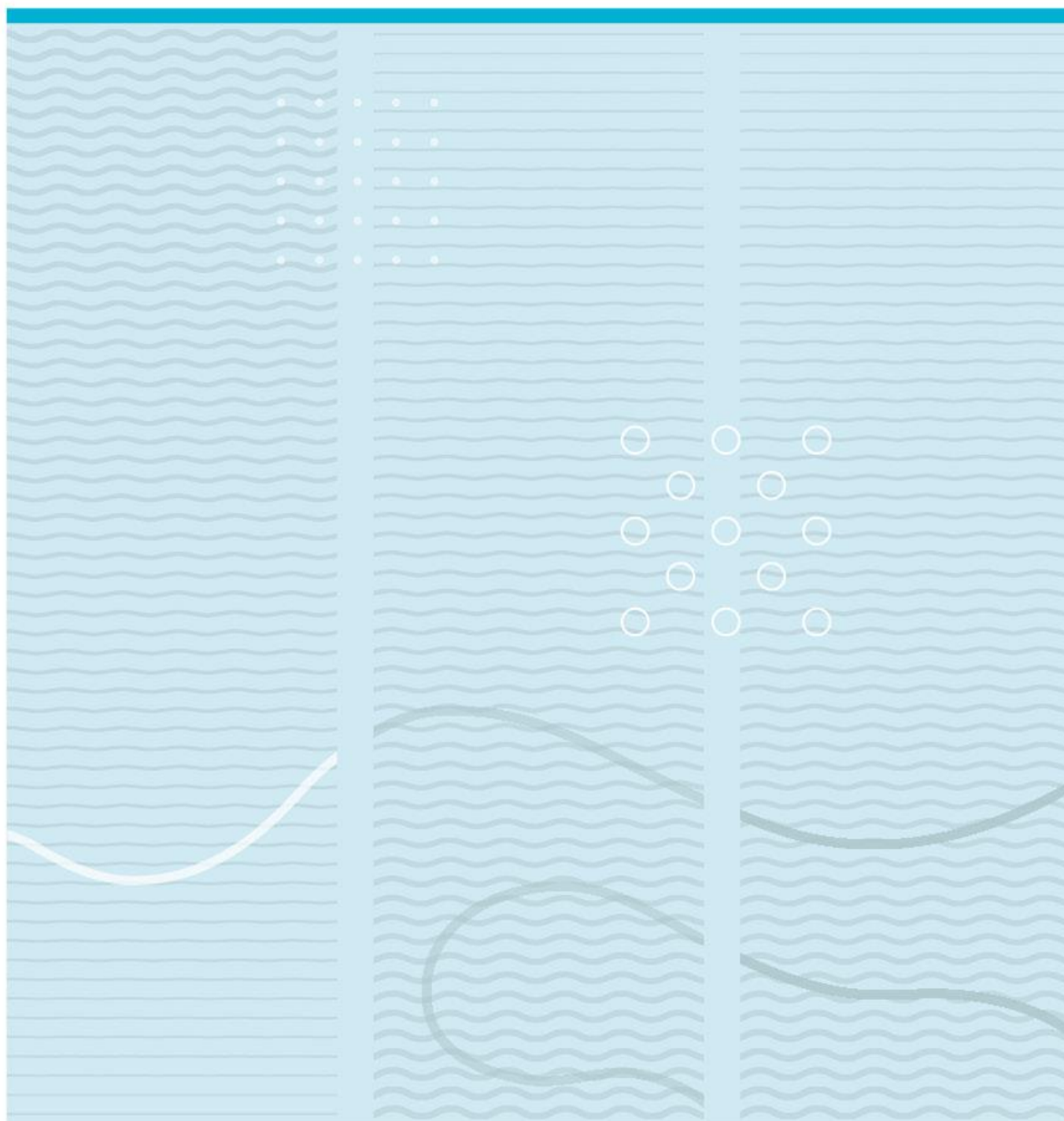Cecilie Jørgensen

Target language use in the English classroom

A study on teachers' preferred approach to language acquisition

This thesis is worth thirty study points

Summary

The role of the English teacher in Norwegian schools today is gradually changing. From language teaching operating as a separate subject unit, to a focus on linguistic knowledge opening the world up to the students. The language teacher has the responsibility to not only teach English as a foreign language, but also to foster an understanding of how cultural and linguistic diversity is a resource in our society. The Norwegian directorate for teaching and training has added emphasis on how the students shall be met by an inclusive environment in the classroom setting where their linguistic repertoires shall be valued as a resource (Udir (1), 2020). The English language teacher must therefore consider how their practice reflect these values.

This thesis will base its findings on responses from five English language teachers through semi-structured interviews. The aim of the research is to investigate what language teachers today believe is the most beneficial way children acquire target language. Do language teachers prefer a target language only approach or a multilinguistic approach? I will furthermore discuss why the language teacher's preference in teaching style affect the students' sense of linguistic identity and cultural awareness. The role of the English subject is no longer only contained to the function and form of the language and must reflect the changing demographic of the world. By recognising diversity as a positive contribution to the classroom we contribute towards an inclusive society in the future.

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Mjøndalen, 31.05.22
Cecilie Jørgensen

Table of content

1 Introduction

Through this research project I will compare two approaches to language learning. These approaches contrast each other but can also complement each other. The following terminology will be applied to these approaches: a target language only approach and a multilinguistic approach. Both the target language only approach and the multilingual approach are acknowledged as methods of teaching in English classrooms today, but which one is more beneficial? The target language only approach has been prevalent in the field and was long thought of as the most effective way of learning a language (Neokleous & Krulatz, 2018). The scholars who supported this method claim that immersing yourself in a language, thus being heavily exposed to it, will benefit your language acquisition. Conversely, newer research claims that students must use their full language repertoires to achieve effective language acquisition. The scholars that advocate for the multilinguistic approach reject the premise that students who are fully immersed in the English language acquire it better. The question then presents itself, which approach do teachers prefer?

Through my research I will investigate the kinds of attitudes teachers have towards their approach to language learning in the English classroom and will consider the following questions: do they only use English as the language of instruction? Or do they also use the majority language (Norwegian) as part of their instruction? Do they introduce or include other languages into their teaching methods? And what approach do they think is more effective? To narrow down my research project I have decided to focus on teachers who are currently teaching fifth-ninth grade. The reasoning behind this is to get an idea of how their attitudes towards teaching styles coincide with other teachers at the same level. Also, by the time students reach middle school, there is an expectation to know the basics of the language. At this stage they will experience a shift from basic language learning towards communication and intelligibility. Furthermore, I will try to recruit teachers of different age groups, so that I can observe whether experience in teaching factors in with preferred teaching styles. Gender will not be a consideration in this thesis.

In chapter two I will be discussing the issue at hand. Why is this issue important and why do we need this knowledge? Furthermore, I will discuss what my contribution to the research field will be and why it matters. In chapter three of this thesis, I will introduce the theoretical anchoring that will form the basis of this thesis. As the research will draw on two different teaching styles, the theories chosen will either work as support for the target language only approach, or the multilinguistic approach. The reasoning behind comparing these teaching styles is to gain insight into how teachers believe they should conduct their lessons. The research will have a deductive approach, as the

premise of the thesis is theoretically anchored. A deductive approach bases its findings in established and recognized theories. Chapter three will solidify the teachings of Krashen and Vygotsky as the theoretical anchoring for the target language only approach, whereas the multilinguistic approach will be based on recent research articles. In chapter four I will address the methodology and research design of this paper, to obtain a transparent methodological approach. This section is divided into segments addressing the structure and procedure that was implemented throughout the research process, such as the NDS application, the recruitment of interview subjects, ethical considerations and so on. In chapter five the findings from the conducted research are presented and analysed using a thematic approach. In chapter six, the findings from chapter five are discussed. In this part of the thesis, I will connect the theoretical anchoring with the findings and investigate whether to draw conclusions based on previous assumptions.

Forming the research questions has been a dynamic process with alterations made continuously due to obtained information. The process initially started out with the idea that teachers did not use enough of the target language in the English classroom, and that the research would show if there was a correlation between teacher attitudes towards language learning and the amount of English used in their lessons. As the research progressed however, the initial perspective changed into how teachers viewed and valued students' linguistic repertoire as a resource in language learning. The research questions ended up as follows:

1) Which method of instruction do English teachers prefer? The target language only approach, or the multilinguistic approach?
2) How do teachers believe children acquire language best?
3) Is there a correlation between teacher experience and preferred teaching method?

Through these research questions, I aim to further the understanding of how educators today understand their role as language teachers and how their role might influence their students' language acquisition. As the issue of linguistic diversity has been prevalent in recent years, the research conducted here aspires to contribute to similar research in the field.

2 Issue

In this chapter I will discuss the issue and relevance of this research project. Why is it important to investigate the beliefs of language teachers and how they chose to conduct their lessons? And how does preference in teaching style relate to the guidelines and policies of the Norwegian directorate of teaching and training? By discussing and presenting these issues, the aim is to create an understanding of why this research is relevant.

2.1 Relevance

The relevance of this research project lies in gathering knowledge about how teachers believe language acquisition takes place, and whether their beliefs corelates to what the national curriculum and recent research says. In recent years, a lot of research has been conducted on how children acquire language that highlights the importance of including students' linguistic repertoires in the language classroom (Brevik & Rindal (2020), Cenoz, & Gorter (2013), Iversen (2017) & Beiler (2020)). Research has been conducted with regards to the advantages of a multilingual approach, however, not much research has been done when it comes to how teachers believe students acquire language most successfully. Do they believe that a target language only approach will benefit the students the most or do teachers out there believe that a multilingual approach will be more beneficial? Neokleous & Krulatz (2018) has conducted a similar project in recent time, however, their chosen methodology was surveys, whereas this research will be based on in-depth interviews. As such, the knowledge derived from this research project will contribute to a deeper understanding of how teachers believe that children acquire language most successfully. I believe my research will complement the already existing material out there and will make the picture of how teachers prefer to conduct their lessons even clearer. Neokleous & Krulatz's research will be further discussed in Chapter 3.

Language identity is important to many students. Historically, national pride has been associated with linguistic uniformity. By creating a divide between "us" and "them" the language you spoke contributed to creating a collective sense of identity. The world is, however, changing and the opportunity to relocate across boarders has become more common as time has progressed. National pride is still important to most people and language identity is still prevalent: "Many European countries only recognize one official language, and speaking this language is an important

component of national identity" (Krulatz, Dahl & Flognfeldt, 2018, p.94). With an increasingly diverse population, the ideologies of uniformity that may have previously been working is in need of revising as society changes.

The educational system has experienced a multilingual turn in recent years. The multilingual turn "can be defined as the way multilingualism as a social and cognitive phenomenon is now finding its way into the classroom: knowing many languages is recognized as an asset" (Krulatz et al, 2018, p.124). The national curriculum now reflects the importance of recognizing the students' linguistic diversity as a positive attribute. As our society grows increasingly diverse, we must adapt our teachings to accommodate the young children of today, so that they grow up to become well rounded citizens. As such, valuing diversity must permeate the system and be recognized as a resource from a governmental viewpoint as well for progress to be made. The Norwegian directorate of teaching and training clearly states that "The teaching and training shall ensure that the students 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" (Udir (1), 2020). Language identity is a major part of a child's sense of self and as such, teachers must incorporate an inclusive practice to meet the needs of their student. The new curriculum (2020) has indeed added emphasis on multicultural diversity from the previous curriculums, which indicates a shift in political standpoint.

The job of an English teacher goes beyond just teaching English. Different languages have different statuses in our society. English as a foreign language receives a high status in most societies around the globe both due to its communicative properties as being a *lingua franca*, but also due to historic implications. English has long been the language of the oppressors through the colonization by the British over the years. The English language has had a high status as a superior language due to its position through power and wealth. The languages of the oppressed would therefore receive a lower status in society. Even though the colonization of the British has ended, the power of the English language has not. The ability to speak English proficiently opens doors in both social settings and through business opportunities. As language teachers we need to be aware of these differences in statuses to minimize the stigma that can follow. Brevik & Rindal states that "It is important for teachers to be aware of status and power differences among languages to avoid reproducing language hierarchies in the classroom." (Brevik & Rindal, 2020, p.945). The issue of language hierarchies is not an easy issue to take on. However, we can start by breaking down barriers in our own classroom by welcoming any language as a positive contribution to the class environment.

English teachers all have preferences towards how they wish to conduct their lessons and as the government does not explicitly mention the amount of target language that should be used, it is up to the teacher to decide what is appropriate. In the research of Neokleous & Krulatz (2018) teachers in general seemed to have negative connotations towards the use of the mother tongue. Is the consensus among language teachers that the more target language the students use, the more proficient the students will become? And if so, is that how students acquire language the best? These are the issues at hand that will be explored through this thesis.

2.2 What does LK 20 tell us?

The Norwegian directorate of teaching and training introduced a new curriculum in 2020, and with it came guidelines that reflect the ever-growing diversity that makes up our society. The newly formed curriculum states that linguistic diversity is a resource. In previous years, mother tongue use in language classrooms has been viewed as a hinderance. Not only when regarding the majority language in the English class, but also mother tongue usage in other settings. Using target language to learn the target language has long had a position of the better option in language acquisition. Immigrant students who attended school would be encouraged to leave their mother tongue at home. What implications are given to a child if they believe that their mother tongue is not welcome at the school they attend? What role does language play in children's sense of identity and why is it important to consider identity issues when learning about the English language? The new curriculum has addressed this issue.

The new curriculum has added emphasis on the importance of linguistic diversity as a resource. There is no ambivalence in what the government recognizes as the way going forward. In L97 there was hardly any mention of multilingualism as a resource, whereas LK06 made advances towards a more inclusive approach to language learning. LK20 on the other hand leaves no room for misinterpretation. In the core curriculum about identity and cultural diversity LK20 states that "All pupils shall experience that being proficient in a number of languages is a resource, both in school and society at large." (Udir (1), 2020). This is the more general part of the curriculum which is meant to permeate all subjects that the students encounter, not just the English subject. In the English subject curriculum, a similar statement is made regarding relevance and central values: "The pupils shall experience that the ability to speak several languages is an asset at school and in society in general." (Udir (3), 2020). The similarities between these sections are obvious, but also interesting. Language competency as an asset is not only restricted to the subjects that involve

languages but are also to be valued as a competency in all subjects. Furthermore, the value of linguistic competence does not limit itself to the school setting but is transferrable to society at large. As such, there has been added emphasis to linguistic diversity as a resource in the English subject specifically, and to the core values of The Norwegian directorate of teaching and training as well.

In the context of this thesis, the question becomes whether the government shows a clear preference when it comes to language teaching. Is there an indication of preference in language instruction? Should students receive instruction with the target language only, or should the focus be on building on previous knowledge? Three competence aims for year 7 in the English subject stand out as relevant when considering the role of language instruction. In the case of exposure to English the government states that "The pupils shall experience, use and explore the language from the very start." (Udir (4), 2020). Students should therefore be exposed to the English language from an early age and use it actively. There are also multiple communicative aspects of the competence aims. One such example is "The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background." (Udir (3), 2020), which suggests that the students will need an adaptive approach to their communication skills. The aim is therefore not to talk like a native speaker of English, but to be able to communicate with others through a common language. The last competence aim that is relevant in this context is "Explore and talk about some linguistic similarities between English and other languages that the pupil is familiar with and use this in their language learning." (Udir (2), 2020). As such, it is stated that English is not the only language that should be prevalent in the English classroom. These competence aims suggest that exposure to the English language is a natural part of language learning, but that the key to successfully master the English language is through communication and that the students (and teachers) must recognize the value of their linguistic diversity. There is no indication as to the amount of English should or should not be used in the context of the classroom to ensure that these competence aims are reached. This leaves it up to the teacher to determine to what degree the English language shall be used in the classroom.

3 Previous research and theoretical framework

As a theoretical framework, I have chosen to accentuate two important scholars that have highly influenced our educational system throughout the years. These scholars are widely recognized as experts in their field and are used as reference points in educational programmes all over the world. Lev Vygotsky and Stephen Krashen are both familiar names for anyone who has taken a course in any of the following fields: pedagogy, psychology, child development, linguistics and so forth. These scholars are well known in the scientific community as a source of solid theoretical anchoring. The disadvantage of basing current research with former theoretical work is that premises that may have been valid at that time might have changed over the years. Vygotsky did his work in the early 20th century and Krashen published his work in the early 1980's. Their theories are based on the human experience, mind, and development, which makes it transferrable for this purpose. However, the theoretical premise must also be considered in the context of the environment it was written in.

Contrastingly, I will also present two research articles from recent times (Neokleous & Krulatz (2018) & Brevik & Rindal (2020)) that represents a contemporary view on language acquisition. As times change, we must change with it and keep up to date with current research. These research articles are both based on extensive research that go in depth in how children's mother tongue affects their language learning and proficiency. By comparing established theoretical material to newly conducted research in the field I hope to gain insight as to how these approaches might contrast or compare to each other. Language learning is not a cut and dry process that will be consistent to everyone. There will always be factors that makes the process of language acquisition different for different people. However, there are common implications that we can draw from research, theory, and experience. By comparing theoretical approaches to recent research, we can find common denominators that may prove beneficial in deciding what direction to take in the English classroom. We might also discover differences that does not align.

This research aims to compare theoretical approaches and research to what teachers believe is the right way to approach language learning in the English classroom. Therefore, this research paper will have a deductive approach. In a deductive approach "the researcher draws on what is known about in a particular domain and on relevant theoretical ideas in order to deduce a hypothesis" (Bryman, 2016, p.21). I will base my research in established theories and research, whereby my hypothesis and research questions will be compared with any findings that may present itself.

Although the research will be based on a deductive approach, the process of collecting data material may change the process to a slightly more inductive approach. As research such as this is a dynamic process, the lines between deductive and inductive approaches might cross over at times.

3.1 Lev Vygotsky – Zone of proximal development

Lev Vygotsky is a renowned name within developmental psychology and is one of the founding fathers of sociocultural learning theories. His work emphasizes the importance of learning through social context, and he has developed a theoretical framework that encompasses the role that teachers have in a child's development. One of his best-known theories is *The Zone of proximal development*. This theory is based on the premise that there is a gap between what a child currently knows and where the child's cognitive potential lies. To reach their cognitive potential, the child will require assistance from a more competent other. This is where teachers come into the equation. Vygotsky defines the *Zone of proximal development* in the following way: "It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p.86). Vygotsky states, through his research, that children learn best when they are in *The Zone of proximal development*, which is the difference between the level that they are currently at and the level they could potentially be at with the help of a competent other. Why then, is this theoretical approach of interest in the context of this research paper? According to Vygotsky, teachers play a vital role in a child's development, being the competent other. Therefore, it matters how we chose to construct our lessons and what pedagogical means we implement in our classrooms. Also, Vygotsky's theories have long been an integrated part of teacher education in Norway, as such, it is part of most teachers' foundation of knowledge. His research is therefore of interest when considering teacher's attitudes towards language learning.

Out of Vygotsky's theories grew another important term, namely *scaffolding*. This term derived from the theoretical premise of *The Zone of proximal development*. This terminology parallels Vygotsky's views but focuses more on the actual act of assisting and guiding the child. *Scaffolding* in a classroom context provides a temporary structure that students can lean on for support, thereby removing it once the students reach the intended goal. *Scaffolding* is an important term in this context due to the nature of language learning, where the role of the teachers becomes more apparent than ever.

3.2 Stephen Krashen – Second language acquisition

Stephen Krashen has been an influential figure within linguistic studies. He has specialized in the subject of second language acquisition (Krashen,1981 & 2000) and is one of the main advocates for second language acquisition through immersion of language. His earlier works states that L1 (first language) interfered with the acquisition of a second language. "First language influence may therefore be an indication of low acquisition. If so, it can be eliminated or at least reduced by natural intake and language use." (Krashen, 1981, p.67). In some of his more recent work, he introduces *the natural approach* which consists of five different hypotheses. I will, however, only address the input hypothesis as part of this thesis.

Exposure to language in a natural setting was, according to Krashen, the most effective way of learning a new language. He speaks of the way a caretaker would talk to a child, as adapted to the situation and the level of competence. When children learn to speak their first language, their caretaker will automatically and without effort simplify their language so that the child understands the intended message. In Krashen's mind, a teacher has the same kind of function. if they are conscious of adapting their language to the acquirer. His standpoint of speaking as much of the target language as possible comes from a long tradition of scholars believing that a target-language only classroom will benefit the children the most. He sees the classroom as the place where language exposure is a main factor for language acquisition. Krashen states this clearly in his research: "It appears to be the case for me now that the major function of the second language classroom is to provide intake for acquisition" (Krashen, 1981, p.101). According to Krashen, it is therefore of immense value to the students that the teacher speaks English in their lessons, as well as encouraging target language usage amongst the students as well.

Teachers acting as role models in language classroom are an important part of Krashen's approach. *Teacher-talk* is his term for instructions given in the classroom, as well as managing the class and conducting the lesson. When teachers use target language to explain what they are doing or explain their expectation of the students, they use the language in a natural setting, thus contributing to contextual language acquisition. Krashen also believed that teachers should modify their speech towards the students on a basic or intermediate level, whereas the advanced students would need more complexity in their language input. He also believed that *teacher-talk* was perhaps the most valuable tool that a language teacher has. Even more so than the classroom exercises that we present to the students. Krashen asserted that "The *teacher-talk* that surrounds the exercises may be far more valuable than the exercise itself. We teach language best when we use it for what it was

designed for: communication." (Krashen, 1981, p.10). As such, Krashen believed that students need modified speech from the language teacher according to their level, but that *teacher-talk* is the most valuable pedagogical tool the language teacher has.

In previous years, the ideal of the second language classroom was to gain as close to native speech as possible. Grammar and pronunciation were key factors that were the key to success. In Krashen's view, students would ascertain grammatical features and pronunciation through language exposure in a natural setting. The more target language exposure in the English classroom, the better it would be for language acquisition. The key was therefore to use communication as a foundation for language learning. Another factor for success in Krashen's view, is also the role of the more competent other, in line with Vygotsky's *Zone of proximal development*. Krashen thought that if we learn a language from someone that is more knowledgeable than ourselves, we can extend our knowledge. Krashen stated that "Perhaps we acquire by understanding language that is "a little beyond" our current level of competence" (Krashen, 1981, p.103). According to Krashen, the teacher must therefore teach at a level that is appropriate to the students' level. The way that a teacher chooses to use the target language in the classroom will therefore impact learning. If the language spoken is beyond the understanding of the student, it limits the language input. If the language spoken is too easy, it also limits the language input. Krashen theories therefore suggest that teachers must have a conscious approach to targeted language usage in the language classroom. Krashen named this approach *The input hypothesis* and proclaims that "This hypothesis states simply that we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence (Krashen & Terrell, 2000, p.32). His hypothesis claims that you acquire fluency in a language through contextual situations and that there is less value with working on writing exercises or practicing grammar. That is not to say that teachers should avoid grammatical exercises in the English classroom, but that *teacher talk,* and communicative exercises are more valuable for language acquisition.

3.3 The use of mother tongue in Norwegian classrooms

Neokleous & Krulatz (2018) conducted research through a questionnaire with similar objectives as this research paper. Their aim was to investigate if Norwegian teachers aspired to create a bilingual environment or an English-only environment in their classrooms. Their questionnaire had twenty-four respondents from English language teachers. As they approached this issue with a quantitative framework, they did not have the opportunity to ask in-depth and follow-up questions. They did,

however, gain a broader and more general view on how teacher attitudes aligned with each other. As my method of retrieving data is a qualitative approach, it will differ from theirs in a sense that this research will gain insight into the teachers' thoughts and perceptions.

Neokleous & Krulatz (2018) proclaims that an English-only policy is viewed as the best way to approach language teaching in the English classroom, even though extensive research has proved that the use of mother tongue is a valuable tool for foreign language teachers and learners. They state that: "Teachers are often instructed to adhere to an English-only approach prescribed by official policies as it is still frequently perceived to be the "best practice" (Neokleous & Krulatz, 2018, p.2). Policies created by officials are often based on previously established knowledge, and changes to these policies are difficult to change or adjust to fit into current research. Teachers must follow the national curriculum and any changes to this view must start at a governmental level. As previously mentioned, the national curriculum in Norway has changed over the course of the last 20 years with additions of competence aims that elevates multilinguistic competencies as a positive contribution. However, there is no mention of how teachers are supposed to conduct their lessons to accommodate this (Neokleous & Krulatz, 2018). Which can become problematic, as values that has been prevalent in schools in previous years, such as the English-only approach being the "best practice" to teach English, might be difficult to challenge when there is no current guideline on this issue.

Neokleous & Krulatz furthermore argues that "Teachers who have the same mother tongue as their students share similar language codes with them, which could assist them in raising awareness in similarities between mother tongue and Target language and in preventing potential negative transfer issues" (Neokleous & Krulatz, 2018, p.5). In Norway, the majority of the primary school teachers who teach English as a subject share a common language with their student, namely Norwegian. To not utilize this resource in the classroom seems wasteful, as students of a target language like English will need guidance in understanding the content of the lesson. As Neokleous & Krulatz (2018) states; finding similarities between the mother tongue and the target language might help students in decoding the language (p.5). As English and Norwegian are both Germanic languages, finding similarities and differences in these languages would create an interesting platform for such comparisons. The Viking invasion by Scandinavian countries contributed to alter the English language and we can find words in the English language that are directly descended from Old Norse. The English language has evolved throughout the years being influences by other languages through invasion and colonization. As such, we can find similarities with other languages

as well, such as romance languages (Spanish, French, Italian etc.) and Latin derived languages. Creating awareness about similarities between the students' mother tongue and the target language is a valuable way of gaining linguistic awareness in a historical perspective on how languages evolve. See figure one in appendix for a closer look on the language tree, which illustrates how languages are related to each other.

According to Neokleous & Krulatz the view that mother tongue use should be discouraged in the target language classroom originated from theoretical scholars such as Krashen who believed that second language acquisition would be more successful with greater exposure to the target language (Neokleous & Krulatz, 2018, p.4). Krashen has influenced second language acquisition approaches for years and his work continues to influence teachers today, however, his theories contrast what researchers have found in recent times. Neokleous & Krulatz (2018) found through their theoretical backdrop that using the mother tongue to raise language awareness could boost the students' confidence in the target language. A sense of mastering the target language is one of many factors for successful language acquisition. Neokleous & Krulatz also found that most teachers did in fact use the mother tongue in their teachings. They did not, however, use it as a resource, but used the mother tongue out of necessity. They claimed that: "The findings suggest that while most participants used the mother tongue when teaching English, they also saw it as an important goal to increase the use of the target language." (Neokleous & Krulatz, 2018, p.19). This statement implies that teachers feel guilty about using the mother tongue in the English classroom and find it to be a taboo subject (Neokleous & Krulatz, 2018). That the consensus among teachers is that the more of the target language you speak, the better the acquisition is, which is in line with Krashen's beliefs.

Neokleous & Krulatz (2018) also argues that it might become a disadvantage to be too reliant on the mother tongue in a school setting, as the target language must also be practiced and maintained. Their research suggests that encouraging teachers to increase their target language input in the English classroom will have limited effect, and that the focus should rather shift from an English-only approach to a more balanced approach to language learning. However, implementing such an approach is not necessarily an easy task. They claim that: "Several authors postulate a "judicious" or "balanced" use of the mother tongue without, however, defining what "judicious" or "balanced" mean or how the mother tongue should be delivered in the classroom" (Neokleous & Krulatz, 2018, p.20). Implementing a balanced approach to language learning may sound easy enough, but how much English language exposure is sufficient to ensure that the students receive enough input to

process? And how much of the target language can be used without compromising the language acquisition process?

3.4 A balanced approach to language learning

Brevik & Rindal (2020) recently published an extensive research paper which addressed the use of English as the primary language of instruction in the English classroom. The researchers also investigated to what degree languages other than English were part of the classroom instruction and whether students found it helpful or not. Their main finding was that "The major concern is not whether to allow other languages into the English classroom but how to balance target language exposure with students' needs for other languages" (Brevik & Rindal, 2020, p.945). Their research indicates that English as the only source of instruction is suboptimal, and that it is advantageous for students to receive instructions from their teacher in a language that they can understand. That is not to say that English exposure is not an important part of acquiring a language. On the contrary, Brevik & Rindal state that most scholars agree that language exposure is a key factor in learning a new language. Their claim is that children need to experience that their language repertoires have value and a that they need a balanced approach to the target language.

The question then becomes, how much of the target language should be used in the English classroom? There is not an easy answer to this question, which may be why we cannot find any mention of it in the national curriculum. Student composition in a classroom will differ vastly and the need for explanations in a language they can understand will also differ. This makes the task of the language teacher particularly challenging. The students with a basic understanding of the English language will benefit from mother tongue explanations, whereas the students with advanced English language skills will benefit from being extensively exposed to the language. According to Brevik & Rindal "The survey data indicate that students found teachers' use of any amount of Norwegian helpful" (Brevik & Rindal, 2020, p.935), which indicates that the use of mother tongue will benefit most students' language proficiency. Considering Brevik & Rindal's research, the use of mother tongue in the English classroom should be a natural part of the teaching process. They do not contest that English should be the main language of instruction but question the practice of a target language only stance as the only source of language acquisition. The research article implies that mother tongue use should occur in the English classroom but does not, however, answer to what extent.

The research article also gives suggestions as to ways of incorporating different languages that the students know from before. Incorporating different languages into the English classroom has no real value to the students unless educators out there internalize them. Brevik & Rindal argue that by, "Adopting a translanguaging lens, teachers might thus employ strategic uses of various languages from the students' linguistic repertoires that support development of target language competence while not depriving them of exposure to the target language." (Brevik & Rindal, 2020, p. 948). Adopting a translanguaging lens means that you allow the students to draw on their linguistic repertoires in class and the teacher must inherently believe in the premise of a multilingual classroom. If the teacher does not believe in incorporating different languages into their classrooms, the idea of translanguaging will fall on its own merits. Brevik & Rindal argue that if a teacher applies the translanguaging lens in their teachings, they will effectively promote inclusion and aid student language proficiency through scaffolding. This is in line with Vygotsky's zone of proximal development mentioned earlier in this text.

Creating an inclusive environment in classrooms will promote inclusion as a natural part of young children's mindsets. Promoting inclusion in a school setting means that every child feels that their contribution matters. Children all have backgrounds and experiences that makes up a classroom. As classrooms are little societies, we are effectively training young minds how to function in society at large. How do we then incorporate such an extensive set of values in such a small scale as the English classroom? Brevik & Rindal state that "Instead of looking at languages to define our differences, we need to identify how languages are used to unite classrooms and communities." (Brevik & Rindal, 2020, p.949) By focusing on our similarities, rather than our differences we find equal grounds. Language as a means of inclusion can be a powerful tool in this respect.

Brevik & Rindal's research has shed light on the importance of including both the mother tongue, as well as other languages when it comes to language learning. They believe that teachers should have a balanced approach to language exposure, and that teachers should adopt a translanguaging lens and subsequently promote language equally. Through doing so, teachers will create an inclusive environment in their class which in turn will create an inclusive society for our future citizens. Their research is a valuable contribution to the field and is far more extensive than this master's thesis. As this research paper has limited time and resources, the aim is to complement existing research. Breivik & Rindal end their article by referring to future researchers; "However, because we did not investigate teacher ideology in the study, we refer this issue to future research,

for instance, through interviews with participating teachers." (Brevik & Rindal, 2020, p.949). This is where my research comes in.

This research paper builds on and is aimed to compliment previously conducted research. Neokleous & Krulatz contributed their research to the field of linguistics in 2018 which set the tone for implementing target language instructions in the English classroom. Brevik & Rindal furthermore contributed towards finding a balanced approach to teaching English through previously acquired language repertoires. They found that the teachers' attitudes towards language learning is a fundamental premise in using a multilingual approach. As such, this research paper aims to investigate what teachers today believe is the best way of teaching children the English language. By conducting research specifically geared towards teachers' attitudes towards language acquisition, the aim is to gain knowledge about what the consensus of teachers is today and whether it correlates with current research and the national curriculum. In the next part of the paper, I will introduce two contrasting viewpoints on how to teach English as a foreign language. These two approaches will form the basis for questions in the interview guide.

3.5 A target language only approach

If you agree with the target language only approach you agree with exposing the students to the target language as much as possible. The aim is for students to acquire the target language through exposure. The teacher uses the target language as a pedagogical tool and uses the English language actively to promote language acquisition. In accordance with Krashen's *input hypothesis*, the teacher also adapts their speech to the level that the child is at. The students must speak the target language as much as they are able and the resources that they work with are also in the target language. In other words, students should avoid using the mother tongue as a form of communication. Krashen believed that the use of the mother tongue could interfere with the acquisition of a new language, the teacher should therefore limit the use of the mother tongue when implementing a target language only approach. Typically, when you enter an English only classroom, you leave your mother tongue outside, and you enter an immersive language space. By only exposing the students to the target language, the idea is that they acquire language proficiency through contextual situations. Krashen also stated that this method of language acquisition was mostly beneficial to the students with an intermediate to advanced proficiency level.

3.6 A multilingual approach

By using a multilinguistic approach, you welcome any language into the classroom and actively use them as a resource. Approaching language learning with a multilingual framework is currently what research indicates as being the most effective way of teaching. According to Heugh et al. (2019) a multilingual classroom is where students can build on their current repertoire of language and where their language background is considered a resource. They argue that students cannot learn a language if they do not understand it (Heugh et. al, 2019). To create a multilingual classroom environment, the teacher must also inhabit values that correspond with such an approach. Believing that the students' previous experiences with other languages build a foundation in language acquisition is a basic premise of this approach. Krulatz et al (2018) argue that in using a multilinguistic approach, teachers must consider the following:

> Before determining whether to include or welcome references to various home languages in multilingual classes, teachers need to make three basic decisions: first about whether to speak as much English as possible; second, about whether they think they should teach English through the national language to ensure that everyone understands what is being taught; and third, about whether they want to open up for translanguaging practices.(Krulatz et al, 2018, p.222)

The amount of target language use would depend on the individual class and their proficiency level. It must therefore be determined by the teacher on an individual level which of the abovementioned strategies would be most beneficial in their case. The teacher must find ways of mapping out and acknowledging the linguistic diversity in their class to create an inclusive classroom environment which encompasses a multilinguistic approach. As argued by Krulatz et al (2018), the multilinguistic classroom can encompass an all-English environment if the proficiency level in said class is high enough. If the class, however, has students with a low proficiency level, the teacher must evaluate how to accommodate everyone. Translanguaging can be used as a pedagogical tool in a multilinguistic classroom. By acknowledging the different languages spoken in the classroom and allowing the usage of both the mother tongue and other languages the students may know, the teacher will promote a translanguaging practice. To define the term, Krulatz et al states that "at school, translanguaging means that teachers and learners can use all of the languages spoken by anybody in the group as a tool to promote better learning and understanding" (Krulatz et al, 2018, p.139). By alternating between languages that the students know, Krulatz et al argue that the children will understand academic concepts better and increase their proficiency level. They also

argue that translanguaging is not only beneficial for students with other languages in their repertoires, but that the majority language students also benefit from hearing other linguistic input.

3.7 Comparing the approaches

These approaches all have advantages and disadvantages and using one of them exclusively is not necessarily the aim. However, by dividing them into two distinct categories we create a difference that is tangible and concrete. Both the target language only approach and the multilinguistic approach creates opportunities for language acquisition, but which one do teachers agree with the most, and which one is most beneficial to the students? In this part of the paper, I will discuss how they compare to each other and what the differences may be. The subjects in the interview will be asked to select a preferred teaching style, and creating a distinct difference in approaches will therefore contribute towards comparability at a later stage.

The target language only approach is advantageous in terms of language exposure and will benefit the students who are on an intermediate to an advanced acquisition level according to Krashen (1982). Using the target language as the language of instruction will also ensure the students are able to both listen, write, and speak in the target language themselves, which in turn provides ample opportunities for production of language. The disadvantage of the target language only approach is that the students with a basic acquisition level may not follow the instructions made in class and could therefore find the subject too difficult to follow. Creating an environment where everyone feels a sense of motivation in a target language only approach may prove to be difficult.

The multilingual approach is advantageous in being an inclusive practice. It creates a classroom dynamic which benefits the students with a diverse linguistic background. In the context of the Norwegian English classroom, it would in practice include the majority of the students. Krulatz et al argue that teachers need a large repertoire of methodology in their approach to language learning, however "Equally important is the teachers' competence when it comes to managing the learning environment and thereby supporting the learning of everyone in the classroom" (Krulatz et al, 2018, p.220). Creating equal learning opportunities for everyone might appear as an obvious statement, but it may not be as easy in practice. The disadvantage of a multilinguistic approach lies in the potential lack of exposure. In focusing on other languages, the progression level for the students with advanced knowledge of the language might limit itself.

4   Methodology and research design

In this chapter I will present various aspects to consider when conducting research. When choosing which methodology and research design to implement there are many considerations to be made. The researcher must ask herself how the research design compliment the research project's objective in order to create a reliable result. I will be presenting and reflecting on different aspects of the research process in the following chapter.

4.1 Qualitative research design

A qualitative research design is characterized as flexible in form, as opposed to a quantitative research design. Where quantitative research provides a structured and fixed approach, the qualitative research creates a dynamic process where the different components of the process are evaluated continuously and potentially modified in accordance with the material collected. As such, a qualitative research design is suited for projects where there is room for interpretations and reflections. As this research project's primary objective is to investigate how teachers believe children acquire language proficiency, the qualitative method is well suited. For the process to prove successful however, it is paramount that the components of the research paper are well balanced. Maxwell (2013) states that "A good design, one in which the components work harmoniously together, promotes efficient and successful functioning; a flawed design leads to poor operation or failure." (Maxwell, 2013, p.2). It is therefore of importance to strategize the process. In the next sections I will present a model that visualizes how to balance the different components.

Through his work, Maxwell (2013) presents an *Interactive model of research design* which visualizes how different components of a research process interconnect. See image two in appendix. The different components must be seen as a part of a whole, where one component is reliant on another to create a coherent result. This model is consistent of five components that all play an important part in any research design, these components are: the research question, goals, conceptual framework, methods, and validity (Maxwell, 2016, p.5). At the heart of the model lies the research question. The research question must be considered throughout the process of the research. How does it affect all the other components as the process progress? Maxwell (2016) states that forming the research question is a dynamic process, which might have to change or be reconsidered as the research process progress. Furthermore, Maxwell states that the top part of the model, referring to goals and conceptional framework, is the theoretical and conceptual backdrop,

which creates the overall foundation for the research. While the bottom part of the model, referring to methods and validity, visualize the more operational part of the process.

In reference to the research conducted in this thesis, the research questions have continuously changed throughout the process. As theoretical scholars and research articles was added to the theoretical anchoring, it was apparent that the original research questions had to be changed. The changes in research questions would also impact the structure of the analysis, which in turn impacted the structure of the discussion. As the initial goals had changed throughout the interviewing process, the follow-up questions presented to the subjects also changed. Maxwell's *Interactive model of research design* proved useful in creating an understanding of how the components might change continuously and how they must interact with each other.

4.2 NSD application

A necessary part of conducting research is to apply to NSD to do so. NSD stands for Norwegian centre for research data, and they consider the legality of how you conduct, collect, and store your research data. An application to NSD must be submitted in sufficient time before you plan on conducting any kind of research. I submitted the application on 02.12.21 and it was approved on 13.12.21. I chose to store the collected data on a memory pen, so that the content could easily be deleted when the thesis was completed. Personal information that could identify the participants was anonymized in accordance with the regulations of the NSD. The only personal information that could be used as part of the collected data was age of participant and birth date. Recording of the interview was also approved. Furthermore, the interview subjects had to sign a consent form where the participant was made aware of their rights in the process. The subjects could at any time withdraw their consent or gain insight in the data material gathered. See appendix 9.2.

4.3 Semi-structured interviews

When choosing the methodology best suited for a project, one must consider what the collected information will address. In my research I will focus on teachers' attitudes towards language teaching, thus making interview the preferred methodology of choice. I am investigating the personal preferences of educators regarding their teaching approach. As such, a semi-structured interview will provide insight into that subject's perspectives and viewpoints. The advantage of this method is its flexibility in the interview situation. The pre-determined questions may develop into follow-up questions and even a discussion on the subject at hand. The disadvantage of this method is comparability with the other subjects, as the flexibility of the interview form will produce different discussions. (Thagaard, 2018, p.91).

Conducting interviews as the only research method will limit the type of data that will be effectively gathered but will also provide a deeper insight into the subject's mind. There are many factors to consider when it comes to analysing the collected data. The most obvious limitation will be the quantity of information that can be gathered. This methodology falls within a qualitative method of data collection. Therefore, the idea is to have fewer subjects and thereby gaining a deeper understanding of their personal viewpoints. However, that also limits the ability to generalize any findings. The more subjects, the better the foundation to conclude any finding. As this is a 30-credit master's thesis, time will also be a factor to consider.

4.4 Recruitment, Selection, and implementation

Recruiting informants to this research project has proven to be challenging. Firstly, at the starting point of this thesis, the covid pandemic hit us with another wave, thus crippling the schools and sending them back into "Red level." Which in practice meant that classes were kept separate from each other and teachers were to have limited contact with other teachers. The recruitment process thus suffered from schools not wanting any external pressure or added risk of spreading covid. I sent out an e-mail to every school in the Drammen area (with exception of the school I worked at and the school my children attended), with hopes that at least some of the teachers would respond to my request. No one did. Secondly, this was the first year that teacher students were obligated to write a master's thesis to finish their education. This meant that there was pressure on schools to participate in similar research projects in the areas with universities that had teacher programmes.

One of the schools even said that they had received such a vast number of requests, that it was not plausible that anyone would respond to me but wished me luck in my endeavours. Thirdly, teachers are busy at the start of the year with planning for the upcoming semester. As there is no incentive to participate in such a project, other than being helpful, the lack of participation is not surprising. As a result, I had to be creative in how to find informants. In knowing that demographics and lack of time were two factors that played a significant role in participation recruitment, I posted a request on a Facebook group called "Engelsklærere" (English teachers). This is a closed group exclusive to English teachers where you can ask questions or share lesson plans. After putting out two posts, I was able to find five teachers willing to participate in my project through a Teams meeting. The informants are all currently employed as English teachers working in grades ranging from fifth to ninth grade. They are located in different areas of Norway and are all female.

4.5 Limitations

The teachers choosing to participate in a research project such as this are a certain type of people. Let me clarify. Teachers have full schedules and busy days which does not necessarily allow for distractions like a request to participate in a research project. Therefore, one can assume that the people who volunteer have a willingness to expand their perspectives, learn from others and are flexible in their mindset. The teachers who are less flexible would not see the benefit of participating in a research project, such as this. The group of teachers is therefore not necessarily a representative selection of the average language teacher. This limits a generalization of findings as the selection is not selected at random.

Also, due to the covid-19 virus, the opportunity to visit schools for recruitment and conducting interviews has not been possible. As it was not possible to conduct the interviews through physical attendance some of the face value would have gotten lost. Speaking to someone in person produces a different communication, as body language is not as prevalent through a video chat. Some of the non-verbal communication might have been lost because of this circumstance. The non-verbal communication could also affect the *social desirability bias* which will be presented as a term later in the thesis. Social interaction in physical form may present itself as different than a digital interaction and can therefore limit the full potential of an interview.

The limited timeframe of this study and the limited number of participants can prove challenging. This research project is a 30-credit study which has a timeframe of about five months. Planning,

applying to NSD, recruiting participants, conducting interviews, analysing, and discussing the implications all take time, which limits how extensive the research can be. The number of participants must therefore be limited for the project to be completed. Gaining access to a limited amount of research data may be problematic in the perspective of *validity*. The term *validity* will be discussed in section 4.7 of this thesis.

4.6 Ethical considerations

There are many ethical considerations to make when conducting research. Not only do we have to consider our own ethical parameters, but it is also required of us by law to act according to ethical principles recognized by the scientific community. The research ethics law states that "researchers are to conduct themselves with caution to ensure that all research happens according to research-ethical norms" (Forskningsetikkloven, 2017, §4, translated by me). It is, however, up to the researcher to keep up to date on what is considered research-ethical norms. The legal aspect of ethics is a requirement and not a norm and must therefore be complied with. An example of a research-ethical norm can be the principle of confidentiality. The Norwegian national research ethics committee states that: "As a general principle, those who are made the subjects of research are entitled to have their personal information treated confidentially." (NNREC, 2019). The principle of confidentiality as a research ethical norm is therefore not only a norm, but a law bound norm.

Taking part in a research project must always be voluntary. At no point should anyone feel coerced to participate. Research ethical norms dictate that research must be consensual and that "This consent should be informed, explicit, voluntary and documentable" (NNREC, 2019). The researcher must therefore explicitly state to the subject that he or she at any point can withdraw their consent to partake in the project. Before starting the process of collecting data, the participants must sign a consent form that clearly states the purpose of the research, as well as any rights the subject has. The participants of this research project received the consent form at the earlies the evening before the interview so that they had time to go though it before the interview was conducted. To see the consent form, see appendix 9.2.

It is also important to consider if the research is conducted in a transparent matter. Responders should be informed about what kind of research they are taking part in and how their contribution will affect the project. Creating transparency is not necessarily as easy as it may sound. A

researcher is sometimes attempting to gather information that may not agree with the subjects' opinions or values. Being transparent in the way that we ask questions as well as the way that we present our study is essential to create credibility in our project. A credible outcome is therefore dependant on transparency.

4.7 Validity, reliability, and bias

Validity and reliability are two concepts that are key factors to consider when conducting or assessing a research project. These concepts are closely related to each other as one cannot exist without the other. There are, however, distinct differences that differentiate one from the other. According to Bryman: "Validity refers to the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept" (Bryman, 2016, p.158). Do the questions in the interview guide correspond with the research question? Is interview the better methodology for retrieving data material? Also, are the interview subjects considered experts in their field? Bryman also refers to two ways of measuring validity. *Internal validity* measures "Whether there is a correspondence between researchers' observations and the theoretical ideas they develop" (Bryman, 2016, p.384) and *external validity* which "Refers to the degree to which findings can be generalized across social settings" (Bryman, 2016, p.384).

Internal validity cannot be measured with any accuracy. What the researcher believes is noteworthy in a research perspective might not correspond with what others believe is noteworthy. Also, the theoretical ideas that the researcher develops may be related to preconceptions. However, if the researcher is aware of these potential issues and reflects on them, the result will become more nuanced. Gender, age, and socio-economic background are some examples of what factors contribute to preconceptions. It can also be problematic measuring *external validity*. If findings are to be generalized across settings, then the data material must reflect this. Creating enough data material to generalize findings may prove to be difficult in the scope of this thesis. When considering time, resources, and subject availability as the parameters, it is difficult to say whether the findings can be generalized. What it does, however, is indicate a subtle trend, which in combination with other similar research papers can indicate a more generalized trend.

When considering whether a research project is reliable, there are some factors to consider. Are the parameters in retrieving the data material the same? Or are there variables? If so, what implications

should then be considered? Is the research conducted coherently and does it make sense? To achieve a coherent result the researcher must maintain a gathering of data that is stable and try to replicate the contextual situation as best as possible. For a result to be valid, it must also be reliable. It is therefore important to consider how to conduct the retrieval of data in a manner that is coherent with a limited number of variables. In the case of this research, the conditions of the interviews were conducted with a stable gathering of data in mind. The questions the subjects were initially asked were identical, and all the interviews were conducted through videocall. However, there are always variables, and it is not possible to fully recreate the same scenario when collaborating with people.

No researcher can proclaim to be completely without bias. We often draw conclusions based on our own perception of the world, which is often rooted in our experiences and background, as well as other contributing factors. As no mind is a blank canvas, we cannot draw any conclusions without at least reflecting on our own story. What has been my previous experience with the school system? How has it affected my views on the way things "should" be? How does the researcher's gender, age, nationality, or geographical belonging play a role in decision making? A researcher shall always aim to be as neutral as possible when conducting research. However, we must also recognize that bias is a factor in any research as we all have preconceptions of how we believe the world works. In recognizing and reflecting on the fact that we all have a bias, we minimize the chance of letting that bias interfere with our research. Bryman (2016) also describes *social desirability bias* as a variable to consider. He states that: "The social desirability effect refers to evidence that some respondents' answers to questions are related to their perception of the social desirability of those answers" (Bryman, 2016, p.217) and proclaims that subjects will often respond in a way that they believe will put themselves in a positive light. As a precaution to *desirability bias* the interview subjects were prompted to answer what they themselves believed, and not what they thought might be the right response. Even so, there is no way of ensuring that such a bias does not influence the subject's response.

For research to be viewed upon as valid, reliable and with limited bias, the researcher should consider the aforementioned parameters. How does it apply to their research project and how can the research conducted reflect these values? Maxwell states that: "Two important threats to the validity of qualitative conclusions are the selection of data that fit the researcher's existing theory, goals, or preconceptions, and the selection of data that "stands out" to the researcher" (Maxwell, 2013, p.124). As previously mentioned, there is no way of eliminating preconceptions or biases in

the researcher. It is, however, possible to view the researcher's choices and conclusions in the light of their experiences and background.

4.8 Thematic analysis

As an analytical tool, I have chosen to apply thematic analysis to my collected data material. This method is recognized as being suited for qualitative research designs and seeks to find patterns in findings. Braun & Clarke (2006) has authored an article on thematic analysis which will form the backdrop of the analysis performed in this thesis. They state that "Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p.79). Braun & Clarke state that this method will allow the researcher flexibility, as well as a structured way to retrieve any interesting findings (Braun & Clarke, 2006, p.78). They furthermore provide a step-by-step guide to follow when analysing data through thematic analysis which can be a useful tool for researchers to follow in order to obtain a coherent result. The methodology of choice in this research paper is semi-structured interviews, and the aim of the interviews is to gain insight into the teachers' opinions and values. Therefore, a thematic analysis approach would be well suited to give insight into broader themes and patterns that can be discovered.

The first step in a thematic analysis is to *familiarize* with the data material. In this stage of the process, I transcribed the material, read it thoroughly, re-read it and actively familiarized myself with the content. This is a key step as it forms the basis of the analysis. The second step was *generating initial codes.* In generating codes, I initially went through the interview guide with a marker to highlight any interesting comments or considerations. By doing so, I could organize the interviews to find corresponding or contrasting viewpoints. The ideas were listed down with thoughts on why it was interesting. The third step was to *search for themes*. At this point, ideas would start to form. I then marked up the comments that corresponded with the main themes I wished to address. In doing so, I was able to easily access the material in an organized manner. The fourth step was *reviewing themes*, where the objective was to revise and refine the themes. In this stage the idea is to create clear and distinct lines between the findings and create a coherent pattern between those findings. The fifth step was *refining and naming themes.* And the sixth, and final step was to *produce the report.* Following these steps proved to be a valuable insight into the process of defining the findings.

5 Findings and analysis

In this section of the paper, I will discuss the findings and implications that derived from the interviews conducted with five primary school teachers. Their input has been a valuable contribution to the understanding of how teachers believe language acquisition takes place. I will present three main findings that will be discussed and analysed with integrated quotations from the subjects. After the quotations, there will be corresponding Norwegian translations in brackets for a transparent representation of the statements. As the interviews were conducted in Norwegian and the subjects' statements have been translated by me, I have chosen to have both Norwegian and English represented as languages, hopefully creating less language confusion. Through the use of the thematic analytical tool, the main findings have presented themselves as follows: *Teachers believe a target language approach is most beneficial*, *the target language only approach can be problematic* and *experience in teaching may affect teaching style*.

5.1 Teachers believe a target language approach is most beneficial

Teachers believe that children learn best through language exposure. As a common denominator among the teachers that participated in the study, they all believed that English should be the main language of instruction. This is in line with what Neokleous & Krulatz (2018) reported through their study. When considering that previous research had suggested the same findings, the degree of credibility in the finding increases. Most of the subjects believed that both language exposure and a multilinguistic approach had their advantages, but when prompted to decide between the two, three of the teachers would agree that a language exposure strategy would be more beneficial to the students than a multilinguistic one. Teachers B, C and D all agreed with the target language approach, with teacher C as the most indecisive one. Teacher A agreed with both approaches, whereas teacher E would lean slightly more towards the multilinguistic approach as she believed that pre-knowledge was especially important. Nevertheless, there was a consensus amongst the teachers that target language exposure would be the better approach overall.

	Pro language exposure	Pro multilinguistic approach
Teacher A	x	x
Teacher B	x	
Teacher C	x	
Teacher D	x	
Teacher E	x	x

(Schematic 1)

Teacher A was ambivalent as to which approach, she agreed with the most. On the one hand, she believed that English exposure was a key factor for language acquisition, and that the target language only approach was most likely the better option, but that it was not feasible to expect such an approach to work in most classrooms. However, the following response suggests that she would agree with the target language approach the most, at least in theory:

> In English lesson, you speak English, kind of, as much as possible. Of course, it is probably best to learn English through speaking English and experiencing English. That you can use it to a greater extent if you learn it like that." ("I Engelsk-timen, så snakker du Engelsk, på en måte, tenker jeg, så mye det lar seg gjøre. Selvfølgelig er nok det beste å lære engelsk gjennom å snakke engelsk og erfare engelsk. At man kan bruke det i en større grad hvis man lærer det på den måten.

Her fundamental belief that English should in fact be the main language of instruction, even though she had not experienced that it transferred well into the English classroom suggests that she struggled with a sense of guilt regarding not using the target language enough. She witnessed a discrepancy between what she had been taught through her teacher education and what she met in the field. According to teacher A, the teacher education had been clear about the target language only approach as being the expected form of instruction. However, when she implemented this method in her teachings, it did not work well. Her attitude towards using the target language as an approach in language teaching had changed, but she still believed that learning English through using English was most beneficial to the students. Therefore, she was placed on both the pro multilinguistic side and the pro target language only side of schematic one.

Teacher B saw the benefits of a multilingual approach but had a clear standpoint on which approach she found to be the superior one. She had learned through her studies that learning the language directly, without going through the mother tongue, would help students decode the language easier. She furthermore believed that the students should experience a kind of "language bath" through their English lessons and that the more English they were exposed to the better: "I think that children need to be "bathed" in the English language. That they consistently experience English around them, also in other subjects and in the classroom." ("Jeg tenker også at barn har et behov for å på en måte bli «bada» i engelskspråket. At de hele tiden får engelsk rundt seg, også i de andre fagene og i klasserommet."). This clearly indicates a target language approach preference. She also clearly stated that if she were forced to choose between the two approaches, that she would not find it difficult to choose which one she preferred. As such, she was placed on the pro target language only side of schematic one.

Teacher C commented, "I try to mostly speak English in the lessons." ("Jeg prøver vel egentlig å holde meg mest til å snakke engelsk i timen også videre.") She mostly tried to promote the target language approach. However, as with Teacher A, she did not think it was feasible to just use the target language in class. That you would have to adapt your teachings according to the target audiences' capabilities so that everyone can be included. She stated that she tried to mostly use the target language approach but would find it difficult to follow through with it in practice. She believed that children learn in many ways, and that using the target language in different contexts would create better acquisition opportunities. She also mentioned the mother tongue as an important factor when it comes to language acquisition and that being confident in your mother tongue would be helpful when learning other languages. The belief that the mother tongue is a valuable contribution to language acquisition is a distinct multilinguistic stance. When prompted as to which method she preferred, however, she reported leaning slightly more towards a target language only approach. Which is why she was placed in the pro target language only approach in schematic one.

Teacher D had been an exchange student in the US and had picked up the language quickly when she was living there. She drew on her own experience when considering which approach she promoted and had experienced that being immersed in the language was the most beneficial way of acquiring a language: "I think a mix of the two is good, but I really believe the first one (Target language exposure) is better." ("Jeg tenker jo at en blanding er bra, men jeg tenker egentlig den første (Target language exposure) er bedre.") She did not exclude the multilingual approach as a method but argued that the target language exposure approach was superior. Some of the reasoning

for using this method with students was that they are far more proficient in English today than they have ever been due to tv-shows, social media and other types of input that surrounds us. She furthermore argued that teachers act as role models and that if we use other languages than the target language, students will then find it easier to not use the target language in class. Teacher D was the subject who was the clearest about her preference in teaching style out of the group. Therefore, she was placed on the pro target language only side in schematic one.

Teacher E was the subject who most clearly advocated the multilingual approach. She had been born in the US but has been living in Norway for decades. Through her experience and schooling, she believed that students must build on the languages they are proficient in and be confident in their mother tongue to successfully acquire the target language. She was also the teacher who reported the highest amount of English usage in the classroom, both from teachers and students which suggests that she is also an advocator of the target language approach. She reported actively using the multilingual approach, as well as actively using the target language approach: "My goal is that in the English lesson everyone speaks English." ("Jeg har som mål at i engelsktimene skal alle snakke engelsk."). It was indicated both through what Teacher E said and what she did in her classroom that she believed a target language approach would complement a multilingual approach. She created an expectation towards her students that they would speak the target language, while also creating an overview of students' linguistic repertoires as a means of integrating a multilinguistic approach.

> I attended a course last year that was extremely good. And we used this book (shows Enacting multilingualism, Krulatz, Dahl & Flogenfeldt, 2019, p.276). I have a list where I can see students' first language, second language and additional language. So, then I know that out of my forty-two students, twenty-six of them has English as their third language. It is interesting when you have it in front of you in black and white, and then you get to know your students better. (Jeg er mest enig med nummer to og synes det er så viktig med forkunnskap. Jeg var på et kurs i fjord, som var et ekstremt bra kurs. Så brukte vi den boka her (viser Enacting multilingualism, Krulatz, Dahl & Flogenfeldt, 2019, s.276). Jeg har da en liste hvor jeg kan se first language, second language and additional language. Så da vet jeg med mine førtito elever at tjueseks har engelsk som sitt tredje språk. Det er interessant når du ser det svart på hvitt foran deg og så kjenner elevene dine bedre.)

Teacher E showed an excitement and enthusiasm in getting to know her students' linguistic background. Creating a *language audit* (see figure 3 in appendix) enabled her to get an overview of

which languages her students spoke, which in turn made her aware of how many of her students had English as their third language. In doing so she would also ensure she knew which languages she could draw on in class. Even though teacher E actively used the target language as the language of instruction, she had a clear preference towards the multilinguistic approach. She was therefore placed in pro multilinguistic side in schematic one.

Below is a table showing how much the teachers perceived they would use English as the language of communication in the classroom and how much they believed their students used the English language throughout their lessons. As this was a broad question and only an estimation from the teachers, the accuracy must be viewed as limited. There has not been any testing in the field to prove or disprove the reported numbers. It does, however, indicate a perceived usage of English in the classroom:

Teachers	English usage - Teachers	English usage - Students
A	40-50%	5-10%
B	90%	40%
C	50%	50%
D	100%	60%
E	100%	99%

(Schematic 2)

The amount of English used in the English language classroom differed from teacher to teacher, but all the teachers believed that the more English that was used in the classroom the more beneficial it was. None of the subjects that participated in the interview disagreed with the potential benefit of implementing languages other than English in their classroom. However, there was only one teacher who would promote the multilingual approach over the target language approach, which also is the teacher who reported the most English being used in the classroom. Overall, though, the consensus among the subjects through their responses suggests that the target language only approach was regarded as the most beneficial option for language acquisition and was perceives as the obvious choice by most participants.

5.2 The target language only approach can be problematic

The previous finding indicates that the subjects mostly agreed upon target language use as being the most beneficial option for language acquisition. However, the majority of the teachers reported that using the target language only approach could also be problematic. What was mostly reported as an issue when using an English-only approach, was that some of the students did not understand what was being taught, and subsequently would be left frustrated and sometimes in tears. It was repeatedly reported by the interview subjects that there was a significant difference in competence level in their classes and that this divide would ultimately create a difference in the students who could follow the lesson and the students who could not. What was also reported was that some of the teachers experienced a discrepancy between what they had been taught through their teacher training and what met them in practice.

Teacher A was one teacher who experienced such a discrepancy. She had finished her teacher education two years ago and it had been explicitly indicated through her English courses that speaking English in the English classroom was expected of her. She started out her teaching career with great ambitions of only speaking English in class and believed that by only exposing the students to the target language she would facilitate an understanding of the language through exposure. She found, however, that what she had learned at school did not correspond with what would face her as an English teacher. She reports:

> When I first started out, I thought that I would only speak English and then they would learn it automatically. And then there is this poor girl sitting in first row with tears in her eyes because she does not understand anything." ("Jeg tenkte når jeg begynte at jeg skulle liksom bare snakke engelsk og da lærte de av seg selv. Også sitter jeg det og så sitter det en liten stakkars jente på første rad med tårer i øynene for hun skjønner ingenting.)

Teacher A had been taught through her education that an English-only approach was the better way of teaching, but then found through experience that this way was problematic for most students and herself as a teacher. She did not feel like she reached half of her class, as the following comment reveals:

> You should not insist on only speaking English in English lessons, and then half of the class will sit there and look at you, because they do not understand anything. What I kind of experienced, was that I went in and … Now the English lesson starts, and I will only speak English, because that is what I had learned at school. And then half of the class was sitting

there staring at me. (Du skal ikke bare stå på død og liv snakke bare Engelsk i Engelsk-timen, også sitter halvparten av klassen og ser dumt på deg, for de skjønner ingenting. Det var det jeg på en måte opplevde, at jeg gikk inn, også … nå er det Engelsk-time og jeg skal bare snakke Engelsk, for det var det jeg lærte på skolen. Også satt halve klassen å så dumt på meg.)

Teacher B also experienced a divide in her class where some students would understand what was being taught and other students would not. The issue being that if she chose to only speak English, some of the students would not learn anything. To accommodate the less advanced students, she would have to use Norwegian to bridge the divide.

 I use Norwegian to explain to the ones that does not understand. There is a big gap in my classes, so you have the ones that are up here (indicated a high level with her hand), and then there are some that struggles a lot (indicated a low level with her hand), and they also must learn something. (Jeg er også innom norsk for å forklare for de som ikke helt henger med. Jeg har et stort sprik i mine klasser, så du har noen som er veldig der (indikerer et høyt nivå med hånden sin) også er det noen som sliter en del (indikerer et lavt nivå med hånden sin), og de må jo også få med seg noe.)

Teacher B saw that the students with a low proficiency level needed her to use the Norwegian language for them to understand the English language. She therefore accommodated their needs as a result. By using a language that the student understands as a foundation for language learning shows that she was using a translanguaging lens which subsequently is part of a multilingual approach.

Teacher C also reported a large knowledge gap in her class, and that if she only used the target language, she would lose many of the students, and they would not experience mastery of the subject. She furthermore mentions students being anxious about not wanting to talk out loud in front of others and that we cannot push the students to produce more language than they can handle.

If we talk about something and I ask a question, I will prefer them to answer in English. But quite often they are unsure. And I cannot make them so unsure that they do not dare to speak. So, I often say that you can say it in Norwegian first, and then we will translate. For everyone to follow the program, there must be a mix (of target language use and mother tongue). If not, I will lose at least 1/3 of them. (Jeg vil jo helst at når vi snakker om noe og jeg stiller spørsmål, så vil jeg at de skal svare på engelsk. Men veldig ofte så er de veldig utrygge. Og jeg kan jo ikke gjøre de så utrygge at de ikke tør å snakke heller. Så da sier jeg

ofte at da tar du det på norsk først også oversetter vi. For å få med alle så må jeg ha en blanding. For hvis ikke, da har jeg mistet i alle fall 1/3 av dem).

Teacher D does not specifically mention the downside of applying a target language only approach in the classroom but mentions some advantages of letting students use their mother tongue in the English classroom, whilst acknowledging that some students' proficiency level is not as advanced as others and need some adaptation to participate. Teacher D stated that: "Maybe they do not have a big enough vocabulary or that they do not like speaking English in front of the others. That they get to participate, rather than not participate at all." ("Kanskje de ikke har et stort nok vokabular eller at de ikke synes det er noe moro å snakke engelsk foran andre da. At de faktisk får deltatt, enn å ikke delta i det hele tatt.").

Most of the teachers agreed that a target language only approach was the better way to conduct English lessons. However, many would use translanguaging as a tool to aid the students with low acquisition level. Whether teachers use translanguaging as a conscious or subconscious choice, they see the value of using it.

5.3 Experience in teaching may affect preferred teaching style

Through the interview process I collected data about age rage and teaching experience of the participants to create an indication of whether teaching experience would correlate to preferred teaching style. As concluded previously in this thesis, there has been a multilingual turn in political direction and policies. As such, the idea of implementing the mother tongue or other languages into the English classroom is a reasonably new turn of event. As Teacher E proclaimed regarding language diversity as a resource; "It was not like that 10 years ago". Therefore, my preconception was that the younger generation of educators would be prone to the multilinguistic view, whereas the older and more experienced teachers would be prone to a target language only view. The reasoning behind this deduction was that theoretical scholars like Krashen, who was recognised in the 1980's, would have had a greater influence on teacher education back then. The findings in this research, on the other hand, indicates an unanticipated result.

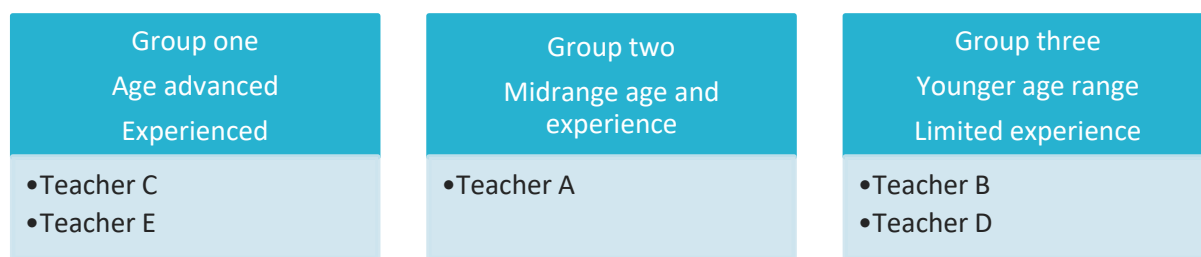| Teacher	Age	Grade	Teaching experience
Teacher A	36 years old	Seventh grade	2 years
Teacher B	29 years old	Fifth grade	3 years part time
Teacher C	50 years old	Ninth grade	15 years

| Teacher D | 27 years old | Ninth grade | 7 months |
| Teacher E | 50 years old | Seventh grade | 27 years |

<div align="right">(Schematic two)</div>

The above schematics show that teacher C and teacher E are both 50 years old, thus making them the most age advanced out of the subjects. They are also, by far, the most experienced teachers out of the group with 15- and 27-years' worth of experience. On the younger end of the age spectrum are teacher B and teacher D, being 29 and 27 years old. They have less experience with working as educators with 3 years part time and 7 months experience. Lastly, teacher A is in between these groups as she is 36 years old and has 2 years of teaching experience. The reasoning for organizing the subjects into groups is to investigate whether we can draw parallels with their statements and preferred teaching styles.

Group one Age advanced Experienced	Group two Midrange age and experience	Group three Younger age range Limited experience
•Teacher C •Teacher E	•Teacher A	•Teacher B •Teacher D

Group one

This group has the most age advanced and experienced participants. Teacher C reported a 50/50 English use in her lessons both from teacher and student and reported that she in theory believed in the target language only approach, but thought it was difficult to implement in practice. Although she promoted the target language only approach as being the better option, she was also prone to a multilinguistic view. The following statement shows she embrace mother tongue use as a positive. Which is an important foundation in a multilinguistic view: "If you are aware of your own mother tongue it is also easier to appropriate other languages, not just English.". ("Er du godt bevisst på ditt eget morsmål så er det også lettere å tilegne seg andre språk, ikke bare engelsk."). Her point of view shows that she believes in drawing on the students' existing language repertoire, and that she believes that having knowledge about your mother tongue will aid you in acquiring other languages. This viewpoint is in line with what LK 20 says in its core curriculum about identity and cultural diversity (Udir (1), 2020). She furthermore states that being secure in your mother tongue will make it easier to analyse languages and to compare your existing language to the target language:

I believe that if you are confident in your own mother tongue, it will make it easier to acquire another language. It will make it easier to analyse and easier to compare." ("Jeg tror det at hvis du er trygg i ditt eget morsmål, så er det uansett lettere å tilegne seg et annet språk. For det er lettere å analysere og det er lettere å sammenligne.").

These values are on point with a multilinguistic view, and I therefore argue that teacher C has more of a multilinguistic view on language acquisition than she herself believes. She uses the students' linguistic repertoires as a reference point, values their linguistic diversity and uses the students' mother tongue 50% of the time in her classroom, and allows the students to use their mother tongue when needed. These are all in line with what a multilinguistic view entail.

Teacher E is the only teacher who advocated a multilinguistic view from the start. She is also the only teacher who reported the target language use in the classroom to be close to 100% from both teacher and students. As an English teacher in Norway with an English-speaking background (the US), she has personal experience with how language acquisition takes place. She values linguistic diversity and believes in building on prior linguistic knowledge: "You have to build on languages the students know from before." ("Du må bygge på språk eleven kan fra før.)

Her values reflect a multilinguistic view not only in words, but also in action. Teacher E is applying a multilinguistic approach in her teachings through telling the students how lucky they are to know another language: "You should be proud of your mother tongue and what is inside. In everyday life I try telling them that «You are lucky to know Hindi»." ("Du skal være stolt av morsmålet ditt og det du har inne i deg. I hverdagen prøver jeg å fortelle de at «Du er heldig som kan snakke hindi»."). As she is the teacher that reported the highest usage of English in her lessons, she proves with words and action that not only can the target language be used alongside the multilingual approach but that applying an all-English approach to a multilinguistic view may be beneficial for language acquisition. "

Group two
Teacher A was placed into her own category as she was more experienced and more age advanced than group three, but younger and less experienced than group one. She was also indecisive as to whether she agreed with the target language only approach or the multilinguistic approach. On the one hand she believed that the target language should be used as much as possible, on the other

hand she also expressed a need for switching between languages in her English lessons: "You are allowed to make mistakes by saying the wrong word, you are allowed to say a Norwegian word in the middle of a sentence you were saying in English, because you forgot what that word was." (Det er liksom lov å bomme ved å si feil, det er lov til å si et ord på norsk midt inne i setningen du sa på engelsk, fordi du glemte hva det ordet var liksom). Allowing room for other languages in the English lesson shows that Teacher 2 used multilingual practices in her teaching. Even though she did not name it as such, she would use translanguaging as a pedagogical tool for language acquisition. The benefits of which will be discussed in section 6.5.

Group three

Teacher B is 29 years old and has worked part time for about three years. She is a believer in using the language in context and using it actively. She does not claim that the mother tongue should not be a part of the English education, but that English should permeate the lesson and should surround the students every day. Teacher B believes in "bathing" the children in the English language and that they should "Constantly experience English around them." ("Hele tiden får engelsk rundt seg") Teacher B uses Norwegian sometimes to make sure everyone understands her messages, but stives to increase the amount of English being spoken in her class. She also advocates a direct decoding of words, instead of decoding the language through the mother tongue. "If a student connects words and phrases with the object or image in their heads, that it would be a more direct and simpler thing to retrieve. Rather than if it were to go through their mother tongue as well." ("Dersom eleven på en måte forbinder ord og fraser med det objektet eller det bildet av objektet inne i hodet sitt, at det vil være en mer direkte og enklere ting å hente fram igjen enn om det skal gå via morsmålet også") This is in line with Krashen's earlier work where he states that the mother tongue could interfere with language acquisition (Krashen, 1981, p.67).

Teacher D is 27 years old and has 7 months of experience. She draws her view of language acquisition from her own experience being a foreign exchange student in the US. She believes in a target language only approach and reports using English as the language of instruction up to 100% of the time herself, whereas she reports that her students use English about 60% of the time. This is in line with Krashen's *teacher talk* (Krashen & Terrell, 2000) where the teacher uses the language constantly as one of the most important teaching tools.

6 Discussion

In this section of the thesis, I will discuss this research's three major findings. As such, I will consider whether the findings contain any interesting implications and whether these implications are transferrable in a general sense. I will also discuss how the findings align with the theoretical backdrop that was presented in chapter 3 of in this research paper. Furthermore, I will discuss the findings on a larger scale. How do the findings and their implications impact societal issues and framework? Lastly, I will present suggestions on how to implement a multilingual approach in the English classroom without diminishing the use of the target language.

6.1 Teachers believe a target language approach is most beneficial

The first finding is as follows: *Teachers believes a target language approach is most beneficial.* The first finding is not surprising. Using English at the main language of instruction makes sense on an intuitive level. As Brevik & Rindal (2020) argue, the issue is not whether to use English as a teaching tool in the English classroom, but to have a balanced approach to language acquisition. The teachers mainly agreed that they wanted to increase the amount of English being used in the classroom, and that the more English that was being used, the better it was. Some of the subjects expressed a sense of guilt if they did not feel they met the accepted criteria for language exposure. Neokleous & Krulatz (2018) also reported this sense of guilt as an issue. The goal for many was to create a classroom environment with an immersive target language experience. We cannot expect all the students to follow an all-English lesson without some form of explanation in a language the students can understand. Teachers of English that expect to only speak the target language in class, might therefore be setting themselves up for failure. By approaching target language learning with a multilinguistic approach, some of that guilt might be alleviated.

It is human nature to draw on your own experiences when considering how others might learn. However, it must be taken into consideration that English teachers are interested in language and have had a good experience with the acquisition of English. Their experience does not necessarily align with what the average student experiences. Therefore, we cannot simply rely on our own language background as a reference point. The teachers who reported a preference towards the target language only approach tended to draw on their own language experience. That is not to say that teachers cannot consider their own language learning when deciding which approach to implement in their own classes. It is, however, important to consider the fact that children are not

blank canvases. They come with their own language background and their own understanding of how things work.

If we consider Vygotsky's theory on the *Zone of proximal development,* children learn from a capable peer or competent other. Many of the subjects reported acting as a role model as an important contribution for language acquisition. When acting as a competent other, the role model must consider what the student knows from before, and what they can learn with the help of the other. One of the biggest challenges in the English classroom today is the vast difference in competence levels. A low performing student will not gain knowledge from the teacher if the teachers work at too high a level. Comparatively, the high performing student will not learn much from the teacher if she presents knowledge that is too easy. As such, using English as the only form of instruction may benefit the high performing students, while leaving the low performing students behind with limited knowledge gained. Should teachers consider the needs of the high performing students or the needs of the low performing students? How can she potentially accommodate them both?

Brevik and Rindal (2020) argue that students found any use of mother tongue helpful and that combining the target language with the mother tongue would overall benefit most students. By implementing *translanguaging* as a pedagogical tool, both the low performing students and the high performing students will be included as part of the lesson. In Norway, the majority of students are proficient in Norwegian, and many English teachers also know Norwegian, which could be used as a resource. Neokleous & Krulatz (2018) argue that if the students and the teacher share the same mother tongue, switching between languages would prevent negative transfer issues and may benefit language acquisition. As in line with translanguaging used as a pedagogical tool, any language represented in class should benefit the entire class while also promoting an inclusive environment. Using the mother tongue in English instruction to create intelligible content should therefore not be viewed as a negative.

The first finding suggests that the stigma of mother tongue use in the English classroom is still prevalent and that the average teacher aims to minimize their mother tongue input. Through recent research, it can be argued that mother tongue use in the English classroom will enhance the students' learning potential. (Brevik & Rindal, Neokleous & Krulatz, Krulatz et.al.), which is the opposite of what the average teacher believes today. Krulatz et. al argue that

The mother tongue should have a critical role in enhancing the students' learning experiences. Understanding this could also contribute towards removing the stigma with which the mother tongue is associated, as well as the guilt triggered by the difficulty of maintaining an all-target language environment" (Krulatz et. al, 2016, p.147).

For this stigma to change, the issue of mother tongue usage in the classroom should be addressed and advertised as a positive contribution to language learning.

6.2 The target language only approach can be problematic

It was suggested in the previous finding that *the target language only approach can be problematic.* The interview subjects were, as previously mentioned in agreement when it came to target language only usage as the optimal approach to language learning. However, they also reported issues when attempting to implement this method in their own teachings. Issues such as difficulty in adapting to individual levels and frustration over not understanding the content of the lesson were some of the reported problems. Heugh et. al. contend that learning English through English is an unrealistic goal. They state that "There is often an unrealistic expectation that students will be able to both learn English as a subject and learn English well enough to learn through English (i.e., English as medium of instruction, or EMI)" (Heugh et.al., 2019, p. 9). This is a point that may illude many educators out there. Can we really learn a language simply through exposure? Is it realistic of us to expect children to just "pick it up"?

It could be argued that they pick up their mother tongue. Krashen believed that language acquisition could be compared with acquiring language as a child However, there is a distinct difference between being fully immersed in a language, like moving to a different country, and language acquisition in a classroom setting. By being fully immersed in a language you gain the benefit of authentic contextual information. A classroom setting will be artificial and limited in time. As most students in sixth to ninth grade have between two-three hours of English lessons every week, it is not comparable. On the other hand, Teacher C argued that students today know an extensive amount of English due to social media and other platforms. Which is true for most students. However, the students who do not have access to these platforms will fall short.

The target language only approach might also be problematic for the students with low acquisition level due to the lack of *scaffolding*. As previously mentioned in section 3.1 of this thesis, Vygotsky

asserted that for a child to learn, they should receive guidance from a more competent other. The teacher builds a structure around already acquired knowledge, thus giving the child the opportunity to build on previous knowledge. If the child is expected to understand a language that they do not understand without the structure being built around them, according to Vygotsky, it will be more difficult for them to develop their skill. The teachers who reported that the target language only approach was problematic stated that it was the students with low English language proficiency level who struggled. These students need the teacher to *scaffold* around them so that they can build on what they know from before. Teachers are responsible for creating an inclusive environment for all students regardless of their proficiency level.

6.3 Experience in teaching may affect preferred teaching style

The third finding was as follows: *Experience in teaching may affect preferred teaching style*. The last finding was a surprising one. The younger participants in the research project would prefer the target language only approach, whereas the age advanced participants would prefer a multilingual approach. The hypothesis when creating the interview guide was that the older generation would prefer a target language only approach, seeing that the multilingual turn is a recent turn of event. Group one, who are the more experienced teachers, would draw on their experience as educators to gain the understanding that language repertoires must be used as a resource. Teacher E even gave concrete examples of how to implement a multilingual practice. She made a language audit to gain a full overview of which languages was represented in her classroom. By doing so, she showed an interest in the students' language background and identity. She also commended a child for knowing multiple languages, which shows how this teacher had internalized the multilinguistic perspective.

The teacher in group two was conflicted in her view but would advocate both approaches as contributing factors for language learning. Her experience showed that there is a need for other languages to be a natural part of the English classroom for students to comprehend the content of the lesson. Teacher A had started out preferring the target language only approach because she believed that only using English was expected of her, but eventually believed it was necessary to include some Norwegian in her lessons to bridge the proficiency gap. Her change in preferred teaching style indicates that increased experience affects preferred teaching approach.

The teachers in group three had recently finished their education. They were both adamant that the target language only approach was the more beneficial one. As they had both recently finished their teaching education, it would have been expected that they were up to date on recent research. Which prompts the question: is teacher education lagging when it comes to the multilinguistic turn? In the national curriculum, there have been noticeable changes over the years when it comes to the view on language as part of people's identity and as a foundation to build knowledge on. Why then, are newly educated teachers less aware of this change in perspective?

The final finding in this study indicates that experience in teaching affects which teaching style you agree with the most. Teachers who have longer experience with being a language teacher has deducted that adopting a multilinguistic approach has been most beneficial for language acquisition. The teachers who had the least amount of experience would draw on their own language acquisition experience as well as what they had been taught through their teaching training.

6.4 Societal impact

As previously discussed, it is important for teachers to be aware of language hierarchies (Brevik & Rindal, 2020) to promote an inclusive classroom environment. The target language only approach, as promoted by Krashen, may be problematic in the sense that the use of other languages than English in class is frowned upon. Even if the intention of creating a target language space is to promote language acquisition, creating a disfavor towards other languages may impact the students' sense of identity. Krulatz et al (2018) argue that if a child experience that their mother tongue is not valued in their current community, they will often abandon their home language. "This is particularly true if the language spoken at home has a low status in the new community and is not perceived as a desirable commodity" (Krulatz et al, 2018, p.107). The teacher has a significant role in bridging the gap between language statuses. The teacher can contribute towards minimizing the effect of language hierarchies. Teacher E demonstrated how to elevate non-majority languages in practice when she told her student that "You are lucky to know Hindi." By acknowledging the home language of the child as a positive attribute, she contributed to building up pride in the student's linguistic identity while also signalling linguistic equality. If the student experience that their mother tongue is valued, it would be less likely that they would abandon their home language.

By welcoming language diversity as a resource in class, we also imply language diversity as a positive. The English classroom is a small society and school is where children meet the opinions

and values of others as part of a larger group. If teachers do not accept other languages than English or Norwegian in their classroom, they are contributing to language hierarchies. "If teachers and school administrators do not support inclusive, multilingual and multicultural policies and attitudes – if they for example ban languages other than Norwegian and English on school premises – this sends a strong message to all children at the school" (Krulatz et al, 2018, p.106). I therefore argue that teacher attitudes towards language learning matters on a societal level because teachers attitude directly influence their classroom environment and the children in it. The classroom environment is where children will find an arena to practice their social skills and prepare for life after school. By creating a class environment where multilingualism is valued, the teacher is contributing towards a more inclusive society in the future.

6.5 Implementing a multilinguistic approach

Teachers may find it challenging to find ways of implementing a multilingual approach. Even if the teacher believes in a target language only approach, they should still work towards an inclusive environment in their classrooms which value the linguistic backgrounds of their students. As previously mentioned, the core curriculum explicitly mentions that students are to experience that proficiency in multiple languages should be valued as a resource (UDIR (1), 2020). However, the idea of valuing linguistic diversity is one thing, and implementing it as an integrated part of language teachings is another. Dahl & Krulatz (2016) concluded though their research that "Our findings confirm the assumption that English teachers who work with multilingual students, have little formal competence in supporting the development of students' multilingualism and in teaching English in multilingual classrooms." (p.15, translated by me). Their finding suggests that there is a need for multilingual training and competence for English teachers.

Teacher E demonstrated a balanced approach on how to create a multilinguistic environment as well as creating an expectation of target language usage in her classroom. She had attended courses on multilingualism and had also extensive experience as a language teacher. As this is not the case for most educators, Teacher E must be considered the exception in the context of multilingual competence. As Dahl & Krulatz (2016) argue, teachers are lacking in formal competence regarding how to implement a multilingual approach. For teachers to integrate the values associated with the multilinguistic approach, they should also receive training on the subject. Accessibility to such training may not be available to most teachers, it is therefore ultimately up to the individual teacher to keep themselves updated on relevant research. I therefore argue that multilingualism should be

integrated early in the teacher education. Not only as part of the English subject, but also as part of the general program. Gaining an understanding of how language repertoires can contribute to better learning might prove beneficial for future teachers to internalize.

Creating a multilingual English classroom starts with the teacher's attitude towards linguistic diversity, but the values must then transfer into practice through actions. The next section will therefore suggest two ways of transferring these values into concrete methods that can be used to promote language diversity. The following methods have been retrieved from Enacting Multilingualism (Krulatz et al, 2018) and will illustrate a small selection of multilinguistic approaches and should be viewed upon as a gateway into applying the approach in practice.

The first step to using a multilinguistic approach is to create an inclusive classroom environment where diversity is valued over homogeneity (Krulatz et al, 2018). If the teacher actively exemplifies why, it is good that we are all different, she can contribute towards inclusion. For instance, she can construct a lesson where the assignment is to work on the positive qualities that each child encompasses and afterwards show how the different qualities complement each other. Another way of promoting an inclusive classroom environment is to commend the child that included another child in play, even though they did not speak a common language. The teacher could also commend the child that spoke the majority language for learning words of another language. Adding little drops of positivity towards diversity here and there, may result in a more inclusive classroom environment. In class, the students could also share their knowledge of their own language system. Comparing languages can be fascinating for both students and the teachers. The teacher does not need to be proficient in the language that is being presented. The student is the expert and should be able to promote their home language as such. By using the language tree (see appendix 9.1 – figure 1), we can also see how many languages are related to each other. For instance, how English is a Germanic language that has been influenced by Old Norse worlds as well as some of the romance languages, such as Spanish and French. Understanding how languages have changed and evolved over time through history may create a deeper understanding of the reason languages are different, which in turn can contribute to an understanding that languages can also be uniting.

The second step is to apply a translanguaging practice. In some classrooms it will be possible with a target language only approach, complemented with a multilinguistic view. However, this will not be the case for most classrooms out there. Out of the five teachers that were interviewed in this thesis, only one subject answered that the target language was used up to 100% of the time from both

teacher and students. This finding indicates that using the target language as the only source of instruction is problematic for the majority of English classrooms out there. As a means to alleviate the stress and guilt of trying to maintain a target language only atmosphere, teachers can implement *translanguaging* as a pedagogical tool. Brevik & Rindal (2020) argued that if the teacher adopted a translanguaging lens, it would support the development of the target language, as well as not depriving the students of target language exposure. Opening up for switching between languages could help students with a low acquisition level in building competence in the target language through *scaffolding*. While at the same time adapting the level of target language exposure to include everyone. Using translanguaging as a pedagogical tool ensures that everyone can contribute at their own level and lowers the threshold for participation.

6.6 A change of perspective

Initially, when I started the process of authoring this thesis, my hypothesis was quite different from what it is today. Like the teachers in group three, I also was of the impression that English should be the main source of instruction, and that teachers in general used the target language less than what was optimal. I was a firm believer that children learned through exposure and that they would pick it up by themselves through contextual exercises. As an inexperienced English-teacher working at the sixth grade, I went into my starting year believing that only speaking English in class would benefit the students the most. I was thus a firm believer of the target language approach. When collecting material for the theoretical part of this thesis, however, I could not find newer research that supported a target language only approach. I did, however, find many articles and research papers supporting a multilinguistic approach. Through investigating what recent research has told us, my hypothesis changed. I also experienced the same issues that teacher A reported, through my work as an English teacher in sixth grade. That there was a discrepancy between what we had been taught through the teacher education and what met us in practice. That is not to say that there was not any mention of multilingualism at university. You would, however, have to attend many courses of English to get to that point. And even then, because the professors at school would only use English, the students would learn from the lecturer (Their competent other), that this was the way to learn English. What I may have failed to remember, is that adults choosing an English course at university level has extensive pre-knowledge of the language. They have also chosen to participate in said course and there is therefore a motivational factor to consider.

Contrastingly, students of English in primary school have not had a choice in whether to attend the lesson or not. If they do not experience that the content of the lesson is meaningful or even intelligible, the motivational factor will diminish. My experience from using a target language only approach, was that the high performing students loved me for it and the low performing students hated me for it. I have since changed my perspective on which approach, I believe is most beneficial for the students. I now believe that if I had implemented a multilinguistic approach in my English teaching, I would have reached a wider range of students. As previously discussed in section 4.7 in this thesis, researchers can never be void of preconceptions or biases. They must, however, reflect on their own story to create an understanding of how those preconceptions may have affected their research. I do believe that before I started out as an English teacher, I would draw on my own target language experience, but through authoring this thesis and experiences I have made through my work as an English teacher, I have now changed my perspective.

7   Conclusion

The main objective of this research was to obtain a better understanding of how teachers believe students acquire the English language. The study was based on the interviews of five English teachers that all worked in fifth to ninth grade in Norwegian schools. As this was a comparative study, I presented two different teaching styles that contrasted each other. The first approach was a target language only approach, which was based on the traditions of scholars like Stephen Krashen and Lev Vygotsky. The target language only approach uses language exposure as a language acquisition tool. The students experience an immersive classroom environment and would meet the English language extensively. The teacher also acts as a role model and actively uses the English language as a tool of instruction, thus modelling how to use the target language. The second approach was a multilinguistic approach. This method of teaching emphasizes and values the students' linguistic repertoire as a resource. By using this method, educators create an inclusive environment in their language classrooms where the mother tongue or other languages the student may know is valued and used as a reference point. These two approaches to language acquisition both have distinct advantages and disadvantages to them and using one approach does not exclude the other. What approach is preferred by teachers is an indication of what teachers believe is the best way to ensure language acquisition. Through the research question, the aim was to investigate which of the methods was most beneficial for language learning and whether it was possible to draw any lines towards preferred teaching method and age of the teacher. In the next paragraph I will address whether the research questions have been answered.

The first research question asked the following: Which method of instruction do English teachers prefer? The target language only approach, or the multilinguistic approach? This research question touches upon the core of the issue. Is there a preference among teachers? As there were only five participants in the project, the findings must take into account the limited data collected. The first finding addresses the research question well: *Teacher believes a target language only approach is most beneficial.* The collected data indicated a preference towards the target language only approach, however, the indications were not strong enough to suggest a trend. For any such trend to be established, more research in the field must be conducted with more participants. Although, in the case of this thesis we can conclude that the majority of the teachers prefer a target language only approach.

The second research question asked the following: *How do teachers believe children acquire language best?* Even though most teachers agreed that children acquired language best through language exposure, the second finding indicated that teachers also believe the target language only approach could be problematic. Which indicated a discrepancy in what teachers believed and what they experienced. Some of the teachers expressed frustration when facing this issue, while others had found ways of working around it. I have argued that by applying a translanguaging lens and multilingual approach, the stress and guilt of not maintaining a target language only environment might be alleviated.

The third research question addressed the following: Is there a correlation between teacher experience and preferred teaching method? This research question aimed to investigate whether it was possible to draw lines between preferred teaching approach and experience level. The finding stated the following: *Experience in teaching may affect preferred teaching style.* The findings suggested that experience level did indicate a preference towards teaching style. However, the material indicated a different age group correlation than was initially anticipated. The younger, less experienced teachers preferred the target language only approach. Whereas the age advanced, more experienced teachers prefer the multilingual approach. As with the previous finding, there is not enough data material provided in this thesis to conclude a current trend in the field. It is rather an indication of what a small selection of teachers believes.

This thesis has aspired to add to and compliment the current research in the field of teacher methodology and linguistics. By conducting research that has investigated teachers' attitude towards language learning, I aimed to create an understanding of how educators chose to conduct their lessons. In shedding a light on what recent research tells us, in combination with what

established scholars have concluded, the room for discussion expands. For educators to evolve we must exchange experiences and discuss whether the way we currently approach language learning is optimal. Multilingual practices have been addresses in many research articles; however, the research often focus on the students' perspective and experience. Although this perspective is an important one, there must also be conducted research on teacher practices as well, as these practises directly affects the students. By initiating a discussion on how language acquisition takes place in the first place we benefit the student in the end. As Brevik & Rindal (2020) urged future researchers to investigate teacher ideology, I now urge future researchers to investigate to what extent educators use multilinguistic approaches in the classroom. An interesting perspective would also be to clarify whether the teachers' attitudes towards language learning corresponds with what happens in the practice field.

In conclusion, teachers believe that English should be the primary language of instruction but sees it as problematic to implement a target language only approach in most classrooms. Furthermore, this research has indicated that teachers with more experience as educators believe the multilingual approach is more valuable than the teachers with less experience as educators. As a concluding remark, I argue that a multilingual approach should be a part of every English teacher's pedagogical repertoire no matter how much of target language they deem appropriate for their classroom.

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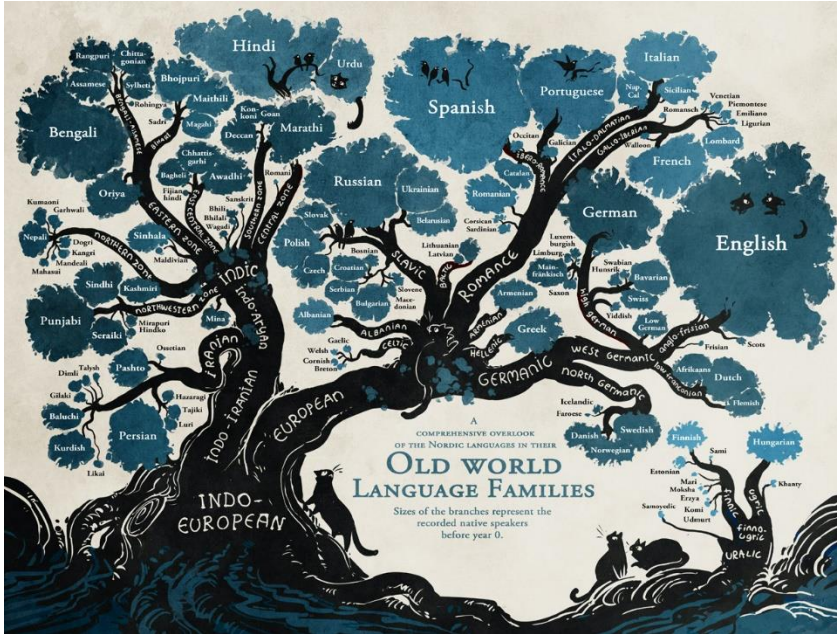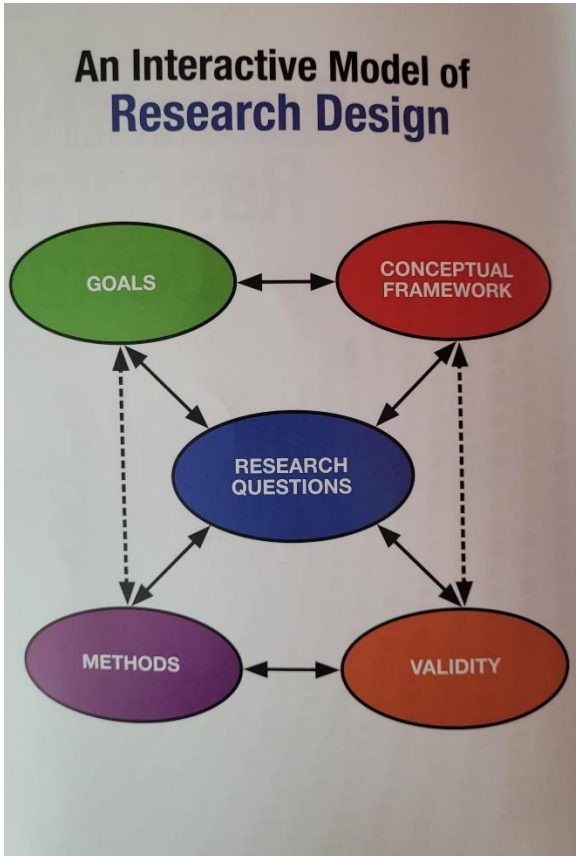
9 Appendix

9.1 Images

Figure 1:

Figure 2:

Figure 3:

Language	First language	Second language	Additional language
Arabic	Mohammad Ahmed Fatima Sana Ali Aisha	Sera	
Bulgarian	Daniel		
English		Inga Zahra Lea Lukas Thomas Martine Petter	Mohammad Ahmed Fatima Sana Ali Aisha Daniel
Kurdish	Sera		
Norwegian	Inga Lea Lukas Thomas Martine Petter	Mohammad Ahmed Fatima Sana Ali Aisha Daniel	Zahra Sera
Sami	Inga		
Tigrinya	Zahra		
Spanish			
etc...			Petter

Display 14: A language audit.

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9.2 Interview guide

Semi-structured interview

Name:
Age:

1. Describe yourself as a language teacher, what are your strengths and what are your weaknesses?
- Beskriv deg selv som språklærer, hva er dine styrker og hva er dine svakheter?

2. How do you think children acquire language best?
- Hvordan tenker du at barn tilegner seg språk best?

3. I will present two approaches to language learning. The first approach is a target language approach whereas the student speaks as much of the target language as possible, hears it from the teacher and work with resources in English, thus acquiring the language though exposure. The second approach uses students' linguistic background as a resource where languages the student know from before are compared and used as a reference points. Which approach do you agree with the most and why?
- Jeg vil presentere to ulike tilnærminger til språklæring. Den første tilnærmingen er en målspråksentrert tilnærming som har fokus på å omringe elven med målspråket i størst mulig grad, i dette tilfellet Engelsk. Eleven snakker så mye som mulig på målspråket, hører det fra læreren og jobber med ressurser på Engelsk. Eleven tilegner seg dermed språket gjennom eksponering. Den andre tilnærmingen bruker elevens språkbakgrunn som ressurs hvor språk eleven kan fra før blir sammenlignet med målspråket og brukt som referansepunkt. Hvilken tilnærming er du mest enig i og hvorfor?

4. How much of your lesson would you say is carried out in English in percentage? Both from teacher and student.
- Omtrent hvor stor del av timene dine vil du si foregår på Engelsk i prosent? Både fra lærer og elev.

5. What are your thoughts on students communicating in other languages than English in your lessons? Advantages and/or disadvantages related to this.
- Hva tenker du om at elever bruker andre språk enn Engelsk i timene dine? Fordeler og ulemper ved dette.

9.3 Consent form

Vil du delta i forskningsprosjektet

«Teachers' attitudes towards language learning"

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hva lærere på mellomtrinnet tenker om to ulike innfallsvinkler til språklæring. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet er å sammenlikne ulike innfallsvinkler til språklæring, for deretter å undersøke hvilke av disse fremgangsmetodene som er mest representert blant språk-lærere på mellomtrinnet. Foreløpige problemstillinger lyder som følger:

- In what way do teaching styles affect language learning and language acquisition?

- What language learning approach is most represented amongst teachers in middle school?

- Is there a correlation between age of teacher and preferred teaching method?

Forskningsprosjektet vil være grunnlaget for en 30 studiepoengs masteroppgave og informasjonen som blir gitt vil ikke bli brukt i andre sammenhenger enn for dette formålet.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Sørøst-Norge, campus Drammen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du får denne henvendelsen fordi du er lærer i Engelsk på mellomtrinnet og er dermed i målgruppen for denne undersøkelsen. Din kontaktinformasjon er hentet inn fra skolen du jobber ved eller gjennom sosiale medier.

Hva innebærer det for deg å delta?

Dersom du velger å delta på dette forskningsprosjektet vil det avtales et tidspunkt det passer for deg for å gjennomføre et semi-strukturert intervju. Det vil si at jeg har noen forhåndsbestemte spørsmål jeg ønsker å stille, men at det er rom for oppfølgingsspørsmål og digresjoner. Hensikten er å innhente dine personlige meninger om språkopplæring. Dette intervjuet vil ikke overstige 45 minutter.

Intervjuet vil bli gjennomført på *teams* eller *zoom* og opptaket lagres frem til prosjektets slutt.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke ønsker å delta eller senere velger å trekke deg. Det er ønskelig å gjennomføre intervjuet personlig, men dersom gjennomføring blir vanskelig eller dersom smittevernhensyn tilsier det vil intervjuet gjennomføres over *teams* eller *zoom* med opptak.

Ditt personvern – hvordan dine opplysninger blir brukt og oppbevart.
Dine opplysninger vil bare bli brukt til formålene som er beskrevet i dette skrivet. Opplysningene behandles konfidensielt og i samsvar med personvernregelverket. Ingen andre enn undertegnede og veileder vi ha tilgang på innsamlet data. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data. Opplysningene vil kun oppbevares på en separat minnepenn. Mastergraden vil bli publisert, men respondenter i dette prosjektet vil ikke kunne kjennes igjen ved gjennomlesning.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er sommeren 2022. Når mastergraden er godkjent vil alle opplysninger om deltakere slettes.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Sørøst-Norge har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
• Universitetet i Sørøst-Norge ved Cathrin Bronwyn McWilliams - tlf: 35 02 62 61 eller via mail: Cathryn.B.Mcwilliams@usn.no
• Vårt personvernombud: Paal Are Solberg – Tlf: 35 57 50 53 / 918 60 041 eller via mail: Paal.A.Solberg@usn.no
Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Cecilie Jørgensen/Cathryn Bronwyn McWilliams
(Forsker/veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Teachers' attitudes towards language learning,* og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ Å delta i intervju

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

----

(Signert av prosjektdeltaker, dato)

9.4 Approval from NSD

NSD MELDESKJEMA FOR BEHANDLING
AV PERSONOPPLYSNINGER   Norsk

Meldeskjema / Teacher attitudes towards language learning. / Vurdering

Vurdering

Referansenummer
797123

Prosjekttittel
Teacher attitudes towards language learning.

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

Prosjektperiode
03.01.2022 - 01.06.2022

Meldeskjema ↗

Dato	**Type**
16.12.2021	Standard

Kommentar

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 16.12.2021 med vedlegg. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.06.2022.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

TAUSHETSPLIKT
Deltagerne i prosjektet har taushetsplikt. Intervjuene må gjennomføres uten at det fremkommer opplysninger som kan identifisere elever.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:
· lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
· formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye,
uforenlige formål
· dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
· lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

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

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

Ved bruk av databehandler (diktafon-app, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

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

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema.

Du må vente på svar fra NSD før endringen gjennomføres.

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

Lykke til med prosjektet!