, one which directly addresses the reader, the other being more representative of multilingualism in practice. In my previous analysis I have not included this second perspective (representation) under "linguistic diversity within the classroom", however, it is worth noting that this perspective could be seen to fit into this category. The representative aspect has been categorized under "recognize diversity of languages and language knowledge", a category which also is fitting for these specific data. The following chapter will discuss both the representative and the direct occurrences of multilingualism within the classroom found through the analysis. Through this discussion two terms will be addressed. In this thesis, the expression "holistic approach" is used when several methods are utilized to incorporate multilingualism in textbooks. In this approach multilingualism is displayed through representation of multilingual characters which explicitly draw on all their language knowledge, together with multilingualism being demonstrated both in factual and narrative texts, in addition to including tasks that directly and indirectly target multilingualism within the classroom. The phrase "fragmented approach" describes the opposite direction. Tasks which directly address students' multilingualism are included, however, the tasks appear as individual units, disconnected from the characters and content of the textbooks. It may appear as if the multilingual aspect is added on, rather than being an integrated part of the textbooks.

Linguistically diverse textbook characters can function as a means to create awareness towards multilingualism, because students can experience how linguistically diverse individuals utilize their various language knowledge to interact and learn. According to Norris (2019) drawing attention to the diversity present within the classroom is a method to raise linguistic awareness (p.4). *Link* utilizes this method by creating a fictional classroom,

where five students are characterized and three of these are multilingual. The reader follows these characters throughout the textbook. In the introduction of the characters, they include information about their various language knowledge and through this emphasize that having a linguistic repertoire is positive and something to notice. In this example, *Link* incorporates linguistic diversity within the classroom through representation of student characters, and with this confirms that the book recognizes and values multilingualism and acknowledges multilingualism as an aspect of students which ought to be addressed. As argued by Norris (2019) and Iversen (2019b), students must experience their linguistic repertoire as a resource in order to be able to utilize its potential (Norris, 2019, p. 59; Iversen, 2019b, p. 16). *Link's* representation of linguistically diverse characters provides such an experience. This example may spark multilingual students' awareness of, and investigation into, how their multilingualism may increase their capability in various ways.

Linguistically diverse classrooms are becoming the norm rather than the exception. *Link's* imaginary classroom mirrors Norwegian classrooms, which are commonly composed of students with diverse cultural and linguistical backgrounds (The Norwegian Directorate for Education and Training, 2017). *Link's* representation will most likely be a positive experience for minority students within Norwegian classrooms, which is also supported by Holmesland and Halmrast's (2015) research. They claim that "the teaching material must be designed so that both majority- and minority- language students have the opportunity for recognition, identity confirmation and expansion of their perspectives" (p. 35). I will argue that these areas are addressed through an imaginary classroom which represent cultural and linguistic diversity. Yet, as argued by Ibrahim (2018), in picture books cultural diversity is more frequently depicted than linguistic diversity. This also applies to *Link,* where the student characters are present throughout the textbook, yet their linguistic diversity is only mentioned in the beginning.

Link's presentation of a narrative classroom supports principles in LK20. In the core values section, LK20 asks teachers to create learning environments which account for linguistic backgrounds, which allow for the experience of linguistic diversity, and which enable students to experience their own identity and other's identities in a multilingual context (The Norwegian Directorate for Education and Training, 2020b, p. 2 -3). These principles are all recognized to some extent though *Link's* imaginary classroom, yet I suggest that the objectives entail so much more than what *Link* demonstrates. To fully experience linguistic

diversity and one's own and others' identities in a multilingual context, I suggest that the textbooks should include representation through narrative texts which demonstrate multilingualism in action, in addition to for example identity texts and suggestions for multilingual literature. I consider *Link's* creation of a multilingual classroom, with characters that the storyline is explored through, as a holistic approach to multilingualism. However, since the representation of multilingual occurrences amongst the characters are absent after the introductory section, the effect of recognition and the opportunity to learn from the characters' use of their multilingual skills are minimal.

Explore and *Quest* also include student characters, who represent various cultures and languages. These characters appear on one occasion each and share of their cultural and linguistic background (Edwards et al., 2020, p. 14, 51; Bade et al., 2020, p. 17). Unlike *Link's* characters, *Explore's* and *Quest's* characters cannot be understood as appearing in a classroom setting. They live in other countries than Norway and the purpose of their introduction is to display school systems or families around the world. However, it can be argued that these two characters provide an opportunity which allows for the experience of linguistic diversity, an aspect highlight in LK20 (The Norwegian Directorate for Education and Training, 2020b, p. 3). Yet, I argue that it will be difficult for multilingual students in Norwegian classrooms to recognize their language use in the characters portrayed in *Explore* and *Quest.* I base this assumption on the fact that these characters are not depicted in much detail, thus the students do not learn anything about the characters' multilingualism. As a result, it will be difficult for students to recognize their own language use through the characters in the textbooks.

Findings which directly address the linguistic diversity within the classroom were found in *Explore* and *Engelsk,* on four separate occasions. These occurrences are in the form of questions, which are to be answered after a narrative or factual text is read. The questions target the students' linguistic background by asking about which languages they speak both at home and with other children, a practice recognized by Abney and Krulatz (2015). I consider these questions to allow for conversations which can expand students' perspectives and knowledge of their own and classmates' linguistic diversity. As such, in addition to the representative perspective, the direct addressing of students' linguistic diversity also aligns well with the objectives in LK20, to enable students to experience their own identity and others' identities in a multilingual context (The Norwegian Directorate for Education and

Training, 2020b, p. 3). However, as argued by Ticheloven et al. (2021) pedagogical translanguaging is challenging to successfully implement, as such opportunities to experience various languages employed in the classroom may be limited. This thesis has argued that multilingual contexts can be experienced through representations of such events in the textbooks. Yet, as argued by Ibrahim (2018), suitable teaching materials might be hard to come by as multilingual literature for the EFL classroom is sparse (p. 12).

The analysis of research findings revealed that 28 of the examples found within the category "recognize and value linguistic diversity" are found in before- or after reading tasks or in text bubbles. 11 of the examples within this category occur through narrative of factual texts. Out of these 11 examples, 9 are within narrative texts, mostly of fictive students from around the world who share information about themselves, their country and culture. The findings also reveal that most of the implicit and explicit opportunities to translanguage occur in tasks and not within factual or narrative texts. In one narrative text, translanguaging between Norwegian and English occurs, however, the character in this event is not introduced as multilingual and the translanguaging is between Norwegian and English (Mezzetti et al, 2021, p. 78). As a result, students may not understand this example as something universal that they can employ with all of their languages, but rather something to be used with the target language (English) and the majority language (Norwegian).

Through analyzing in which contexts the multilingual approaches occur, I will argue that the textbooks include many opportunities to draw on all language knowledge, yet often the opportunities are not well integrated with the factual or narrative text they appear together with. This may lead to an interpretation of multilingualism as being something that is added on, rather than a holistic approach which naturally exists within the textbooks. Two exceptions of this understanding can be argued for. First, the findings within the category "pedagogical tools which supports multilingualism" are incorporated in such a way that they do not draw explicit attention to the students' linguistic diversity. Rather these findings are just in the background to support students' multilingualism. The second exception is found within the subcategory "implicit opportunities to use all their languages and language knowledge", which present several tasks, texts, and visuals which allow the students to draw on their multilingualism. However, as argued by Cenoz and Gorter (2014), the resources available for multilingual students must be made explicit, because language users often lack experience with multilingual approaches and may be unaware that they possess these

resources (p. 247). Therefore, these integrated opportunities to draw on one's full language repertoire may not be utilized by students. Multilingual approaches have been incorporated in and throughout all four textbooks, therefore it can be argued that multilingualism is a holistic approach which permeates all chapters of the textbooks. However, as most findings of multilingualism occurs through explicitly addressing the students' linguistic repertoire, it can give the impression that linguistic diversity must be pointed out instead of just being something that naturally occurs.

5.2 Employment of Students' Linguistic Repertoires

Language is context dependent and people who are multilingual adapt their language to suit the context and their interlocutors. Which language they choose to employ depends on the dominant language ideologies present in the context (Iversen, 2019a), together with the purpose of the conversation and with whom they are in conversation (Garcia & Wei, 2019; Svendsen, 2021). Both Garcia and Wei (2019) and Otheguy et al. (2015) argue that translanguaging can break down the hierarchies between languages and create a dynamic relationship between languages and language use, which are not bound by socially and politically constructed boundaries of languages (Garcia and Wei, 2019, p. 18, 31; Otheguy et al., 2015, p. 281). However, from my experience in the classroom and through reviewing literature (e.g. Ticheloven et al, 2021; Brevik et al, 2020, p. 98), translanguaging in education has not yet been implemented to the point where the individual's communicative needs transcend the invisible and normative boundaries of language use. Cenoz and Gorter (2014) argue that the organization of schools reinforce language separation, as different languages have designated hours on the schedule and is often taught by separate teachers (p. 249). The NOU 2015:8 report does not suggest to change the organization of school, but it does point to the need to understand that knowledge obtained in one language or language subject is transferrable to other languages or language subjects. This can be interpretated as if the report supports the development of translanguaging practices in education. Iversen (2019b) argues that one step in implementing pedagogical translanguaging is for teachers to make a deliberate effort to draw on students' full linguistic repertoires (p. 53). To do this, insights into how, why, and when students employ their linguistic repertoires are necessary. *Quest, Explore*, and *Link* include texts which can be seen as model texts for sharing about one's language repertoire. The introduction of the student characters, discussed in 5.1, includes information about which languages they speak, in addition to where and with whom they employ the various languages. These model texts can contribute to raise students'

consciousness regarding their language use and remind teachers that this is an area which requires attention.

Two textbooks include questions which align with Beiler's (2019) and Brevik et al's. (2020) suggested practice, to interview students about their linguistic repertoire or to have conversations about their language portraits. Questions which take on this perspective are found in *Explore* and *Engelsk*. Both textbooks ask questions which encourage students to share about their linguistic backgrounds, with whom, and for what purposes they employ their various languages (Edwards et al, 2020, p. 14, 131; Solberg & Unnerud, 2020, p. 15). *Engelsk* also includes the task "find the words in the poem that you pronounce almost the same in English as in your own language" (p. 77). This task can potentially bring forward information about which language the students identify with the most, an area which according Brevik et al. (2020) is of interest for teachers. The possible information provided through these examples, coincides with the information that teachers could have gained through a language portrait. It is possible that the incorporation of these tasks/questions rather than a language portrait is a deliberate choice made by the textbook authors. Knowing that teachers feel unprepared and insecure regarding multilingualism in the classroom (Haukås, 2016; Iversen, 2017; Haukås & Vikøy, 2021), the textbooks might seek to explicitly incorporate tasks that address the same areas as a language portrait, without expecting the teachers to possess or acquire knowledge of how to create and utilize the information hidden within this activity. Although plenty of information can come from the tasks/questions, they do not provide the same freedom and creativity as a language portrait.

All four textbooks address the context in which various languages are employed to some extent. However, two of the books do it only by representation, and the topic might not be elaborated on unless the teachers choose to devote time and interest towards that area. I argue that the findings which explicitly encourage translanguaging also can add information about the context in which various languages are employed, since these opportunities might reveal which languages the students draw on in school and who they translanguage with in the classroom.

5.3 The National Curriculum within the Textbooks

The new national curriculum was developed to better fit the current society and the unknown future (NOU 2015:8), by for example incorporating objectives targeting skills such as critical digital literacy and strategies which teach students how to learn themselves, in order to be prepared to seek and utilize information on their own. The Norwegian Directorate for Education and Training (2021) emphasizes the rapid changes in the cultural and linguistic composition of society as one of the factors that contributed to the development of LK20. "Ludvigsen-utvalget" and LK20 both recognize multilingualism as a resource, a finding which aligns with aspects of Ruiz' (1984) theory of language as a problem, right, or resource. Ruiz' (1984) argued that when language is viewed as a resource it can be a tool for developing national unity and community and that multilingualism is positive for the individual itself, in addition to society in general. Similar views can be found in LK20 which claims that "language gives us a sense of belonging and cultural awareness" and that "all pupils shall experience that being proficient in a number of languages is a resource, both in school and society at large" (The Norwegian Directorate for Education and Training, 2020a, p. 5-6).

Whether the textbooks clearly convey multilingualism as a resource can be debated. The textbooks represent characters from different countries and cultures and provide information about their various language knowledge. Yet none of these languages are employed in the textbooks or represented within texts, and it may therefore be difficult to experience that knowing several languages is a resource or to create cultural awareness based on languages represented. The tasks within the textbooks target various aspects of students' language knowledge: however, neither of these tasks create clear connections to how and why knowing several languages is a resource or how languages are culturally dependent. The textbooks focus to some extent on how language can give us a sense of belonging. *Engelsk* provides a great example through the question "why do the children speak English to each other" (Solberg & Unnerud, 2020, p. 22). This question facilitate conversations about how a common language creates opportunities to interact despite linguistic differences. Tasks addressing how and when students' employ their different language repertoires can also bring awareness towards languages' ability to create belonging in groups, within the family, or in society.

The competence aims regarding multilingualism in the English subject curriculum of LK20 are incorporated in all four textbooks. These competence aims urge students "to look for similarities and differences between English and other languages the student is familiar with" (The Norwegian Directorate for Education and Training, 2020b, p. 5, 6, 7). Tasks which are based on this competence aim can promote conversations which incorporate other aspects within LK20 as well. Therefore, although not explicitly mentioned in the textbooks, areas such as cultural aspects of languages and multilingualism as a resource can be focused on, through discussions that derives from these specific competence aims.

LK20 recognizes multilingualism both on an individual and societal level. The curriculum emphasizes the important role of languages in creating a sense of belonging, foster cultural awareness, develop students' identity, and experience multilingualism as a resource for themselves and society at large (The Norwegian Directorate for Education and Training, 2020a, p. 5-6). I argue that the four textbooks only include multilingualism on an individual level. The tasks and texts target aspects of the students' individual multilingualism, without expanding the positive effects and opportunities provided by linguistic diversity in a broader sense. The tasks targeting multilingualism within the textbooks can of course facilitate conversations which will take societal factors into consideration. However, these considerations must then be introduced by the teacher or the students themselves. Aspects of societal multilingualism can be delicate and controversial and therefore it might be difficult to bring attention to this in a format like textbooks.

5.4 Language Ideologies

Iversen (2019a) argues that language ideologies affect the role of students' L1 in education and in society to a great extent, because these ideologies provide guidelines for teachers' practices and how different languages are perceived in school (p. 3). I find Iversen's (2019a) arguments to be transferrable to textbooks for the English subject curriculum as well. Through my analysis, I have only detected five occurrences where other languages than English and Norwegian are used within the textbooks. Based on these findings it seems like the textbooks present English and Norwegian as the "correct" languages to use when learning English in Norwegian schools. *Link* is the only book which draws explicitly on English throughout. I will argue that it is positive that all new terms or words are defined or explained in English and that the grammar section is all in English. This way, no language of reference is provided and the students might easier connect the English to the language they feel most

confident in. On three occasions the textbook translanguages, the first two times when explaining the Norwegian words "Allmannsretten" in the context of learning about hiking in Norway, the other is the word "Helsedirketoratet" when the topic is nutrition. Both these words help explaining something which is relevant in the country the students live and may not be perceived as the language of reference. Another aspect is that these two words can be hard to translate directly into English. The three other textbooks use Norwegian as the language of reference for new vocabulary and in grammar sections. I understand that these books are designed for English training in Norway, and as such one may argue that it is also natural that the majority language is used as reference to English. However, as the society is so linguistically diverse, it can be questioned whether it is beneficial to connect new language to Norwegian or if it is more fruitful to only draw on English and let the students choose which language of reference that suit their learning needs the best. This is supported by Burner and Carlsen (2017) and Beiler (2019), who discovered in their study of newly arrived students in Norway that they utilized all their language knowledge in pre-writing tasks, when collecting information, in discussions, and when translating words and phrases without being schooled in these strategies in advance (Burner and Carlsen, 2017; Beiler, 2019, p. 30).

In spite of the positive portrayal of multilingualism in policy papers, this thesis argues that hegemonic language ideologies still persist within the school system. Blommaert (2018) claims that language ideologies maintain and develop linguistic hierarchies where some languages and language users are given greater value than others (p. 6). The textbooks' use of English and Norwegian demonstrates that these languages are valued. The multilingual focus may be experienced as a double standard, since the other languages mentioned in the textbooks are excluded. Most of the other mentioned languages are minority languages in Norway. Based on the lack of presence of these minority languages, multilingual students may experience that some languages are more valued in the textbooks. When looking outside textbooks, both in lower and upper secondary school students are offered to acquire an additional language alongside English. The languages offered are most commonly German, French, and Spanish, which contribute to raise the status of these languages (Svendsen, 2009, p. 54). The options of languages can signal that European languages are considered superior to minority languages that are part of the Norwegian society, an issue which have been addressed by Språkrådet (2018, p. 65). Beiler (2019) found in her study that despite the teachers' encouragement to draw on all language knowledge, students supported their learning on the languages which they had received formal training in or which had high status

in their former country of residence. These findings align well with Iversen's (2019a) claim that language ideologies affect the role of students' L1 in education and in society and Blommaert's (2018) point that some languages and language users are value greater than others.

Hopmann et al, (2004) found that textbooks have a major influence on how the curriculum is understood by teachers, students, and parents. Thus, if the language ideologies promoted by LK20 are to be visible for teachers, students, and parents, they should be incorporated into the textbooks. I argue that the previous arrangement where teaching materials had to be approved before they were used in schools served the purpose of validating the materials before distribution. As revealed by Haukås (2016) and Vikøy & Haukås (2021), teachers report feeling incompetent in methods promoting multilingualism and it could be reassuring if the textbooks had a stamp of approval for incorporating these approaches. However, textbooks are just part of the education, and they will never be sufficient enough to act as the entire resource to draw on when teaching and learning. Teachers always have to be critical to the materials used in education, however, having an organ that controls the textbooks before they are published can support textbook publishers to develop more suitable materials and as such increase teachers' opportunities to draw on multilingual approaches.

6.0 Conclusion

The following chapter will present the conclusion of this study, which also entails answering the thesis' research question. Through a summary of the main findings the *how* aspect of the research question will be answered, and in the end the *extent* to which multilingual approaches occur will be revealed, together with coinciding results from previous research. Subsequently, I will give some suggestions regarding the implications that these findings have for multilingualism in education. Lastly, I will conclude the thesis with several suggestions for further research.

This study has examined how and to what extent multilingual approaches are included in textbooks for 5th grade in elementary school in Norway. It is important to verify whether and how textbooks incorporate multilingualism, to know if students are able to draw on their entire linguistic repertoire through the textbooks and if the textbooks support teachers to incorporate multilingual approaches in the classroom. Regarding method, a qualitative content analysis was employed, including aspects of multimodal and visual analysis. The analysis of research findings organized the data within four categories, which were synthesized into four main findings, elaborated on in the discussion.

6.1 Main Findings

The first main finding was that multilingual approaches were mostly included by directly addressing the students' multilingualism through tasks and questions. A few examples where multilingualism was included through representation, either of textbook characters or in narrative or factual texts were found. To extend multilingual approaches from being fragmented occurrences addressing linguistic diversity from time to time, to a holistic approach which accounts for multilingualism throughout, this thesis has argued that including more representative occurrences of multilingualism is necessary. Thus, students will be able to experience how multilingualism can be utilized and perceived as a resource both in educational and societal contexts.

The second main finding was that the textbooks to some extent address contextual elements which affect what linguistic repertoire students employ, such as language ideologies present, the relation to the interlocutors and the purpose of the conversation. A few of the examples are through representation, while most of the examples address the matter directly through

questions targeting the students. This thesis has argued that questions regarding contextual elements could have been revealed through language portraits, which many scholars point out as a valued activity to gain insight into students' linguistic repertoires.

The third main finding is connected to LK20's objectives, and how these come to view in the textbooks. LK20 is positive towards multilingualism. The curriculum views multilingualism as a resource for the student itself and the society at large, in addition to being an approach which can facilitate identity development, give a sense of belonging, and raise cultural awareness. This study claims that the textbooks include multilingual approaches to a large extent, however, they do not explain the connection between being multilingual and why it is perceived positively. As such, it might be difficult for students to reach the objectives put forward in LK20, without having teachers that address the positive aspects of being multilingual. However, conversations which spring out from the multilingual approaches in the textbooks might bridge this gap. The competence aim regarding multilingualism after 7th grade is incorporated in all four textbooks. This competence aim is quite specific, and therefore it might be easier to fully incorporate.

The fourth and final main finding concerns language ideologies. This thesis has argued that language ideologies that value high status languages seem to persist within the four textbooks. A few non-western languages have been introduced in the textbooks, but these have not been incorporated or drawn upon to any extent within the textbooks. The few occurrences of translanguaging have been between English and Norwegian, which do not contribute to perceiving translanguaging as a method that can be utilized by all languages. By explicitly drawing on English, which is done in *Link*, the students are free to connect English to their preferred language and do not need to experience that Norwegian is valued above their language knowledge.

According to the findings and my analysis, multilingual approaches are included to a large extent. Some categories contain more data than others and an overrepresentation of findings targeting the students directly, rather than through representing multilingualism within the textbooks, was detected. Three coinciding results with previous research have been detected. First, similar results are presented in Tessem's (2020) master thesis, which analyzed four textbooks in the Norwegian subject for upper secondary school. She found that multilingualism on the individual level was represented to some extent, mainly through tasks

which facilitated contact between languages. This result coincides with findings in this study, that most multilingual occurrences directly address the students' language knowledge . Secondly, Vikøy's (2021) study on multilingualism in textbooks for the Norwegian subject found that multilingualism was presented as special cases rather than the norm. I argue that this result coincides with this thesis' findings of multilingual approaches as fragmented rather than holistic. The last implication is found within Kullbrandstad's (2020) study, "Å se norskfaget med andrespråksbriller – En studie av læremidler for 5.-7. trinn". She found that materials demonstrating multilingual diversity rarely are present in textbooks for the Norwegian subject, a finding which coincides with the lack of representative occurrences of multilingualism within the four textbooks investigated in this study.

6.2 Didactical Implications

In the following, implications based on this study's main findings will be elaborated on. The analysis of the four textbooks has revealed that representation of multilingualism and multilingual contexts beyond English and Norwegian rarely occurs. Therefore, teachers should supplement the textbooks with other materials such as multilingual literature and model texts which for example demonstrate how to create identity- or parallel texts. This inclusion of materials which represent multilinguals, can strengthen their experience of how multilingualism is a resource. Further, these experiences may train and encourage students to utilize their own multilingualism in educational and societal settings. Experiencing multilingualism through literature may also contribute to tear down hegemonic language ideologies and promote translanguaging. Another didactical implication is to utilize open and creative activities to enhance teachers' and learners' knowledge of why, when, and how they employ their various language knowledge. Such activities can be the suggested language portrait or for example the European council's language portfolio (Council of Europe, 2022).

6.3 Suggestions for Further Research

This study has examined how multilingualism is incorporated in four textbooks for 5th grade in elementary school in Norway. Initially, I also planned on examining how the teacher's guides that accompany the textbooks, intended to include and promote multilingualism. However, due to the limited timeframe and the scope of this thesis, I had to reduce the research to the four textbooks presented. Therefore, it could be interesting to see further research that examined whether the teacher's guides support, contribute, and/or expand on the

multilingual approaches and occurrences in the textbooks. Together with and based on the theoretical background and the analysis of research findings, I have made some assumptions of how the multilingual approaches detected within the textbooks can affect the students. Additional research which interviews students, to examine how they experience multilingualism in textbooks could be interesting. Such research could point out whether the current incorporation of multilingual approaches is sufficient for students to experience the positive outcomes of being multilingual. Additionally, it could be relevant to interview and observe teachers and how they go forth on including multilingualism in their classrooms.

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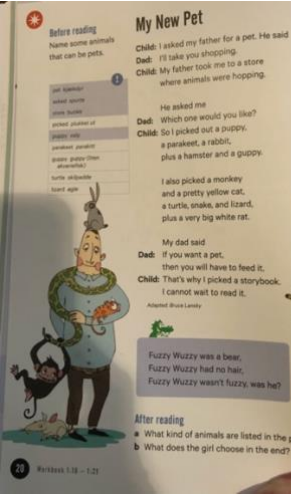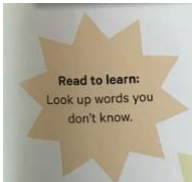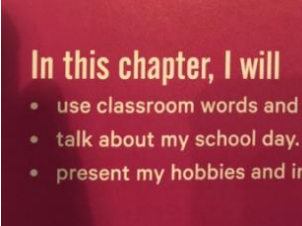
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Appendices

Appendix 1 – Analysis form Quest 5 (Bade et al, 2020).

Categories for analyzing	Recognize and value linguistic diversity	Facilitate translanguaging	Employ strategies which enhance multilingualism	The pedagogical choices promote multilingualism

Characteristics	• Tasks/texts recognize diversity of languages and language knowledge.
	• Tasks/texts draws attention to the diversity present in the classroom
	• Task/texts acknowledge different representations of language
		Explicit and implicit opportunities to use all their languages and languages knowledge.
		• Encourage "Funds of knowledge"
		• Encourage identity investment
		• Connections between disciplines different use of language to express key concepts and processes
			• Look for similarities and differences present within their language repertoire
			• Use full linguistic repertoire when learning new words
			• Guess the meaning of words
			• Draw on varieties of English
			• Encouraged to use their full linguistic repertoire when:
			   o pre-writing tasks
			   o collecting information
			   o in discussions translating words and phrases
				• Define clear goals
				• Define new terms
				• Highlight key words
				• Bullet point lists
				• Include visuals/ multimodality
				• Identity texts
				• Multilingual literature
				• Parallel texts
				• Group work

Quest Aschehoug	p. 17. Recognize diversity of languages and language knowledge. My dad comes from Scotland, and my ... Pakistan, so in our house we speak bo... My grandparents still live in Pakistan, ... visit them next summer. p. 34. Recognize diversity of languages and language knowledge. Talk about it! a Point to the different things on Wiktor's lists in your... b Name something in your classroom made of wood, p... c Which words on the list are almost the same as in ol... d Do you know other ways to learn new words? Which... p. 42. Recognize diversity of languages and language knowledge. After reading a Which words on the list are almost the same as in... p. 45. Recognize diversity of languages and language knowledge.	p. 20. Implicit - Illustrations can be used as reference to English P. 25. Implicit - Illustrations can be used	Use internet: p. ,77, 78, 93, 147, 173. p. 9. Reading strategy Read to learn: Look up words you don't know. p. 34. similarities/differences Talk about it! a Point to the different things on Wiktor's lists in your classroom. b Name something in your classroom made of wood, paper, glass, plastic and... c Which words on the list are almost the same as in other languages you know d Do you know other ways to learn new words? Which is the best way for you p. 34. Strategy: learn new words Talk about it! a Point to the different things on Wiktor's lists in your classroom. b Name something in your classroom made of wood, paper, glass, plastic and... c Which words on the list are almost the same as in other languages you know d Do you know other ways to learn new words? Which is the best way for you p. 42. Strategy: After reading a Which words on the list are almost the same as in other languages you...	Clear goals: p. 11, 29, 49, 73, 107, 133, 149, In this chapter, I will • use classroom words and p... • talk about my school day. • present my hobbies and int... Group work: 47, 56, 105, Highlight keywords: p. 7, 18-19, 24, 41, 53, 55, 64-65, 84-85, 121, 122-123, 142, 143, 155, 168-169, 175. Bullet point lists: p. 11, 11, 25, 29, 29, 31, 40, 42, 49, 73, 73, 95, 107, 107, 133, 133, 137, 149, 149.

	 p. 50. Recognize diversity of languages and language knowledge. **Before reading** Which words are almost the same Norwegian or ot languages you k Which body part come in pairs? p. 75. Recognize diversity of languages and language knowledge. After reading a In which countries do people speak and another language? p. 90. Different representations of language. p. 94. Different representations of language.	as reference to English p. 26. Implicit drawing which supports the idiom Money doesn't grow on trees! p. 29. Implicit p. 34. explicit connection to other languages p. 42. implicit connection to other languages	p. 45. Strategy: similarities between words Talk about it! Give examples of football words that are the same in Engli and other languages. p. 50. Strategy: similarities between words **Before reading** Which words are almost the same in Norwegian or other languages you know? Which body parts come in pairs? p. 137. Language varieties	p. 11. Picture support text. p. 12. Picture support text. p. 20. Picture supports text.
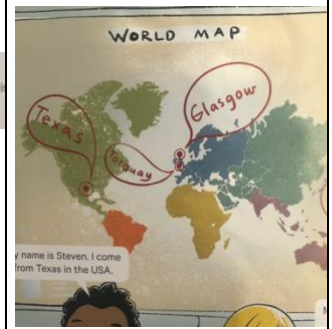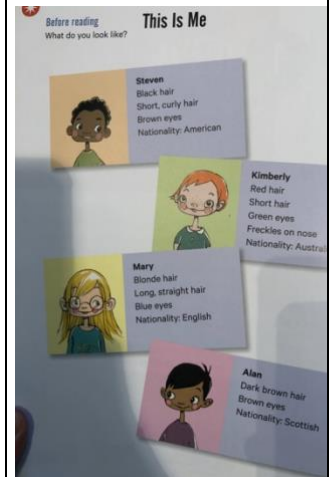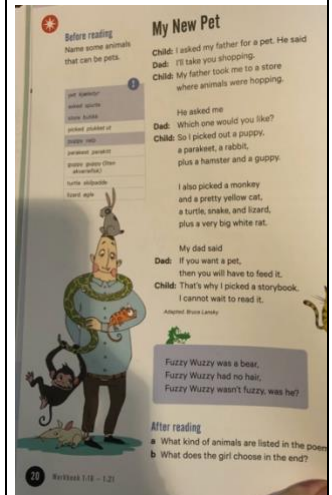
p.173. Recognize diversity of languages and language knowledge.

English is made up of many lang... are borrowed from other languag... but sound alike. That's why all th... **tomb** rhymes with **room** rhymes with ...

p. 42. Explicit

After reading
a Which words on the list are almost the same as in oth...

p. 45. Explicit connection to other languages

Talk about it!
Give examples of football words that are the sa... and other languages.

p. 49. Implicit: Connect to all language knowledge.

p. 50. Explicit.

Before reading
Which words are almost the same in Norwegian or other languages you kno... Which body parts come in pairs?

p. 64. Can draw on all their language knowledge

Words that mean the same:

British English:
rubbish

American English:
garbage
trash

British and American English:
waste
junk
litter

p. 24. Opportunity to make identity text.
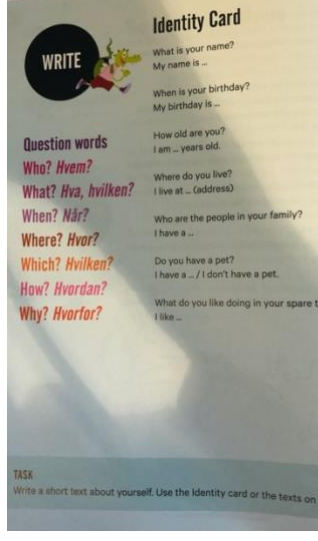
p. 25. Visuals support text/words

p. 25. Task urges to find answer within drawing.

Talk about it!
a Point to an illustration and ask your partner which chore ... Use the list to find the answer.

p. 26. Drawing & idiom support each other

Money doesn't grow on trees!

Before reading
Skim the text. Fi
three words you
already know.

p. 81. Implicit: Can draw other languages than English and Norwegian.

a What is the underground snak
b Find words that mean the sam
c Find the rhyming words in this

p. 90. Implicit.

Before reading
Which words are almost the same in Norwegian or other languages you kno Which body parts come in pairs?

p. 94. Implicit: Draw on all their language knowledge
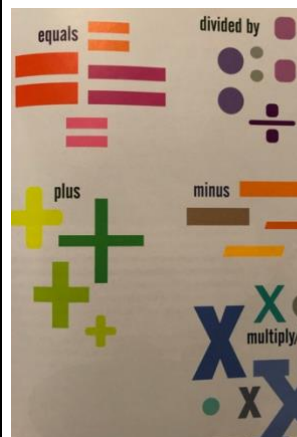
p. 123. Implicit - Pictures as reference to the English words

p. 29. The task's answers can be found in picture

p. 42. Visuals as support to the text/words

p. 50 Picture supports text.
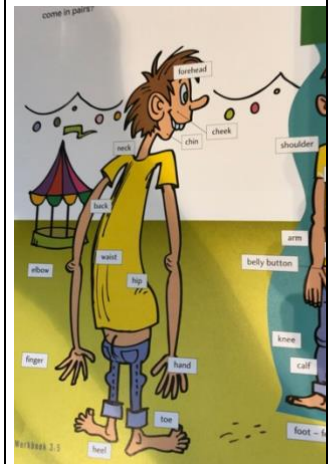
p. 73. Task's answers can be found in picture

p. 75. Task c's answers can be found in picture
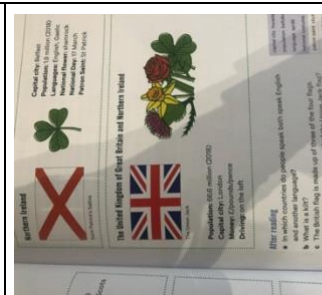
		Prepositions Prepositions tell us where something or someone is. 	
p. 79. picture supports text.
p. 95. picture supports text.
p. 107. Task's answers can be found in picture
p. 117. Picture support text. |

p. 123. Picture supports text

p. 33. Task a's answers can be found in picture
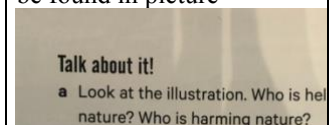
p. 135. Picture supports text.

p. 139. Picture supports text.
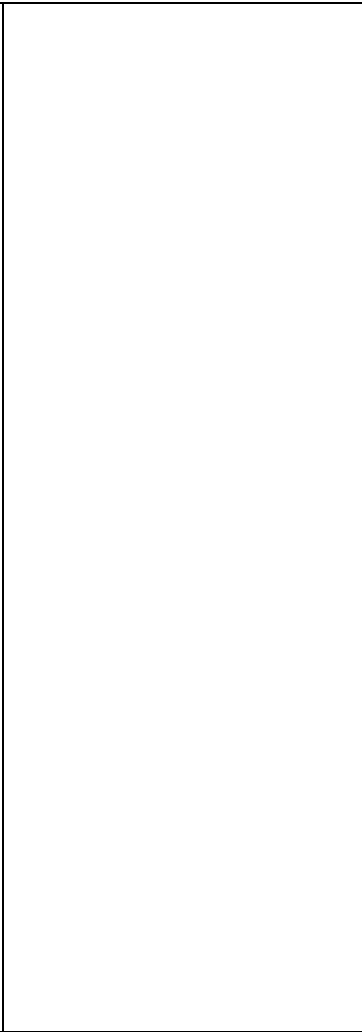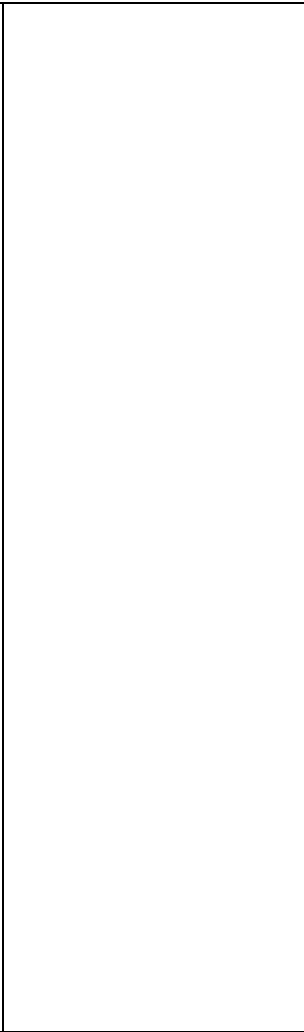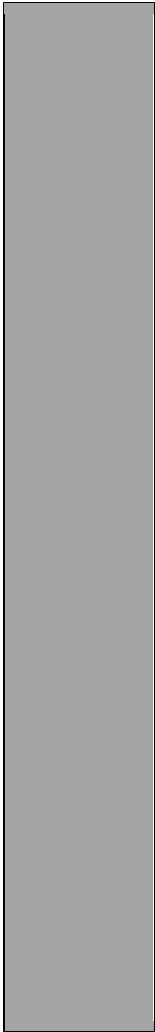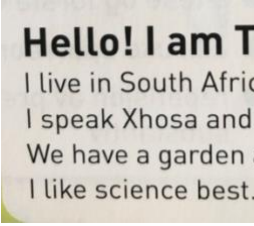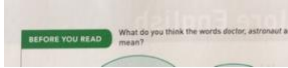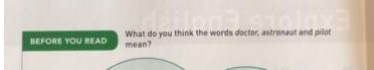
p. 149. Task d's answer can be found in pictures

d Look through this chapter and
• a treasure that is more than
  1000 years old.
• a treasure made of gold.
• where the Crown Jewels are

p. 159. Picture supports text.

Appendix 2 – Analysis form Explore 5 (Edwards et al. (2020).

Categories for analyzing	Recognize and value linguistic diversity	Facilitate translanguaging	Employ strategies which enhance multilingualism	The pedagogical choices promote multilingualism

Characteristics	• Tasks/texts recognize diversity of languages and language knowledge.
	 • Tasks/texts draws attention to the diversity present in the classroom
	 • Task/texts acknowledge different representations of language
		Explicit and implicit opportunities to use all their languages and languages knowledge.
		 • Encourage "Funds of knowledge"
		 • Encourage identity investment
		 • Connections between disciplines different use of language to express key concepts and processes
			• Look for similarities and differences present within their language repertoire
			 • Use full linguistic repertoire when learning new words
			 • Guess the meaning of words
			 • Draw on varieties of English
			 • Encouraged to use their full linguistic repertoire when:
			    o pre-writing tasks
			    o collecting information
			    o in discussions
			    o translating words and phrases
				• Define clear goals
				 • Define new terms
				 • Highlight key words
				 • Bullet point lists
				 • Include visuals/ multimodality
				 • Identity texts
				 • Multilingual literature
				 • Parallel texts
				 • Group work

Explore Gyldendal	p. 12. recognize diversity p. 13. Recognize diversity between language varieties	p. 18. Implicit opportunity p. 18. Implicit opportunity to use p. 36. Implicit opportunity to use. Pictured at p. 37. + identity investment.	Search for information on the internet. p. 14, 36, 60, 77, 95, 106, 127, 132, 143, 152, 163, 169, 178. p. 13. Linguistic features of UK and US English p. 18. Guess the meaning. p. 35. Linguistic features of UK and US English	Clear goal: p. 11, 39, 63, 83, 109, 135, 155, Highlight keywords: p. 17, 20-21, 29, 33, 44-45, 66-67, 75, 87, 88-89, 102-103, 114-115, 138-139, 151, 162-163. Bullet point lists: p. 11, 36, 39, 60, 63, 80, 83, 104-105, 109, 128-129, 130, 132, 135, 144, 152, 155, 156, 178. Group work p. 36, 60, 80, 93, 111, 132, 152, 175, 178 Excerpt from book: p. 34-35., p. 58-59, 100 – 101, 118-119,

p. 14. – recognize diversity

p. 14. Recognize diverse languages

p. 14. Recognize diversity within the classroom.

p. 18. recognize diversity

p. 35. Recognize diversity between language varieties

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p. 57. Explicit opportunity to use

p. 96. Implicit opportunity

p. 113. Explicit opportunity to use all languages

p. 127. Explicit opportunity to use all languages

p. 146-147. Implicit opporturnity to draw on all langauge knowledge when describing

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p. 57. Similarities and differences.

p. 97. Similarities and differences + Spot patterns between words in different langauges.

p. 106. Similarities and differences + Spot patterns between words in different langauges.

p. 127. Similarities and differences + Spot patterns between words in different langauges.

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p. 17 Multimodal - Picture supports the sentence.

p. 18. Multimodal

p. 21 Visuals support the text

p. 22. Visuals support the text

p. 36 – 37. Visuals support the task.

p. 51. Recognize diverse languages p. 57. Recognize diversity within the classroom. p. 106. Recognize different languages p. 113. Recognize different languages p. 127. recognize diversity p. 129. Recognize diversity of languages and language knowledge. p. 131. recognize diversity of languages and language knowledge. Recognize within the class. p. 172. recognize diversity of languages and language knowledge.	p. 158-159. Implicit opporturnity to draw on all langauge knowledge 		 p. 54. Visuals support the text. p. 56. Visuals support the text. p. 57. Visuals support the text.
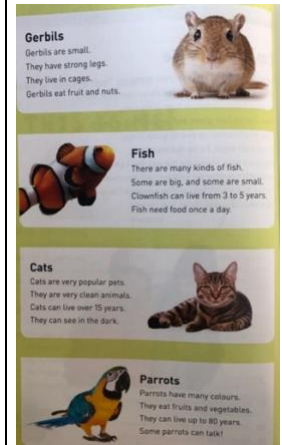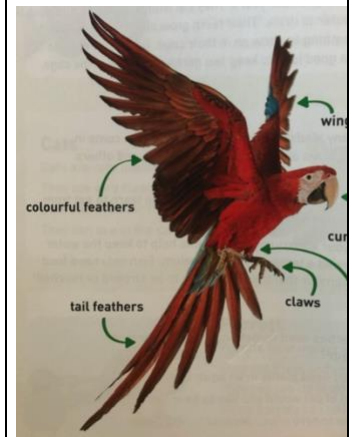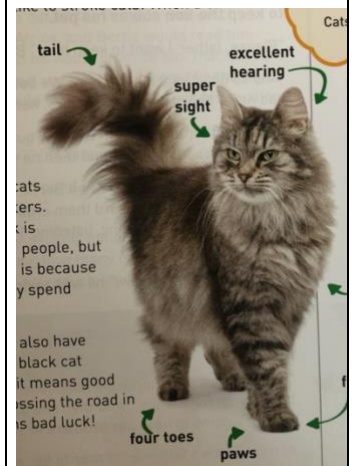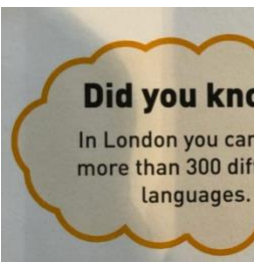
				p. 60-61. Task seeks to find answer within picture. p. 66. Visuals support the text. p. 78. Define terms. p. 91. Visuals support text.
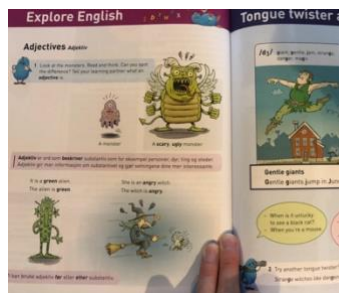
a wooden spoon

24 cupcake cases

a mixing bowl
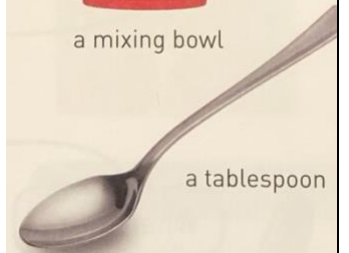
a tablespoon

p. 96-97. Visuals support text.

p. 111. Visuals support the text

			p. 112. Before reading activity is supported by pictures. "Put your finger at the chores you have done at home"
			p. 132-133. Task seeks to find answer within picture.
			p. 147. Task seeks to find answer within picture.
			p. 159. Task seeks to find answer within picture.
			p. 166. Picture support text.

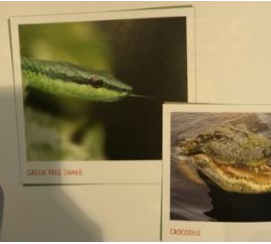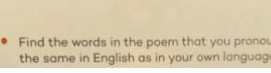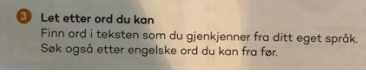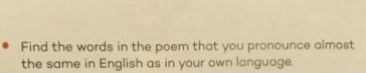|			
			p. 178-179. Task seeks to find answer within picture.
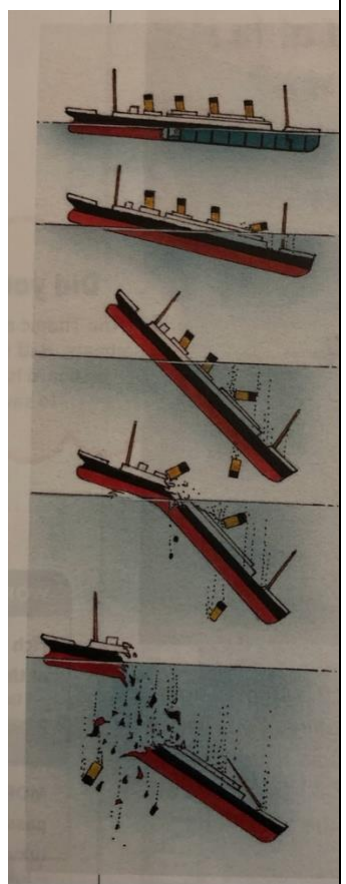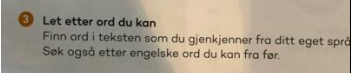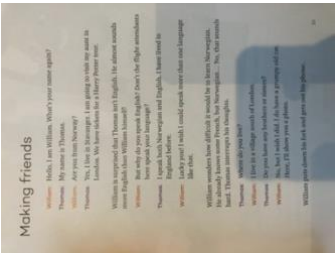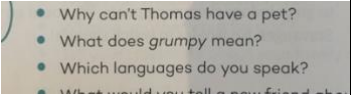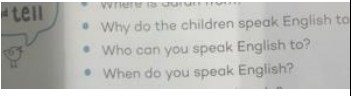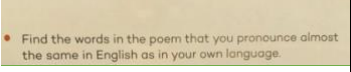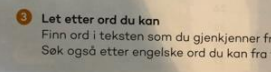
p. 178-179. Task seeks to find answer within picture.

A Work with your learning partner. Loo[k] at the map and ask each other questions. In which country in the picture can you find

– the man with the bagpipe?
– the London Eye?
– a football stadium?
– Stonehenge?
– a famous band?

Appendix 3 – Analysis form Engelsk 5 (Solberg & Unnerud, 2020).

Categories for analyzing	Recognize and value linguistic diversity	Facilitate translanguaging	Employ strategies which enhance multilingualism	The pedagogical choices promote multilingualism

Characteristics	• Tasks/texts recognize diversity of languages and language knowledge.
	• Tasks/texts draws attention to the diversity present in the classroom
	• Task/texts acknowledge different representations of language
		Explicit and implicit opportunities to use all their languages and languages knowledge.
		• Encourage "Funds of knowledge"
		• Encourage identity investment
		• Connections between disciplines different use of language to express key concepts and processes
			• Look for similarities and differences present within their language repertoire
			• Use full linguistic repertoire when learning new words
			• Guess the meaning of words
			• Draw on varieties of English
			• Encouraged to use their full linguistic repertoire when:
			   o pre-writing tasks
			   o collecting information
			   o in discussions
			   o translating words and phrases
				• Define clear goals
				• Define new terms
				• Highlight key words
				• Bullet point lists
				• Include visuals/ multimodality
				• Extensive reading
				• Identity texts
				• Multilingual literature
				• Parallel texts
				• Group work

Engelsk 5 Cappelen Damm	p. 3. recognize diversity p. 13. recognize diversity p. 15. recognize diversity and diversity in the classroom. p. 22. recognize diversity p. 77. recognize diversity and diversity in the classroom. 	p. 3. Explicit opportunity to connect to all languages. p. 66-69. Implicit opportunity to connect to all languages. p. 77. Explicit opportunity to draw on all languages. p. 115. Implicit opportunity to draw on all languages.	p. 3. Encourage the use of strategy and use of full language repertoire p. 77. Similarities/differences 	Explain new terms: Nouns, Verbs, Adjectives, Phrases: p. 8-9, 18-19, 32-33, 56-57, 70-71, 90-91, 106-107, 120-121, 146-147, 160-161. Define clear goals: in the beginning of every sub-chapter. p. 9, 19, 33, 57, 71, 91, 107, 121, 147, 161. Bullet point lists: p. 9, 15, 17, 19, 22, 24, 31, 33, 35, 37, 42, 46, 49, 57, 59, 61, 63, 69, 71, 73, 75, 77, 81, 91, 97, 101, 105, 107, 109, 113, 115, 119, 121, 125, 127, 131, 133, 137, 139, 147, 149, 151, 153, 155, 157,

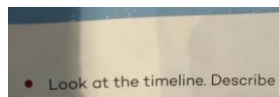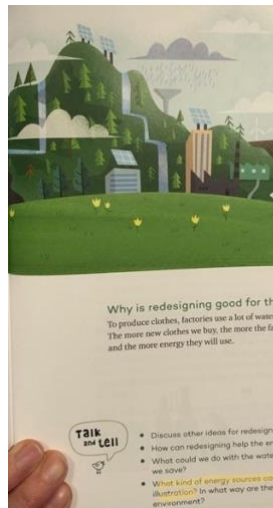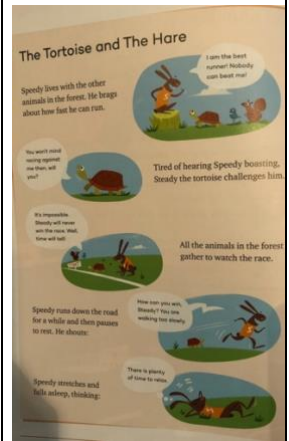|			
	p. 109. recognize diversity **Latin language** The Romans left behind more than just old buildings and walls. Words like *school*, *village*, and *quiet*, along with many other words in the English language, are from Latin, the language of the Romans. **FACTS** We use *am* and *pm* to tell time in English. Both come from the Romans: *am* is short for *ante meridiem* – before midday; *pm* is short for *post meridiem* – after midday.	• Look at the timeline. Describe p. 151. Implicit opportunity to connect to all languages. HEDGEHOG BABY p. 163. Implicit opportunity to connect to all languages. p. 171. Implicit opportunity to connect to all languages. Why is redesigning good for the To produce clothes, factories use a lot of water a The more new clothes we buy, the more the fact and the more energy they will use. Talk and Tell		159, 161, 163, 165, 168, 171, 174. p. 60. Highlight keywords • The tortoise's name is Steady. • What is another name for a to • Find antonyms for the words f p. 60-61. Picture support text The Tortoise and The Hare p. 74. Picture supports text. Skateboard poems I Tried to Ride a Skateboard 79-81. Four pictures support the text. See example.

p. 114. Pictures support text.
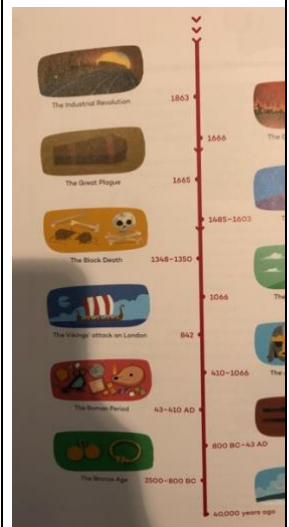
p. 115. Look to the picture for answers
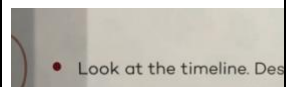
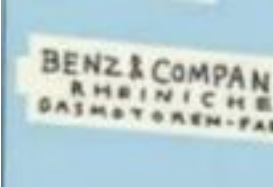p. 125. Highlight keywords
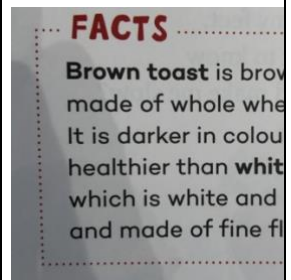
			p. 171. Pictures support text.

Appendix 4 – Analysis form Link 5 (Mezzetti et al., 2020).

Categories for analyzing	Recognize and value linguistic diversity	Facilitate translanguaging	Employ strategies which enhance multilingualism	The pedagogical choices promote multilingualism

Characteristics	• Tasks/texts recognize diversity of languages and language knowledge.
	• Tasks/texts draws attention to the diversity present in the classroom
	• Task/texts acknowledge different representations of language
		Explicit and implicit opportunities to use all their languages and languages knowledge.
		• Encourage "Funds of knowledge"
		• Encourage identity investment
		• Connections between language subjects different use of terms to express key concepts and processes
			• Look for similarities and differences present within their language repertoire
			• Use full linguistic repertoire when learning new words
			• Guess the meaning of words
			• Draw on varieties of English
			• Encouraged to use their full linguistic repertoire when:
			   ○ pre-writing tasks
			   ○ collecting information
			   ○ in discussions translating words and phrases
				• Define clear goals
				• Define new terms
				• Highlight key words
				• Bullet point lists
				• Include visuals/ multimodality
				• Identity texts
				• Multilingual literature
				• Parallel texts
				• Group work

Link Fagbokforlaget	p. 5, 6. Recognize diversity of languages and language knowledge. My name is Aryan. I live with my mum and dad older brother. I was born in Norway. My family India. I feel both Norwegian and Indian. I speak my local dialect at home. I speak Norwegian and English at school. I love to write and a Scout, so I spend a lot of time outdoors. My fa Kenya, but I was born in the UK. My parents spe each other and English to me and my brother. I a bit of Swahili. My brother and I speak Norweg other. We moved to Norway six years ago. riding mine. My family is English, a moved to Norway when I was four. English with Mum and Dad and No with my brother. I love animals, es p. 11. Different representations of language BENZ & COMPAN	p. 30. Explicit opportunity to draw on all language knowledge When there is a word you don't know, ask yourself: does the wo look like another word I know? If you still don't understand, lo up the word. p. 32. Explicit opportunity to draw on all language knowledge	Search for information on the internet. p. 66., 134, Linguistic features of UK and US English p. 7, 16-17, 20, 30, 128, 132, 138, 197, 210. football soccer flat apartr holidays vacati films movie p. 30. Strategy. Similarities between words.	Clear goals p. 9, 25, 45, 61, 85, 101, 127, 147, 169, I can make myself understood in familiar situations. I can read and understand different types of texts. I can use graphic organisers to structu ideas from a text. Highlight keywords: p. 37-39, 41, 46, 192, 193, 195, 196, 198, 199, 200, 201, 204, 205, 206, 207, 209. Bullet point lists: p. 19, 42, 58, 88, 94, 107, 108, 119, 129, 134, 136, 137, 141, 157, 171. p. 7. Define/explain new words in English

Column 1

p. 30. Recognize diversity of languages and language knowledge

> When there is a word you... know, ask yourself: does t... look like another word I k... If you still don't understar... up the word.

p. 32. Recognize diversity of languages and language knowledge

> citius – altiu... faster – higher – stro...
> Olympic motto
> Which language do yo... think the words in the... line are in?

p. 34. Recognize diversity of languages and language knowledge

> Scan the text to find words t... are similar in Norwegian or... languages you know. These... called "transparent words".

p. 80. Text recognizes diversity of languages and language knowledge.

> Uncle Henry: Jonathan, remember that I speak only English. You ... AND English. I'm very impressed by your English!
> Jonathan: (smiling) Thank you.
> The jokes and the nice words from Uncle Henry helped Jonathan ... nice, and Jonathan felt so lucky! He even tasted the pumpkin pie...

p. 142. Different representations of language. Food dish in Cambodian

> PAHUT
> serves 4 people

Column 2

> citius – altius – fortius
> faster – higher – stronger
> Olympic motto
> Which language do you think the words in the first line are in?

p. 34. Explicit opportunity to draw on all language knowledge

> Scan the text to find words tha... are similar in Norwegian or oth... languages you know. These are... called "transparent words".

p. 58-59. Implicit opportunity to connect to all languages.

> What is illness?

p. 78. Explicit opportunity to draw on all language knowledge

> Jonathan: (whispering) James, what is a minne…, minne-something
> James: Oh, I'm sorry you didn't understand that. Charlotte, can y... Jonathan what a Scout is?
> Charlotte: Of course! I'm a Scout, and when we gather, we camp outs... aid, how to take care of ourselves, and –
> Jonathan: Oh, just like "speider" in Norwegian?
> James: Yes, just like "speider" in Norwegian.
> Jonathan: Thanks! But what about that minne-something? What's th...
> Charlotte: Minnesota is a state in the USA. I live in Minnesota.
> Jonathan: (with red cheeks) Oh, of course. I knew that. I just forgot.
> James: No problem, Jonathan. Think about all the times you've h... Norwegian words.

p. 92 Explicit opportunity to draw on all language knowledge

> As you read, use clues in the tex... to guess the meaning of words ... don't know or understand. Then... look up words you can't figure ...

p. 94. Explicit opportunity to draw on all language knowledge

Column 3

> When there is a word you don't... know, ask yourself: does the w... look like another word I know? If you still don't understand, lo... up the word.

p. 34. Strategy, Similarities between words.

> Scan the text to find words tha... are similar in Norwegian or oth... languages you know. These are... called "transparent words".

p. 109. Promote discussion of strategy.

> What do you do when you don't understand the words or meaning of a text?

Column 4

> Curious means to be very interested in learning something.
> Discover means to find out something.

p. 10-11. Picture supports text.

> The story of Karl Benz

p. 15. Explain new terms.

> A limerick is a funny poem ... follows a certain pattern: a-...

p. 21. Explain new terms.

> am = from midnight to...
> pm = from noon to mid...

p. 41. Explain words

> Reading support
> shrank – To shrink means to get smaller.
> sexes – Men and women are two different sexes.
> equal rights – Everyone has the same rights, for example t... have the same rights and opportunities regardless of w... where they come from.
> loudest – When there is lots of noise that is louder/noisier ...
> racket – Billie Jean King played tennis with a racket.
> cheered – To cheer means to make lots of noise and say po... example while watching sports.

p. 42. Explain words

> • Checking is the same as ... tackling, only on the ice.
> • To be treated equally me... be treated the same as o...

p. 42. Explain words

Did you know that
the right to roam is
"allemannsretten"
in Norwegian?

p. 133. Implicit opportunity
to connect to all languages +
Identity investment.

Search the text. Make a list of word
and phrases that can be useful in y
dialogues.

p. 134. Implicit opportunity
to connect to all languages +
Identity investment.

What do you see in the paint

p. 136. Explicit opportunity
to draw on all language
knowledge

Nutritional advice fr
Helsedirektoratet
in Norway.

p. 148-149. Implicit
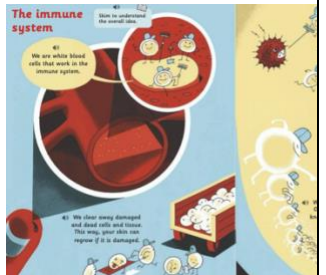opportunity connect content
to all language knowledge.

p. 158-159. Implicit
opportunity to connect
content to all language
knowledge.

- An idiom is a phrase that means some
  the literal meaning of the words. Look
  What do you think the author means?
  - To call the shots
  - To hold all the aces
  - To go to bat for someone
  - To wrap your head around something

p. 48-49. Picture support
text.

p. 58-59. Picture support
text.

p. 96. Explain terms:

A tall tale is a story
unbelievable element
as if it were true and

p. 118-119. Explain words.

The Selkies are creatures of the Far
Scotland, Ireland, and Iceland.

At sea they take seal form, while on land they look like humans
skins to become human. Selkies are helpful creatures who wat
time to time human men take Selkie wives, hiding their seal ski
back to sea. This always ends in tragedy. Selkies are NOT mer

Have you heard about werewolves? Did you kno
other werecreatures too? A werecreature is a sho
change between human and animal form, such
werecat, or a werebear.

p. 139. Explain words

When you go to a potluck, you
to share. The food is often home

p. 139. Picture support text.

		p. 170-171. Implicit opportunity to connect content to all language knowledge + Identity investment.		Look at all the food on the big table. Can you waffles, Mercy's coconut rice, James's Canadi spring rolls, Maira's kebab, Aryan's lentil stew pasta salad, green salad, scrambled eggs, no chicken wings, hamburgers, cheese, wraps, t dogs, carrot cake, and chocolate cake?
		• Can you tell or write a story about wh see in the picture?		
		p. 188-191. Implicit opportunity to connect content to all language knowledge		p. 144-145. Picture support text.
				p. 171. Picture support task.
				Can you see the same things that and Jonathan see?
				What can you see in the picture?
				p. 185. Picture support task.
				How do emojis communi
				Would you have used diff
				emojis in this text messag
				p. 186. Explain words
				chequed/chequered – printed or a pattern of squares.