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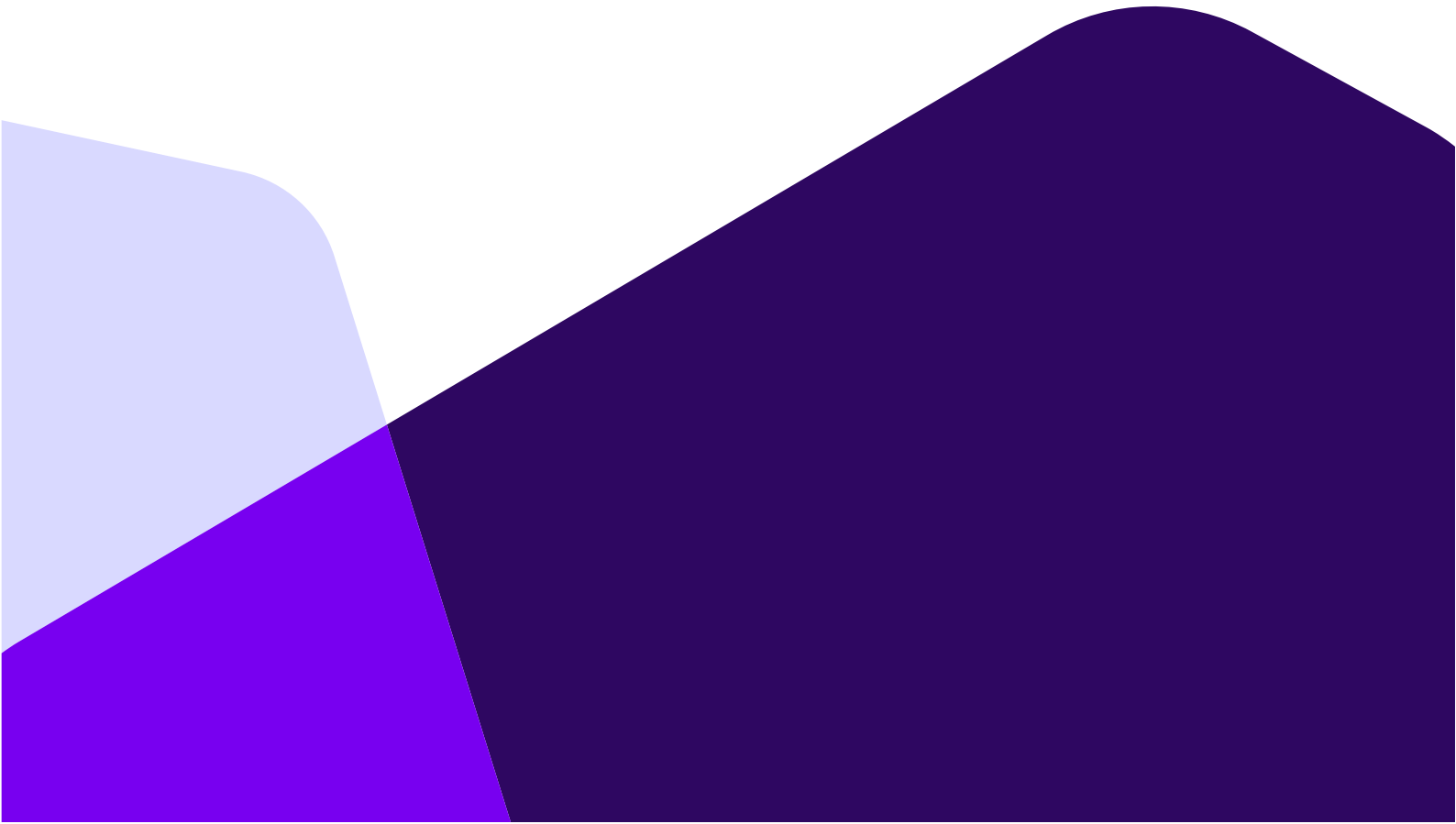
Master's Thesis

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Rebekka Tveit/9402

Exploring multilingual dynamics

A mixed methods study of student, school, and teacher factors in 8th and 9th grade

University of South-Eastern Norway

Faculty of Humanities, Sports, and Educational Science

Department of Languages and Literature Studies

PO Box 4

3199 Borre

This thesis is worth 30 study points

Summary

This master thesis addresses the increasingly relevant topic multilingualism in educational settings, a reflection of global trends in linguistic and cultural diversification. The research is significant as it explores the practical and emotional implications of multilingualism on students, particularly in the context of Norwegian schools. It aims to provide insights that can inform educational practices and policies to better support linguistic diversity and inclusion.

The study analyses the dynamic of multilingualism among 8th and 9th-grade students. The study investigates how variables interact and influence the academic and social experiences of the students. The research questions used are as follows: *Do 8th and 9th graders cluster into distinct profiles based on their engagement in translanguaging practices and experiences with multilingualism?* And *How do multilingual 8th and 9th grade students' beliefs about multilingualism and their engagement in translanguaging practices affect their social interactions, academic practices, and identity in Norwegian schools?*

A mixed-methods approach was employed, combining quantitative data from an anonymous questionnaire with qualitative data from focus group interviews. The quantitative data were analyzed using exploratory factor analysis and two-step cluster analysis, while thematic analysis was used for the qualitative data.

The study found that students who speak more languages are generally more engaged with and supported in their multilingualism, compared to those who speak less languages. The results indicated that students generally acknowledge the benefits of and are positive towards multilingualism. Additionally, they utilize multilingual practices, such as translanguaging, in various contexts, such as academic and social settings and to express emotions. It was also found that students attribute different languages to their different identities.

The findings suggest that supportive school environments and positive teacher attitudes significantly enhance students' multilingual experiences and their academic and social outcomes.

Acknowledgements

Finally, I have finished five years of studies at the University of southeast Norway. I am looking forward to using the knowledge I have gained from these five years in my teaching career.

First, I want to thank my supervisor, Raees Calafato, for encouraging and guiding me through the stages of writing my thesis. You have always responded to all my questions within minutes, which has been a major help to me.

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Skien, June 2024.
Rebekka Tveit

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1 Introduction

1.1.1 The multilingual turn in education

Classrooms worldwide are undergoing significant linguistic and cultural diversification (Krulatz & Christison, 2023). This diversification is due to several factors, including globalization, heightened labor migration, refugees and newcomers, easier travel, and digital communication and collaboration (Krulatz & Christison, 2023; Krulatz et al., 2018). This change within the educational system is known as the multilingual turn.

The multilingual turn refers to the current shift in recognizing and embracing multilingualism both socially and cognitively, especially within the classroom (Krulatz et al., 2018). It acknowledges the value of proficiency within multiple languages. One of the factors leading to the shift is the increasing number of educators recognizing their students' diverse linguistic backgrounds and thereby incorporating their diversity into their teaching practices (Krulatz et al., 2018). This shift in education is significant for minority children who often experience language socialization that internalizes the notion that only the majority language is legitimate (Krulatz et al., 2018). Educators can avoid this message by recognizing and embracing all languages their students speak (Krulatz et al., 2018).

1.1.2 The promotion of multilingualism in Europe

For centuries, Scandinavian countries, such as Norway, Denmark, and Sweden, have been multilingual societies (Krulatz et al., 201). There is no official overview of how many languages are used in Norway today; however, in 2013, a rapport for Statistisk Sentralbyrå said that there were three hundred languages in Norway (Wilhelmsen et al., 2013). According to Krulatz et al. (2018), Norway houses a diversity of over 150 distinct languages.

I researched the Norwegian parliamentary parties' web pages, to determine what the different parties thought about multilingualism in a school setting. Multiple parties stated that they wanted an inclusive school where all students have equal opportunities to succeed. However,

the few parties that wrote about languages focused on the languages of national minorities such as Sami and Kven people, or sign language. The only party found that wrote about promoting multilingualism was The Red Party, who says:

> "Multilingual individuals should have the opportunity to develop their own native language and multilingual skills throughout their schooling. The statutory rights to first language instruction and bilingual subject support must become tangible rights in all municipalities where it is practically feasible" (Rødt, n.d.)

In 2022, The Council of Europe issued a recommendation stressing the significance of plurilingual and intercultural education in fostering democratic culture. The recommendation encourages schools to adopt policies and practices that embrace and support linguistic diversity. It advocates for language acquisition, the development of plurilingual repertoires, and the promotion of intercultural understanding, all aimed at equipping students with the abilities needed for active participation in democratic culture. Additionally, it indicates the need for further teaching education focusing on pedagogical approaches that facilitate inclusive plurilingual and intercultural education. The rationale behind this recommendation lies in recognizing that plurilingual and intercultural education is essential to encourage democratic culture.

According to the Council of Europe (2023), plurilingual and intercultural education serves several vital purposes. First, it is deemed essential for nurturing democratic values within educational frameworks. Secondly, it emphasizes respecting and valuing linguistic and cultural diversity. Additionally, it plays a crucial role in promoting language awareness and sensitivity across various subjects taught in the curriculum. Moreover, it encourages critical reflection on the multifaceted aspects of cultural diversity. Furthermore, it aids in fostering critical digital literacy and cultivating responsible digital citizenship among learners. In addition, it encourages learners' autonomy and acknowledges the importance of the learner's voice. Lastly, but an important reason, is that it underscores the importance of inclusive practices, ensuring that disadvantaged and marginalized learners are provided with equal opportunities alongside their peers (The Council of Europe, 2023).

1.1.3 The Norwegian Curriculum

In 2020 the Norwegian Directorate of Education established a new framework with values and principles for the Norwegian educational system. The curriculum acknowledges the importance of diversity in society and says that the framework should embrace diversity by enabling the students to understand how to coexist with diverse cultural expressions and traditions (Utdanningsdirektoratet, 2017). The core curriculum goes on to say that a cohesive society is built upon principles of inclusivity and embracing diversity. Therefore, teaching and education must provide students with the ability to develop the confidence to become proficient in their languages (Utdanningsdirektoratet, 2017). They must also encourage their students to develop their own linguistic identity while also learning to utilize language for critical thinking, expression, communication, and building connections with others (Utdanningsdirektoratet, 2017). Utdanningsdirektoratet (2017) says this is because language proficiency fosters a feeling of belonging and enhances cultural awareness. Understanding the linguistic diversity present in society grants students invaluable perspectives on various modes of expressions, ideas, and cultural traditions (Utdanningsdirektoratet, 2017). Every student should come to appreciate that proficiency in multiple languages serves as an asset, enabling active participation in the society and unlocking opportunities in both educational and societal settings, thereby opening doors to the future (Utdanningsdirektoratet, 2017).

1.2 Multilingualism

Multilingualism manifests in many forms which reflect upon the diverse experiences and perspectives of individuals. For some, the essence of multilingualism lies in the sheer number of languages one speaks, a demonstration of linguistic adaptability. Others think about proficiency, measuring fluency, and depth of understanding across languages. For those born into multiethnic families, multilingualism can be a natural inheritance, intertwining cultures and languages into their daily interactions. Another dimension of multilingualism can be the age at which languages are acquired. Whether it is from early childhood or later in life, the journey of linguistic acquisition shapes one's version of multilingualism, reflecting personal narratives and cultural contexts. The richness of multilingualism includes a variety of

experiences, each contributing to a greater understanding of languages. These experiences are something that will be further discussed in this thesis.

1.2.1 Definitions of multilingualism

The concept of "multilingualism" has been variously defined by different scholars. Cenoz references the European Commission's definition, which describes it as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (The European Commission, 2007, as cited in Cenoz, 2013, p. 5). Grosjean uses the term "bilingualism" in the context of "multilingualism", defining it as "the use of two or more languages (or dialects) in everyday life" (Grosjean, 2012, p. 5). Krulatz et al. (2018) define multilingualism as "the ability to use more than two languages" (Krulatz et al., 2018, p. 53). Li characterizes a multilingual individual as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (Li, 2008, as cited in Cenoz, 2013, p. 5).

In this thesis I will define multilingualism as the ability to communicate in more than one language (or dialect), whether its actively through speaking and writing, or passively through listening and reading (Grosjean, 2012, p. 5; Li, 2008, as cited in Cenoz, 2013, p. 5).

1.2.2 Early beliefs about multilingualism

Early research suggested that a child's brain was inherently suited for learning only one language, and exposure to multiple languages would lead to confusion and a conflict of langugae codes (Krulatz et al, 2018). This resulted in the myth that multilingualism has negative effects on children's development (Grosjean, 2010).

> "If it were possible for a child or boy to live in two languages at once equally well, so much the words. His intellectual and spiritual growth would not thereby be doubled but halved. Unity of mind and of character would have great difficulty in asserting itself in such circumstances" (Laurie, 1890, as cited in Grosjean, 2010, p. 219).

One early study discovered that children who were multilingual in Welsh and English had lower IQ scores compared to monolingual children (Grosjean, 2010). The IQ disparity between these groups tended to widen as the children aged from seven to eleven years old (Grosjean, 2010).

Another study found that multilingual children, proficient in both Welsh and English, scored lower than monolingual English-speaking children in both verbal and nonverbal intelligence assessments (Grosjean, 2010). Additionally, a separate study indicated that multilingual children, proficient in both Italian and English, demonstrated lower mental age measures compared to monolingual English-speaking children (Grosjean, 2010).

The problem with these early studies is that the study groups were not controlled for differences in the participants' gender, age, socioeconomic background, and educational opportunities (Grosjean, 2010). The negative view of multilingualism in children may stem from the choice of language in which multilingual children were tested (Krulatz, 2018). Language tests were usually conducted in the majority language rather than in the language in which the children were most proficient (Krulatz, 2018).

1.2.3 Current beliefs about multilingualism

A turning point regarding the beliefs about multilingualism came in the early 1960's when Elizabeth Peal and Wallace Lambert found groundbreaking results in their study of monolingual and multilingual French-Canadian students. As opposed to earlier beliefs the study found that multilingual students performed better than monolingual students on verbal and nonverbal intelligence tests (Peal & Lambert, 1962, as cited in Bjarnø et al., 2013).

More recent studies show that being multilingual is beneficial for the individual and can lead to many advantages. Numerous studies show that multilingual individuals often outperform monolingual individuals in tasks that acquire attention to linguistic formality such as regulating attention amidst distractions. Multilingual individuals demonstrate the ability to filter out irrelevant information and solely focus on relevant information (Krulatz et al., 2018). The following research show some of the positive effects multilingualism can have on multilingual individuals:

Cenoz (2003) found that multilingualism can have a positive influence on third language acquisition, especially in environments where new linguistic components are introduced, building upon previously learned material. An important prerequisite for this benefit is that multilingual individuals must already possess literacy skills in both of their already known languages. These favorable effects are often associated with learning strategies, metalinguistic awareness, and communicative abilities. It can also be connected to their broader linguistic

repertoire inherent in multilingualism that provides them with a foundation that they can build upon in third language acquisition (Cenoz, 2003).

Another study showed that speaking more than one language have beneficial effects for individuals' cognitive control. The individuals' multilingualism improves their frontal executive processes, thereby, enhances cognitive flexibility such as letter fluency, attention control and lexical retrieval (Bialystok et al., 2008; Bialystok & Craik, 2010).

A study by Lee and Kim (2011) found that students' degree of multilingualism affected their creativity. The participants in the study were Korean American students from a private Saturday school in America. The study found that students who were highly balanced multilinguals tend to be more creative (Lee & Kim, 2011).

A different study conducted by Bialystok, Craik, and Freedman (2006) showed that multilingualism can delay onset of dementia. The study was carried out on monolingual individuals and multilingual individuals who were fluent in English and an additional language and have used both languages regularly most of their lives. The study found that multilingualism can delay the first symptoms of dementia by 4 years (Bialystok et al., 2006).

1.3 Translanguaging

1.3.1 Origins of translanguaging

The term "translanguaging" originates from a Welsh term "trawsieithu" by Cen Williams (1940) (García & Leiva, 2014; Garcia & Wei, 2014) Originally, "translanguaging" described a pedagogical method involving the alternating use of languages by students for both receptive and productive tasks. For instance, students could be instructed to read in English and write in Welsh and reciprocally (Baker, 2011, as cited in García & Wei, 2014). Translanguaging was originally defined as «the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages» (Baker, 2011, as cited in García & Wei, 2014, p. 20). Translanguaging does not refer to the use of two distinct languages, see Figure 1, nor does it signify a combination of different language practices or a hybrid combination.

Figure 1

Traditional bilingualism (García & Wei, 2014, p. 14).

L1 **F1,F1,F1,F1,F1,F1**	**L2** **F1,F1,F1,F1,F1,F1**

Instead, according to García & Wei (2014) translanguaging refers to translanguaging as:

> "New language practices that make visible the complexity of language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states" (García & Wei, 2014, p. 21).

García and Wei (2014) define translanguaging as a form of dynamic multilingualism, where the language practices of multilingual individuals are complex and interdependent. There is only one linguistic system, therefore, their language practices do not emerge linearly or separately (García & Wei, 2014). Figure 2 illustrates the workings of the singular linguistic system, demonstrating how features are consistently integrated.

Figure 2

Dynamic bilingualism: Translanguaging (García & Wei, 2014, p. 14).

FnFnFnFnFnFnFnFnFnFnFnFnFnFnFnFnFnFnFnFn

1.3.2 Why multilinguals do translanguaging

Multilingual individuals use translanguaging for various purposes, including academic and social functions. Wei (2011) says multilinguals go into a translanguaging space when they do translanguaging. A translanguaging space is where multilingual individuals creatively and critically use their linguistic resources. It allows multilingual speakers to integrate different aspects of their personal history, experiences, attitudes, beliefs, and ideologies into coherent and meaningful practices, thereby constructing their identities and social spaces (Wei, 2011).

Multilingual individuals use translanguaging to construct multiple identities, adapting their language use to different social contexts and audiences (Wei, 2011). Translanguaging enables multilingual individuals to construct hybrid identities by integrating their multilingual repertoires as singular, unified identities rather than separate codes (Poza, 2019). This allows individuals to express and negotiate their unique cultural identities, blending elements from different languages and cultures. In educational settings, translanguaging practices can affirm students' bilingual identities. Students can use translanguaging to maintain their languages as well as their identities while also acquiring new linguistic skills (López-Gopar et al., 2013). Additionally, translanguaging can allow multilingual individuals to navigate and negotiate their social positions, such as their roles or positions of power within the classroom (López-Gopar et al., 2013). According to their linguistic choices they can switch between languages to build alliances and to include or exclude peers (Poza, 2019).

Translanguaging helps create a sense of connectedness with others, which impacts social behaviors and relationships. It allows multilingual individuals to build and maintain diverse social networks, enhancing their social mobility and interactional flexibility (Wei, 2011). Translanguaging can also for example be a discursive norm within multilingual families and communities where the only way to communicate is through translanguaging (García & Wei, 2014). Translanguaging establishes a societal space for multilingual individuals within their families and communities, allowing them to integrate all their linguistic and cultural practices (García & Wei, 201).

1.3.3 Why institutions and teachers should encourage translanguaging

The theory of translanguaging differs from other multilingual theories in the way that translanguaging is seen internally, and not externally. This means that multilingual individuals who do translanguaging make use of all their linguistic repertoire and are therefore not congruent with socially and politically defined boundaries (García & Kleyn, 2016). Multilingual individuals indistinctly connect their existing knowledge with new knowledge. Therefore, a monolingual focus on the target language will intercept the students' possibility of using their own resources in learning (Cenoz & Gorter, 2020). Educators can encourage students to use their entire linguistic repertoire to support students understanding and socioemotional development, and to further develop their linguistic performances (García & Kleyn, 2016).

Translanguaging can be used as a pedagogy that supports the students linguistic and academic development, called pedagogical translanguaging (Krulatz et al., 2018). This pedagogy can be beneficial for all students, not only multilingual students. Students who speak the majority language can through pedagogical translanguaging become more aware of linguistic and cultural diversity (Krulatz et al., 2018). It can be used as a versatile pedagogical tool that serves several purposes. It helps in constructing and strengthening students' background knowledge as well as it promotes a deeper understanding of the subject. Having a multilingual repertoire can be advantageous for individuals as it enables them to compare various linguistic elements across various levels (phonetic, lexical, morphosyntactic, pragmatic, discursive) and apply these resources across different languages (Cenoz & Gorter, 2020). Multilingual students can use translanguaging to make sense of learning, language and to express their multilingualism through reading, writing, and discussing (Garcia & Sylvan, 2011). Translanguaging can also enable students to develop academically. Additionally, it enhances critical thinking skills and overall comprehension abilities. Translanguaging facilitates the transfer of linguistic skills across different languages while also fostering metalinguistic awareness among students. It can also contribute to nurturing a stronger sense of identity among students (Krulatz et al., 2018).

Another factor that supports the use of translanguaging in teaching is that the teacher can help decrease inequality. Only using the majority language when teaching can exclude certain lexical and structural linguistic features that are used by minority language speakers. This can lead to

an imbalance between the students where eloquent speakers are given an advantage and as a consequence, minority language speakers may be marginalized, which again can lead to social and educational inequality (García & Kleyn, 2016).

1.4 Background for study

In the global discourse on education, translanguaging and multilingualism have gotten significant attention, yet in Norway, particularly within the focus on students, research remains limited. This lack of research, especially concerning younger learners below high school, underscored a need for further exploration. The lack of studies of this topic within Norway is evident. However, existing research offers insights into the importance of embracing translanguaging practices in educational settings. For instance, Garcia and Li (2014) emphasize how multilingualism fosters cognitive benefits and inclusive learning environments. Similarly, Rajendram (2023) and Torpsten (2018) highlight the role of translanguaging in nurturing students' identities and sense of belonging.

My advocacy for researching translanguaging within Norwegian schools stems from recognizing the country's evolving demographic due to globalization. Norway is a multicultural country whose commitment to inclusivity calls for understanding how linguistic diversity shapes students and educational experiences. By researching the extent to which learners use linguistic strategies and how they feel supported by teachers, we can foster more inclusive educational environments. Exploring translanguaging practices aligns with the standards of the Norwegian curriculum, emphasizing student-centered pedagogies and the all-around development of the child. By acknowledging and valuing students' linguistic repertoires, educators can enhance both academic achievement and the development of their identities. Therefore, researching translanguaging in Norwegian schools is not just academically enriching but important for fostering rightful and empowering educational experiences in an increasingly globalized world.

1.5 Study and Research Questions

The study investigated numerous factors related to multilingualism among 8th and 9th grade student participants. These factors included the extent to which students engaged in

translanguaging (using multiple languages) with their classmates, their positive emotions towards their multilingual abilities, their beliefs about the benefits of multilingualism for learning English, the frequency of translanguaging during lessons, the degree of support provided by the school for multilingualism, and the degree of teacher support for translanguaging. The study aimed to understand how these factors intersected and impacted students' experiences with multilingualism in the educational context.

Research questions:

RQ1: *Do 8th and 9th graders cluster into distinct profiles based on their engagement in translanguaging practices and experiences with multilingualism?*

RG2: *How do multilingual 8th and 9th grade students' beliefs about multilingualism and their engagement in translanguaging practices affect their social interactions, academic practices, and identity in Norwegian schools?*

2 Background

In this chapter, I will be explaining the background for my study. The chapter is divided into three sections. The first section will revolve around international research on the topic: systematic reviews of studies on translanguaging, teacher and students' beliefs and translanguaging practices in the classroom. The second section will center in on national research, and some studies from Sweden. The third section will focus on theoretical perspectives on translanguaging and how they informed my study.

2.1 International research

In a research paper published by Luis Poza (2017), he explores the concept of translanguaging within educational research, emphasizing its role in supporting multilingual learners while also critiquing traditional language ideologies. The research is based in the United Stated, focusing on studies and educational practices relating to translanguaging within the U.S. educational context.

Poza (2017) analyzed fifty-three texts published between 1996 and 2014 to improve comprehension of how translanguaging is defined, exemplified, and applied in teaching practices. The study investigated translanguaging's emergence from heteroglossic perspectives, focusing on multilingual learners' natural linguistic practices, and exploring its connection to sociocultural theories. Poza (2017) found that translanguaging is generally defined within three categories:

1. Language alternation – switching between languages
2. Heteroglossic views tied to sociocultural learning theories – Multilingual individuals' natural linguistic practices while incorporating sociocultural learning frameworks
3. Heteroglossic views with schooling and societal implications – Connecting translanguaging to broader social justice, indicating a challenge to linguistic hierarchies and existing power relations

Another recent study about translanguaging was conducted by Marina Prilutskaya (2021). The study is a systematic review of 233 empirical studies that research pedagogical translanguaging in language teaching and learning contexts, focusing on English language teaching. It explores the characteristics of translanguaging studies and factors enabling and constraining translanguaging in classroom settings.

The systematic review analyzed the characteristics of empirical studies, identifying a variety of English-related contexts, with North America and Europe dominating the geographical settings. The studies primarily focused on primary/middle and tertiary education levels, with English and Spanish as the most researched languages. Prilutskaya (2021) found that most of the studies focused on students. Notably, 83% of the studies employed qualitative methodologies, indicating a preference for linguistic ethnographic approaches to examine translanguaging practices (Prilutskaya, 2021).

The review explored factors that enable and constrain classroom translanguaging. Enabling factors include teachers' and school leaders' positive perceptions of translanguaging, comprehensive teacher training, collaborative learning, and favorable instructional contexts such as CLIL and EMI courses (Prilutskaya, 2021). Constraining factors are linked to stakeholders' negative perceptions, lack of proper training, restrictive educational policies, limited instructional materials in learners' first languages, and concerns about language maintenance in multilingual settings (Prilutskaya, 2021). Overall, the systematic review provides a comprehensive analysis of translanguaging research in educational settings, highlighting the current state of knowledge while pointing out both strengths and limitations.

Another systematic review study was done by Huang and Chalmers (2023) where their goal was to identify different translanguaging approaches in EFL classrooms while also assessing their impact on English language proficiency. They found ten eligible studies and examined various pedagogical translanguaging methods and their effects on reading, writing, and speaking in EFL contexts (Huang & Chalmers, 2023).

The study found that translanguaging can be beneficial in certain circumstances, particularly in teaching reading and writing. In pre-reading tasks, they found that providing students with

reading material in their first language as a preparatory step for English reading tasks can lead to better comprehension. For example, in one study, participants were divided into two groups, a translanguaging group who were asked to read about some topics first in Arabic, and an English-only group who did not read in Arabic first (Huang & Chalmers, 2023). The study found that the participants in the translanguaging group who read in Arabic before completing an English reading task showed better results compared to those in the English-only group (Huang & Chalmers, 2023). Other examples showed that students engaging in pre-writing discussions in the students' L1 can improve their performance in English writing tasks. Allowing students to use their L1 for brainstorming and planning before they write in English can lead to more effective and meaningful writing. That way they were able to express their ideas more clearly as well as promoting deeper understanding of the writing task.

Spernes and Ruto-Korir (2021) investigated how multilingual students express their emotions through different languages. The research involved sixty-four eight-grade students from rural Kenya, who participated in storytelling sessions during focus-group conversations. The students utilized three languages during the storytelling: English, which is an official language in Kenya and the language of instruction at school; Swahili, another official language in Kenya, and Nandi; an Indigenous language (Spernes & Ruto-Korir, 2021).

The study revealed that stories narrated in English were longer and more detailed, with students using twice as many English words to convey emotions compared to the other two languages (Spernes & Ruto-Korir, 2021). Despite this, most students reported preferring Swahili for discussing emotions. Interestingly, there was no significant preference for using their indigenous language, Nandi, to express emotions. The researchers suggested that this could be attributed to restrictions on using Nandi in school, where it is prohibited (Spernes & Ruto-Korir, 2021).

2.1.1 Beliefs about translanguaging

Rajendram's (2023) study explores the dynamics of translanguaging in an EFL classroom with an English-only policy in Selangor, Malaysia, involving thirty-one multilingual fifth grade students and one English teacher. The study researched how translanguaging can affect learning

in an educational setting, by analyzing video recordings to observe students' group work, as well as group interviews to capture their attitudes and perspectives on translanguaging practices.

The study found that students actively encouraged each other to do translanguaging despite an English-only policy within the classroom (Rajendram, 2023). Rajendram (2023) found through analyzing transcription of video recordings that students utilized translanguaging in 66% of the transcribed material, a practice the students themselves reported as beneficial to their learning. Through translanguaging, students scaffolded each other's understanding by offering explanations, translations, and corrections (Rajendram, 2023). Some students strategically planned to use translanguaging to support each other:

> "If somebody don't understand English, so we start, we do the plan, we plan first we talk in Tamil, then 50% English 50% Tamil. Somebody can't understand English, we talk in Tamil with them" (Rajendram, 2023, p. 604)

Translanguaging also offered benefits beyond learning, including making connections and conflict resolution (Rajendram, 2023). Some students reported that translanguaging made their group work more enjoyable than if it had been monolingual. Additionally, translanguaging was connected to cultural identity, as students saw it as a way to preserve and express their cultural heritage. During interviews, students justified their use of Tamil by emphasizing its connection to their identity and culture (Rajendram, 2023). Despite these benefits, translanguaging faced challenges due to language policies and parental attitudes. The EFL teacher felt pressured to enforce an English-only policy due to expectations from higher authorities (Rajendram, 20231). Some students reported feeling that they were doing something wrong when translanguaging, perceiving it as contradicting classroom policies. Furthermore, parental attitudes towards English as linguistic capital influenced students' beliefs, leading them to undervalue their multilingual abilities. The societal views on language and the linguistic, socioeconomic, and cultural capital of English influenced the students' beliefs about translanguaging (Rajendram, 2023).

This study highlights the intricate connection between language, identity, power, and ideology in educational contexts. It also shows that language is not an isolated practice but is interwoven with sociocultural dynamics (Rajendram, 2023).

Raja et al. (2022) conducted a study investigating attitudes towards translanguaging among forty eighth grade students, aged 12 to 15. The students were enrolled in two English as a Foreign Language (EFL) classes at a private school in Indonesia. The languages spoken by the participants were English, Indonesian, and various Indigenous languages. Data collection was carried out through a questionnaire, aiming to reveal students' attitudes regarding student- and teacher-directed translanguaging practices.

The study revealed extensive negative attitudes among students toward their own use of translanguaging in the classroom. Specifically, 72.5% expressed negative emotions, including embarrassment, perceiving translanguaging as inappropriate or inconvenient, and expressing concerns about its potential impact on their English proficiency and social standing (Raja et al., 2022). Conversely, only 20% of the students exhibited positive attitudes, highlighting translanguaging as beneficial for scaffolding, elucidating ideas, and enhancing communication (Raja et al., 2022).

However, 50% of the students showed positive perceptions towards their teacher's translanguaging practices, considering it as suitable and supportive, helping them with the comprehension of complex teaching materials, particularly for those with low English proficiency (Raja et al., 2022). Nonetheless, 42.5% still felt negatively about teacher-directed translanguaging, expressing a longing for English-only class (Raja et al., 2022). Those students who expressed negative attitudes towards the teacher's translanguaging described his translanguaging practice as humorous, unsuitable, not good, and peculiar when languages other than English were used in the EFL classroom (Raja et al., 2022). One student expressed his beliefs:

> "English lessons become easier for me, and I can understand it when teachers explain using Indonesian, but I feel it is funny when teachers speak Indigenous languages. You should not use Indigenous languages in school." (Raja et al., 2022, p. 986).

The students' negative beliefs are believed to stem from language status, which is shaped by the socio-political environment around them (Raja et al., 2022). English is seen as suitable seeing that it is the target language, while Indonesian, as the general language of the school, is seen as useful for providing support and explanations. However, Indigenous languages are typically reserved for home use, as their use in public settings may be associated with lower education (Raja et al., 2022). It is obvious that there is a hierarchy connected to languages used in English classes at school.

In their 2020 study, Gorter and Arocena researched the beliefs of 124 in-service teachers who participated in a seven-week professional development course on multilingualism, translanguaging, and integrated language curriculums at the University of Basque Country in Spain (Gorter & Arocena, 2020). The main aim of the study was to evaluate the changes in teachers' beliefs about multilingualism after they completed a course intended to promote the use of multilingual strategies in classrooms (Gorter & Arocena, 2020).

Throughout the duration of the course, the participants were asked to complete a Likert-type questionnaire on three separate occasions: at the beginning of the course, after four days of intensive training, and at the end of the course. These questionnaires requested participants to rate various statements from 1 (completely disagree) to 7 (completely agree), which pertained the views on multilingualism, translanguaging, language usage in the classroom, the separation of languages, monolingual norms, and other relevant topics (Gorter & Arocena, 2020).

The results indicated that initially, the teachers did not have strong dispositions to keep languages separate; this stance softened even further following the intensive training, demonstrating a trend towards less segregation of languages within the classroom environment (Gorter & Arocena, 2020). Although there were slight variations in beliefs across the different assessments, the overarching trend indicated a move towards less language separation. Furthermore, there was a significant positive shift in attitudes towards mixing languages after the course. Before the course, many teachers held reservations about mixing languages, however afterwards, there was a notable reduction in negative beliefs and an increase in positive attitudes towards employing multiple languages in teaching contexts (Gorter & Arocena, 2020). The findings also indicated a positive shift toward beliefs concerning the benefits of understanding and comparing different languages, which aligns with the course's goals of promoting a more integrated approach to multilingual education (Gorter & Arocena, 2020).

Additionally, participants were asked about their intentions of implementing multilingual activities in their classrooms. The majority expressed intentions to incorporate more multilingual activities. One teacher elaborated on their efforts, stating:

> "Yes, and we are working on it; anything we hang on the wall; posters, signs, etc. We try to make it trilingual and with pictures. We think these visual aids are a very good support to help students learn and use the three languages we try to teach in the school" (Gorter & Arocena, 2020, p. 8).

Overall, the study demonstrated a positive shift in teachers' beliefs towards the implementation of multilingual approaches in their teaching practices, enhanced by their participation in the targeted training course.

2.1.2 Translanguaging practices

Duarte (2016) conducted a study on fifty-nine classes with 10th grade students (15-year-olds) from four secondary schools in Hamburg, Germany. The study examined how translanguaging is used in peer-to-peer interaction and its role in facilitating content-based learning in a sociocultural context (Duarte, 2016).

The study found translanguaging to be a valuable educational tool that can aid multilingual students in mainstream educational settings. It showed that translanguaging can enhance students' comprehension and communication skills, helping them construct and share knowledge collaboratively (Duarte, 2016). Duarte (2016) found that students primarily use translanguaging for on-task, cognitively oriented talk. The students used translanguaging for paraphrasing tasks, discussing available knowledge, managing tasks, formulating hypotheses, and correcting and negotiating information. In peer interactions, translanguaging can lead to high-quality exploratory conversations that involve partners who critically and constructively engage in others' ideas, which allows for joint knowledge construction. This study challenges the notion that linguistic diversity can be detrimental to learning. It shows that translanguaging can help multilingual learners overcome linguistic barriers by allowing them to engage in content-matter learning effectively.

Elaine C. Allard (2017) studied two teachers' translanguaging practices in the classroom. The study took place in Marshall, New Jersey in the United States. The study found that the teachers used translanguaging as an instructional strategy, blending English and Spanish. The approach helped students access and understand curricular content, especially in science and reading lessons, by making the content more understandable and relatable through the use of their native language (Allard, 2017). Translanguaging also promoted student engagement and participation, especially from students who struggled with English, providing immediate support and feedback. However, the study suggests that for translanguaging to have transformative effects, it needs to be part of coherent framework that supports multilingualism and emergent multilingual learners (Allard, 2017). That means that it needs to be consistent classroom language policies, engagement with local ecologies, and recognition of students' linguistic and cultural identities.

Another study on translanguaging was conducted by Tai and Wei (2021) there they explored co-learning in Hongkong EMI mathematics classrooms from a translanguaging perspective (Tai & Wei, 2021). The participants in the study were an experienced mathematics teacher and his students from two secondary school classes, one class with eighteen students and one with thirty students (Tai & Wei, 2021). The study was a mixed methods study that through observation and interviews researched how translanguaging could allow teachers and students to collaboratively construct knowledge and create a more equitable learning environment.

The study found that translanguaging promoted a collaborative learning environment where both the teacher and students could engage in learning from each other. The teacher's willingness to learn from students, as well as the students' participation in teaching the teacher, helped foster a more collaborative and inclusive learning environment (Tai & Wei, 2021). This challenges traditional hierarchical structures, enabling a more equitable knowledge construction process (Tai & Wei, 2021). The teacher and students went beyond the school's linguistic policies as well as linguistic codes by switching between multiple languages, and through multimodal resources such as gestures and non-verbal cues (Tai & Wei, 2021). Translanguaging contributed to creating a playful learning environment. In some instances, the students engaged in humorous exchanges with the teacher, such as imitating the teacher's English pronunciation (Tai & Wei, 2021). This helped build a better connection between the

teacher and students, making the classroom a more enjoyable and engaging place to learn (Tai & Wei, 2021). Translanguaging allowed for flexible communication between the teacher and students, helping to accommodate diverse linguistic backgrounds and promoting effective communication in the classroom.

2.2 National research

There is some national research on translanguaging, however, many of the studies focus on immigrants or minorities such as Sami and Kven people. Many translanguaging studies also focus on Kindergarten or High-School students.

A study on translanguaging by Pesch (2021) focused on translanguaging's role in kindergartens. The study is based on data from two kindergartens, one kindergarten in Northern Germany and one in Northern Norway. The researcher states that the kindergartens are both in countries where one language dominates society, however, the groups of children were multilingual (Pesch, 2021). Pesch observed and interviewed parents, children, and teachers to understand how they used translanguaging. The study found that translanguaging can create linguistic spaces that encourage communication between multilingual children, their parents, and teachers, which strengthens the connection between home and school languages. Teachers who are familiar with and willing to use the languages spoken by their students can assess the students' linguistic ability and therefore support their language development (Pesch, 2021). However, it was also found that the limited knowledge that kindergarten teachers have of children's first languages made it difficult to fully embrace the potential of translanguaging (Pesch, 2021).

Storheil and Iversen (2023) conducted a study researching the use of translanguaging strategies by six multilingual, newly arrived students in Norway, aged between 16 and 19, who had been living in the country between 6 months and 3,5 years. This research included a 60-minute writing session conducted in Norway, followed by interviews with the participants.

The findings indicated that all participants employed translanguaging strategies, which involved the use of multiple languages throughout their writing process, including in the stages of pre-writing, drafting, and revising. During the writing process, the students used

translanguaging to express themselves when they were unsure of what appropriate Norwegian words to use (Storheil & Iversen, 2023. Some students chose to initially write unfamiliar words in their other languages and revisited these words later (Storheil & Iversen, 2023). Others preferred to draft their text in English and then translate it to Norwegian, but due to time constraints, they opted to write directly in Norwegian (Storheil & Iversen, 2023). These strategies were reportedly developed individually by the students, typically without direct pedagogical encouragement or support from their teachers (Storheil & Iversen, 2023). This suggests that translanguaging was a natural approach for these students to enhance their academic writing. However, while it highlights that translanguaging was beneficial, there was a notable absence of educational support.

Furthermore, the study demonstrated that translanguaging strategies were utilized extensively throughout the writing process. Translanguaging helped students through translingual pre-writing, translations, problem-solving strategies, and information searches (Storheil & Iversen, 2023). It was also found that as the students' proficiency in Norwegian improved, they began to use translanguaging more independently. For those with advanced linguistic proficiency, translanguaging became a method to further enhance and expand their writing skills (Storheil & Iversen, 2023). The study shows that translanguaging was beneficial for all students during the writing process, regardless of their proficiency.

In 2018, Ann-Christin Torpsten conducted a study in Sweden researching the impact of translanguaging practices on the self-perception of linguistic ability and competence among multilingual students (Torpsten, 2018). Torpsten's (2018) research involved analyzing classroom activities, texts and visual materials created by participants (Torpsten, 2018). The research took place within a school environment where 98% of students were multilingual, including the three 11-year-old participants whose first language was not Swedish.

The findings revealed that fostering positive attitudes toward linguistic knowledge played a significant role in motivating students. By integrating translanguaging strategies into teaching practices and classroom activities, the teacher aimed to facilitate language and identity development while fostering interdisciplinary acquisition (Torpsten, 2018). This pedagogical shift fostered an inclusive classroom atmosphere where multilingualism was valued and openly discussed, encouraging students to recognize and assess their own language skills (Torpsten, 2018). As a result, student engagement increased as they began to express themselves and

interact using various languages, recognizing, and leveraging their multilingual abilities for both academic and personal advancement (Torpsten, 2018).

Moreover, the study found that translanguaging activities effectively highlighted diverse linguistic practices and personal connections to students' languages. During an exercise where students crafted postcards using their other known languages and as they maintained weekly language usage logs, participants demonstrated how their multiple languages interacted with their daily lives and individual identities (Torpsten, 2018). One student used illustrations to depict how her different languages influence various aspects of her thinking and identity.

> "The yellow veil represents the brain with Swedish as the language for thinking and talking. The red rosette and hands represent German as my sister is half German and sometimes she sends me messages. On the forehead is a little bit of green for Arabic and Ethiopian, a language I sometimes use for thinking and counting. The feet are dark blue, representing English, because English carries me up. The heart is light blue and represents Somali. The language I speak at home. I am that language." (Aisha, 2018, as cited in Torpsten, 2018, p. 107-108)

The students were able to show how their multiple languages intersected with their everyday lives and personal identities, something that accentuated the practical and emotional significance of each language (Torpsten, 2018). This approach to language instruction recognized and capitalized on students' multilingual backgrounds as valuable resources for learning and personal growth, fostering a deeper connection to their languages.

2.3 Theoretical perspectives

2.3.1 Dynamic Systems Theory

Dynamic Systems Theory offers a foundational ontological and epistemological framework for understanding complex and dynamic phenomena, such as language use and development. Dynamic Systems Theory encompasses principles like the relational principle, which suggests that everything is constantly changing. These principles provide a basis for scientific thinking and theorizing in language development (Hiver et al., 2022). Language is considered a complex adaptive system exhibiting both stability and dynamic change (Hiver et al., 2022). According to Dynamic Systems Theory, language development is a nonlinear emergent process influenced

by both local (micro) and global (macro factors) (Hiver et al., 2022). The theory challenges traditional assumptions and introduces new approaches to inquiry, emphasizing complex connections and dynamic changes rather than static entities (Hiver et al., 2022).

Translanguaging, viewed through the lens of Dynamic Systems Theory, aligns with the theory through the complex systems involved in translanguaging practices, which reflects the interconnected nature of complex systems discussed in Dynamic Systems theory (Hiver et al., 2022). Translanguaging is a fluid and adaptable process categorized by interactions between individuals, rather than being tied to specific linguistic structures (García & Wei, 2014). It demonstrates nonlinear development patterns as individuals adapt their language usage to context and interlocutors, aligning with the adaptive principle of Dynamic Systems Theory (García & Wei, 2014; Hiver et al., 2022). Translanguaging results in emergent linguistic outcomes that cannot be predicted by examining individual languages in isolation, reflecting Dynamic Systems Theory's focus on emergent patterns in complex systems (Hiver et al., 2022). The concept of multicompetence in translanguaging resonates with the Dynamic Systems Theory notion of emergent outcomes, where new linguistic abilities and patterns emerge from the interaction with multiple languages within an Individual's linguistic repertoire (Hiver et al., 2022).

Overall, Dynamic Systems Theory provides a comprehensive framework for understanding the complex, interconnected, and adaptive nature of language development and use. This framework is applicable to the concept of translanguaging, which involves context-dependent and emergent language practices.

2.3.2 Multicompetence Theory

Vivian Cook (2007) defines multi-competence as "the knowledge of two languages in one mind" (Cook, 2007, p. 17). Cook refers to how the term originally referred to multi-competence as "the compound state of a mind with two grammars" (Cook, 1991, as cited in Cook, 2007, p. 17). However, it evolved to encompass the overall cognitive state of multilingual individuals, including their knowledge and use of multiple languages (Cook, 2007). Cook (2007) mentions how second language (L2) learners develop interlanguages, which are unique linguist systems

with their own grammar and rules created by the learners themselves. These interlanguages serve as support to assist in the acquisition of the second language. The theory posits that the influence between a learner's first language (L1) and their interlanguage (L2) is a two-way process (Cook, 2007). Not only does L1 affect L2 interlanguage, but L2 interlanguage also influences L1, leading to changes and adaptations in the native language (Cook, 2007). This concept of "reverse transfer" highlights that the mind of an L2 user is different from that of a monolingual native speaker.

Figure 3

Model of multi-competence (Cook, 2007, p. 18)
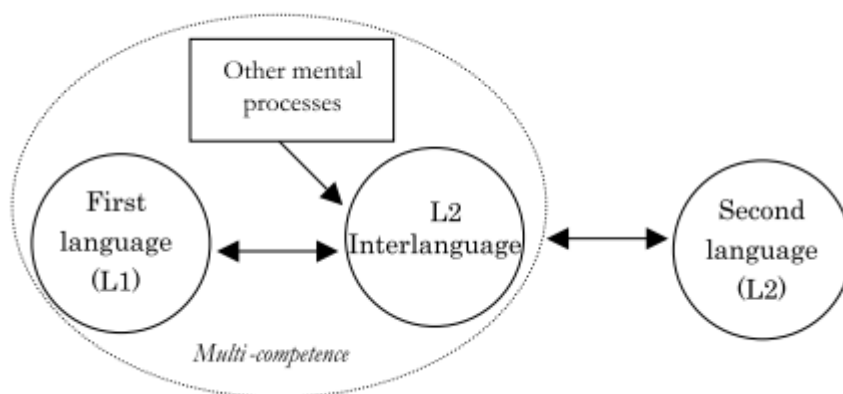
Multi-competence recognizes the unique cognitive and linguistic state of individuals who know and use more than one language. Unlike traditional views which often see multilinguals as imperfect versions of monolingual speakers, the concept of multi-competence acknowledges that multilingual individuals develop distinct linguistic systems that are not simply incomplete or deficient copies of monolingual ones (Cook, 2007). Translanguaging aligns with Cook's Multi-competence theory, where the knowledge of multiple languages is seen as an integrated whole, influencing, and interacting with each other within the mind of the multilingual individuals (Cook, 2007). This is because translanguaging involves the dynamic and flexible use of linguistic resources to communicate and make meaning, reflecting the idea that multilingual individuals do not separate their languages into distinct, monolingual-like systems.

The multi-competence theory shows the unique cognitive and linguistic state of multilingual individuals, therefore highlighting the integration and interaction of multiple languages within a single mind. It shifts the focus from monolingual norms to the distinct abilities and processes

of multilinguals, aligning with concepts like translanguaging that emphasize the fluid and dynamic use of linguistic resources.

2.3.3 Affordances Theory

According to Gibson's (1986) affordance theory in ecological psychology, objects and environments offer various possibilities for actions to both humans and animals (Gibson, 1986, as cited in Kordt, 2018). These affordances include everything the environment can provide to an individual, whether helpful or not, encompassing both corporeal and intellectual qualities. Gibson suggests that affordances are observable in the environment and involve psychological and behavioral reactions of individuals interacting with them (Gibson, 1986, as cited in Kordt, 2018). In the context of multilingualism, the way individuals engage with their linguistic environment influences the learning opportunities available in various languages. Kordt (2018) observes that environmental affordances can enhance linguistic awareness among multilingual individuals, allowing them to examine, differentiate, and apply language structures from different languages, thereby promoting multicompetence. Teachers can promote multilingual learning by creating environments full of affordances that support interaction with multiple languages, thereby fostering deeper learning and greater linguistic adaptability (Kordt, 2018). Not all affordances are perceived or accessible; failures can occur if the environment does not highlight them, or the individual fails to notice them (Kordt, 2018). To improve knowledge application, educators can demonstrate how to apply knowledge in various contexts and implement strategies to minimize conflicts between new and existing information (Kordt, 2018).

Gibson's theory of affordances, applied to multilingualism, underscores the importance of environmental interactions in shaping learning opportunities. Identifying and leveraging these affordances in translanguaging can foster linguistic awareness and flexibility in multilingual settings.

2.3.4 Interdependence Hypothesis

Cummins (1979) defines interdependence in the context of multilingual education as:

> "The level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when intensive exposure to L2 begins" (Cummins, 1979, p. 233).

The hypothesis suggests that higher levels of competence in L1 facilitate the acquisition of similar levels of competence in L2. Conversely if L1 skills are not well-developed, intensive exposure to L2 hinders the development of both L1 and L2 skills (Cummins, 1979). Cummins elaborates that this interdependence is particularly evident in literacy skills. For example, being able to extract meaning from text can be easily transferred from one language to another if the foundational literacy skills in L1 are strong. Cummins refers to Toukomaa & Skutnabb-Kangas (1977) who says that that minority children, who often have less developed L1 skills due to less exposure to literate environment, may struggle more with acquiring L2 literacy compared to majority language children whose L1 literacy is well established (Toukomaa & Skutnabb-Kangas, 1977, as cited in Cummins, 1979).

Cummins emphasizes that the educational outcomes of bilingual programs are influenced by the interaction between a child's background, their pre-existing knowledge, and the type of educational treatment they receive. He refers to Gonzales (1977) who says that for school programs to be efficient the teachers must take their students diversity into consideration (Gonzales, 1977, as cited in Cummins, 1979). Cummins argues that for multilingual children to achieve cognitive and academic benefits from multilingual education, it is crucial to maintain and develop their L1 skills alongside L2 instruction (Cummins, 1979).

Cummins' (1979) interdependence hypothesis provides an understanding of how proficiency in one language can support and enhance proficiency in another. This understanding is essential for translanguaging practices, which rely on the fluid use of multiple languages to optimize learning and cognitive development. By emphasizing the interconnectedness of L1 and L2 skills, the hypothesis reinforces the value of multilingual education and the strategic use of translanguaging in fostering multilingual competence and academic success.

3 Methods

For me to study and answer my research question I chose to do mixed methods research. I started out with collecting quantitative data through an anonymous questionnaire. After the quantitative data collection, I chose to collect additional qualitative data in the form of focus group interviews. This way I was able to collect in-depth information that I could not gather through a closed-ended questionnaire.

This chapter will be where I explain my chosen research method and how I carried out my research. I will start by presenting the characteristics of mixed methods, quantitative and qualitative methods. Then, I will explain how I selected participants. Further on I will explain how the data for this study was collected. Lastly, I will go on to discuss reliability, validity, and ethics.

3.1 Mixed methods

Mixed method research collects both quantitative and qualitative data. After collecting the data, I will integrate the data by connecting the two databases together (Creswell & Creswell). Using both a quantitative questionnaire and qualitative interviews enabled the integration of the strengths inherent in each approach. Quantitative questionnaires offer the means to gather numerous responses, providing insight across a wide range of survey topics. On the other hand, qualitative interviews allow for in-depth information that enhances the researchers' understanding of participants' opinions (Tashakkori et al., 2021).

The platform I chose to use for both methods was Nettskjema, a digital research instrument made by the University of Oslo. I used this platform because of its safe storage and because of its many functions such as being able to create a questionnaire as well as recording interviews directly into the platform.

3.2 Quantitative method

Quantification involves assigning numerical values to something, typically associated with measurements. Yet, simply assigning a numerical value does not automatically imply measurement. However, we must know what we are giving a numerical value, therefore, a qualitative element is essential to contextualize these numerical values. Quantitative research can provide valuable numerical insight into human and social relations (Nyeng, 2012).

3.2.1 Questionnaire

A survey or a questionnaire design aims to offer quantitative insights into the trends, attitudes, and opinions within a population. It can also aim to study relationships among variables within a population, through analyzing a sample from the population (Creswell & Creswell, 2023). I chose to do an anonymous closed-ended self-completion digital questionnaire because of its efficiency in terms of collection and analysis. That way I was able to recruit 177 students who wanted to participate in the study. In communication with the schools, we agreed that I would be physically present when the students answered the questionnaire. This was to make sure that the students understood the questions, and because the teachers were not familiar with using Nettskjema.

To avoid cross contamination between groups, it is smart to keep the groups of participants separate from each other so that they cannot influence each other (Cresswell & Cresswell, 2023). The questionnaires were conducted during the first 1,5 hours at school at both schools, this means that they did not have any recess and therefore did not have the opportunity to communicate about the questionnaire with others. The students were also asked to answer the questionnaire without conversing with classmates.

3.2.2 Participants

Around 350 8th and 9th grade students from two schools in the same city were invited to take part in the questionnaire. After sending out consent forms to their parents/guardians and asking students if they wanted to participate, I ended up with 177 students mixed between 8th and 9th graders who got parental consent and wanted to take part in the questionnaire.

3.2.3 Questionnaire design

The questionnaire consisted of twenty questions divided into five categories, when they use translanguaging, how languages can affect learning and understanding, their use of English at school, feelings towards languages, and how languages are used and perceived at school. The questions in the questionnaire were in Norwegian, this was to make sure that most students understood the questions. Students who did not know how to read in Norwegian had a translation program on their computers where the entire questionnaire were translated into their preferred language. "A good survey will have questions appropriate to the target population's ability to answer and will have questions that a respondent will want to answer" (Williams et al., 2021, p. 89). Additionally, children often get bored when they must answer difficult questions. Therefore, it was important to create questions and answers in a way that the participants understood and wanted to answer.

The first question of the questionnaire was a question where the participants had to write what languages they knew. The rest of the questionnaire had a response format in the form of a 4-point Likert-scale/agreement response scale where the participants answered how much they disagreed or agreed with the statements or how often the statement related to them. However, certain questions and statements were structured using either 3-point or 5-point scales due to limitations in formulating questions that could allow for a 4-point scale. The goal with this format was to measure the participants level of agreement or disagreement (Tashakkori et al., 2021). The response format was as shown in the following example:

Question: How often do you speak English in front of the class?

1. **Never (I never speak English in front of the class)**
2. **Rarely (I rarely speak English in front of the class)**
3. **Sometimes (I sometimes speak English in front of the class)**
4. **Often (I often speak English in front of the class)**
5. **All the time (I speak English in front of the class all the time)**

3.2.4 Analyzing the quantitative data

The quantitative data was analyzed through SPSS Statistics. I started the analysis process by performing Exploratory Factor Analysis (EFA), a statistical technique utilized to reveal the

underlying structure of a group of observed variables. EFA identifies latent variables that can explain patterns in these observed variables and is commonly used in fields like education, psychology, and other social sciences (Finch, 2020). Latent variables are constructs that are not directly observable, such as intelligence or satisfaction, which is inferred from observable variables like test scores or responses like in this thesis's questionnaire. EFA helps in understanding these constructs by analyzing how observed variables relate to one or more latent variables (Finch, 2020). EFA simplifies data and reduces many variables into fewer factors, which makes it easier to identify and interpret underlying dimensions in data sets (Finch, 2020. The Maximum Likelihood (ML) estimation method with oblimin rotation was used to estimate the factor loading and to achieve a more interpretable structure. ML finds the values of the model parameters that are most likely to have produced the data while oblimin rotation rotates the axes of the factors to achieve a simpler structure. Two items did not load onto any factor and were discarded during analysis. After conducting EFA it indicated six factors that can be seen in Table 1.

Table 1

Results from Exploratory Factor Analysis. Factor Loadings.

	Factor 1 (Beliefs)	Factor 2 (Emotions)	Factor 3 (Student)	Factor 4 (Friends)	Factor 5 (School)	Factor 6 (Teacher)	Uniqueness
Lære nye språk	0.803						0.374
Kunnskap fra andre språk	0.634						0.598
Bedre av å kunne flere språk	0.605						0.559
Lettere å snakke høyt	0.427						0.790
Stolt		0.897					0.195
Smart		0.776					0.371
Høyt i timen			0.910				0.289
Lærere			0.598				0.451
Venner				0.878			0.272
Medelever				0.663			0.288
Viser frem arbeid					0.583		0.646
Selvsikker					0.511		0.600
Snakke i klassen					0.506		0.552
Si noe feil					-0.430		0.729
Skole bruke alle språk					0.403		0.837
Oppfordring av lærer						0.757	0.440

Lærer bytter						0.529	0.690
Note. Applied rotation method is oblimin.							

$$\underline{RMSEA}$$
$$0.070$$

The factors are as follows:

1. Beliefs – This factor pertains to the perceived benefits multilingualism have for learning English

2. Emotions – This factor represent the positive emotions associated with multilingualism

3. Student – This factor represents instances of translanguaging occurring during lessons at school

4. Friends - This factor represents instances of translanguaging occurring within peer group context, involving interactions with friends and classmates

5. School – This factor signifies the support for multilingualism within the school environment, including policies and initiatives aimed at fostering linguistic diversity

6. Teacher – This factor denotes the role of educators in promoting and supporting multilingualism, including their attitudes, instructional strategies, and classroom practices

The RMSEA score measures how well a model fits the data. The RMSEA score of this EFA is 0.070 which indicates that it is acceptable.

After conducting EFA I conducted a two-step Cluster analysis. This analysis was utilized to explore data by identifying groups of similar observations. When we want to find out if there is a pattern of similar behavior among different subjects, like individuals, companies, or countries etc., we can use cluster analysis (Favero & Belfiore, 2019). The two-step cluster analysis combines a distance-based clustering method with a probabilistic latent class analysis approach, enhancing subgroup model selection (Gelbard et al., 2007; Kent et al., 2014). The main goal with a two-step cluster analysis is to organize the observations into a few groups, or clusters that are internally homogeneous and heterogeneous between themselves, effectively representing the collective behavior of the observations based on specific variables (Favero & Belfiore, 2019). This method is efficient when it comes to handling large amounts of data and integrating both continuous and categorical variables.

Compared to traditional clustering methods, utilizing two-step cluster analysis can be beneficial. To determine the optimal number of clusters and to avoid arbitrary (non-convex) options, the process employs statistical fit metrics, such as Bayesian Information Criterion (BIC). Moreover, it can effectively manage atypical values or outliers, and process substantial amounts of data efficiently by concurrently analyzing categorical and continuous variables (Gelbard et al., 2007; Kent et al., 2014). The BIC criterion was utilized in this study to select the number of clusters, where it was found that a two-step cluster was the most fitting. The BIC scores can be seen in Table 2.

Table 2

BIC scores for cluster numbers

Numbers of Clusters	Schwarz's Bayesian Information Criterion (BIC)
1	927.771
2	898.036
3	908.291
4	930.734
5	969.406
6	1018.530
7	1067.685
8	1118.306
9	1170.207
10	1222.279
11	1275.000
12	1329.311
13	1384.432
14	1439.869
15	1497.957

Other studies have found that two-step cluster analysis is highly reliable in detecting the suitable number of subgroups. It also precisely classifies individuals into subgroups, in addition, it is consistent with replicating results across distinct types of data (Gelbard et al., 2007; Kent et al., 2014).

After performing the cluster analysis, a one-way ANOVA (Analysis of Variance) was used to determine whether there were significant differences between the two clusters concerning the six factors identified during the EFA. One-Way ANOVA is a statistical method used to compare

the means of two or more groups, each subjected to different treatments or experimental conditions, with a single independent variable (Weiss, 2023). Variance is partitioned into systematic variance (between-groups variance) and error variance (within-groups variance), emphasizing that the F ratio (the ratio of between-groups variance to within-groups variance) is used to determine statistical significance (Weiss, 2023). If the between-groups variance is significantly larger than the within-groups variance, the F-ratio will be large. However, the P-ratio (P-value), which is derived from the F-ratio, indicates the probability that the observed differences between group means occurred by chance. A low p-value (typically less than 0.05) indicates that the observed differences are statistically significant and unlikely to have occurred by chance.

3.3 Qualitative method

The word "qualitative" refers to various approaches aimed at identifying and describing qualities associated with social phenomena. Qualitative data serves the purpose of comprehending a phenomenon, an event, or a case. In qualitative research, scholars or researchers engage with a substantial amount of written or oral sources where they must make their interpretations of words (Nyeng, 2012).

3.3.1 Focus Groups

A focus group stands out as an exclusive group distinguished by its purpose, size, composition, and procedures. It serves the purpose of better understanding of people's thoughts or feelings regarding a particular issue, aiming to collect diverse opinions (Krueger & Casey, 2015). The researcher can get an insight into what the participants think about the issue, how they think and why the participants think the way they do without pressuring them into making decisions (Liamputtong, 2011). Group interviews allow the researcher access various forms of communication modes the participants use in their everyday interactions, including humor, arguing, teasing, and reminiscing about past experiences (Liamputtong, 2011). Accessing various forms of communication is crucial because relying on direct questioning techniques, like surveys and questionnaires, in positivistic research can make it difficult to capture individuals' knowledge and attitudes (Liamputtong, 2011). Group interviews require less time in terms of scheduling interviews, compared to individual interviews. Given the time

constraints of this study, opting for group interviews was after my reflections more efficient than conducting one-on-one interviews.

3.3.2 Participants

When I was recruiting participants to take part in the focus group interview it was important to think about factors such as, who is going to participate, how many participants, how was I going to locate the participants, where are the interviews being held and how am I going to conduct the interviews (Halkier, 2010). The next subchapters will explain my reflections and choices regarding these factors.

3.3.2.1 Participant information

Table 3

Participant information. (The participants' names have been replaced with pseudonyms in assorted colors)

Participants	Grade	Languages
Red	8th grade	Norwegian, English, and German
Green	8th grade	Norwegian, English, and German
Yellow	8th grade	Norwegian, English, Swedish and French
Purple	8th grade	Norwegian, English, and French
Orange	8th grade	Norwegian, English, Swedish, Thai and German
Pink	8th grade	Norwegian, English, Punjabi, and German
Blue	9th grade	Norwegian, English, Spanish and French
Grey	9th grade	Norwegian, English, French and German

3.3.2.2 Composition

The researcher should ensure that the selection is analytically selective, guaranteeing that significant characteristics related to their research question are represented among the participants (Halkier, 2010). The goal is to choose homogeneous groups, groups of people that have something in common (Krueger & Casey, 2015; Liamputtong, 2011|). In this study it was important that the participants were 8th or 9th graders, that they were multilingual and that the

participants in each group had at least one classmate present in the interview. Social and cultural homogeneity allows for a more comfortable way of speaking with other participants (Morgan, 1997, as cited in Liamputtong, 2011). Children also tend to feel safer when they are accompanied by someone they already know.

3.3.2.3 Group size

The ideal group size for focus group interviews varies between four to ten participants (Krueger & Casey, 2015; Liamputtong, 2011). Large groups can lead to difficulties where the researcher has problems with moderating the discussion, and it can be challenging for all the participants to have their opinions heard. Whereas, in small groups where participants show minimal engagement with the issue, fostering interest and maintaining active discussion can be challenging (Krueger & Casey, 2015). As well as a limited number of participants can constrain the diversity of experiences shared in the group simply because it is fewer participants (Liamputtong, 2011).

Approximately twenty students got consent from their parents/guardians to take part in the questionnaire. I received a list with the twenty students' names and what class they were in, from the manager who helped me. My initial plan for the group sizes was five participants per interview. The first interview went as planned with five participants where two of the participants were ninth-grade students, and three were eighth grade students, see Table 4. However, it is important to respect children's wishes and before each interview I informed each student about the interview and about the opportunity to not participate if they did not want to. Many of the students did not want to participate and I was left with three students, see Table 4. The last interview therefore consisted of three eighth grade students. The selection of participants was therefore based on whether they wanted to participate or not, therefore it was a random selection. The model below portrays the composition and size of the groups:

Table 4

Composition of groups

Interview 1	Interview 2
Purple	Red
Orange	Green

Pink Blue Grey	Yellow

3.3.3 Interview guide

The purpose of an interview guide is to ensure the integrity of both the theoretical and human aspects of the interview, addressing the study's research questions while also fostering a conducive interview environment (Kvale & Brinkmann, 2015, as cited in Svenkerud, 2021). When designing the interview guide for the focus group interviews, I decided to make a structured interview guide. Structured interview guides provide researchers with the assurance of raising identical questions to all participants across all interviews. This uniformity in questioning facilitates easy reproduction of information (Svenkerud, 2021).

A crucial consideration when designing my interview guide was to ensure that I asked questions that could provide me with distinct and supplementary insights compared to those gathered from the questionnaire. Upon analyzing the questionnaire results, it became apparent that I had to dive deeper into students' relationships and sentiments concerning language, as well as their perceptions of language use within the school environment. In chronological order the three themes of the interview guide were therefore: students' relationship with languages, languages at school, and feelings towards languages.

The participants did not receive the interview guide in advance; however, they were informed about the themes of the questionnaire by their parents, teacher, and me. Before starting the interviews, I gave the participants about five minutes to quickly read the questions and to talk to each other.

3.3.4 Interviews

The interviews took place during school hours at the students' own school. To ensure privacy and minimize interruptions from school staff and other students, I opted for a meeting room within the teachers' lounge that could accommodate approximately eight people. This allowed the students sufficient space without interfering with the quality of the recordings. Outside the

door I posted a "Please do not disturb, recording interviews" sign. This measure was crucial to maintain an undisturbed environment, especially during engaging discussions among the students. Additionally, I placed a bowl of kvikklunsj, glasses, and a mug of water on the table to make the room more welcoming.

Before commencing the interviews, I visited the students' classrooms to invite participants who had parental or guardian consent to participate. I confirmed their willingness to participate before bringing them to the meeting room. Upon entering, I introduced myself and explained the interview and recording process. I informed the students that the recording would ensure accurate transcription and would be erased post-transcription. All participants consented to be recorded. Before starting the interview, the students had the opportunity to read the questions and raise any questions they had. We then discussed how they preferred to respond to the questions, whether sequentially or at their own discretion. The first group chose the second option, while the second group preferred a sequential approach.

The interview began with questions about the students themselves, including their families and friends, to ease into the interview. The first interview lasted about 60 minutes, with participants actively discussing the questions and their responses among themselves. The second session was shorter, lasting about 30 minutes, and featured less discussion among the participants.

3.3.5 Transcription

Prior to the transcription of the interviews, the recordings were repeatedly reviewed to ensure a broader understanding of the material. This process of repeated review is beneficial for researchers as it allows for the recollection of the participants' emotional expressions and vocal nuances (Halkier, 2010). Additionally, it enhances the researcher's awareness of subtle dynamics that during the actual interview was not evident (Halkier, 2010). During the transcription process the Nettskjema transcription tool was employed, which automatically assists turning conversion of spoken language into text. Although, to guarantee the accuracy of the transcription, it was important to conduct multiple reviews of the recordings while also reviewing the transcriptions. The reviews were important to accurately attribute utterances to the correct participant, as well as correcting potential inconsistencies.

3.3.6 Analyzing the qualitative data

I have used a thematic analysis of the transcription to report themes. Braun and Clarke's (2006) six-step approach to thematic analysis is both flexible and systematic, allowing researchers to identify, analyze and report patterns (themes) within data.

In the first phase I started with getting familiar with the data, this means that I transcribed the data, and read over it multiple times (Braun & Clarke, 2006). During this process, I also noted down the ideas I got from reading the data. It is important to be familiar with the depth and breadth of the content, this is because it forms the basis for the rest of the analysis (Braun & Clark, 2006). The second phase of the analysis consists of generating codes, which starts after familiarizing myself with the data. I printed out my transcription and manually generated codes that identify features of the data that appeared interesting which I highlighted in assorted colors. Codes represent the fundamental units of the raw data that can be meaningfully assessed (Braun & Clark, 2006).

Once the data was coded, I entered the third phase, where I organized the various codes into possible themes and gathered all relevant coded data extracts within these themes (Braun and Clarke, 2006). Braun and Clarke (2006) suggest using a thematic map during the preliminary stages to understand the relationship between codes, themes, and different levels of themes. My thematic map slightly changed during the stages of the analysis as I coded out relevant and irrelevant information, the changes can be seen in Figure 4 and Figure 5.

Figure 4

Thematic map during the third phase, visualizing themes, and sub-themes
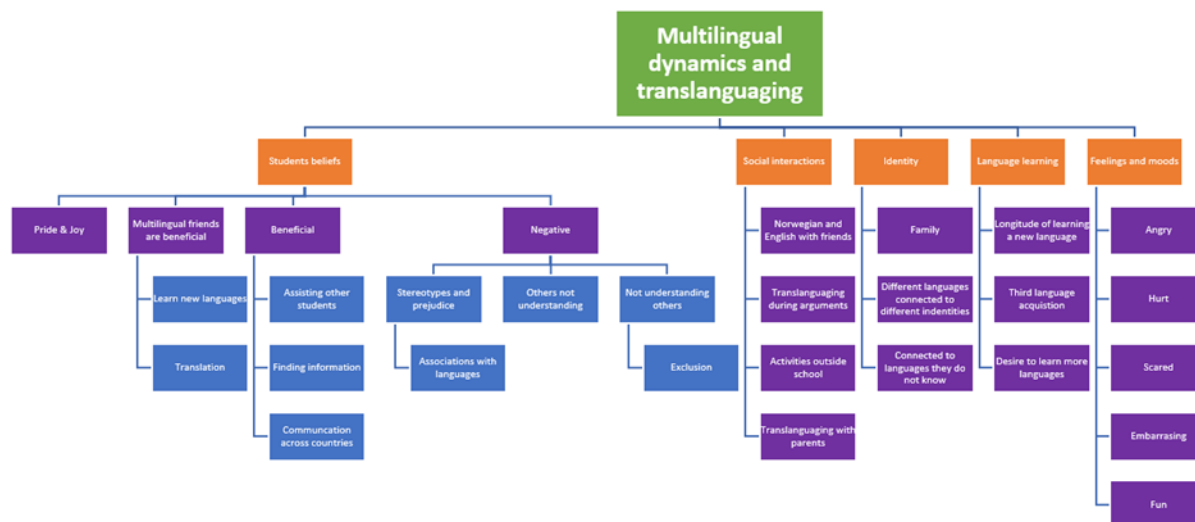
The fourth phase includes refining the themes to ensure they align with the coded extracts and the overall data set, leading to the development of a thematic map (Braun & Clarke, 2006). This involves ensuring that data within themes cohesively fits together in a meaningful way, while clear distinctions exist between themes (Braun & Clarke, 2006).

Figure 5

Final thematic map, visualizing themes, and sub-themes.
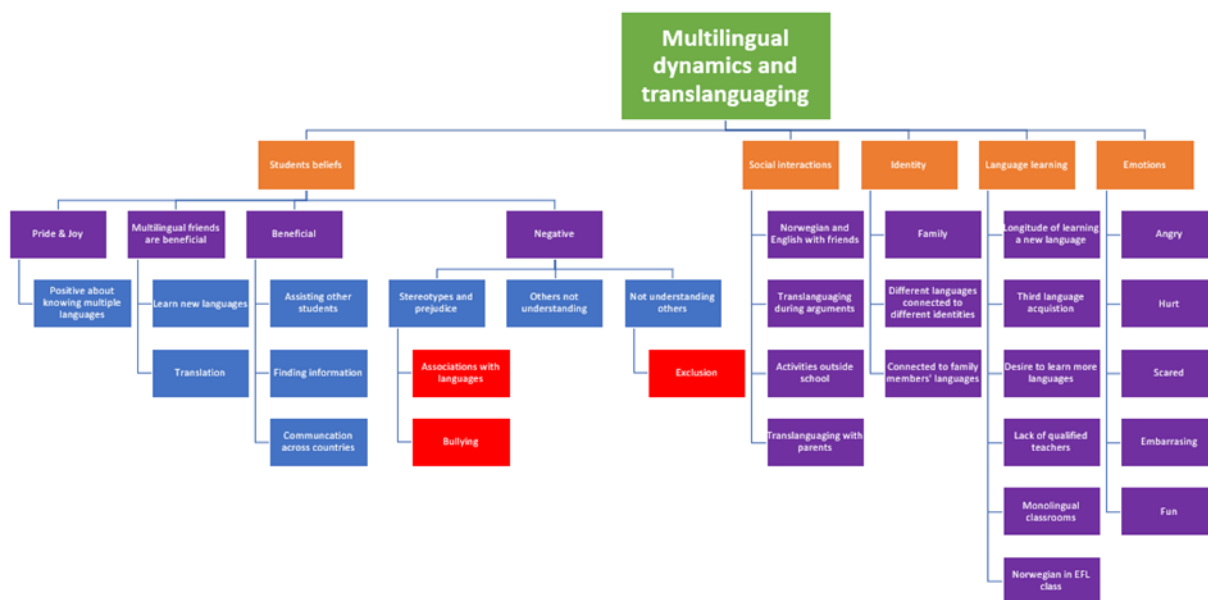
In the fifth phase I defined and redefined my themes, identifying the essence of what each theme is about and determining what aspects of the data each theme captures (Braun & Clarke, 2006). Each theme must be distinct and have a clear scope, avoiding too much complexity. Sub-themes

are something I have used to give structure to larger themes (Braun & Clarke, 2006). As seen in Figure 5, I ended up with five main themes: Students beliefs, social interactions, Identity, language learning and emotions.

The sixth and final phase of the thematic analysis involves writing the report, providing a concise, coherent, logical, and non-repetitive account of the data. The report shows data extracts within an analytic narrative, making an argument in relation to the research questions (Braun & Clarke, 2006,). The findings from the thematic analysis will be presented in the results part.

3.4 Reliability and Validity

3.4.1. Reliability

Assessments of reliability pertain to whether comparable results can be obtained if the same study is replicated, indicating consistency in findings over time (Nyeng, 2012). Additionally, reliability considers whether other researchers have obtained comparable results in different contexts, reflecting convergence in findings among researchers and research groups (Nyeng, 2012). Both consistency and convergence require the use of the same measurement methods (Nyeng, 2012). Therefore, it is important to be transparent with how the data was collected. I have, through this thesis, explained how I have collected and analyzed the data. Moreover, for others to replicate this study, Appendix 2 shows the questionnaire and Appendix 4 shows the interview guide.

However, it is also important to consider research effects, such as bias. These research effects can, for instance, occur if research participants are influenced by the way the interviewer poses questions (Gleiss & Sæther, 2021). I have explained what measures I have taken to reduce research effects during the interviews in the validity section, as well as Cronbach's Alpha, as explained by Bonett and Wright (2015) is a widely utilized measure of reliability in the social and organizational sciences which have been used in this study. It specifically evaluates the internal consistency reliability or a sum (or average) of a composite score derived from multiple measurements, such as questionnaire items or ratings from different raters (Bonett & Wright, 2015; Cronbach, 1951). Cronbach's Alpha indicates the extent to which items in a set are positively correlated, reflecting the degree to which they measure the same underlying construct (Cronbach, 1951). When the items have equal variances and covariances (parallel

measurements), or equal covariances but not necessarily equal variances (tau-equivalence measurements), Cronbach's alpha can reliably measure the sum or average of these items (Bonett & Wright, 2015). An acceptable score for Cronbach's alpha typically ranges from 0.70 to 0.95, depending on the specific field of study. Scores below 0.70 may indicate poor internal consistency, while scores above 0.95 might suggest redundancy in test items (Bonett & Wright, 2015; Cronbach, 1951). For the six factors identified during EFS, **α** scores can be seen in Table 5.

Table 5

Cronbach's alpha scores

Factors	Cronbach's alpha (α)
Beliefs	.68
Emotions	.77
Student	.66
Friends	.75
School	.82
Teacher	.67

3.4.2 Validity

Validity involves genuinely investigating the intended subject matter, excluding any irrelevant factors (Thurén, 2009). Quantitative research faces two primary types of validity threats: internal and external (Cresswell & Cresswell, 2023). Internal validity threats stem from experimental procedures, treatments, or participant experiences that may hinder the researcher's ability to draw accurate inferences from the data of an experiment regarding the population (Cresswell & Cresswell, 2023). An example of an internal validity threat is selection bias, where participants might be chosen based on specific characteristics, such as higher intelligence, that predispose them to certain outcomes (Cresswell & Cresswell, 2023). External threats to validity occur when researchers make incorrect inferences from the sample data to

other populations, settings, or temporal contexts. This can happen if a researcher generalizes findings beyond the study groups to other racial or social groups not included in the research, to different settings, or to past or future situations (Cresswell & Cresswell, 2023)

Maxwell (2013) highlights two specific validity threats in qualitative research: researcher bias (subjectivity) and reactivity (Maxwell, 2013). He notes that qualitative conclusions can be threatened by the selection of data that fits the researcher's preexisting theories, goals, or preconceptions, as well as by selecting data that stands out to the researcher (Maxwell, 2013). Reactivity refers to the influence the researcher has on the setting or participants; in interviews, this is specifically called "reflexivity" (Maxwell, 2013). The participants' responses are always influenced by the interviewer and the interview context (Maxwell, 2013). Therefore, it is crucial to reflect on and explain my biases and understand how I might have influenced the participants' responses, as this affects the reliability and validity of this study (Maxwell, 2013).

To alleviate threats to the validity of my research, I have taken several steps. I employed a mixed-method approach by integrating a questionnaire and focus group interviews, a technique known as triangulation, to enhance the validity of the findings (Gleiss & Sæther, 2021). The objective of this methodological combination is to research the research question from multiple perspectives, thereby ensuring accuracy and reliability of the reported information (Gleiss & Sæther, 2021). The questionnaire and interview guide were pilot-tested on a multilingual 13-year-old family member, with parental permission, to ensure comprehensibility for participants as they were of similar age. Additionally, my supervisor reviewed the questionnaire and interview guide before implementation. Leading questions were removed during the review of the data collection tools. During the interviews I used an interview guide, so that I asked participants in both interviews the same questions. However, the interview was semi-structured, meaning that I asked some questions that were not in the interview guide. However, I made sure that I asked similar follow-up questions during both interviews, such as "Why do you think/mean that?" and "Can you elaborate on that?" This was to make sure that I understood their answers and therefore decrease interpretation of unclear answers, which again lead to more valid results (Maxwell, 2013).

To prevent cross-contamination between groups, it is advisable to keep participant groups separate to avoid mutual influence (Cresswell & Cresswell, 2023). The questionnaires were conducted during the first 1.5 hours of school, without recess, to prevent discussion among

students. Participants were instructed to complete the questionnaire independently without discussing it with their peers. Interviews were conducted consecutively to prevent communication between participants from separate groups.

3.5 Ethics

There are ethical considerations to consider when processing personal data and especially when the participants are children. First, one must have a legal basis for processing personal data before you start the process. The participants must also be properly informed and informed consent must be retrieved before starting the data collection process.

3.5.1 SIKT

At the beginning of this master thesis process, I applied for and received approval from SIKT (see appendix 1). In Norway, processing personal data requires applying through a registration form to SIKT, a governmental administrative agency under the Ministry of Education (SIKT). SIKT assists researchers in ensuring that the processing of personal data complies with data protection regulations. As mentioned earlier in this thesis, SIKT approval was not required for my questionnaire since no participants could be directly or indirectly identified. However, I needed to apply for SIKT approval for my interviews because I would be recording the interview and collecting information about languages, which might indicate ethnicity, as well as, asking questions about third parties. My SIKT approval was granted on the condition of anonymity and informed consent, meaning all participants and information about third parties must remain anonymous.

3.5.2 Informed consent

Researchers are obligated to honor individuals' rights to choose their involvement in research. The responsibility to ensure that participants make this decision with comprehensive information about the research and of their free will lies upon the researcher (Haugen & Skilbrei, 2021). The National Committee for Research Ethics in the Social Sciences and the Humanities (abbreviated NESH) has established ethical guidelines for conducting research. According to NESH (2022), informed consent must be voluntary, well-informed, explicit, and capable of being documented. This means that participants must provide consent freely, without

coercion, and be fully informed about their right to withdraw consent and discontinue participation at any stage of the research without any negative consequences (NESH, 2022). Informed consent requires that participants are adequately and clearly informed about what their involvement entails. They should understand the reasons for their participation, the type of data being collected, its intended uses, who will access the data, and for what purposes (NESH, 2022). Additionally, the information should outline the research's purpose, methodology, and approach, as well as the procedures for data handling, utilization, storage, and sharing (NESH, 2022). Participants must also explicitly communicate their consent in the research. In addition, ensuring that consent is documentable protects the participants' rights and emphasizes the researchers' responsibilities (NESH, 2022). (NESH, 2022).

With that in mind I notified SIKT about my project and got approval for my interviews before I started the data collection process. In communication with SIKT I found that there was no risk of students being directly or indirectly identified through the questionnaire, and therefore no need for SIKT approval for my questionnaire. However, I still chose to send out information to the parents/guardians about both data being collected. One of the department managers of the school assisted me by sending out information and consent forms through their school platform IST.

3.5.3 Children and consent

Children under the age of sixteen do not have the same ability to consent as adults do. Their brains and bodies are still developing, so does their judgement ability, therefore, they cannot take full responsibility for their own well-being (Haugen & Skilbrei, 2021). They should receive information that is adapted to the participants' age and background which should be communicated in a language and manner they understand (NESH, 2022). The participants in this study received oral information about the research project from their parents, their teacher and from me. I asked the students about the information they had been given by their parents and teacher and informed them about the research process and how the data would be managed.

Haugen and Skilbrei (2021) emphasize the importance of not pressuring children into taking part in research; the reasoning for this is that it can lead to a lack of trust to institutions and people they depend on. The United Nations Convention on the Rights of the Child (1989) also emphasize the children's right to be heard:

> "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child." (Convention on the Rights of the Child, 1989, art. 12).

> "For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law" (Convention on the Rights of the Child, 1989, art. 12).

It is therefore important to make sure that the children have the prerequisites to express their opinion if they do not want to participate. Competence to refuse requires a lower maturity level than competence to consent, because it is less invasive to refuse than to take part in research (Haugen & Skilbrei, 2021). The researcher must be attentive to the fact that children often comply with authorities. An adult is often seen as an authority through children's eyes. It was therefore important that I made it clear that it was optional to take part in the research and that if they did not want to take part in the research, they could return to their schoolwork in the classroom. I also informed the participants in the interviews that they were free to leave at any time during the interview. To take care of children's integrity, the researcher must look for non-oral signals that the children do not want to take part in the research (Haugen & Skilbrei, 2021). One of the students who wanted to take part in the interview showed body language that made them seem like they hesitated to participate. Therefore, I asked the other participants to go into the room and I asked the participant if they wanted to take part and told them that it was okay if they did not want to participate. However, the participant said they wanted to take part in the interview, and we went through with the interview.

4 Results

In this chapter I will be presenting the results from my data collection. I will start by presenting the results from my questionnaire where I first present the results from the cluster analysis, and then the ANOVA test results. I will then go on to present the results from the interviews. The results from the interviews are divided into subchapters: Students' beliefs towards multilingualism, social interaction, emotions, and moods and finally language learning.

4.1 Quantitative results

The cluster analysis revealed two distinct clusters in terms of participants' engagement with and attitudes towards multilingualism. Students in Cluster 2 (n = 70) know more languages than students in Cluster 1 (n = 107). Cluster 1 exhibits lower mean scores across most variables compared to Cluster 2. For instance, in Cluster 1, students report lower levels of translanguaging with classmates (Mean = 4.00, SD = 0.93), positive emotions about being multilingual (Mean = 4.80, SD = 1.48), and beliefs in the benefits of multilingualism for learning English (Mean = 8.02, SD = 1.67). Additionally, students in Cluster 1 engage in less translanguaging during lessons (Mean = 2.77, SD = 0.84) and perceive lower levels of school support for multilingualism (Mean = 11.16, SD = 2.24) and teacher support for translanguaging (Mean = 3.56, SD = 1.14).

Table 6

Centroids. Differences between clusters.

		Cluster 1	Cluster 2	Combined
Friends	Mean	4.00	5.56	4.62
	Std. Deviation	.93	1.42	1.38
Emotions	Mean	4.80	6.43	5.45
	Std. Deviation	1.48	1.47	1.67
Beliefs	Mean	8.02	10.43	8.97
	Std. Deviation	1.67	1.94	2.13
Student	Mean	2.77	3.77	3.16
	Std. Deviation	.84	1.19	1.11
School	Mean	11.16	12.26	11.59
	Std. Deviation	2.24	1.78	2.13

Teacher	Mean	3.56	3.86	3.68
	Std. Deviation	1.14	1.04	1.11
Languages spoken	Mean	3.12	4.03	3.48
	Std. Deviation	.88	1.46	1.23

Contrarywise, Cluster 2 exhibits higher mean scores across these variables, indicating that students in this cluster engage more in translanguaging with classmates, experience more positive emotions about being multilingual, hold stronger beliefs in the benefits of multilingualism for learning English, engage more in translanguaging during lessons, and perceive higher levels of school and teacher support for multilingualism. Overall, these findings suggest that Cluster 2 represents a group of students who are more engaged with and supported in their multilingualism compared to those in Cluster 1.

4.1.1 ANOVA test results

ANOVA test results indicated that differences were statistically significant between Cluster 1 and 2 regarding the Friends factor (i.e., instances of translanguaging occurring within peer group context....): $F (1, 175) = 78.08\ p < .001$; the Emotions factor (i.e., the positive emotions associated with multilingualism): $F (1, 175) = 51.60\ p < .001$; the Beliefs factor (i.e., perceived benefits multilingualism have for learning English): $F (1, 175) = 77.45\ p < .001$; the Student factor (i.e., instances of translanguaging occurring during lessons at school): $F (1, 175) = 42.92\ p < .001$; the school factor (i.e., the support for multilingualism within the school environment: $F (1, 175) = 11.94\ p < .001$; Languages factor (i.e., how many languages spoken by participants): $F (1, 175) = 26.76\ p < .001$. The differences between Cluster 1 and Cluster 2 regarding the Teacher factor (i.e., Teachers support for multilingualism, including attitudes and classroom practices): $F (1, 175) = 3.14\ p < .078$ was not statistically significant.

4.2 Qualitative results

4.2.1 Students' beliefs towards multilingualism

The participants reflected upon their own and other students' beliefs towards multilingualism. Nearly all the participants stated that they experienced pride and joy in knowing multiple

languages and that it was cool having friends that spoke different languages than themselves. They stated that having friends who can speak different languages than them can be beneficial because they can help them learn the language and translate for them if needed. Pink emphasized this:

> "Jeg synes også det er veldig stilig at så mange forskjellige kan så mange forskjellige språk rundt i landet. For eksempel kan jeg kanskje se en video, og så kommer det opp noe på thai eller arabisk, så kan jeg få vennen min til å oversette. [...]" (I think it is cool that so many different [people] around the country know so many different languages. I can for example maybe watch a video, then something in Thai or Arabic show up, then I can have my friend translate. […])

When asked about the advantages of knowing multiple languages the participants stated that knowing multiple languages can help them interact with people from and in different countries. Orange mentions the good feeling of using a newly learned language to connect with someone they never have spoken to before:

> "Og, jeg føler at hvis du har lært et nytt språk og snakker med noen som bare kan det språket, så får du litt godfølelse i deg at du snakket med noen du aldri har snakket med før." (Also, I feel that if you have learned a new language and speak with someone who only knows that language, you get a bit of a good feeling inside that you spoke with someone you have never spoken to before)

Pink said that multilingualism can be beneficial in assisting other students at school who do not speak Norwegian. Yellow said that knowing multiple languages also can be helpful in situations where they try to find information about something online. They say that they can search for information online using multiple languages and therefore find more information:

> "Også, hvis jeg skal søke noe opp [på internettet] så kommer det ofte ganske mye mer [informasjon] på engelsk, så er det litt lettere der." (Also, if I am going to look something up [online], there is often much more [information] available in English, so it is a bit easier there.) (Yellow)

However, when they are asked about negative beliefs towards knowing multiple languages Red and Green stated that the longitude of learning a new language is negative, while Yellow mentions switching between languages. Yellow states that switching between languages when

speaking to someone can be negative because the other person might not understand everything being said. Red and Purple mentions how not understanding others who speak a different language is negative, which is demonstrated by Purple:

> "Ulemper, er kanskje at de kan snakke [pause]. Hvis du har to albanske venner, så kan de begynne å snakke sammen, og så sitter du bare her og bare [pause] Jeg har ikke skjønt noen ting.» (Disadvantages might be that they can talk … [pause] If you have two Albanian friends, they might start talking together, and then you are just sitting there like [pause] I have not understood anything)

The students also experience stereotypes and prejudice connected to certain languages or dialects, something that can affect students' confidence and will to use their languages openly. They also mention how languages can lead to misunderstanding or social exclusion. In a discussion between Purple, Blue, Orange and Pink they discuss how certain people can experience negativity when using their language. They discuss how the school, students, and staff, recognize the different languages can affect students' beliefs towards the different languages. Purple and Blue mention how stereotypes towards Polish people can lead to negative emotions and even bullying:

> "Nå er det jo noen språk og noen land som blir sett på litt annerledes, som blir sett litt ned på. Så det kan jo være litt kjipt å ha det som ekstra språk på en måte. Så for eksempel hvis du er polakk og folk hører de der ordene som ikke er sånn, så er det jo ikke så gøy å kunne det språket. Så det er jo kanskje litt flaut eller trist." (Now, there are some languages and some countries that are viewed a bit differently, that are looked down upon. So, it can be a bit unfortunate to have that as an extra language in a way. So, for example, if you are polish and people hear those words that "are not quite right" then it is not so fun to know that language. Then it might be a bit embarrassing or sad.) (Purple)

Blue mentions how beliefs towards certain languages has a lot do with what the country of the language is associated with and how people connect the language to what they have heard about it. Purple follows up with an example of how it is commonly known that Polish people have come to Norway to work as painters and how that can lead to bullying towards Polish people: "For eksempel det der gamle greiene med at polakker fikk arbeide i Norge, og de maler veldig mye, så blir man jo mye mobba om det" (For example, that old thing about Poles getting work

in Norway, and they do a lot of painting, so you get bullied a lot about it). Blue exemplifies name calling: "Man blir kalt maler og sånt da." (So, you get called painter and such.)

4.2.2 Social Interaction

Language plays a significant role in the students' social interactions. They use different languages based on the context and conversational partners. The participants switch between languages based on whether they speak with friends, family or in school. An observation is that participants predominantly alternate between Norwegian and English during conversations with friends. The participants rationalize this by stating that English often seems more fitting or aesthetically pleasing than Norwegian for certain expressions and that their mixing of languages occurs naturally. For instance, Orange highlights this phenomenon by saying:

> "Det er vel noen ord på engelsk som sitter i hodet ditt som engelske språk, som du bare sier, og uten å tenke på det så er det engelsk. For eksempel at vi sier jo ikke rullebrett, vi sier jo skateboard." (There are probably some words in English that stick in your head as English language, which you just say, and without thinking about it, it is English. For example, we do not say "rullebrett" we say "skateboard.")

Pink mentions switching between languages with friends and provides a further example of it by stating:

> "For eksempel hvis du prater med vennen din, ikke bare når du spiller, liksom, du møter henne og alltid dapper henne, liksom, «what's up my ninjer?» Og så, kanskje du går hjem fra trening, eller noe sånt, og vi bare prater sammen, vi er litt sur på hennes fyr, så begynner vi liksom, koi toh haram, chadhya, salakota [Ord på Punjabi], mye sånt." (For example, if you are talking to your friend, not just when you are playing, like you meet her and always dap her up, like "what's up my ninjer?", and then, maybe you are walking home from training, or something like that, and we just talk together, we are a little mad at her guy [boyfriend], so we start, like, "koi toh haram, chadhya, salakota [words in Punjabi], a lot like that")

Most of the participants mainly communicate in one language with their parents, which is usually the first language of their parents. Notably, two of the participants disclose that they usually address their parents in one language, while their parents respond in a different

language. Orange for example, communicates with their parents in Norwegian, receiving replies in Indian. Blue states that they switch between languages when talking to their father:

> "Pappa snakker jeg spansk med, nesten sånn som han er, at jeg svarer på norsk, og så snakker han til meg på spansk, men jeg kan også svare på spansk, sånn noen ord liksom […]" (With my dad I speak Spanish, almost like he is, that I answer in Norwegian, and he talks to me in Spanish, but I can also answer in Spanish, like some words […].)

The flexibility in language selection is not limited to interactions within family or friendships but extends to a wide range of social settings, demonstrating linguistic flexibility and adaptability.

When discussing language use at school the students state that they mostly use Norwegian with some English words mixed into it. Purple describes this as the other participants nods in agreement:

> "Det kommer litt an på hvem man snakker til, tenker jeg. Snakker du til en venn, så er det litt lettere å snakke det der norsk med engelsk i. Det blir som en «cookie». Norsk er deigen, og så er sjokoladen engelsk." (It depends a bit on who you are talking to, I think. If you are talking to a friend, it is a bit easier to speak that Norwegian with English mixed in. It is like a "cookie" Norwegian is the dough, and the chocolate is English")

4.2.3 Emotions and moods

The student's linguistic flexibility is particularly noticeable during activities outside of school such as playing videogames, where participants often switch languages in reaction to emotional triggers. For example, during discussion about language use with friends, Orange, Green and Purple mentioned the use of English swearwords when playing video games, which typically emerge in moments of fear and anger. As described by Purple:

> "Hvis man sitter og spiller. Det er jo banneord, da. Blir du skutt på så blir man kanskje litt redd av det. Det kan også komme kallenavn på både norsk og engelsk." (If you sit and play. It is swearwords. If you get shot at, you might get a bit scared by that. Nicknames can also come up in both Norwegian and English")

Blue also mentions switching between languages in moments of anger. However, it is when being angry or during arguments with friends, because it is possible to yell at them without

them knowing what is being said. Purple mentions how they use English when they fall and hurt themselves: «Hvis du går, og så er det litt glatt, så er sånn her «å fuck» nå faller man, ikke sant?» (If you walk, and then it is a bit slippery, it is like "oh fuck" now you are falling, right?).

When being asked about their feelings towards speaking aloud in class the participants have divided opinions. Grey says that it is embarrassing when being asked to answer a question aloud in English. Blue agrees with Grey that it can be embarrassing sometimes, they are classmates. Yellow and Green also feel negative emotions when speaking aloud in class. Green says it is embarrassing and that if something wrong is said aloud it can be stupid, while yellow think it can be scary sometimes. Purple say that if they are being laughed at in class for speaking English they switch over to what they refer to as a nonsense language "Norwenglish" and that "Norwenglish" makes it fun to speak aloud.

Blue and Pink says that they use different languages for humor and fun. Blue says that when they are joking around, they start speaking Norwegian to their father, and when they are joking around with their siblings they switch to Spanish. Pink says that they use Indian when telling their dad jokes or something funny:

> "[…] Og så når jeg prater med pappa om sånne vitser, eller noe som er morsomt som har skjedd i familien, eller om noe, så pleier jeg kanskje si noen indiske ord som han ikke hadde forventet at jeg kunne da. Og så er det morsomt.» ([…] And then when I talk to my dad about such jokes, or something funny that has happened in the family, or about something, I usually maybe say some Indian words that he would have not expected me to know. And then it is funny)

4.2.4 Language learning

The students learn three languages at school: Norwegian, English and a foreign language that is either German or French. When being asked about what languages they know all the students list up their foreign language that they are learning in school. Most of the students are positive towards learning a foreign language at school. However, Red thinks that it is negative that it takes time to learn a new language. Orange mentions how having a good teacher who are proficient in German will help in Oranges' language acquisition: "Jeg har en god lærer, [navn], han er veldig god I Tysk. Så jeg er sikker på at han kan lære meg veldig bra.» (I have a good teacher, [Name], he is very good at German. So, I am sure that he can teach me very well).

Purple mentions that during French language lessons at school they might answer questions using some Norwegian words when they do not know how to answer in French, and that the teacher does not encourage it and says that they are supposed to answer in French. However, Pink who has German language lessons does not have the same experiences as Purple. Pink says that it is always okay to say some words in Norwegian in German class if you do not know what to say. When the participants were asked about their own and their teachers' translanguaging practices inside and outside the EFL classroom the students reported that they usually preferred to use both English and Norwegian in the EFL classes. In contrary, they said that they were never encouraged to use multiple languages within a subject with a target language. Pink says that when they are in German class they are not encouraged to speak other languages that German, because that is the target language they are supposed to learn. Blue says: "Er det Tysk time, så er det Tysk time liksom." (If it is German class, it is German class, you know). Orange says that they do not understand the point of teachers who want to speak Norwegian when they are teaching German: "Men jeg skjønner ikke poenget med at en lærer har lyst til å prate norsk i en Tysk time. Det gir ikke helt mening." (But I do not understand the point of a teacher wanting to speak Norwegian in a German class. It does not quite make sense.)

In discussion about the language use in EFL classes the participants report that they mainly use Norwegian until they are asked to use the target language. However, there are some split opinions between the students about this. Blue states that they do not speak English in EFL class unless they are told to do so by the teacher. While Purple talks about how they refrain from speaking English if they are pressured to do so, and that speaking English is easier when no one pressure them. Pink and Blue emphasize that they think teachers believe that your brain automatically switches over to English as soon as the EFL lesson starts. Pink underscores this by saying: "It is not like when you enter an English lesson, your brain switches on so that you immediately start speaking English"

Many of the students express the desire to learn more languages at school, especially Spanish and native languages. They express that they wish their school offered multiple different languages that they can learn. However, they also say that their school does not have qualified teachers who can teach other languages than what is already being offered, which is Norwegian, English, German and French. Purple and Blue remark that it would be nice to have a teacher who can teach Spanish and that they believe that many students would have wanted to learn Spanish but that they do not get the opportunity to do so.

Blue speaks Spanish at home but wishes they could learn even more Spanish by having it as a subject at school. Pink refers to the lack of time to learn languages outside of school and would want to use some of their time at school to learn more Indian:

> "For meg hadde det vært veldig spennende å kunne lære indisk på skolen, og bruke tiden på det. Jeg har selvfølgelig lyst til å lære, men det er ikke alltid jeg kan prioritere tid for å lære et språk som jeg ikke kan så mye av fra før av. […] men hvis jeg bruker mye av den skoletiden som tar mange timer av dagen min, så hadde det vært veldig mye bedre.» (For me, it would be very exciting to be able to learn Indian at school and spend time on it. Of course, I want to learn, but I cannot always prioritize time to learn a language that I do not know much of already. […] but if I use a lot of the school time, which takes many hours of my day, it would be much better.)

Orange says that they could learn some Thai at school, however, they might become tired of learning it because they barely know anything. However, they say it would be nice to be able to communicate with their family in Thailand without their mom communicating for them. Purple, who has a mother who speaks Icelandic would want to learn more of that at school.

4.2.5 Identity

The participants were asked about the languages they connect with their various identities. Specifically, they were asked to identify which languages they felt were connected to their social identity; the identity they feel they have around other people. The responses overwhelmingly indicated that Norwegian was a language most students associated with their social identity. However, it is noteworthy that five students also included English as a part of their social identity. One student, referred to as Blue, reported that there were three languages connected to their social identity: "Spansk, Engelsk, Norsk, basically" (Spanish, English, Norwegian, basically." When asked to elaborate on why these languages represented their social identity, the students commonly mentioned their use of these languages for communication purposes. For instance, students identified Norwegian and English as the languages they frequently used to interact with others, both in face-to-face settings and online. Two students, Purple and Grey specifically mentioned that English was the language they used on the internet and on social media platforms.

When exploring which languages, the students connected to their ethnic identity students tended to link their ethnic identity to the countries where they were born or their parents' origins. For example, three students reported that their ethnic identity was exclusively connected to the Norwegian language, reflecting their Norwegian heritage and family background. Another student, Pink, connected their ethnic identity to both Indian and Norwegian cultures, correlating with their ancestral roots in India and their birth in Norway. Similarly, Yellow linked their ethnic identity to Swedish, due to their family's origin, and French, because they were born in France. The complexity of ethnic identity was further illustrated by Orange, who deliberated over the influence of their mother's and father's ethnic background before deciding that their mother's language, Thai best represented their ethnic identity. Blue identified three languages: Norwegian, Spanish, and Swedish, as components of their ethnic identity. Purple, while expressing an initial connection to Icelandic due to their mother's heritage, ultimately affirmed Norwegian as the language that best represented their ethnic identity:

> "Føler meg litt knyttet til Islandsk og sånt, men jeg skulle vel ønske mamma hadde gjort litt mer initiativ slik at jeg hadde lært meg det, men jeg kan det ikke, så jeg må si Norsk.» (Purple) (I feel a bit connected to Icelandic and such, but I guess I wish mom had taken a bit more initiative so that I had learned it, but I do not know it, so I have to say Norwegian)

In addition to social and ethnic identities, students were also asked about their personal identity, defined as the identity they perceive when they are alone. Responses indicated that Norwegian and English were commonly associated with personal identity. Red, Green, and Yellow all reported a connection to both Norwegian and English in their personal identities. Red articulated that they felt that a mix of Norwegian and English fits their personal identity and experienced a different sense of self when alone compared to others. Green and Yellow noted that these were the languages they used for thoughts inside their heads. In contrast, Orange, and Grey each stated that English alone was linked to their personal identity. Purple identified Norwegian as the language of their personal identity. Blue, on the other hand, associated three languages with their personal identity: Spanish, Norwegian, and English.

5 Discussion

In this chapter I will discuss my findings with theoretical perspectives and prior research. The purpose of this discussion is to answer my research questions: *Do 8th and 9th graders cluster into distinct profiles based on their engagement in translanguaging practices and experiences with multilingualism?* And, *How do multilingual 8th and 9th grade students' beliefs about multilingualism and their engagement in multilingual practices affect their social interactions, academic practices, and identity in Norwegian schools?* This chapter will be divided into five parts: Beliefs towards multilingualism, multilingual practices in the school setting, multilingualism and identity, social interactions, and multilingualism and emotions.

5.1 Beliefs towards multilingualism

The main findings of this study show that students who speak more languages are overall more positive towards multilingualism and multilingual practices, such as translanguaging, compared to those who speak fewer languages. They also show more positive emotions about being multilingual. My research demonstrated that students' and teachers' beliefs about multilingualism and multilingual practices are influenced my multiple factors. During my study, it became evident that the recognition of languages by students and the school affects students' beliefs. Prior research in this field suggests that parental attitudes and societal views also are influential factors shaping students' and teachers' beliefs about multilingual practices and translanguaging (Poza, 2017; Raja et al., 2022; Rajendram, 2023).

Raja et al. (2022) found that students often held negative beliefs towards translanguaging, attributing these negative beliefs as a result of the socio-political environment's influence on language status. Spernes and Ruto-Korir (2021) further highlighted that students' language preferences might be linked to school language policies. Similarly, my research indicated the existence of a linguistic hierarchy among students, where certain languages are accepted while others are not. This hierarchy has significant implications for students with particular language backgrounds, who experience stereotypes and prejudice, leading to negative emotions and bullying. These adverse perceptions and bullying incidents can discourage the use of these

languages. Participants in my study specifically noted that Polish individuals often face negative emotions and bullying due to stereotypes associated with being Polish. This observation aligns with Raja et al.'s (2022) study, who found that the use of certain languages, particularly indigenous ones, was not accepted in schools. Their study revealed that stereotypes linked to these languages led students to avoid using them, associating them with lower educational attainment (Raja et al., 2022). According to their findings, the target language was regarded as more prestigious and appropriate for academic use, while the majority language was seen as a supportive language. In contract, Indigenous languages were typically reserved for home use and judged based on stereotypes. This pattern mirrors my study's findings, indicating the presence of a linguistic hierarchy involving target, majority and third languages.

My research indicated that students who speak more languages hold more positive beliefs towards the benefits multilingualism has on learning languages. Participants reported various advantages of being multilingual, such as the ability to assist individuals who are not proficient in the target language. This finding aligns with Rajendram's (2023) study, where students employed multilingual strategies, like translanguaging, to support their peers, adjusting their language according to interlocutors' language abilities. Additionally, participants in my research perceived multilingualism as a means to facilitate communication across international borders. This resonates with the curriculum's values and principles, which emphasize that proficiency in multiple languages fosters active societal participation (Utdanningsdirektoratet, 2017).

During my study students reported negative beliefs towards the teachers' use of languages other than the target language during EFL or foreign language classes. Their negative beliefs seem to stem from a lack of understanding of how multilingual practices in language classes can be beneficial. Raja et al. (2022) revealed that about half of the participants in their study viewed their teacher's translanguaging practices positively, finding them acceptable and supportive in understanding complicated materials. This was particularly beneficial for students with low proficiency in the target language. However, compared to my study, many students expressed negative feelings about their teacher's translanguaging practices, preferring target-language-only classes (Raja et al., 2022).

5.2 Multilingual practices in the school setting

It was found during this study that students who speak more languages engage more in translanguaging with peers, additionally, they engage more in translanguaging during lessons in school. The LK 20 framework emphasizes that one of the educational objectives of promoting multilingualism is to help students recognize the utility of proficiency in multiple languages as a valuable tool (Utdanningsdirektoratet, 2017). Prior research supports this notion, demonstrating that multilingualism serves as a practical resource for students. For instance, Duarte's (2016) study found that students utilized translanguaging for tasks such as paraphrasing, discussing existing knowledge, managing tasks, formulating hypotheses, and correcting and negotiating information. This thesis further reveals that participants perceive multilingualism as a versatile tool. During the study, it was observed that students employ translanguaging for conducting online information searches, using multiple languages to access the necessary information. This finding aligns with Storheil and Iversen's (2023) research, which showed that students applied translanguaging practices not only for information searches but also during pre-writing phases, as problem-solving strategies, and for translations. Additionally, the participants in my research reported leveraging their multilingual friends; when they encountered difficulties understanding a particular language, they sought translations from their peers. This collaborative use of multilingualism underscores its practical benefits in educational contexts.

My study revealed that students feel more comfortable in language learning classes when they can rely on multiple languages. In EFL classes, students employ translanguaging and express a preference for using a combination or Norwegian and English. One student referred to this practice as speaking "Norwenglish." During foreign language classes, students often use their first language for support, particularly when they do not know the corresponding words in the target language. Storheil and Iversen (2023) research similarly found that translanguaging was beneficial for newly arrived multilingual students, helping them express themselves when they were uncertain of the target language vocabulary. Moreover, Huang and Chalmers (2023) found that students who utilized translanguaging practices before completing English reading tasks showed better results than those who did not use translanguaging practices.

The results from this study showed that teachers' support towards multilingualism appears to be similar whether the students speak more languages or less languages. Torpsten's (2018)

study indicated that classrooms integrating multilingual practices, such as translanguaging practices, promote an inclusive environment that values multilingualism, thereby enhancing student engagement. Parallelly, Allard (2017) study found that the teachers' use of translanguaging in classrooms enhances students' access to and comprehension of curricular content, particularly in science and reading lessons. By blending English and Spanish, teachers made the content more relatable and understandable, which prompted student engagement and participation.

The findings from my study presented mixed results regarding translanguaging practices and policies. Students reported that their teachers do not use translanguaging practices during class. When it comes to classroom policies, student experiences are mixed. While some teachers permit translanguaging, others do not. None of the students reported that their teachers actively encouraged multilingual practices; in fact, some students indicated that their teachers did not support such practices, insisting on monolingual classroom policies, requiring students to speak only in the target language. Monolingual classroom policies will expropriate students' likelihood of using their own resources in learning (Cenoz & Gorter, 2020). Conversely, some students from my study reported that using multiple languages in language learning classes is accepted when they do not know how to respond in the target language, but not encouraged. Research shows that teachers can help students' understanding and to develop their linguistic performances through encouraging them to use their entire linguistic repertoire (Garcia & Kleyn, 2016). Rajendram (2023) noted in his study that teachers might feel pressured to enforce a target language-only policy due to expectations from higher authorities. Gorter and Arocena (2020) found that teachers' beliefs towards multilingualism and multilingual practices changed for the better after receiving training. They found that after participating in a development course where the goal was to increase multilingual practices within the classroom, the teachers' beliefs towards the benefits of multilingual approaches changed for the better. A similar conclusion was reached by The Council of Europe (2022), who recommend that teachers should receive further training which focuses on pedagogical approaches which facilitate plurilingual and intercultural education. These results may indicate that it would be effective to provide teachers in Norway with courses on multilingualism, and that it may lead to less monolingual practices and an increase in multilingual practices.

All students in my study learn three languages at school: Norwegian, English and a foreign language which is either German or French. Almost all students are positive towards learning

new languages and express a longing to learn more languages at school, apart from Red and Green who are among the students who speak less languages, see Table 3. However, there are only the three languages: Norwegian, English, and German or French that are offered within their school. Pink says that they use a lot of their time at school, and that they therefore do not have the opportunity to prioritize time outside school to learn new languages. Pink further expresses a desire for using school time to become more proficient in one of the languages they already know, Indian, which is not offered at their school. It was also found that at least half of the students wish they could receive language training at school within the languages their parents speak; Indian, Thai, Icelandic, and Spanish. The Spanish language is one of the languages that are mentioned multiple times by several students when talking about this topic. However, the students informed that their school lacks qualified teachers who can teach other languages than what is already being offered. Interestingly, I struggled finding research connected to this issue. However, some aspects of Pesch's (2021) study can be related to this, where teachers who do not have proficient knowledge about the children's first languages lead to less effective multilingual strategies.

5.3 Multilingualism and identity

Prior research shows that identity is linked to students' languages, and that multilingual practices can help students connect with their identity (Krulatz et al., 2018). In line with previous studies, this study found that students' different languages are connected to various parts of their identity. The results from this study are in accordance with the goals from the core curriculum, which says that the Norwegian education shall encourage students to develop their own linguistic identity (Utdanningsdirektoratet, 2017). For instance, the students were asked about languages connected to their social identity. The results showed that Norwegian, which is the majority language in Norway, was the language most students associated with their social identity. Additionally, over half of the students noted that English also was a part of their social identity. The students reported that these two languages were the languages they frequently used in communication with others. Blue reported that there were three languages connected to their social identity, which were Spanish, English and Norwegian. Interestingly, Blue also used translanguaging when reporting this, listing the languages in Norwegian while ending the sentence with "basically." Blue's use of translanguaging exemplifies the non-linear and adaptive nature of language which can be connected to Dynamic Systems Theory. Instead of

sticking to a single language, Blue dynamically switches between languages within the same sentence. Dynamic Systems Theory suggests that language is not a set of isolated systems but a complex network where different elements interact in unpredictable ways, much like Blue's translanguaging practice (Hiver et al., 2022). This fluidity mirrors the dynamic system's principle of adaptability and responsiveness to context (García & Wei, 2014).

The students were asked which languages they connected to their ethnic identity. The results demonstrate that students mainly linked languages to their ethnic identity according to two factors: where they were born or their parents' origins. The students connect their ethnic identity to their parents' ethnicity and origin, which is something that can be connected to their cultural heritage. Rajendram (2023) found that students linguistic choices can be used to preserve and express cultural heritage. It was also found that students explained their linguistic choices by emphasizing its connection to their identity and culture (Rajendram, 2023).

Three students: Red, Green, and Grey, solely connected their ethnic identity to the Norwegian language, on the account of their own and their family's Norwegian background. Another student, referred to as Pink, described their ethnic identity as a blend of Indian and Norwegian, reflecting their Indian ancestry and Norwegian birthplace. On a similar note, Yellow associated their ethnic identity with Swedish due to their family's background and with French, as they were born in France. Orange reported that Thai, which is their mother's language, was the language that most accurately represented them. Yet again, Blue identified three languages to describe another part of their identity: Norwegian, Spanish, and Swedish, as integral parts of their identity. Fascinatingly, Purple initially felt a connection to Icelandic because of their mother's heritage. However, they changed their mind due to not being proficient in Icelandic and chose to say Norwegian. Overall, these findings are in accordance with findings reported by Torpsten (2018). Torpsten (2018) found that students connected different languages to aspects of themselves. One of the participants in Torpsten's (2018) study showed how several aspects of her identity was connected to different parts of herself:

> "The yellow veil represents the brain with Swedish as the language for thinking and talking. The red rosette and hands represent German as my sister is half German and sometimes she sends me messages. On the forehead is a little bit of green for Arabic and Ethiopian, a language I sometimes use for thinking and counting. The feet are dark blue, representing English, because English carries me up. The heart is light blue and

represents Somali. The language I speak at home. I am that language." (Aisha, 2018, as cited in Torpsten, 2018, p. 107-108).

One part of Aisha's statement which is quoted above "[…] The red rosette and hands represent German as my sister is half German […]" on top of the results from my study supports the notion of multilingual individuals connecting their identity to languages spoken by members of their families (Aisha, 2018, as cited in Torpsten, 2018, p. 107-108).

Furthermore, the students were asked about their identity when they are alone, their personal identity. It was found that Norwegian and English were among the languages commonly associated with personal identity. Red connected a mix of Norwegian and English to their personal identity and expressed that they felt different when being alone compared to being around others. Green and Yellow noted that Norwegian and English were the languages used for thinking. This finding is similar to findings from Torpsten's (2018) study where Aisha, a participant in the study connects the Swedish language to their brain, which they use to think. Orange and Grey reported that English was the language they connected to their personal identity. Blue shows a pattern of listing multiple languages connected to their identity, and reports Spanish, Norwegian and English as the languages connected to their personal identity. This pattern in addition to Blue's prior translanguaging when listing up languages connected to their social identity, may indicate that Blue alternate between these languages and occasionally do translanguaging. Translanguaging enables multilingual individuals like Blue to create hybrid identities by combining their multilingual repertoire into one cohesive linguistic identity instead of seeing their languages as distinct languages (Poza, 2019).

5.4 Multilingualism and translanguaging in social interactions

My research found that students who speak more languages participate more in translanguaging with friends and peers, compared to the students who spoke less languages. Additional results showed that students differentiate their language use based on the context and the individuals they are conversing with. Wei (2011) expresses that multilingual individuals adapt their language use to suit different social contexts and audiences. The findings from my study confirm this, the students alternate between different languages based on whether they speak with friends, family or in school. For instance, most of the students naturally alternate between Norwegian and English when talking to their friends as the English language often seems more

fitting than Norwegian for certain expressions. This aligns with Cook's (2007) muti-competence theory, showing that multilingual individuals do not separate their languages into monolingual systems, they do however use all their linguistic resources to communicate and make meaning.

Pesch (2021) found that translanguaging can create linguistic spaces that encourage communication. Wei (2011) also validates this, and report that multilingual individuals go into a translanguaging space during translanguaging practices where they utilize their linguistic resources. As García and Wei (2014) emphasize, translanguaging can create a societal space for multilingual individuals and their families where they can use their linguistic and cultural practices in communication. The findings from my study show that students mostly speak one language with their parents, except for two students who do translanguaging when speaking to their parents. The students communicate with their parents using multiple languages where their parents communicate in one language, and the children respond in a different language.

5.5 Multilingualism and emotions

During my study it was found that students do translanguaging in reaction to emotional triggers, such as fear, anger and hurt. The student's translanguaging is especially evident during activities, such as gaming. The students noted that anger and fear are among the emotions that appear during such activities, which frequently leads to spontaneous use of English swearwords. Spernes and Ruto-Korir (2021) found that students preferred to use one of the official languages when expressing emotions. In contrary, my study found that students tend to use a language which is not an official language in Norway, when expressing emotions. Most students use English words when expressing emotions such as being scared, angry, or hurt. It was observed that this type of spontaneous translanguaging happens in reaction to being startled, such as falling and hurting themselves or being shot at by other players when playing videogames. This also supports the notion that translanguaging occurs naturally for these students. It was noted during the study that Blue, who speak more languages (see Table 3), makes specific linguistic choices in moments of anger, and uses languages others do not understand with the intention of excluding their friends from understanding them. Red and Purple, who are among the participants speaking less languages (see Table 3), report that not understanding others who speak different languages are negative. This is something that aligns

with Poza's (2019) research which reports that multilingual individuals can switch between languages to include or exclude peers.

Even though students report that they use English frequently when translanguaging, half of the students; Grey, Blue, Yellow, and Green, reported negative emotions towards speaking English aloud during EFL classes. It was noted down that it can be embarrassing to say something wrong, and that it sometimes is scary to speak English aloud in front of their peers. Purple says that if peers are laughing at them when they are speaking English in front of the class, they switch languages to what they call a nonsense language, "Norwenglish." What the students call nonsense language is a form of translanguaging, which the study found to provide the students with safety and motivation which made it fun to speak aloud. This finding ties well with the previous studies wherein translanguaging created a playful learning environment within the classroom, where additionally, student built a stronger connection to their teacher, which in turn made the classroom a more enjoyable and engaging place to learn (Tai & Wei, 2021). A similar pattern of results was found in Torpsten's (2018) study, where it was found that student engagement increased when students expressed themselves using multiple language.

6 Conclusion

This study aimed to explore whether 8th and 9th grade students cluster into distinct profiles based on their engagement in translanguaging practices and experiences with multilingualism. It also aimed to understand how multilingual 8th and 9th grade students' beliefs about multilingualism and their engagement in multilingual practices affect their social interactions, academic practices, and identity.

The findings demonstrate that students do indeed cluster into distinct profiles based on their multilingual experiences and engagement in translanguaging practices. Students who speak more languages generally have more positive attitudes towards multilingualism. They are also more engaged in translanguaging practices both in social and academic settings. These students also report more positive emotions about being multilingual. Conversely, students who speak fewer languages show less engagement in translanguaging and often hold fewer positive beliefs about multilingual practices.

The students expressed pride and joy in their multilingual abilities, viewing these skills as socially advantageous and personally fulfilling. They appreciate the ability to communicate with diverse individuals and the practical benefits of having friends who can assist with language translation. Socially, students find that multilingualism enriches their interactions, allowing them to form connections across linguistic boundaries and experience a sense of achievement when using newly learned languages. However, they also acknowledge the challenges, such as the potential for social exclusion or misunderstandings when others to not share the same language. Negative stereotypes associated with certain languages highlight the intersection of language and social prejudice, affecting students' willingness to use their native or heritage languages openly.

Academically, the students' translanguaging practices are primarily positive, aiding in their learning processes and providing access to a broader rage of information. The ability to search for information using multiple languages enhances their research capabilities. However, the structures language policies in classrooms sometimes hinder the natural use of multilingual resources, as students are often expected to adhere strictly to the target language being taught. This approach can limit the potential benefits of translanguaging, where students could otherwise leverage their entire linguistic repertoire for learning.

Regarding identity, the students navigate a complex interplay between their social, ethnic, and personal identities, with language serving as a critical marker. Norwegian and English are predominantly associated with social and personal identities due to their frequent use in both face-to-face and online interactions. Ethnic identity, however, is more closely tied to the languages of the students' heritage, reflecting their cultural backgrounds. The fluidity with which these multilingual students switch languages based on context highlights their adaptability and the integral role of language in shaping their sense of self.

This study emphasizes the importance of recognizing and leveraging the linguistic diversity of students to enhance their academic performance and personal identity development. The findings suggest that incorporating translanguaging practices can foster more inclusive and supportive learning environments, which align with the values and principles of the Norwegian curriculum that emphasize student-centered pedagogy and inclusivity. By acknowledging students' linguistic repertoires, educators can promote cognitive benefits, improve critical thinking, and support social inclusion. The study also highlights the need for further teacher training in multilingual pedagogy to reduce monolingual biases and encourage more effective use of students' multilingual abilities.

I hope and believe the themes researched in this study can be further researched in Norwegian secondary schools. There is a lack of national research regarding multilingual practices, especially translanguaging practices, in Norwegian primary and secondary schools. The empirical findings in this study depict students' views and opinions on student, school, and teacher factors. Due to time constraints other stakeholders were not researched. It would therefore be interesting to read research that also focuses on teachers, school leaders, parents, and societal views on the factors.

6.1 Limitations

This study has several limitations worth mentioning. The primary limitation is the timeframe, which led to other limitations. Conducted as a cross-sectional study, it provides data from a single point in time. It is possible that the information could change over time. Efforts were made to involve several schools from different cities, however many did not respond or reported that they lacked the resources to participate. Consequently, the study is limited to two upper secondary schools within the same city. Furthermore, a significant number of participants declined to participate, and due to time constraints, additional participants could not be recruited. This resulted in only two focus group interviews, with an uneven distribution of participants – five in one group and three in the other. The small number of participants may introduce bias and limit the representativeness of the findings. Additionally, the focus group design may have led to participants influencing each other's responses, potentially altering the results. The study is further restricted by its focus on a relatively homogeneous group of students. Expanding the participant pool to include a more diverse range of schools, both in terms of geographic location and socio-economic background, could provide a more comprehensive understanding of translanguaging practices.

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Appendix

Appendix 1: SIKT-Approval

◆◗ Sikt

Vurdering av behandling av personopplysninger

Referansenummer	**Vurderingstype**	**Dato**
873800	Standard	09.02.2024

Tittel
Masteroppgave - Transspråk

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

Prosjektansvarlig
Raees Calafato

Student
Rebekka Tveit

Prosjektperiode
01.11.2023 - 01.07.2024

Kategorier personopplysninger
Alminnelige
Særlige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)
Uttrykkelig samtykke (Personvernforordningen art. 9 nr. 2 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.07.2024.

Meldeskjema ☐

Kommentar
OM VURDERINGEN
Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

TYPE PERSONOPPLYSNINGER
Prosjektet vil behandle særlige kategorier av personopplysninger om etnisitet.

LOVLIG GRUNNLAG
Lovlig grunnlag for behandlingen av personopplysninger vil være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a). Den registrerte gir sitt uttrykkelige samtykke til behandlingen av særlige kategorier av personopplysninger. Dermed gjelder ikke forbudet i personvernforordningen art. 9 nr. 1, ettersom vilkår for unntaket i art. 9 nr. 2 a) er oppfylt. Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna.

Under datainnsamlingen kan det fremkomme opplysninger om hvilke språk foreldre, besteforeldre, søsken og venner snakker. Dette kan da bli opplysninger om tredjepersoner. Den planlagte behandlingen av personopplysninger er nødvendig for å utføre en oppgave i allmennhetens interesse, jf. personvernforordningen art. 6 nr. 1 e).
Ifølge art. 6 nr. 3 b) skal grunnlaget for slik behandling fastsettes nærmere i nasjonal rett. Personopplysningsloven § 8 stadfester at behandling av personopplysninger for arkiv-, forsknings- eller statistikkformål er i allmennhetens interesse og kan gjøres på grunnlag av art. 6 nr. 1 e).
Prosjektet behandler særlige kategorier av personopplysninger, jf. personvernforordningen art. 9. Behandlingen er nødvendig for formål knyttet til vitenskapelig forskning. Forbudet i personvernforordningen art. 9 nr. 1 gjelder ikke, ettersom vilkår for unntaket i art. 9 nr. 2 j) er oppfylt.

Formålet er se på elevers oppfatning av å skifte mellom språk og hvordan dette kan påvirke deres muntlige engasjement i klasserommet. Vi vurderer at tilhørende krav i personopplysningsloven § 9 om at samfunnsnytten klart overstiger ulempene for den enkelte er oppfylt.

Prosjektet gjør også nødvendige tiltak for å ivareta de registrertes rettigheter og friheter, jf. art. 89 nr. 1. I vår vurdering har vi lagt vekt på at prosjektet har dermed høy samfunnsnytte, opplysningene kun brukes til prosjektet, og ikke andre formål, omfanget

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personopplysninger er relativt lite, foresatte får god informasjon om behandlingen og sine rettigheter, kun prosjektmedarbeidere har tilgang til opplysningene, personopplysninger anonymiseres fortløpende og varigheten for behandling av personopplysninger er relativt kort.

Så lenge tredjepersoner kan identifiseres i datamaterialet vil de ha følgende rettigheter, jf. personvernforordningen: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og protest (art. 21). For tredjepersoner som ikke får informasjon (besteforeldre, venner) vil det innebære en uforholdsmessig stor innsats å informere, sett opp mot nytten av å bli informert (art. 14 nr. 5 b). Personopplysningene behandles til forskningsformål, og behandlingsansvarlig gjør egnede tiltak for å verne den registrertes rettigheter og friheter. I vår vurdering har vi lagt vekt på personvernulempen er lav og forsker har ikke kontaktinformasjon.

FØLG DIN INSTITUSJONS RETNINGSLINJER
Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.)

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

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

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

Lykke til med prosjektet!

Appendix 2: Questionnaire

∿ Nettskjema

Translanguaging questionnaire

Hvilke språk kan du?
Skriv hvilke språk du kan:
For eksempel:
Engelsk og Norsk
Engelsk, Norsk og Tysk

Hvor ofte pleier du å bytte mellom språkene dine når du snakker med venner?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor ofte pleier du å bytte mellom språkene dine når du snakker med medelever ?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor ofte pleier du å bytte mellom språkene dine når du snakker med lærerne dine?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor ofte pleier du å bytte mellom språkene dine når du snakker med dine foresatte?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor ofte pleier du å bytte mellom språkene dine for å få frem meningen med det du prøver å si?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor ofte pleier du å bytte mellom språkene dine når du snakker høyt i timen?

Aldri (Jeg gjør aldri dette)
Noen ganger (Jeg gjør dette noen ganger)
Ofte (Jeg gjør dette ofte)
Alltid (Jeg gjør dette hele tiden)

Hvor selvsikker er du i å bruke alle språkene du prater når du skal snakke Engelsk?

Ikke selvsikker (Jeg er ikke selvsikker i å gjøre dette)

Litt selvsikker (Jeg er litt selvsikker i å gjøre dette)

Selvsikker (Jeg er selvsikker i å gjøre dette)

Veldig selvsikker (Jeg er veldig selvsikker i å gjøre dette)

Hvor mye hjelper det å kunne andre språk når du skal lære deg nye ord på Engelsk?

Ikke i det hele tatt (Det hjelper ikke i det hele tatt)

Litt (Det hjelper litt)

Noen ganger (Det hjelper noen ganger)

Ofte (Det hjelper ofte)

Alltid (Det hjelper alltid)

Hvor ofte pleier lærerne din å oppfordre deg til å bytte mellom språkene dine når skal snakke Engelsk i timen?

Aldri (De oppfordrer meg aldri til dette)

Noen ganger (De oppfordrer meg noen ganger til dette)

Ofte (De oppfordrer meg ofte til dette)

Alltid (De oppfordrer meg alltid til dette)

Hvor mye bruker du kunnskapen din fra andre språk du kan til å forstå Engelsk ?

Aldri (Jeg gjør aldri dette)

Noen ganger (Jeg gjør dette noen ganger)

Ofte (Jeg gjør dette ofte)

Alltid (Jeg gjør dette hele tiden)

Hvor ofte snakker du Engelsk foran klassen i Engelsktimene?

Aldri (Jeg snakker aldri Engelsk foran klassen)

Sjeldent (Jeg snakker sjeldent Engelsk foran klassen)

Noen ganger (Jeg snakker Engelsk noen ganger foran klassen)

Ofte (Jeg snakker ofte Engelsk foran klassen)

Hele tiden (Jeg snakker Engelsk foran klassen hele tiden)

Hvor ofte er du redd for å si noe feil på Engelsk i Engelsktimene?

Aldri (Jeg er ikke redd for å si noe feil)

Sjeldent (Jeg er sjeldent redd for å si noe feil)

Noen ganger (Noen ganger er jeg redd for å si noe feil)

Ofte (Jeg er ofte redd for å si noe feil)

Hele tiden (Jeg er redd for å si noe feil hele tiden)

Hvor mye bedre/lettere hadde det vært å snakke Engelsk høyt i timen dersom du kunne bytte mellom språkene dine?

Ikke i det hele tatt (Det hadde ikke vært noe bedre/lettere)

Litt (Det hadde vært litt bedre/lettere)

Mye (Det hadde vært mye bedre/lettere)

Nå skal du få ulike påstander som du skal svare på.

Jeg tror man blir bedre i Engelsk av å kunne flere språk.

Nei, ikke i det hele tatt (Jeg tror ikke man blir bedre i Engelsk av å kunne flere språk)

Litt (Jeg tror man blir litt bedre i Engelsk av å kunne flere språk)

Mye (Jeg tror man blir mye bedre i Engelsk av å kunne flere språk)

Jeg er stolt over å kunne flere språk.

Nei, Ikke i det hele tatt (Jeg er ikke stolt i det hele tatt av å kunne flere språk)

Litt (Jeg er litt stolt over å kunne flere språk)

Hverken eller (Jeg tenker ikke noe over dette)

Veldig (Jeg er veldig stolt over å kunne flere språk)

Jeg føler meg smart av å kunne flere språk.

Nei, Ikke i det hele tatt (Jeg føler meg ikke smart av å kunne flere språk)

Litt (Jeg føler meg litt smart av å kunne flere språk)

Hverken eller (Jeg tenker ikke noe over dette)

Veldig (Jeg føler meg veldig smart av å kunne flere språk)

Skolen min legger til rette for at jeg kan bruke alle språkene mine når jeg skal lære noe.

Aldri (Skolen min legger ikke til rette for dette)

Noen ganger (Skolen min legger til rette for dette noen ganger)

Ofte (Skolen min legger ofte til rette for dette)

Alltid (Skolen min legger alltid til rette for dette)

Lærerne mine bytter mellom språkene sine i undervisningen.

Aldri (Lærerne min gjør aldri dette)

Noen ganger (Lærerne min bytter noen ganger mellom språkene sine)

Ofte (Lærerne min bytter ofte mellom språkene sine)

Hele tiden (Lærerne min bytter mellom språkene sine hele tiden)

Skolen min viser frem arbeid (Plakater, tekster, kunst) hvor jeg kan vise frem alle språkene mine.

Aldri (Skolen min gjør aldri dette)

Noen ganger (Skolen min gjør dette noen ganger)

Ofte (Skolen min gjør dette ofte)

Hele tiden (Skolen min gjør dette hele tiden)

Generert: 2024-05-31 12:24:32.

Appendix 3: Information letter about participation and consent

Vil du delta i forskningsprosjektet

Translanguaging – motivational factor for speaking?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å samle inn data til masteroppgave. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet vil være å finne ut om å bytte mellom språk (transspråking) kan bidra til elevenes muntlige motivasjon i engelsktimene.
Problemstillingen for studien er som følger: I hvilken grad kan transspråking bidra til elevenes muntlige motivasjon i engelsktimene?
Opplysningene skal brukes i masteroppgave.

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

Hvorfor får du spørsmål om å delta?
Studien skal omhandle flerspråklige elever på 8.trinn.og 9.trinn

Hva innebærer det for deg å delta?
Eleven vil ta del i gruppeintervju med 4 andre elever.
Under intervjuene vil jeg samle inn informasjon om elevens erfaringer og følelser knyttet til språkene deres. Det vil blant annet stilles spørsmål om hvilke språk foreldre, søsken, besteforeldre og venner snakker. Det vil bli vedlagt en intervjuguide med spørsmålene elevene skal svare på.

Under intervjuene vil det bli tatt opptak av samtalen slik at informasjonen som blir oppgitt i masteroppgaven blir så korrekt som mulig. Opptakene vil bli gjort i Nettskjema-diktafon.

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 vil delta eller senere velger å trekke deg. Det vil ikke påvirke deres forhold til skolen/lærer dersom man ikke ønsker å delta.

Elevene vil bli tatt ut av undervisningen for å delta i intervjuet.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- *Personer som vil ha tilgang til opplysningene er:*
  - *Student. Rebekka Tveit.*
  - *Prosjektansvarlig. Raees Calafato.*

- *Datamaterialet vil lagres i nettskjema. En sikker side der man må ta i bruk Bank-id for å få tilgang.*

Deltakerne vil anonymiseres og vil dermed ikke kunne gjenkjennes i publikasjonen.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes etter godkjent masteroppgave [01.07.2024]. Opptakene vil slettes etter godkjent masteroppgave, og senest 1 år etter opptak.

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 Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

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

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- *Universitetet i Sørøst-Norge ved Rebekka Tveit 215091@usn.no og/eller Raees Calafato raees.calafato@usn.no.*
- Vårt personvernombud: *Paal Are Solberg – Personvernombud@usn.no*

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:
- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Raees Calafato   *Rebekka Tveit*
(Forsker/veileder)

Appendix 4: Interview guide

Intervjuguide til fokusgruppeintervju

Om elevene:

- Hvilke språk snakker dere?

    o Kan du lese, skrive, lytte og prate språkene?

    o Kan du rangere språkene dine frå hvilke språk du kan minst til mest?

    o Kan du rangere språkene dine fra hvilke du bruker minst til mest?

- Hvilke språk eller dialekter snakker dere med familiene deres? (Kan være dialekter fra andre språk)

    o Hvor mange språk eller dialekter snakker foreldrene deres?

        ▪ Hvor mange språk snakker dere med hverandre?

    o Hvor mange språk eller dialekter snakker søsknene deres?

        ▪ Hvor mange språk snakker dere med hverandre?

    o Hvor mange språk eller dialekter snakker besteforeldrene deres?

        ▪ Hvor mange språk snakker dere med hverandre?

    o Pleier dere å bytte mellom språk når dere snakker med familiene deres?

        ▪ Hvorfor bytter du mellom språkene?

        ▪ Har dere noen eksempler på når og hvordan dere bytter språk med familien?

- Hvilke språk snakker vennene dine?

    o Har du lært noe av vennene dine sine språk?

    o Finnes det noen utfordringer eller fordeler med å ha venner som snakker ulike språk enn det du gjør?

    o Bytter dere mellom språk når dere er med vennene deres?

        ▪ Hvorfor bytter du mellom språkene?

- Har dere noen eksempler på når og hvordan dere bytter språk med venner?

- Hvilke av språkene dine liker du best? Kan du rangere språkene dine fra hvilke du liker minst til mest?
  o Hvorfor liker du det språket best?

- Hvis du tenker på identiteten din, hvilke av språkene dine er tettest knyttet til hvem du er som person?
  o Hvilke språk er knyttet til din sosiale identitet, den identiteten du har rundt andre? Hvorfor
  o Hvilke språk er knyttet til din etniske identitet, den identiteten som har med dine røtter å gjøre? Hvorfor?
  o Hvilke språk er knyttet til din personlige identitet, den identiteten du har når ingen er rundt deg? Hvorfor?

Språk på skolen

- Har du mulighet til å lære noen av språkene dine bedre på skolen?
  o Hvilke språk?
  o Skulle du ønske at du hadde muligheten til å få opplæring i alle språkene dine på skolen?

- Hvilke av språkene dine bruker du mest på skolen?
  o I hvilke situasjoner bruker du hvilke språk?
  o Hvem bruker du de ulike språkene dine med?

- Snakker noen av lærerne dine ulike språk?
  o Hvilke ulike språk snakker lærerne dine?
  o Bytter lærerne dine mellom språk når de skal forklare ting?

- Hvis du ser for deg at du sitter i Engelsk timen og blir bedt om å svare på et spørsmål høyt foran klassen på Engelsk, hvordan føler du det inni deg da?
    - Hva syntes du om å snakke Engelsk foran andre?
    - Hvis du prøver å si noe på Engelsk, men ikke klarer å si alle ordene på Engelsk, hva gjør du da?
- Har du noen forslag til hvordan det kan være lettere å snakke Engelsk foran andre i klassen?
- Når du skal skrive tekster på Engelsk, pleier du å skrive teksten på Engelsk med en gang eller pleier du å skrive på et annet språk først, for å så oversette etterpå?
- Hvilke språk bruker dere mest i Engelsk timene?
- Når dere har fremmedspråks undervisning (Tysk, Fransk eller Spansk), pleier du å bytte mellom språk når du skal si noe høyt?
- Har du noensinne lært om fordelene ved å kunne flere språk?
- Har noen av lærerne dine oppfordret deg til å bruke alle språkene dine for å lære?
    - Tror du at du kan bruke noen av språkene dine for å lære noe nytt?
    - Hvordan da?
- Har dere noensinne fått muligheten til å vise frem alle språkene dere kan når dere har vært på skolen?
    - Hvordan fikk du muligheten til å vise de frem?
    - Føler du at skolen deres er inkluderende når det gjelder flerspråklighet?
        - Hvorfor/Hvorfor ikke?
    - Hvis dere ser vekk fra engelsktimene, hender det at det å bruke flere språk samtidig blir brukt og oppfordret i andre fag?

Følelser knyttet til språk:

- Hvilke følelser knytter du til å kunne flere språk? (Stolt, flau, glad, trist, forvirret, avsky, redd)

    o Hvorfor føler du på de ulike følelsene?

- Hva er det som er positivt med å kunne flere språk?

    o Hvorfor?

- Hva er det som er negativt med å kunne flere språk?

    o Hvorfor?

- Føler du at alle språkene dine er like mye verdt i skolehverdagen din?

    o Hvorfor/Hvorfor ikke?