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"*I think that it is important that they experience that their background is not an obstacle*" - Immigrant students' attitudes, experiences and proficiency levels as English language learners in Norwegian introductory classes

A non-interventionist exploratory study

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I

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Abstract

This primarily quantitative non-interventionist experimental study seeks to explore how multilingual pedagogies are used in the English subject among newly arrived immigrant students (ImSt) in Norwegian introductory classes at upper-secondary school, and how language use impacts immigrant students as 'English as an additional language' (EAL) learners. Exploration of this topic was initiated due to current research highlighting the importance of using multilingual students' full linguistic repertoires as a resource for learning an additional language through multilingual pedagogies. Eight research questions were formulated with the intention of providing a detailed and holistic answer to this topic.

To address the research questions, a mixed methods approach with the main emphasis on quantitative strands was chosen. Methods used for data collection included an adaption of Gardner's (2004) AMTB questionnaire answered by ImSt, the Oxford English language proficiency tests answered by ImSt and native students (NaSt), and semi-structured interviews where informants were the English teachers of the participating ImSt.

Findings from this study indicated that ImSt generally had very positive attitudes and experiences as EAL learners. However, ImSt had, on average, much lower proficiency levels than same-aged NaSt attending Norwegian schools since 1st grade. Consequently, large proficiency gaps between ImSt often made it difficult for EAL teachers to facilitate EAL learning among their ImSt. Despite the challenges for EAL teachers to facilitate EAL learning, none of the EAL teachers reported implementing multilingual pedagogies systematically to create a better EAL learning environment. Additionally, EAL teachers exhibited a discrepancy between their beliefs and practices on multilingual pedagogies. All teachers expressed positivity towards its implementation, while none of them reported actively and systematically practiced multilingual pedagogies in the EAL classroom.

In light of this, this thesis advocates for an increased focus on multilingual pedagogy, particularly pedagogical translanguaging, as an important tool for improving ImSt's EAL learning experience and outcomes in Norwegian introductory classes. By employing pedagogical translanguaging, ImSt might enhance their English proficiency at a faster pace, which, in turn might aid the process of transitioning to mainstream classes—a process closely linked to integration policies set by the Norwegian government.

Keywords

Sammendrag

Denne hovedsakelig kvantitative ikke-intervenerende eksperimentelle studien søker å utforske hvordan flerspråklig pedagogikk brukes i engelskfaget blant nylig ankomne innvandrerstudenter (ImSt) i norske innføringsklasser på videregående skoler, og hvordan bruk av ulike språk påvirker ImSt som har engelsk som tilleggsspråk (EAL). Utforskningen av dette emnet ble igangsatt på bakgrunn av nåværende forskning som fremhever viktigheten av å bruke flerspråklige studenters fulle språklige repertoar som en ressurs for språklæring gjennom flerspråklig pedagogikk. Åtte forskningsspørsmål ble formulert med intensjonen om å gi et detaljert og helhetlig svar på dette temaet.

For å svare på forskningsspørsmålene, ble en «mixed methods» tilnærming med hovedvekt på kvantitative metoder valgt. Metodene som er brukt for datainnsamling er en tilpasning av Garner's (2004) AMTB spørreskjema besvart av ImSt, Oxford sin standardiserte Engelsk språktest besvart av ImSt og «innfødte» studenter av det norske skolesystemet (NaSt), samt semi-strukturerte intervjuer der informantene var engelsklærerne til de deltakende ImSt.

Funn fra denne studien indikerte at studiens ImSt generelt sett hadde svært positive holdninger og erfaringer som EAL-elever. Imidlertid hadde ImSt i gjennomsnitt mye lavere engelskferdighetsnivåer enn jevnaldrende NaSt. Følgelig gjorde store engelskferdighetsforskjeller mellom ImSt det ofte vanskelig for EAL-lærere å tilpasse undervisningen. Samtidig brukte ingen av EAL-lærerne flerspråklig pedagogikk systematisk for å skape et bedre læringsmiljø for EAL-læring. Ikke bare manglet EAL-lærerne systematisk implementering av flerspråklig pedagogikk, da de også viste til en merkbar forskjell mellom sine oppfatninger og praksis rundt flerspråklig pedagogikk. Alle lærerne uttrykte positivitet til dets implementering, mens ingen av dem praktiserte flerspråklige pedagogikk aktivt og systematisk i sine respektive EAL-klasser.

Derfor argumenterer denne avhandlingen for økt fokus på flerspråklig pedagogikk, spesielt pedagogisk transspråking, for å forbedre ImSt sin EAL-læringsopplevelse og engelskfaglige resultater i norske innføringsklasser. Gjennom pedagogisk transspråking, kan ImSt forbedre sitt engelsknivå raskere, noe som igjen kan lette overgangen til deltagelse i ordinære klasser–en utdanningsprosess som er nært knyttet til integreringspolitikken fastsatt av den norske regjeringen.

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1 Introduction

The main goal of this non-interventionist exploratory study is to explore how multilingual pedagogies are used in the English subject among newly arrived *immigrant students[1]* (ImSt) in Norwegian *introductory classes[2]* at upper-secondary school, and how language use impacts ImSt's as English as an additional language (EAL)[3] learners, though a mixed-methods approach. This topic is explored in a time experiencing the shift from a deficit towards a more resource view on multilingualism as a resource for language learning. This recent shift in viewing multilingualism as a resource for language sparked the interest in investigating if and how multiple languages are used in the English subject among the ImSt group.

Based on the current shift towards an increased resource view on multilingualism in Norwegian schools, this thesis advocates for immigrant students (ImSt) to use their home languages[4] as a resource for making the EAL learning process better. Therefore, this thesis focuses on ImSt' attitudes, experiences, and English proficiency levels, to map the status of multilingual use and the use of ImSt' home languages in EAL-classrooms. Also, teachers' experiences, beliefs, and practices, as well as proficiency level testing of ImSt' and native students (NaSt), will be done to provide a more comprehensive picture on this matter.

While this thesis advocates for the use of home languages in the EAL classroom, such practices have been far from reality historically in the English didactical[5] discipline in Norway– starting with the *grammar-translation teaching approach[6]* before 1950, which included "memorization of abstract grammar rules and lists of vocabulary" among other

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[1] Immigrants: "umbrella term for all persons born abroad where neither parent was born in the Nordic country of residence, regardless of their grounds of residence" (Engen, 2014; Krasnik et al., 2020, p. 15). 'Immigrant students' thus referring to students in Norway falling under this definition.

[2] Introductory class: "an introductory provision preparing students for the transition to regular upper secondary education" (Krasnik et al., 2020, p. 31). In the case of this study, introductory classes refer to classes where this study's ImSt attended.

[3] English as an additional language (EAL): "A common term for English when it is learned in addition to a student's first language(s)" (Krulatz et al., 2018, p. 31).

[4] Home language – "The language(s) spoken by your family at home" (Krulatz et al., 2018, p. 31).

[5] When referring to 'English didactics', it is referred to in the Norwegian educational context. This is important to keep in mind as this term does not necessarily directly transfer to other contexts in the anglophone world.

[6] Grammar-translation approach: Among other things, "involved the memorization of abstract grammar rules and list of vocabulary, analyses of the grammar and rhetoric of English texts, as well as the translation of written sentences to and from English" Carlsen, C., Dypedahl, M., & Iversen, S. H. (2020). *Teaching and learning English* (2nd ed.). Cappelen Damm akademisk.

things–having a strict separation between languages (Carlsen et al., 2020, p. 23). But through time, the focus shifted from the teacher being the centre for learning, towards the learner being the centre for learning instead. Today, Norway's core curriculum (LK20) and English subject curriculum (ENG01-04) states that knowing different languages is a resource that should be capitalized when learning English (The Norwegian Directorate of Education, 2017, 2020)[7]. Following the governmental recommendation for multilingualism in education, this thesis focuses on the potential of *multilingual pedagogies*[8], more specifically *pedagogical translanguaging* (see section 2.2.1 for definition), to make ImSt EAL-learners to learn English faster and better.

This study having the goal of investigating how multilingual pedagogies are implemented in introductory classes, where EAL-teachers possible implementation of it plays a pivotal role, teacher 4 (informant from interview, see section 3.1.4) correspondingly expressed how ImSt and their (language) backgrounds should be seen as a resource rather than an obstacle[9]:

> "I think that it is important that they experience that their background is not an obstacle, but rather something positive they can contribute with in the classroom and for the togetherness".

While there is no doubt of the importance for ImSt' to participate in the Norwegian school system for educational, social and other integrational purposes , this is highly salient in Norwegian educational policies (Education & Research, 2010); Norway's integration law ("Integreringsloven," 2020); and common European frameworks for inclusion of ImSt into society through education. However the inclusion of ImSt into the Norwegian school system does come with its challenges. First, "young refugees are a heterogeneous group of students,

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[7] Core and subject curricula are referenced following UDIR's citational guidelines: https://www.udir.no/laring-og-trivsel/lareplanverket/hvordan-referere-til-lareplanene/ (accessed: 13.05.2024).

[8] "A multilingual pedagogy should be regarded not as a unified methodology but as a set of principles that are used to varying degrees in different approaches depending on the teaching context, curriculum and learners". Haukås, Å. (2016). Teachers' beliefs about multilingualism and a multilingual pedagogical approach. International Journal of Multilingualism, 13(1), 1-18. , Neuner, G. (2004). The concept of plurilingualism and tertiary language didactics. The plurilingualism project: Tertiary language learning–German after English, 13-34.

[9] As today's Norwegian core and subject curriculum advocates for multilingualism, thus teacher 4 presenting a resource view on multilingual pedagogies.

with respect to age, gender, ethnicity, flight background, previous education and current life situation» (Krasnik et al., 2020, p. 32). The complexity in having such different backgrounds might make it difficult to accustom the Norwegian educational system which might contrast with previous educational experiences. These and/or other factors might contribute to the clear existing gap «in educational participation, performance and attainment between native-born majority population and immigrant-origin children» (Krasnik et al., 2020, p. 22). This educational gap between ImSt and NaSt might be a contributing factor to why there is a higher dropout rate among refugee and non-refugee immigrants compared to the 'native-born majority' in Norway as seen in *figure 1*.

FIGURE 3: Proportion of upper secondary school dropouts in students with different migration backgrounds (%).
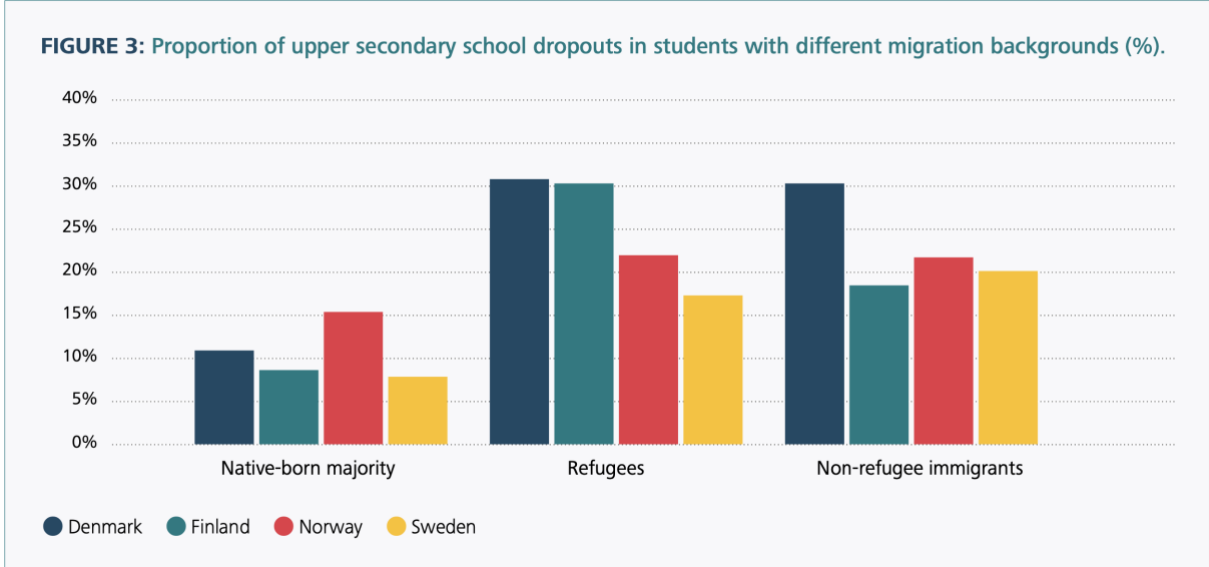
Figure 1- Proportion of upper secondary dropouts among students with different migration backgrounds (%) (Krasnik et al., 2020, p. 25).

For many ImSt, it becomes hard to be proficient enough to follow the instructional language in the EAL-classroom, if it is in Norwegian and/or English (Krulatz & Dahl, 2016; Mirici et al., 2013; Neokleous et al., 2022). Therefore, it is important to utilize ImSt languages when necessary during EAL-learning (European Commission, 2015). And to provide an additional dimension to the difficulty some ImSt might face as EAL-learners, Norwegian *native students[10] (NaSt),* in general, have a high level of English proficiency compared to other countries (Education First, 2023). Therefore, some ImSt might be much lower in their English proficiency levels when compared to NaSt (Nes, 2018). Why ImSt might score lower than

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[10] Native students: Term used in this thesis for those students who have attended the Norwegian school system consecutively since 1st grade, and thus have had English education uninterrupted since 1st grade.

same aged NaSt on English proficiency, might be caused by several factors such as: time attended English education (Krulatz et al., 2018); quality of education (Krasnik et al., 2020); and learner motivation (Back et al., 2020). For ImSt, this proficiency gap might create internal (learner) (Back et al., 2020) and external (school and government) ("The Education Act," 1998; NOU 2010: 7, 2010; The Norwegian Directorate of Education, 2022) pressure for ImSt to reach adequate proficiency levels to attend mainstream English education, a level that is expected by the ImSt to reach as set in the Norwegian Education Act ("The Education Act," §3-12). This added pressure can provide positive or negative outcomes for the ImSt EAL-learner, depending on how they handle the pressure (Back et al., 2020). But what is common for all ImSt, is that they attain home languages from their country of origin that can and should be used as a resource through multilingual pedagogies, to ease on the existing pressure many ImSt face as EAL-learners (Back et al., 2020; Dewaele & Dewaele, 2017; Nes, 2018; Pekrun & Linnenbrink-Garcia, 2012).

While contemporary research is in support of the possible benefits multilingual pedagogies has on language learning as highlighted in studies both regarding immigrant and non-immigrant students (Alisaari et al., 2019; Collier & Thomas, 2007; Cummins, 2000; Mehmedbegovic & Bak, 2017), EAL-teachers tend not to implement multilingual pedagogies to a satisfactory level when compared to current positive evidence on multilingual pedagogies (Brevik & Rindal, 2020a, 2020b; Burner & Carlsen, 2017; Lundberg, 2019), as well as educational institutions and governmental guidelines encouraging its implementation (The Norwegian Directorate of Education, 2017, 2020).

1.1 Research questions

Having established a general overview on Norwegian ImSt as EAL-learners and how multilingual pedagogies such as pedagogical translanguaging can be a tool to foster ImSt' EAL-learning outcomes, corresponding research questions (RQ's) have been made to answer ImSt attitudes, experiences, and English proficiency levels relevant to their status as EAL-learners. For each RQ, a hypothesis is included that contains the researchers' initial beliefs prior to the data collection process.

- RQ1: *What are the main factors for learning English among students in introductory classes?*
  - Hypothesis: Since English is a lingua franca and a crucial language to understand and use as an active citizen in the globalized word, this arguably becomes one of

the main factors for learning English among students in introductory classes. Also, English is an important language to master for academic success. Some students are perhaps motivated to take higher education where English is a required language.

- *RQ2*: *Are there any common challenges students in introductory classes experience as EAL-learners?*
  - Hypothesis: One of the more prominent challenges EAL-learners in introduction classes face, is their lack of knowledge in English and/or Norwegian. Since Norwegian is the main and official language of Norway, it is also common as the instructional language during English classes. Not having good enough proficiency in English and/or Norwegian thus might challenge many students in introductory classes as EAL-learners.

- RQ3: *Are there any English proficiency differences between pupils in introductory classes and native participants of the Norwegian school?*
  - Hypothesis: There is a proficiency gap between native- and immigrant participants of the Norwegian school because native students are exposed to English from 1st grade, something not all immigrant students newly arrived in Norway not necessarily have. Additionally, the quality of education might differ, where Norway ranks very high globally on English proficiency among this study's age group (16-24 years).

- RQ4: *Are there any difference in English proficiency between students in introduction classes?*
  - Hypothesis: There is a large proficiency gap between students in introductory classes because they are a heterogeneous group regarding educational backgrounds. Some might have had little to no exposure to English at all, while others might come from countries where English is an official language and taught from 1st grade as in Norway. Additionally, some might have English as an L2, L3 or Ln as home or heritage language, meaning they might have higher English exposure than the standard native Norwegian EAL-learner.

- RQ5: *What beliefs does the participating EAL-teachers have on multilingual pedagogies?*
    - Hypothesis: While multilingual pedagogies has been a hot topic in the Norwegian educational setting for some years where research has presented multilingualism as a resource and not a deficit for language learning. Both pre- and in-teacher training focuses in various extent on multilingualism as a resource for language learning, and therefore the hypothesis is that EAL-teachers in general has a positive view on multilingual pedagogies.

- RQ6: *Do the participating EAL-teachers implement multilingual pedagogies? If so, how do they implement such pedagogies in their teaching?*
    - Hypothesis: As argued in the RQ5 hypothesis, EAL-teachers is believed to have positive views on multilingual pedagogies. However, from personal experience and observations, implementation of such pedagogies is sparse and implemented unsystematically. Therefore, the hypothesis is that EAL-teachers to limited degree implement multilingual pedagogies, even if they might have a resource view on it.

- RQ7: *Are students' experiences and teachers' practices on multilingual pedagogies similar?*
    - Hypothesis: Student and teacher practices on multilingual pedagogies are only partially similar. As teachers and students have different roles and experiences in the classroom, it is likely that they do not share the same experiences on multilingual pedagogies at large.

- RQ8: *Does teacher and immigrant student experiences align when comparing the interview and questionnaire results?*
    - Hypothesis: Due to teacher and students having different roles in the classroom, they do not share the exact same experiences on the same thing. Therefore, there will be slight to large variation between teacher and immigrant student experiences.

These RQ's will be explored through current literature on the topics (section 2) and through the mix-methods research conducted for this thesis, having participating immigrant and non-immigrant students, as well as informants who are English teachers in different

introductory classes[11] (see section 3.1 for participant profiles, section 3.2 for data collection instruments, and section 4 for results). Results and relevant literature will be connected in the discussion section (section 5) where the RQ's and their corresponding hypotheses will be answered. Afterwards, the conclusion is presented (section 6), before presenting recommendations for further research (section 6.1).

2 Background / literature review

Rothman et al. (2019) emphasizes that in school, linguistic, sociolinguistic, and educational variables interact. Therefore, they advocate for both an theoretical and experimental approach when investigating L3/Ln acquisitioning (p. 47). Followingly, a theoretical and experimental approach is provided in this thesis, where two separate but parallel strands in the literature review mirrors the methodology, which is also twofold, having both a student and teacher perspective (see figure 6 for research design). Starting with the student perspective, the teacher perspective follows.

Before each literature topic, a background section is presented to contextualize the literature. Due to the width of literature presented in this thesis, a conscious decision was made to provide background information in the same main section of the thesis as the literature review. Consequently, the lines between context and literature are connected with the intention to make it easier to follow for the reader.

2.1 Background: Immigration in Norway and introductory classes

IMMIGRATION IN NORWAY

Norway, as many industrialized countries, has experienced a rapid increase in immigration for the past decades. In 1970, 1,3% of Norway's population were born outside Norway. (Engen, 2014, pp. 71-72). In 2023, the number had risen to 16% (Statistics Norway, 2024). Thus, Norway has for the past decades seen an increasingly heterogenization of languages spoken in society at large, but also specifically in schools. There are over 150 languages spoken in Norway today, where speakers of different languages have arrived Norway due to various reasons, ranging from work immigration, to "humanitarian migrants, fleeing from situations of war and great insecurity" (Krulatz et al., 2018, p. 23).

Immigrant students (ImSt) arriving in Norway are a mix of people with varying educational backgrounds. For instance, immigrants from EU-countries might have had a somewhat more similar educational path to the Norwegian educational model compared to immigrants arriving from outside the EU. Also, there has been an increase in 2nd generation immigrant in recent years speaking minority languages, where students in this immigrant group often complete upper secondary school and higher education at a much higher rate compared to their 1st generation immigrant parents. Additionally, 2nd generation immigrant

students are also often more motivated and work more with homework compared to peers with native-Norwegian parents (Engen, 2014, pp. 72-74). Contrastively, refugee students (1st generation immigrants) tend to have significantly lower educational achievements than Norwegian born students–where "age at arrival seems to be a decisive factor for school completion" (Krasnik et al., 2020, p. 31).

In an official Norwegian report from 2010, the government stated the difficulties among newly arrived immigrant students to not only learn new language(s), but also being required to follow the mainstream education with same-aged peers as quickly as possible. Therefore, Education and Research (2010) stated that it is especially important for ImSt to have an adapted education specified for each individuals background, competence and needs.

Followingly, introductory classes[12] will be presented and how they intend to provide the adapted education ImSt' have the legal right to have in Norway ("The Education Act," 1998, §3-12).

INTRODUCTORY CLASSES

The Official Norwegian Report "med rett til å mestre" gave clear recommendations to why introductory classes should be implemented in upper-secondary schools for ImSt (NOU 2010: 7, 2010, pp. 241-243). This report was partially the precursor for the updated legislation of the Norwegian Education Act (1998) in 2012. Followingly, the key aspects of the then updated law regarding newly arrived immigrants is presented.

ImSt in introductory classes have the right to receive adapted education, something all students in the Norwegian school system shall receive by law ("The Education Act," 1998, §1-3). Additionally, ImSt attending upper-secondary schools have the right to have *adapted language education*. Adapted language education includes the right for ImSt to have adapted instruction in Norwegian "until they are sufficiently proficient in Norwegian to follow the normal teaching of the school" ("The Education Act," 1998, pp. §3-12). ImSt can be put into sperate groups, classes or schools for adapted language education, depending on the county's decision. If necessary, ImSt are "entitled to mother tongue instruction, bilingual subject

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[12] Introductory classes function as a link between newly arrival to Norway and attending mainstream classes, as presented in the following paragraphs.

teaching, or both"("The Education Act," 1998, pp. §3-12). The aim of adapted language education in introductory classes being to create a correspondence between schools and ImSt' conceptual worlds (Engen, 2009). Using ImSt' home-languages in mainstream education, is categorized as one of the foremost important ways for ImSt to gain a more shared corresponding view on the conceptual world as the school, according to Engen (2014, p. 84).

Due to a change in "The Education Act" (1998§3-12) in 2012, Norwegian educational authorities gave the possibility "to organise special introductory programmes for newly arrived students – in separate groups, classes or schools" (Krasnik et al., 2020, p. 31). Regarding upper secondary schools, ImSt can voluntarily attend a one-year preparatory class[13]. It is worth noting that ImSt can attend introductory classes up to two years however completion after one year being the normal (The Norwegian Directorate of Education, 2022). In introductory classes, the main emphasis is on Norwegian language training (Krasnik et al., 2020, p. 31). English is thus not the primary focus and becomes rather a secondary language ImSt learn as competence in Norwegian is "the main criterion for transfer to mainstream schools" (Burner & Carlsen, 2022, p. 39). Including ImSt into mainstream classrooms having at least the following benefits according to the European Commission (2015):

- "Increasing all children's cultural and linguistic awareness through both language learning and other parts of the curriculum;
- Engaging parents in the school's activities and their children's education;
- Increasing teachers' positive attitudes towards migrant children's prospects and their use of their mother tongues to learn" (p. 82).

To reach ImSt goals of entering mainstream classes, we have thus uncovered that being proficient enough in Norwegian is the main decisive factor. However, this does not marginalize the importance of learning English (see section 1). Followingly, a brief and generalized profile of ImSt as EAL-learners is presented.

2.1.1 Immigrant students as EAL-learners

For ImSt, English often becomes their L3 or L4 (Neokleous et al., 2022, p. 5), thus they often are or become *emergent multilingual learners* (EMLL) when they arrive in Norway–EMLL

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[13] 'Preparatory class' a synonym for 'introductory class', introductory class being the term used throughout this thesis.

referring to students who "come with standard and nonstandard varieties of their home languages or have studied other languages in school or fluidly move among different languages at home" (Catalano & Hamann, 2016, p. 265). Parallel to learning English, ImSt in introductory classes are also required to learn Norwegian (Dahl & Krulatz, 2016, p. 200; Neokleous et al., 2022). To make it even more complex, ImSt often speak one or several home languages with their families in addition to learning Norwegian and English at school (Dahl & Krulatz, 2016). As ImSt must juggle between several languages as multilinguals also in the EAL-classroom, several factors can followingly affect ImSt as EAL-learners.

At what age a language is acquired can impact the acquisitioning process and fluency rate. For young learners until about the three first years of life, the probability to reach a 'native-like accent' is highly probable. However, the ability to acquire a grammatical structure of English naturalistically through input, remains mostly throughout childhood. Among older children on the other hand (especially adolescents and adults), very few language learners can acquire English 'entirely' without some form of explicit learning. It is also at this time of adolescence and adulthood that language learners become aware of their own language acquisitioning process, thus developing metalinguistic awareness which connects to being increasingly conscious on language learning needing to be systematically worked on to be developed (Krulatz et al., 2018, pp. 47-49).

Other factors than might affect ImSt EAL-learners, is ImSt' parents sociocultural and educational backgrounds, which are "often linked to children's attitudes about learning a second language as well as to their success as second language learners" (Mirici et al., 2013, p. 139). Additional factors that might affect language learning is presented by Mirici et al. (2013) followingly, where they separate between *personal-* and *situational factors*:

> "In addition to parent demographics, other factors affecting language learners' motivation to learn a target language include (a) personal factors such as students' prior knowledge, Intelligence Quotient (IQ), home background, values, personality, and language proficiency in the local medium of instruction, and (b) situational factors such as course structure, curriculum content, methods of teaching and assessment, and rules and regulations pertaining to institutional and classroom situations (Dörnyei & Csizér, 2002; Ramburuth & McCormick, 2001)" (p. 139).

Thus, factors affecting ImSt' EAL-learning are often many and complex, where many of them are EMLL's (Neokleous et al., 2022). Factors affecting ImSt as EAL-learners are important to be aware of when teaching English (or any other language), to make the teaching and learning more effective. Followingly, some benefits of being a multilingual language learners compared to monolingual language learners are presented.

There are often several benefits of being a multilingual language learner compared to monolingual learners, where some of these benefits are presented by Krulatz et al. (2018):

- Better "ability to pay particular attention to formal aspects of linguistic units" than monolinguals (p. 83);
- "Multilinguals in particular have been found to have a high degree of communicative sensitivity;
- When it comes to the capacity for language learning, multilinguals have been found to have certain advantages over both monolinguals and bilinguals" (pp. 83-84).

While there are benefits of being multilingual as ImSt EAL-learners, how these benefits are capitalized in school has been proved to be limited to some degree (Burner & Carlsen, 2017, 2022; Heyder & Schädlich, 2014; Illman & Pietilä, 2018; Lundberg, 2019). For instance, many ImSt struggle from ongoing misconceptions about multilingualism in schools due to (still) ongoing monolingual ideologies, thus experiencing monolingual classroom instruction (Back et al., 2020, p. 388). Such monolingual ideologies and practices can be limiting for extracting the language learning potential among ImSt EAL-learners, as well as limiting the understanding of the complexity of being a multilingual language learner (Alisaari et al., 2019).

Among multilinguals, "all language systems can influence each other, and production and acquisition are influenced by factors such as typological relatedness, cultural similarity, proficiency level, and language status" (Krulatz & Dahl, 2016, p. 200; Williams & Hammarberg, 1998). There are thus several factors that might affect the multilingual language learner when learning English, depending on these and other possible factors. While Krulatz and Dahl (2016); Williams and Hammarberg (1998) presents how previously acquired languages might affect the learning process of the new (English) language, Hufeisen and

Marx (2007) provides a more holistic model on what affects language learners L3 (Ln) acquisitioning process (figure 2).

Neurophysiological Factors: General language acquisition capability, age, ...

Learner External Factors: Learning environment(s), type and amount of input, L1 learning tradition, ...

Affective Factors: Motivation, anxiety, assessment of own language proficiency, perceived closeness/distance between the languages, attitude(s), individual life experiences,...

Cognitive Factors: Language awareness, metalinguistic awareness, learning awareness, learner type awareness, learning strategies, individual learning experiences, ...

Foreign Language Specific Factors: Individual foreign language learning experiences and strategies (ability to compare, transfer, and make interlingual connections), previous language interlanguages, interlanguage of target language, ...

Linguistic Factors: L1, L2

Figure 2 - Hufeisen and Marx (2007, p. 314) model on factors affecting learning of an L3.

In this model, five factors are presented that all affect the learning of an L3 (Ln). And based on this model, factors that affect EAL-learning are thus highly individualistic. Additionally, multilingual speakers have some different characteristics as language learners compared to monolingual speakers as followingly presented.

Multilinguals often have different language trajectories compared to monolinguals, where multilinguals' trajectories are often "richer and more dynamic and involve cognitive, social and emotional aspects" (Cenoz & Gorter, 2021, p. 15; Douglas Fir Group, 2016). Also, multilingual speakers adjust and develop their linguistic repertoire when learning an additional language, which is not necessarily the case among monolingual speakers (Canagarajah, 2018; Cenoz & Gorter, 2021, p. 15). In addition, multilingual discourses are different from monolingual ones. Multilingual speakers change the language used depending on the context, thus multilinguals use different languages for different communicational purposes (Cenoz & Gorter, 2021, pp. 15-16). Finally, as briefly touched, multilinguals can compare their acquired languages (which are at different proficiency levels). Here, multilinguals can compare phonetic, lexical, morphosyntactic, pragmatic and discursive traits of their respective languages when learning their L3 (Ln). Such comparisons can also affect previously acquired languages (Cenoz & Gorter, 2021, p. 16).

In this section, it has been established that there are many advantages for ImSt in being multilingual when learning EAL. However, there are many factors to be aware of by the

EAL-teacher when trying to capitalize of these benefits in the classroom. Foundationally, teachers have to have a resource- instead of a deficit view on multilingualism in EAL-teaching and learning. Therefore, (Haukås, 2016) have presented the following suggestion that should be implemented to capitalize of ImSt' multilingual repertoires: "The general view within the field seems to be that learning multiple languages is best enhanced when learners are encouraged to become aware of and use their pre-existing linguistic and language learning knowledge. Moreover, in the school setting, the language teacher is the key facilitator of learners' multilingualism" (pp. 1-2). It is therefore crucially important that teachers facilitate for ImSt to use their linguistic repertoire as a resource when learning EAL. Based on Haukås (2016) statement, ImSt should be seen as multilingual speakers, not as speakers of separate languages. By this, it is meant that one shall look at how the different languages among ImSt are used, instead of comparing them to 'native ideals' for each respective language. As according to Cenoz and Gorter (2021) "a multilingual speaker uses different languages either in isolation or mixed, for different purposes instead of using one language for all possible situations" (p. 15).

2.1.1.1 Anxiety, motivation and grit among immigrant EAL-learners

According to my knowledge, little research has been done on ImSt anxiety, motivation or self-efficacy/grit as EAL-learners in a country where English is not the official language, rather being a dominant and close to compulsory language required to know to function normally in society, in this case Norway[14]. Followingly, literature on anxiety, motivation and challenges Norwegian ImSt EAL-learners might face, and how it might affects learning, will be presented. Thereafter, situations where ImSt might face anxiety, motivation, and grit as EAL-learners in Norway will be presented.

Based on a range of previous research, Back et al. (2020) presents that there is an "interdependent relationship between emotion and cognition" (p. 389; Lazarus, 1982; Pessoa, 2008). This followingly is connected to how emotion plays a significant role in education and learning (Hareli & Weiner, 2002; Schutz & Lanehart, 2002), where "positive emotions might strengthen students' motivation to learn and facilitate creative learning, while negative emotions may divert students' attention away from learning tasks" (Back et al., 2020, p. 389; Pekrun & Linnenbrink-Garcia, 2012). Both positive and negative emotions are constantly

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[14] See section 1 for the importance of the English language in Norway

experienced by students in the foreign language classroom according to the Dewaele and Dewaele (2017) literature review. What causes positive and negative emotions is based on a range of factors such as the factors presented in section 2.1.1. Different emotions could followingly lead to ImSt experiencing *foreign language classroom anxiety*[15] (FLCA) or *foreign language enjoyment* (FLE) depending on their emotions towards the English subject. Followingly, instances on how ImSt EAL-learners might experience negative emotions will be presented.

Traditionally, the goal when learning a target language in Norway has been to reach 'native like proficiency' in the respective language. This 'monolingual goal' which is close to impossible to reach for many ImSt[16], might "produce a sense of failure and lack of self-confidence when learning languages because the level to be reached in the target language is seen as an impossible goal" (Cenoz & Gorter, 2021, p. 15; Cook, 2010). Also, ImSt are often compared to native students (NaSt) who generally have higher English proficiency levels (Nes, 2018). Thus, ImSt as EMLL[17] and EAL-learners "either survive in the classroom by quickly improving their English proficiency or fail to learn the new language and content" (Back et al., 2020, p. 387). Being under high pressure as EAL-learners, ImSt not only need to learn one, but two languages (Norwegian and English), where both languages often are partially or entirely unfamiliar to them. Additionally, ImSt often need to catch up on "a lack of sufficient learning strategies and subject content knowledge" (Back et al., 2020; Hilt, 2017, p. 591), as ImSt have varying time spent as students before arriving Norway, also having different types of educational backgrounds which not necessarily transfers well to the Norwegian school system. Finally, cultural differences might make it difficult for ImSt to understand cultural references used as a tool for learning (Hilt, 2017, p. 591), a factor making EAL-learning further challenging for ImSt.

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[15]Foreign language classroom anxiety: "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom learning arising from the uniqueness of the language learning process" Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125-132.

[16] See section 2.1.1 that presents how age of onset when learning a new language can be a decisive factor for the potential of reaching 'native like proficiency' in that language.

[17] See section 2.1.1 for description on 'emergent multilingual learners' (EMLL)

Factors such as those mentioned above paragraph can be part of affecting ImSt perceptions towards the English subject positively and negatively. A quality that is beneficial to inherit as a language learner in such conditions is *grit strength*. 'Grit' is "defined as perseverance and passion for long-term goals" (Duckworth et al., 2007, p. 1087) while 'strength' is referred to non-cognitive strength within personal traits, where the level of grit strength can have a "predictive effect in facilitating academic and non-academic achievement" (Duckworth & Quinn, 2009; Zhao & Wang, 2023, p. 1). Regarding language learning, research indicates that language learners face numerous obstacles, that are best overcome to achieve academic success through having grit strength to handle these challenges (Derakhshan et al., 2022; Khajavy & Aghaee, 2022; Liu & Wang, 2021; Pawlak et al., 2022; Zhao & Wang, 2023, p. 2). Therefore, it is important for ImSt to have grit strength when overcoming EAL-learner specific challenges. Followingly, a study by Hilt (2017) on Norwegian upper-secondary ImSt where she analysed inclusion and exclusion processes among them is presented. Hilt (2017) study is intended to contextualize how anxiety, motivation and grit might affect ImSt' EAL-learning process.

Starting off with a student example, an ImSt informant in Hilt (2017) study was a former Iranian top-student, but because of his lack of English skills, he was at the very bottom on the educational ladder in Norway (p. 594). To experience such a negative academic development compared to former achievement levels, has the possibility to affect EAL-learners to get an increase in learner anxiety and thus a decrease in motivation, possibly providing negative emotions resulting in students diverting from EAL tasks (Back et al., 2020; Pekrun & Linnenbrink-Garcia, 2012). Followingly in the same study, it was found that ImSt with a lack of knowledge in English and Norwegian, was "excluded in the sense that they were unable to communicate and understand what was going on" (Hilt, 2017, p. 597). However, ImSt experienced language inclusion when they had internal language networks where several students spoke for instance a similar home language–inclusion that meant communicative exclusion for other ImSt and teachers that did not understand the language internally spoken. According to Hilt (2017), these internal language networks contributed to less language learning and resulted in a sub-optimal learning environment characterized by strong separate groupings based on shared languages (pp. 595-596). Since participating teachers in this study did not understand the languages spoken between some of the ImSt', "they could never be certain when the students spoke about and thus the relevance of communication themes. As a consequence, power in form of sanctions was used to cope with

this uncertainty" (Hilt, 2017, p. 597). ImSt were thus sanctioned for using more of their linguistic repertoire when their home languages were not used for language learning purposes–sanctioning use of home languages in practice being against the Norwegian governments guidelines that promote linguistic diversity in the EAL-classroom (see section 1). Hilt (2017) presents the complexity of using ImSt' linguistic repertoires in introductory classes, and the interplay between teachers and ImSt to create an anxiety free and motivational classroom where ImSt can foster and develop their grit strength. Followingly in section 2.1.1.2, the focus turns towards literature investigating ImSt English subject and EAL-teacher satisfaction, as well as their attitudes towards EAL-teachers.

2.1.1.2 Immigrant EAL-learners subject- and teacher satisfaction and attitudes

As with the former section (section 2.1.1.1), little research has been done (of my knowledge) on ImSt EAL-learners subject and teacher attitudes. Nevertheless, the most relevant literature available during the literature search for this thesis are followingly presented.

In Rambøll (2016) evaluation on Norwegian ImSt' rights to be offered access to introductory (or preparatory) offerings in school, ImSt participants (n=39) showed that there was an close to equal amount between ImSt that enjoyed the English subject, and those that found it as difficult (figure 3). Followingly in Nes (2018) study, she found that non-Western students enjoyed they core school subject more than their western peers (p. 97). These results show the possibility of major variations on English subject satisfaction and attitudes between ImSt. Followingly, some factors that might affect ImSt English subject- and teacher satisfaction are presented.

Figur 9.1 Til elevene: Hvilke fag liker du på skolen/hvilke fag synes du er vanskelige? Frekvens
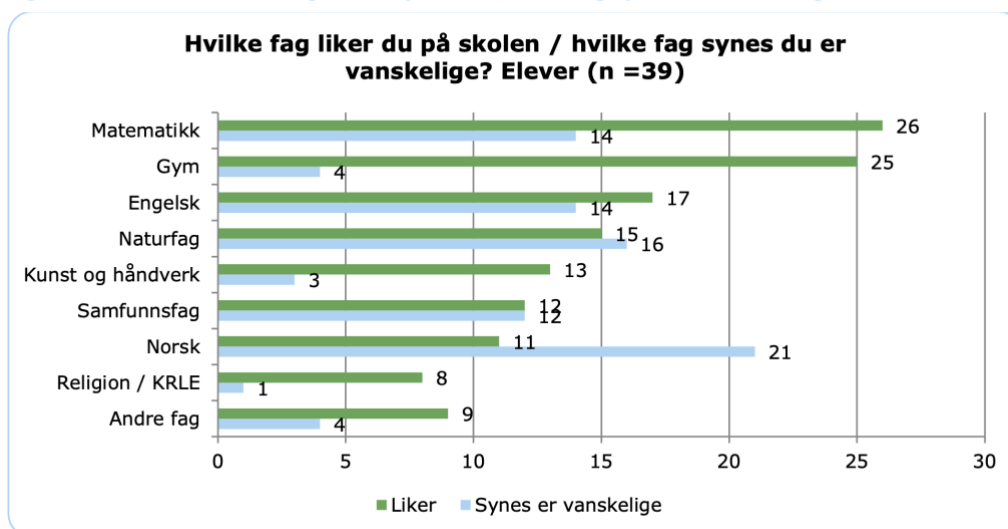
Figure 3 - List of subjects ImSt either enjoyed or experienced as difficult according to the Rambøll (2016) evaluation.

In a large study on ImSt in the Nordic countries, Krasnik et al. (2020) found a connection between the level of ImSt' subject content and "the different levels of teachers' competence in teaching and assessing minority language students" (p. 32). Based on these results, EAL-teachers in introductory classes should be trained more specifically in how to teach English towards ImSt for them to have a higher quality subject content. In addition, depending on the type of preparatory class ImSt are participating in, it might also have an effect on subject content (Krasnik et al., 2020, p. 32).

Research also indicates that ImSt parents/family can influence their subject and teacher attitudes. According to Janssen et al. (2012), ImSt parents perceptions are often that the school and teachers have the role to teach ImSt English skills, while parents have the responsibility of teaching them morals and values. These parent/family perceptions of isolated and separate roles between school and home, could impact ImSt attitudes towards EAL-learning (Mirici et al., 2013, p. 139). Not only can different perceptions affect subject and teacher attitudes, as a discrepancy on social inclusion beliefs between teachers and students might also play a role–a discrepancy that was found in Nes (2018) study on Norwegian minority students. What was found in Nes (2018) study, was that non-Western students saw themselves as more socially included than what their teachers thought. Also, non-Western students viewed themselves as more socially included than students with Norwegian family backgrounds (Nes, 2018, pp. 95-96). Continuing on the Nes (2018) study, lack of adapted education for ImSt and its potential consequences are followingly presented.

Regarding the right for adapted education (see section 2.1 for adapted education), Nes (2018) found a somewhat striking result, as teachers did not provide a sufficient level of adapted education for their ImSt due to a discrepancy between ImSt and teachers view on academic achievement in class. According to Nes (2018), teachers in the study often rendered their ImSt as "neither motivated nor hard-working, as well as low achieving" (p. 95). Followingly, Nes (2018) asks critically if the teachers have done their duty to provide adapted education for their ImSt (p. 95), since providing adapted education should be the key role to facilitate for good learning and positive teacher/subject attitudes. Instead, Nes (2018) states that the "students are seen to be at fault" (p. 95), which indicates that the teachers in the study did not necessarily take responsibility in adapting the education to a satisfactory level. Following, section 2.2 presents a brief overview of current research on multilingualism in education, and why this is important for EAL-learning.

2.2 Background: Multilingualism in education

Multilingualism has been connected to positive cognitive effects which again is linked to positive educational outcomes (Alisaari et al., 2019, p. 50; Collier & Thomas, 2007; Cummins, 2000; Mehmedbegovic & Bak, 2017). Clear evidence indicate that a healthy persons brain can tackle many languages, where the amount of languages "does not have a negative effect on language learning" (Krulatz et al., 2018, p. 80). Additionally, research indicates that multilinguals are better facilitated when acquiring an additional language compared to monolinguals on several aspects (Bialystok, 2006; Dahl & Krulatz, 2016, p. 4; Haukås, 2014; Jessner, 2008).

As for language learners, there are qualitative differences between learning a second or third (or additional) language, where different languages acquired does not occupy separate brain compartments (Krulatz et al., 2018, p. 78). According to (Cummins, 2000), language learners with two or more languages have a *common underlying proficiency* where different systems that merge during language learning is stored for universal use to be used across languages. To illustrate this, Cummins modelled what is often referred to as an iceberg as seen in *figure 4*. In this model, the common underlying proficiency is represented as the unseen part of the iceberg. While it is unseen, it lays the foundation for the visible parts of the iceberg to emerge which are the different language features that are more easily observed by the speaker and listener (Cummins, 2000; Krulatz et al., 2018, p. 78).
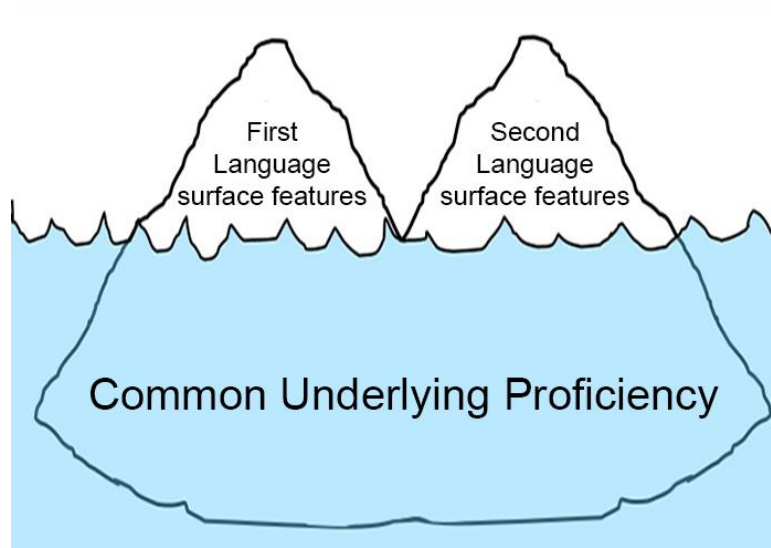
Figure 4 - Cummins 'iceberg model', retrieved from: https://www.cambridge-community.org.uk/professional-development/gswla/index.html (accessed 14.05.2024).

While different acquired languages share a common underlying proficiency, learning an L3 does differ from learning an L2 in some respects. For instance, an L3 learner often have more

language learning experience than an L2 learner. An increase in language learner experience can thus provide more language processing abilities, where positive transfer abilities between acquired languages becomes possible (Cenoz, 2003; Krulatz et al., 2018, p. 81). More specifically, L3 learners have an increased metalinguistic awareness[18] compared to L2 learners. Additionally, L3 learners are "often able to transfer skills and strategies they have developed in one of their languages" (Krulatz et al., 2018, p. 81). Being a multilingual learner thus consists of a number of benefits for further language learning.

Having established the benefits of multilingualism for language learning and the qualitative differences between learning second and third (or additional) languages, examples on how and why implementation of multilingual pedagogies among Norwegian teachers could be done, are followingly presented.

«Given the unprecedented diversity in Norwegian classrooms, it is extremely important to prepare all teachers in Norway to work with linguistically and culturally diverse students" (Krulatz & Dahl, 2016, p. 213). Here, Krulatz & Dahl (2016) refers to teachers needing to be up to date on how to implement multilingual pedagogies. Not only is this important from a Norwegian language learning standpoint, but also something that concerns most Western nations. This is for instance due to an increase in international mobility and waves of refugees arriving Europe for the past decades (Krulatz & Dahl, 2016, pp. 213-214). To implement multilingual approaches to teaching, is to reach the European Commission's recommendations for students to "achieve their potential, gain multilingual skills, and become integrated" (European Commission, 2015, p. 83).

To provide teachers with knowledge and competence to implement multilingual pedagogies, Norway has initiated different projects and strategies such as the 'competence for diversity' strategy launched in 2016. This strategy "focuses on the specific challenges related to teaching in an increasing multicultural setting and with a focus on the specific challenges related to the reception of refugee children in schools" (Krasnik et al., 2020, p. 18). While there are government efforts to increase multilingual approaches/pedagogies in school, it is important to be aware of the challenges when changing established norms, as presented by

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[18] Metalinguistic awareness: "A person who has metalinguistic awareness is able to pay explicit attention to language form. Literally, it implies a kind of conscious sensitivity (awareness) that allows a language learner to take a perspective on language (-linguistic) seen from above (meta-)" (Krulatz et al., 2018, p. 81).

Lundberg (2019): "this more fluid understanding of language use in current multilingualism represents a challenge for educators, because it destabilises codes, norms and conventions that teachers and especially language teachers have relied upon" (p. 268). Therefore, it should be expected that a large shift towards multilingual approaches takes time, as changing norms do not happen overnight.

From looking at multilingualism in education generally, pedagogical translanguaging as a specific multilingual pedagogy, and why this exact approach might be highly beneficial for ImSt EAL-learning, is followingly presented in section 2.2.1.

2.2.1 Pedagogical translanguaging

Pedagogical translanguaging is according to Cenoz and Gorter (2021) "a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. Pedagogical translanguaging is about activating multilingual speakers' resources so as to expand language and content learning" (p. 1). This section and sub-sections 2.2.1.1 & 2.2.1.2, are dedicated towards pedagogical translanguaging and its potential for positive implications on language learning. First, pedagogical translanguaging as a pedagogical approach for language learning will be presented. Then, teacher preparedness, perspectives, and practices on pedagogical translanguaging will be presented. Finally, professional development will be presented in how it can be used to alter multilingual pedagogies such as pedagogical translanguaging among EAL-teachers.

To implement pedagogical translanguaging in teaching requires the premise that EAL-teachers have a resource view on multilingualism and multilingual pedagogies (see section 1). That is required because pedagogical translanguaging is a branching from multilingual pedagogies that recognizes multilingualism as a resource for language learning.

Since schools have traditionally held monolingual ideologies, multilinguals have often been restricted in using their full linguistic repertoires for language learning (see section 1 for elaboration). Pedagogical translanguaging opposes to monolingual ideologies by letting ImSt use their prior language knowledge to learn new languages, which includes knowledge of vocabulary, grammar, as well as "pragmatic and social aspects of language use" (Cenoz & Gorter, 2021, p. 20). Through translanguaging, ImSt can be scaffolded where bridges are built

"between languages which allow pupils to build links between official instruction languages and between home and school languages" (Duarte, 2020, p. 243).

While pedagogical translanguaging is advocated for its positive implications as a 'theoretical and instructional approach', Cenoz and Gorter (2021) additionally advocates for a combined use of pedagogical- and *spontaneous translanguaging* (figure 5)–spontaneous translanguaging referring "to the reality of bilingual [or multilingual] usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting" (p. 18). Therefore, spontaneous translanguaging occurring naturalistically in the classroom can provide pedagogical EAL-learning value as part of a planned pedagogical translanguaging sequence, a combination which have had positive results in previous research (Cenoz & Gorter, 2021, p. 18; Lin & Lo, 2017; Vaish & Lin, 2020).

Figure 5 - The relationship between pedagogical- and spontaneous translanguaging within the translanguaging continuum as illustrated by (Cenoz & Gorter, 2021, p. 18).

A central part within pedagogical translanguaging, is its ability to increase metalinguistic awareness among the language learners. As metalinguistic awareness provides "the capacity to reflect upon and manipulate linguistic features, rules or data" (Falk et al., 2015, p. 229)– Cenoz and Gorter (2021) presents two roles pedagogical translanguaging has on metalinguistic awareness:

1. "To influence the development of metalinguistic awareness by enhancing an optimal use of multilingual resources;
2. To influence metalinguistic awareness so that it results in increased multilingual competence" (p. 26).

In short, pedagogical translanguaging can develop and influence ImSt' metalinguistic awareness, which in turn can increase and optimize multilingual resources and competence.

These abilities are positive in EAL-learning as it provides ImSt' having "more expertise as language learners because they have learned other languages apart from their first language. When learning a third or additional language, multilingual speakers can apply metalinguistic strategies that they have already developed previously" (Cenoz & Gorter, 2021, pp. 26-27). Going full circle, 'ImSt developing their metalinguistic awareness through using their full linguistic repertoire', is what lays at the heart of the initial definition presented on pedagogical translanguaging by Cenoz and Gorter (2021) in this section.

Not only are there linguistic benefits from using pedagogical translanguaging as it also facilitates for *emotional scaffolding[19]*. Through pedagogical translanguaging, teachers can emotionally scaffold their ImSt which "can contribute to reducing learners' negative emotions and facilitating their engagement in academic tasks" (Adamson & Coulson, 2015; Ahn et al., 2018; Back et al., 2020, p. 390; Michael et al., 2007). More specifically, encouraging ImSt who are EMLLs to use their home languages in EAL-learning, can reduce their learner anxiety when faced with otherwise English-only learning contexts (Lasagabaster, 2013)–also supporting ImSt socialization process in the classroom by highlighting them as competent members of class (Gort & Sembiante, 2018), "and encouraging them to take ownership of their learning" (Back et al., 2020, p. 390; Martínez-Álvarez, 2017). By allowing ImSt to use their full linguistic repertoire as a resource for EAL-learning, it emotionally scaffolds which can turn ImSt that have a deficit perspective on themselves among their peers, towards a perspective "where their skills, knowledge, and lived experiences are celebrated and appreciated" (Back et al., 2020, p. 401; García et al., 2017). But for pedagogical translanguaging to happen among ImSt in Norwegian EAL-classrooms, it is important for EAL-teachers to alter their teaching practices.

Haukås (2016) presents how different language subjects are strictly held from each other in the Norwegian school, where little efforts are done by teachers to connect the different languages in language learning (Burner & Carlsen, 2022, p. 36). A consequence of little to no cross-linguistic influence between different language subjects thus might be a sub-optimal starting point for implementing multilingual pedagogies. Additionally, Alisaari et al. (2019) specifies that students in Finish schools are often "made to wait to develop new

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[19] Emotional scaffolding: "Teachers' support strategies that help students recognize their emotions and utilize them to actively participate in classroom activities and achieve their learning goals" (Back et al., 2020, p. 389).

school-based concepts and skills" (p. 50) because they have not reached a proficient enough level of competence in the language of schooling. This possible hinderance in ImSt developing school-based concepts and skills due to lack of language proficiency can be seen in relation to Nes (2018) being critical towards teachers not providing adequate adapted education for their ImSt (see section 2.1.1.2). Moving forward, the following section 2.2.1.1 presents Nordic teachers' preparedness, perspectives and practices on the use of pedagogical translanguaging.

2.2.1.1 Teacher preparedness, perspectives and practices on pedagogical translanguaging

This thesis relies heavily on studies and research conducted in the Nordic countries when presenting teacher preparedness, perspectives, and practices on pedagogical translanguaging. This has been done deliberately with the intention to present results from school settings and contexts similar to Norwegian educational norms and laws (Krasnik et al., 2020). By doing so, a higher 'transfer value' between the studies presented and this thesis might occur, compared to investigating studies conducted in countries where educational systems might be more different to Norway. Followingly, preferred teacher qualities EAL-teachers should inherit, and why they should inherit these qualities are followingly presented.

Ideally, language teachers should be able to meet several, if not all of the following requirements when teaching multilingual pedagogies as presented by Haukås (2016) (based on discussions in De Angelis (2011), Hufeisen (2011) and Otwinowska (2014)):

- "They should be multilingual themselves and serve as models for their learners.
- They should have a highly developed cross-linguistic and metalinguistic awareness.
- They should be familiar with research on multilingualism.
- They should know how to foster learners' multilingualism.
- They should be sensitive to learners' individual cognitive and affective differences.
- They should be willing to collaborate with other (language) teachers to enhance learners' multilingualism" (pp. 2-3).

While the ideal scenario would be for EAL-teachers to tick of all the requirements above, the reality in Norwegian schools is that teachers "lack adequate competence and skills to work with linguistically and culturally diverse students, and the overall awareness of issues related to multilingualism is low" (Alisaari et al., 2019; Evans et al., 2005; Faez, 2012; Krulatz & Dahl, 2016, pp. 202-203; Ladson-Billings, 2000; Rushton, 2000). But results from Burner and Carlsen (2022) study investigating teacher qualifications and preparedness among teachers in

a Norwegian introductory school that specialized in teaching multilingual and multicultural students, indicated that these teachers were more well prepared compared to teachers in 'mainstream schools' (Burner & Carlsen, 2022, pp. 40-41). These results thus provide indicative evidence that teachers teaching in more 'specialized' schools working with ImSt might be better facilitated to teach ImSt through multilingual pedagogies such as pedagogical translanguaging, than teachers working in more mainstream schools.

Teacher beliefs and perspectives affect teacher practices (Borg, 2006), thus having a resource view on multilingual pedagogies is a baseline for multilingual-friendly teacher practices. Also, teacher knowledge on multilingual pedagogies has an effect on teacher practices (Hegna & Speitz, 2020, p. 20; Portolés & Martí, 2020), where misconceptions about multilingualism can hinder the implementation of multilingual pedagogies (De Angelis, 2011; Lundberg, 2019, p. 280). To exemplify how teacher beliefs and perspectives can affect teacher practices, in Kulbrandstad (2018) study on Norwegian teachers attitudes and reflections on increased linguistic diversity in Norwegian classrooms, very few teachers were skeptical to immigration, however many were skeptical for "new minority languages to become established in Norway" (p. 154). On the other hand, Lundberg (2019) study on Swedish teachers beliefs on multilingualism presented that most teachers were very welcoming to "pluralistic approaches to language teaching" (p. 280) such as translanguaging (at least on the conceptual level). While in Alisaari et al. (2019) study on Finnish teachers beliefs and perspectives on implementing multilingual pedagogies in class, teacher beliefs were often negative "and did not appear to support multilingualism in the classroom" (Alisaari et al., 2019, p. 52). Different studies thus show different results on teacher beliefs and perspectives on the use of multilingual pedagogies in class across the Nordic countries.

While teacher beliefs and perspectives on multilingual pedagogies vary, a mismatch between teacher beliefs/perspectives and practices has been presented in several studies (Burner & Carlsen, 2017, 2022; Heyder & Schädlich, 2014; Illman & Pietilä, 2018; Lorenz et al., 2021; Lundberg, 2019). A possible explanation for this mismatch might be that while many teachers are positive to multilingual pedagogies as a resource for EAL-learning, it becomes difficult for many teachers to readjust from traditional monolingual teaching practices, and towards multilingual language teaching practices (see section 1 for monolingual ideologies). To try to close the gap between EAL-teachers' beliefs and practices, professional development (PD) might pose as a beneficial tool in altering multilingual pedagogies, as presented in the following section 2.2.1.2.

2.2.1.2 Professional development (PD) in altering multilingual pedagogies

Lately, Professional development (PD) has had an increase in interest among educational systems for its abilities to alter teachers' multilingual pedagogies in the classroom (Alisaari et al., 2019; Krulatz et al., 2022; Lorenz et al., 2021). PD can alter teachers' awareness and knowledge on multilingual pedagogies (Alisaari et al., 2019; De Angelis, 2011; Haukås, 2016; Lorenz et al., 2021; Lundberg, 2019; Shin et al., 2020), which in turn can provide an increase in its classroom implementation. While research has presented that PD alters teacher beliefs and perspectives, little evidence has been provided on how much PD among pre- and in-service teachers has contributed to altering teacher practices on implementing multilingual pedagogies. However, some studies have provided evidence that might indicate towards positive development on practicing multilingual pedagogies in classrooms due to PD (Krulatz et al., 2022; Krulatz & Dahl, 2016; Lorenz et al., 2021; Neokleous et al., 2022). Followingly, the why, how and what on methodological use for this thesis is presented in section 3 and its following sub-sections.

3 Methodology

The chosen research approach for this study, in order to explore the research questions (see section 1.1), is a *non-interventionist exploratory study*. According to Swedberg (2020), the core of 'exploratory' studies in social sciences, "is to attempt to discover something new and interesting, by working your way through a research topic" (p. 17). In other words, the exploratory study consists of a deductive approach[20]. A 'non-interventionist approach' is well aimed for investigating classroom practices when aiming to be as unobtrusive as possible on classroom practices, which is the goal of this research approach. A non-interventionist approach also fits for addressing both pedagogical and theoretical questions (Mackey & Gass, 2011, p. 69). This fits with the mixed linguistic/didactical approach of this thesis. And due to the unobtrusiveness of a non-interventionist exploratory study, it provides "the advantage of allowing the researcher to gain insight into an aspect of the classroom that is of particular interest and that might not be commented on otherwise by the participant" (Mackey & Gass, 2011, p. 69). Having presented the general research approach of this thesis, the build of the research design and its content will be followingly presented.

The main research design is summarized in *figure 7*. Followingly, the research design is explained and the rationale for its implementation for this study.

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[20] In a deductive approach "researchers start with general theoretical propositions and seek specific evidence from their data to support or refute those theoretical prepositions" (Riazi, 2017, p. 13).
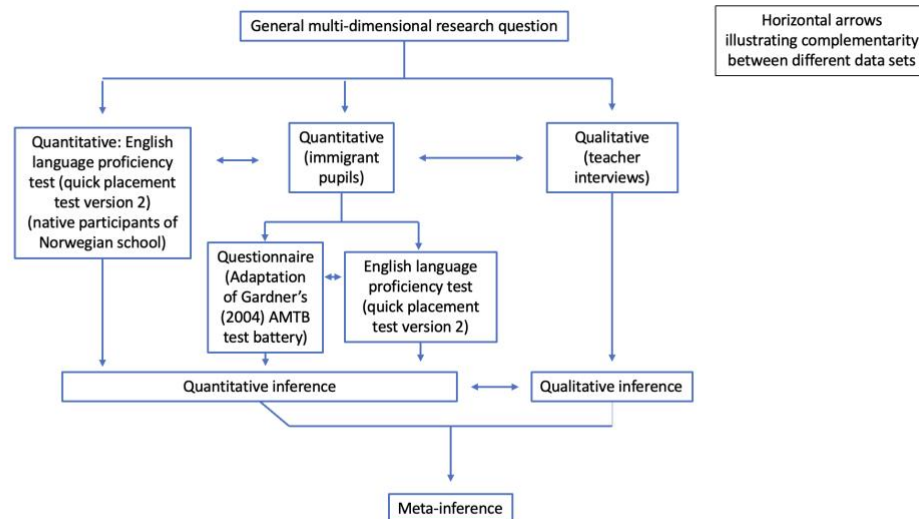
Figure 6 - Visual representation of the research design (Adapted from Teddlie and Tashakkori's (2006) "fully integrated research design typology" (Riazi, 2017, p. 96).

The general RQ[21] facilitates as an "umbrella" for the sub-RQ's, that are both of quantitative and qualitative nature, as well as collecting data from different hierarchical levels in a school setting (teachers and students). Therefore, Teddlie and Tashakkori's (2006) *fully integrated* research design typology has been chosen to create a *multilevel mixed design* (Riazi, 2017, pp. 95-98; Teddlie & Tashakkori, 2006). 'Multilevel' referring to the different hierarchical levels investigated, in this case students and teachers, as well as different student groups (introductory- or mainstream class students)–'mixed design' explaining the mixed method research (MMR) approach to this study, as this approach consists of the study being both qualitative and quantitative. By mixing methods, data is collected from different hierarchies on similar categories, but from different perspectives. For instance, student motivation, anxiety, and self-efficacy, are studied from both teacher and student perspectives. Providing different perspectives through concurrent MMR strands thus facilitates for methodological triangulation, which is "the use of at least two methods, usually qualitative and quantitative, to address the same research problem" (Morse, 1991, p. 120). Both the general RQ and several sub-RQ's are answered through multiple methods. By triangulating, different perspectives on the results are provided, possibly providing a more holistic analyzation and accurate results of a phenomenon. As some of the RQ's are multi-dimensional, the concurrent

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[21] The general RQ as presented in the first sentence of the introduction (section 1): "The main goal of this thesis is to explore how multilingual pedagogies are used in the English subject among newly arrived immigrant students (ImSt) in Norwegian introductory classes at upper-secondary school, and how language use impacts ImSt's as English as an additional language (EAL) learners".

strands have a *complementarity purpose* meaning that different methodological approaches when put together, can provide in addition to the triangulation, "a more comprehensive explanation of the research problem" (Riazi, 2017, p. 89). This study having a main emphasis on the quantitative strands, the qualitative strand is thus complementary to discussing the quantitative results.

3.1 Participants

All participating teachers and students that provided personal information, signed consent forms that informed about the project and what data that might be collected. The consent form in appendix 1 is the one provided by the students in introductory classes. Allowance was given by SIKT to collect data among selected participants (appendix 2).

A strategic sampling process was conducted to recruit participants relevant for the study. A *between-strategy* when sampling the participants was used, a sampling strategy used when different "instruments of data collection are selected from quantitative and qualitative research strategies" (Riazi, 2017, p. 126). This strategy was therefore appropriate to use as this study's research design uses both quantitative and qualitative data collection instruments (section 3). Followingly, Collins et al. (2007) *multilevel*[22] sampling type was used, as it corresponds with the QUAN+qual relationship between the different methodological approaches in the different strands used for this study. When sampling the immigrant students and native students (quantitative strands), a *non-probability purposive* sampling method was used (Mackey & Gass, 2011, p. 81), where students had to fulfil certain criterions to participate in the data collection process. Also for the informant (teacher) sampling, a *purposive sample* of teachers were selected, where the teachers were selected according to specific criteria (Mackey & Gass, 2011, pp. 185-186). For sampling criterions for each sampling group, see sections 3.1.2 (immigrant students), 3.1.3 (native students), and 3.1.4 (teachers).

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[22] «Multilevel sampling procedure selects samples from different units or levels in a multilevel organization representing different populations […] This type of sampling is mainly used in multilevel designs that could be used to investigate more complex research problems" Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Equinox Publishing.

3.1.1 Schools

In *table 1*, the complete list of participating schools, classes, teachers, amount of immigrant students per class, as well as amount of native students per class, is presented.

School	Class	Teacher	Immigrant student number (n=)	Native student number (n=)
School 1	Introductory class 1	Teacher 1	n= 3	x
	Introductory class 2	Teacher 2	n= 9	x
School 2	Introductory class 3	Teacher 3	n= 9	x
	Introductory class 4	Teacher 4	n= 3	x
	Native class 2	x	x	n= 15
	Native class 3	x	x	n= 7
School 3	Native class 1	x	x	n= 10
Total participants			n= 24	n= 32

Table 1 - List of total amount of participants ("x" = zero participants for the participant type in certain class).

School 1 (Sc1) and Sc2 were selected as they both offered introductory classes that fit the criterion of having ImSt. Sc2 was also used in the study to measure English language proficiency among NaSt, while Sc3 was only used to gather English language proficiency results among NaSt. Native *classes'* (Nc) refers to classes where all participating students only took the proficiency test (section 3.2.1) and were all native students (NaSt). Of the four introductory classes, three of four classes had a student group that consisted of mixed ethnicities and nationalities (introductory classes 2-4), whereas introductory class 4 only had students originating from Ukraine (table 2). Criterions for schools to participate where thus twofold: 1) having ImSt attending introductory classes, and/or 2) having classes where majority where NaSt.

3.1.2 Immigrant students (ImSt)

When selecting ImSt for the study, the main criterion for ImSt to participate in this study, was that ImSt' attended introductory class and did not have Norwegian as their L1, as well as attending upper-secondary school. Also, all ImSt had to be newly arrived immigrants to Norway, a criterion which was fulfilled naturally by all participants, as no native Norwegian speakers attend introductory class (see section 2.1 for criterions for attending introductory class).

In *table 2*, all ImSt responses on personal and educational information are presented. Most questions are of *ordinal* scale, where the interval between each option is not equal, therefore the average scores in *table 2* cannot be read as entirely accurate, however providing a close estimate. Also, it is important to note the possibility of students' not answering

correctly on each question, as they might have misinterpreted or did not understand one or several of the questions.

Introductory class	Student number	Age	Living in Norway	Attending Norwegian school	English education in Norway	School outside Norway	English education outside Norway	Home languages
Introductory class 3	1	16	2 years	2 years	2 years	7-8 years	3-4 years	Tigrinja
	2	17	3 years	3 years	2 years	3-4 years	3-4 years	Tigrinja
	3	16	2 years	2 years	2 years	Over 8 years	5-6 years	Russian, Ukrainian
	4	17	2 years	2 years	2 years	5-6 years	Over 8 years	Swahili, English
	5	18	2 years	2 years	2 years	Over 8 years	Over 8 years	Thai, English, Norwegian
	6	16	3 years	3 years	3 years	7-8 years	5-6 years	German
	7	17	4 years	Over 4 years	2 years	7-8 years	1-2 years	Arabic, Norwegian
	8	23	2 years	Under 1 year	Under 1 year	Over 8 years	5-6 years	Arabic, Norwegian
	9	19	1 year	Under 1 year	Under 1 year	Over 8 years	Over 8 years	Bengali
Introductory class 2	10	18	2 years	2 years	2 years	1-2 years	1-2 years	Arabic, Mabaan
	11	21	2 years	2 years	2 years	7-8 years	1-2 years	Tigrinja
	12	22	3 years	3 years	2 years	7-8 years	7-8 years	Tigrinja
	13	19	4 years	4 years	2 years	5-6 years	3-4 years	Mabaan
	14	22	3 years	3 years	2 years	5-6 years	1-2 years	Arabic
	15	20	3 years	3 years	2 years	Over 8 years	1-2 years	Arabic
	16	17	2 years	2 years	2 years	7-8 years	3-4 years	Tigrinja
	17	22	4 years	3 years	3 years	5-6 years	5-6 years	Mabaan
	18	24	3 years	3 years	3 years	3-4 years	1-2 years	No answer
Introductory class 4	19	17	Under 1 year	Under 1 year	Under 1 year	Over 8 years	Over 8 years	Polish
	20	17	Under 1 year	Under 1 year	Under 1 year	Over 8 years	7-8 years	Finnish
	21	17	1 year	Under 1 year	Under 1 year	Over 8 years	1-2 years	Russian, Ukrainian
Introductory class 1	22	19	1 year	Under 1 year	1 year*	Over 8 years	5-6 years	Russian, Ukrainian
	23	21	2 years	Under 1 year	Under 1 year	0 years	7-8 years*	Ukrainian
	24	22	2 years	Under 1 year	Under 1 year	Over 8 years	0 years	Russian, Ukrainian
Average	x	19	3 years	2 years	1 year	7-8 years	5-6 years	x

Table 2 - Complete list of immigrant students' responses on personal and educational information. Response is questionable based on lack of coherence with other responses if marked with an asterisk (*). X = not relevant to include average score for the category.

The ImSt' age spanned from 16- to 24 years, average age being 19 years. They had a varying array of home languages, different lengths of education in- and outside of Norway, as well as different length in how long they had lived in Norway. The ImSt had also attended their respective introductory classes for a varying length of time. While there was not collected information specifically on each ImSt' time of stay in their introductory class, however, through the teacher interviews, it became evident that some ImSt had only been there for a few months, while others had attended their introductory class for almost two years as of February 2024.

As seen in table 2–few ImSt were recruited from introductory classes 1 and 4. For reasons unknown, many students did not want to participate in these classes. This was also the case for introductory classes 2 and 3, even if the number of participants were higher here. What came forth when discussing with teachers 1-4, was that many ImSt-parents did not want their children to participate–parents' consent being necessary for students under 18 years to participate. Therefore, it is possible that a combination of ImSt and their parents lack of

willingness or scepticism to participate might have resulted in the relatively low participation percentage across introductory classes. Followingly, language distribution between the participating ImSt are presented, as their language backgrounds were relevant to uncover to understand to what extent introductory classes consistent of different home language speakers.

None of the ImSt had English as their L1, meaning English was their L2 or upwards. This student group had, as expected, a various language background (table 2), as students originated from a variety of countries. When asked in the online survey[23] "what language/languages do you speak at home with your family?", 13 languages in total were presented, (it is worth mentioning that student 18 did not present their home language). Home languages spoken by number of participants was distributed as followingly seen in *figure 7*.
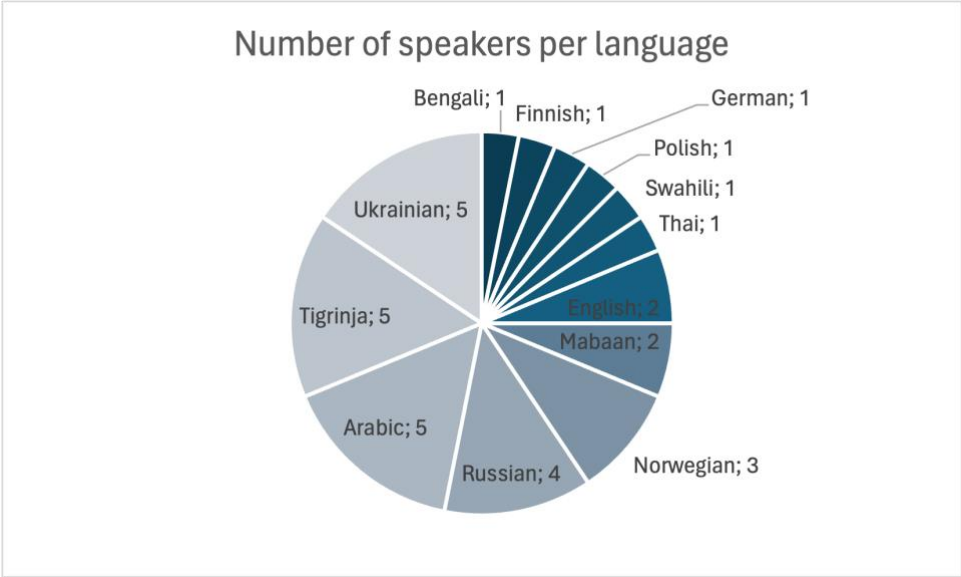
Figure 7 - Number of speakers per language among immigrant student participants.

Figure 7 presents that there were 13 different home languages spoken, and the amount of number of speakers distributed over all languages were n≈32. This is a higher number than the number of participants (n≈24) because several of the students had more than one home language. Of the 24 ImSt, fourteen (14) participants answered that they had one home

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[23] See section 3.2.3 for survey (personal information responses).

language, eight (8) had two home languages, and one (1) participant had three home languages[24].

3.1.3 Native students (NaSt) in mainstream classes

Native students (NaSt) sampling criterions were that all NaSt had attended the Norwegian school system consecutively from 1st grade, also following English education in Norway consecutively since 1st grade.

Table 3 presents the three (3) different mainstream classes as well as the distribution of participating NaSt between these classes.

Mainstream class	Native student number
Mainstream class 1 (vocational class specializing in aquaculture)	1-10
Mainstream class 2 (specialization in general studies class)	11-25
Mainstream class 3 (general studies class specializing on dance and culture)	26-32
Totalt particpants (n)	n= 32

Table 3 - Amount and distribution of native students between the mainstream classes.

To compare ImSt' English proficiency levels to native participants of Norwegian school, students that had attended English education consecutively in Norway from 1st grade up until upper-secondary school were selected to take an identical version of the proficiency test taken by ImSt (see section 3.2.1 for proficiency test). NaSt were anonymous during the entire data collection process. In total, 32 NaSt distributed across three mainstream classes (table 3). These classes were deliberately chosen as they present a broad representation of the range of upper-secondary school programmes found in Norway. By selecting three classes with different education programmes, diversity among mainstream classes should thus be represented, providing a realistic comparison to the diversity also found in introductory

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[24] Distribution of home languages per participant can be seen in table 2.

classes[25]. By collecting English proficiency levels from diverse mainstream classes somewhat matching the diversity of ImSt in introductory classes, intentions were that these proficiency results provided a somewhat realistic comparison to the ImSt proficiency test results. Followingly, teachers participating in this study are presented, as they were the informants attending the semi-structured interviews (section 3.2.4).

3.1.4 Informants

To participate in this study, teachers had to be the main English teacher for their respective introductory classes. This was the only specific criterion required for the teachers to participate.

Table 4 presents general information on the participating teachers' teacher background, language proficiencies and teaching experience.

Teacher	Gender	Proficient in	Educational background	Woeking as teacher	Working as English teachers	Teaching in introductory class
Teacher 1	Male	Norwegian, English, German	Social anthropology, practical pedagogical education, German	24 year	13 years	10 years
Teacher 2	Male	Norwegian, English, French, Italian,	Economics, philosophy	13 years	Under a year	In 2nd year
Teacher 3	Female	Norwegian, English	English, Norwegian, mathematics, data and informatics	40 years	20 years	25 years
Teacher 4	Male	Norwegian, English	Teacher education, history, English, political science, religion	2 years	In 2nd year	1st year
Average	x	x	x	20 years	9 years	10 years

Table 4 - General teacher information. "X" = not relevant to present average score.

All four teachers were the main English teachers for each of their respective introductory class participating in this study. The teachers were numerated with a corresponding number to the class they were teaching (e.g. introductory class 1 = teacher 1, see table 1). As language teachers, the teachers had a large variation on how many languages they knew. Regardless, all teachers had in common that they had a high level of fluency in Norwegian and English. When asked how many languages they could hold a general conversation in besides Norwegian and English, teacher 1 (T1) responded that he was fluent in German, a subject he was also teaching at his school. Besides Norwegian and English, T2 was to varying degrees proficient in French, Italian and Portuguese. T3 and T4 only spoke Norwegian and English.

When asked what relevant educational background the teachers had to their current profession, T1 responded that he had completed studies in social anthropology, practical-pedagogical education (PPU), and part time studies in German over two years, accumulating

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[25] See section 2.1 for a representation of possible diversity in introductory classes.

to 60 study points, which is the required amount of points to be formally qualified for teaching a subject in upper-secondary school in Norway (The Norwegian Directorate of Education and Research, 2017). T2 had a master's in economics and had also studied philosophy for some years, thus having no formal qualifications for teaching English as was the case with T1. T3 had 60 or more study points in English, Norwegian, mathematics, data, and informatics. Additionally, T3 mentioned that she had taken PPU like T1. While T2 did not specify to have acquired PPU in the interview, it can however be concluded that T2 also had PPU, as it is mandatory for teachers in upper-secondary school to have completed PPU education or similar to work as a teacher (Norwegian Directorate for Higher Education and Skills, 2023). T4 had completed the 5-year teacher education programme with an integrated master, where T4 took his master's in history. Additionally, T4 had 60 or more study points in English, political science, and religion & ethics. Only T3 and T4 had formal education specifically for teaching in the English subject.

Regarding time spent as teachers at the time of data collection, all teachers had worked significantly less as English subject teachers than as teachers in general. T1 had been teaching English for 13 years in various student groups and classes. And when looking at teaching introductory classes more specifically, T1 had been teaching in introductory classes since 2013. Most of the time he had been teaching adult immigrants. This was his first year as an English teacher for adolescents/adults in upper-secondary school. T2 had his second year teaching in introductory classes, however this was his first year as an English subject teacher for adolescents in upper-secondary school. T3 had been working with a combination of introductory- and reception classes for approximately 25 years, teaching English in these classes somewhere between 5-10 years, teaching both adolescents and adults. T3 had therefore by far the longest time of experience teaching immigrant students EAL. For T4, this was his first year teaching English in an introductory class.

3.2 Data collection instruments

In section 3, the MMR study design was presented. In the following sub-sections, the four different data collection instruments used in the study are presented. As mentioned in section 3, all data collection instruments are concurrent, and their results are complementary to each other. As will be further elaborated in the following sub-sections, the proficiency test results functions as a dependent variable, whereas the questionnaire and interview results will be mostly independent variables when analysing and presenting the results. The interplay

between the different strands (data instruments) are intended to provide more accurate and holistic answers to the RQ's. As some of the RQ's are complex to answer, that complexity becomes difficult to uncover without mixing methods, as mixing methods might also increase the probability of the results through triangulation (see section 3 for triangulation purpose).

A *dynamic approach*[26] to the research design and data collection instruments has been used to answer the dynamic and complex research questions–a complexity that is often found in language learning as presented by de Bot (2016):

> "The argument is that different variables (e.g. motivation to learn a language, success in learning a language, contact with a language) do not have a fixed effect, but that they interact and that that interaction itself changes over time, so not only do motivation and success interact, but this interaction changes as well" (p. 126).

Therefore, a more dynamic rather than a static way of creating, collecting, and analysing data sets has been deliberately used for the purpose of this study, as it can be more beneficial when measuring different factors affecting language learning.

3.2.1 Standardized language proficiency test

Both the participating students in the introduction- and mainstream classes completed a standardized language proficiency test made by Oxford University and University of Cambridge Local Examinations Syndicate, called *quick placement test version 2*[27]. For this study, the test was used to map out proficiency levels among both immigrant students (ImSt) and native students (NaSt), as mapping their proficiency levels is an important aspect when understanding and answering several RQ's of this study. The quick placement test was

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[26] Dynamic approach: 'We define a dynamic system as a set of variables that mutually affect each other's changes over time" van Geert, P. (1994). Vygotskian dynamics of development. *Human development*, *37*(6), 346-365.

[27] See appendix 3 for full 'paper and pen' version of the proficiency test.

specifically used as it can uncover all *Common European Framework of Reference for Languages* (CEFR)[28] reading-proficiency levels from A1 (beginner) to C2 (very advanced)[29].

The quick placement test in an *acceptability judgement* format, meaning students select what they perceive as the grammatically correct word or phrase to implement in different tasks. Students are thus tested on their knowledge of grammatical form and vocabulary in the given tasks, also testing their metalinguistic awareness (Krulatz et al., 2018, p. 81). The parts of the test that were used was part 1 and parts of part 2 (until question 60). The maximum score of this test is 60 points. Depending on the students score, they were put into different proficiency levels. A proficiency level per-points-scored table is included in the test (appendix 4) provided by Oxford University and University of Cambridge Local Examinations Syndicate. The quick placement test is originally a pen and paper test, however it was digitalized into Nettskjema to make it more user friendly for the purpose of this study (see appendix 5 for excerpt of digitalized version). Digitalizing the proficiency test also made the handling of student's personal information safer, as the test responses were only stored in TSD[30], a high security cloud storage system, using two-factor authentication for access.

As seen in the general research design model (figure 6), the proficiency test results from NaSt and ImSt will be analysed and compared with each other to provide relevant results for different RQ's. Followingly, the proficiency test results from the ImSt will be used as dependent variables, comparing the proficiency results with the independent variables which are the questionnaire results the same participating ImSt also provided (discussed in section 3.2.2). Some teacher interview responses will also be used to provide an added perspective to the ImSt responses.

The proficiency test was coded into dichotomic variables, where answers were coded into 0=wrong and 1=correct. This made it possible to sum the total score of each participant in

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[28] Follow the link to go to the Council of Europe's description on the purposes of the CEFR: https://www.coe.int/en/web/common-european-framework-reference-languages/uses-and-objectives (accessed: 07.05.2024).

[29] See appendix 4 for detailed description of EAL-learner characteristics for each CEFR proficiency level.

[30] More information about TSD: https://www.uio.no/english/services/it/research/sensitive-data/about/index.html (accessed 17.04.2024).

the proficiency test, which followingly made it possible to present ImSt and NaSt proficiency test results in one boxplot presented in *figure 8*.

3.2.2 Adaptation of Garner's "attitude/motivation test battery" (2004)

A key aspect of this study is to map ImSt' attitudes and motivations as EAL-learners. By collecting and analysing teachers' attitudes and motivations, a clearer picture of this student groups state in the EAL-classroom could be presented, answering several RQ's of this study.

An adapted version of Garner's attitude/motivation test battery (AMTB) (Gardner, 2004) was used to investigate ImSt attitudes and motivations as EAL-learners in introductory classes. The original AMTB consists of 104 statements, where some of the statements have a positive or negative counterpart– having the purpose to control the validity of participants statement responses. The statements are responded to through a 6-point likert scale ranging from *strongly disagree* to *strongly agree*. There is no possibility for a neutral response, so all participating answers are either positive- or negatively loaded. As the statements responses are valued negative or positive, it avoids neutrality, which contributes to persistent results from the participants, providing clear indications on ImSt' opinions on different statements as a result. The full likert scale used for every statement is presented below:

1. Strongly Disagree
2. Moderately Disagree
3. Slightly Disagree
4. Slightly Agree
5. Moderately Agree
6. Strongly Agree

The adaptation of the AMTB questionnaire underwent several stages before completion for the specific purpose of this study. First, all questions that were entirely irrelevant from the study were removed (statement 21, 23 and 95)[31]. Second, ten categories from the AMTB statements were identified, whereas seven categories were kept as of their relevance for the study:

- Intrinsic motivation
- Extrinsic motivation
- Learner anxiety

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[31] See appendix 7 for removed statements from Garner's original AMTB (2004).

- Teacher support
- Family support
- Subject quality
- Subject enjoyment

The third step dealt with selecting relevant statements for each category. The selection of the statements was twofold; 1) Included statements to only be relevant for this study, and 2) shortening the questionnaire to make it realistic for completion by the participants. To shorten the questionnaire was to make it realistic for completion for the participants, following our initial assumption that not all ImSt participants would have sufficient proficiency and/or stamina to complete a 104 statement-long questionnaire, as they were additionally required to perform the quick placement test and answering some general questions. Therefore, the final adapted version of the AMTB questionnaire consisted of 46 statements[32]. All statements were obligatory to answer, and the same likert scale was used as in the original AMTB version (Gardner, 2004). All statements that originally had a positive or negative mirroring statement was kept, to maintain the possibility to control for validity in participants answers.

Fourth step in the adaptation process was to provide a translated version to Norwegian for the participating ImSt. The rationale for providing two language versions, an English and a Norwegian version, was to give ImSt the possibility to choose the language they were more comfortable and proficient in when answering the questionnaire. The assumption we had before conducting the research, was that students in introductory classes has not only a varying language background, but also large variations to their proficiency in Norwegian and English. Therefore, by giving ImSt two language options, their responses would perhaps become more accurate as they answered with their more preferred language.

The translation process started by sending the final statements to be used in the adapted version to a Norwegian native speaker that did not have any previous connections to this study. This person did not get any aid from anyone participating in this study when translating. After translating, the translated version was sent to an English native speaker who then translated it back to English. Again, there were no interventions from researchers and the participant had no connections to the study. When the back-to-back translation was

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[32] See appendix 7 for removed statements from Garner's original AMTB (2004).

completed, the new English versions of the statements were compared to the original AMTB (Gardner, 2004) statements. None of the back-to-back translated statements had any significant semantical differences, with only minor grammatical errors. These grammatical errors were corrected to be semantically similar and accurate to the translated versions. When grammar and semantics were controlled in the new English and Norwegian version, followingly, the fifth step of the adaptation process could be conducted.

The fifth step in the questionnaire adaptation process was to simplify statements to fit the target group. Simplifications were made based on the assumption that some participants had very low reading proficiency levels in Norwegian and/or English. Therefore, the statements were simplified as much as possible while still containing the same semantical content as in Garner's original AMTB (2004) version. When simplifications were completed both on the English and Norwegian version of the questionnaire, statements were followingly digitalized in the sixth and final step before completion[33]. The digitalization process happened by implementing the adapted statement into two separate Nettskjema; one Norwegian and one English version. The questionnaires were connected into one integrated Nettskjema, also containing the quick placement test (section 3.2.1) and personal information responses (section 3.2.3). This scheme integration was made to make it easier for the participating ImSt to have everything in one place–making it easier for the researcher to have all data collected in one place. As with the quick placement test, the questionnaire was also connected to TSD for safe storage of data.

For making easier analysis of the data collected, each statement was coded into its respective categories. For instance, the statement "my parents/family try to help me learn English", was coded into the 'family support' (FS) category. As mentioned, participants answered by clicking on a 6-point likert scale, having a single response choice per statement. The statement responses are therefore of *interval scale*, where there is a supposed even interval between each point of the scale–the same scale was used for each statement. Analysing the data as a 6-point scale with even intervals made it possible to analyse the data

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[33] See appendix 8 for an excerpt of the digital version of the adapted version of Garner's AMTB (2004).

quantitively as independent variables upon the two dependent variables 'CEFR proficiency level scores' and 'English education outside Norway'[34].

Followingly, the methodology on collection personal information among ImSt relevant for this study is presented.

3.2.3 Personal information responses

Between the language proficiency test and the questionnaire in 'Nettskjema', ImSt were required to provide un-identifiable personal information (see appendix 9 for excerpt). These questions consisted of ordinal scales that asked participants time of participation in school (both in- and outside of Norway), as well as amount of time they had English education inside/outside Norway. Also, students were asked what languages and to what extent they were used among the participants EAL-class. Finally, participants had to answer what languages they spoke at home. All these questions were vital for presenting a profile of ImSt language backgrounds, use of languages and time of education each participant had. This information is highly relevant when investigating ImSt' beliefs and experiences as EAL-learners, as well as comparing ImSt responses with EAL-teach responses. Followingly, the methodology, in form of semi-structured interviews to collect data from EAL-teachers, is presented.

3.2.4 Semi-structured interview

The aim of the semi-structured interviews was for them to be *descriptive and interpretive[35]*. By selecting this approach, the aim of the interview results would be to become complementary to the questionnaire results provided by ImSt. Followingly, the

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[34] See section 4.4.1 for explanation on how the dependent and independent variables were analyzed through linear regression analysis in R-studio.

[35] Descriptive and interpretive approach to qualitative data: When "the aim of qualitative research is to generate rich description of the setting and phenomena being studied. Elements of rich description might include a detailed account of the setting, activities and behaviors of those acting in the setting, and research participants' perspectives on these activities and behaviors. The researcher then brings these elements together to interpret the significance of these phenomena within the larger issues that are the focus of the research (e.g., how the organization of classroom activities affects opportunities for learning)" Mackey, A., & Gass, S. M. (2011). *Research methods in second language acquisition: A practical guide* (Vol. 7). John Wiley & Sons.

methodological approach of *critical ethnography*[36] was used to describe and examine teacher 1-4's perspectives on EAL-classroom practice beliefs, perceptions and practices. Also, through critical ethnography, a critical lens was added to investigate if teacher practices were in line with ImSt' perceptions and/or Norwegian educational guidelines (see section 1 and 2.1 for educational guidelines).

The purpose of the interview can be divided into three parts; 1) To map the interviewees teacher beliefs and experiences on teaching ImSt, 2) Teacher's language use in the EAL-classroom, and 3) questions based on the questionnaire (as responded by the ImSt). Part 1 is intended for gaining a profile of each teacher on relevant aspects for this thesis. Part 2 is purposed for gaining an understanding on how the teachers use different languages in the EAL-classroom. And part 3's main purpose is to compare the questionnaire results provided by ImSt and teachers responses on the same categories[37]. Through comparing EAL-teacher and ImSt results, it could become possible to analyse if the two groups' perceptions about certain topics are similar or different. This comparison might provide a deeper understanding on ImSt and EAL-teacher perceptions on the different categories.

The transcription process was conducted in two stages. All four interviews (Teacher 1-4) were transcribed in the same order. The first stage was using Nettskjema's own transcription tool where artificial intelligence (AI) made an auto-transcription of the interviews. After the auto-transcriptions were made, the transcription was transferred to a password protected Word document which initiated stage 2. Stage 2 was to manually proofread the transcription and correct any errors made by AI.

To analyse the interviews, a *content analysis* approach was used. The following steps on content analysis as presented by Mackey and Gass (2011, p. 191) was used when analysing the interviews:

1. *Initial coding*
2. *Axial coding*
3. *Selective coding (or focused coding)*

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[36] Ethnography: studies on practices of human social and cultural groups, where critical ethnography seeks in addition to describe, "to critique classroom practices by situating them within larger political contexts" ibid.

[37] The questionnaire categories as presented in section 3.2.2: intrinsic motivation, extrinsic motivation, learner anxiety, teacher support, family support, subject quality, and subject enjoyment.

In the initial coding (after transcription), the interviews were color-coded into the three categories of the interview (as presented in the second section paragraph). Also, interviewer and interviewee speech were separated through marking all interviewee speech with bold font[38]. Followingly, in the axial coding, the three main codes were compared between the four informants (EAL-teachers). Here, similar, different, and contrasting responses were analysed across informants. In the selective coding process, recurring responses across informants were highlighted and presented in the result section as the more significant and representative results from the semi-structured interviews. Since the interviews were held in Norwegian (the mother tongue to all informants), the parts of the interview that were selectively coded, were also translated to English (step 3). When translating, the semantic value of the translated part was held as semantically similar as possible, yet there might be slight differences.

The semi-structured interview format was chosen with the intention to provide the interviewer, but mainly the interviewee the possibility to elaborate naturally on topics and questions presented[39]. Through providing the possibility to elaborate, several relevant comments by informants were supplemented to the interview, comments that otherwise could have been left out. Still, it was important to ask all the pre-prepared questions, as a central part of the interviews was the possibility to compare answers between EAL-teachers on the same questions.

Pre interview recording, all teachers were urged not to mention any sensitive information regarding themselves, their school or their ImSt (or any other students). Only anonymous answers on each question and topic were necessary for the purpose of this study. No sensitive information was provided during the interviews, regardless, all interviews were also stored in TSD as with the proficiency test and questionnaire, for safe storage of interview data. None of the teachers were given the opportunity to prepare prior to their interviews, as none of them knew the content or any of the questions. This was done deliberately to give all interviewees an equal opportunity when answering the questions by giving none of them time to prepare. Ideally, this should provide more accurate results compared to teachers spending different amounts of time preparing for the interview. All interviews were done in Norwegian as all

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[38] See appendix 10 for interview transcription excerpt. The excerpt also presents how color coating were used to highlight different interview categories.

[39] See appendix 11 for the full semi-structured interview guide used for all informants of this study.

EAL-teachers had Norwegian as their mother tongue. Interviewing the EAL-teachers in their preferred language should give the greatest potential in extracting as much information as possible, as language would not be a barrier for sharing of content during the interviews.

All interviews were recorded with Nettskjema's own application called Diktafon. Diktafon is an app that automatically uploads the recording either to Nettskjema, or to TSD (Nettskjema then the intermediary provider when transferring the interview data). The former option was chosen as no sensitive information was provided in any of the interviews. Nevertheless, to access Nettskjema, it was necessary to log-in with FEIDE log-in information. Thus, the interview was password protected.

In the following section 3.3, how and why multiple linear regression is used for this study is presented.

3.3 Multiple linear regression analysis in R-studio

Each questionnaire category (section 3.2.2) was analysed through a *multiple linear regression model*[40] upon the two dependent variables 'CEFR level score' and 'English education outside Norway'. These dependent variables were used as they presented the most relevant and interesting factors to compare upon questionnaire results (see section 3.2.2 for questionnaire content). Also, the multiple linear regression model was carefully selected as the best model fit for analysing and presenting the data based on the RQ's and data sets used after discussions with the thesis-supervisors, teacher colleagues as well as prompts from artificial intelligence (Chat GPT). Artificial intelligence was only used to present prompts in how to code in R-studio to analyse and present the data results. It is also worth mentioning that several other models were tested and considered, such as *multivariate regression model, multilevel regression model* and *generalized linear mixed-effects model*, however the multiple linear regression model saw the best fit. Every step of the analysation process in R-studio was

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[40] A multiple linear regression model contains one dependent variable and more than one explanatory variable (independent variable). The model is linear because of the assumption that there is a relationship between the response variable (dependent variable) and the linear relationship between explanatory variables. Tranmer, M., & Elliot, M. (2008). Multiple linear regression. *The Cathie Marsh Centre for Census and Survey Research (CCSR)*, *5*(5), 1-5.

humanly double- and often triple checked before the results were included in the *results section* (section 4).

Proficiency levels (CEFR level score) ranging from A1-C2, were coded upwards in the numerical order 1-6 (A1= 1, C2= 6). While the 'CEFR level score' was part of the proficiency level data collection instrument, the 'English education outside Norway' dependent variable was part of the 'personal information' section (see section 3.2.3). 'English outside Norway' response selection was of a frequency scale, meaning participants selected the frequency that was correct according to them. In this case, selecting the correct number of years having English education outside Norway. Below, the single numeric on the left presents the code used in the analysis, while the values on the right side shows the corresponding response:

1 = 0 years
2 = 1-2 years
3 = 3-4 years
4 = 5-6 years
5 = 7-8 years
6 = Over 8 years

By executing the linear regression analysis, results that are not provided explicitly by ImSt or EAL-teachers through proficiency tests, questionnaires, and interviews, might come forth. Through comparing results from the different data collection methods, another dimension to data analysis comes forth through regression analysis, that might shine light on otherwise unexplored parts of this study. This might followingly provide additional insightful and relevant results for the research questions (see section 1.1 for RQ's).

Results from the multiple linear regression analyses are found as tables in result section 4.4.1, where regression analyses for each independent variable category[41] is presented in order. Followingly, results from the data collection instruments are presented.

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[41] Independent variable categories same as questionnaire categories presented in section 3.2.2.

4 Results

Since some of the RQ's nature requires them to incorporate results from several data instruments used in this thesis, the approach of providing results starting with a broad scope (section 4.1) and followingly narrowing it down from the ImSt perspective all the way down to teacher perspectives (section 4.5), has been chosen rather than presenting results systematically for each RQ. To aid the reader in navigating and understanding what result sections are used per RQ, the following list presents the research questions on the left, and on the right side, the sections that are used to answer the respective RQ are presented[42]:

- RQ1: section 4.4, 4.5.
- RQ2: section 4.4.
- RQ3: section 4.3.
- RQ4: section 4.3, 4.5.
- RQ5: section 4.5.
- RQ6: section 4.5, 4.2.
- RQ7: section 4.5.
- RQ8: section 4.4, 4.5.

Thus, the result section will start broadly by presenting the overall profiles of the participating immigrant students (ImSt). Second, ImSt' CEFR level results are presented, comparing these results to the native students (NaSt) CEFR level results. Third, results from ImSt' responses on Garner's (2004) AMTB questionnaire will be presented before multiple linear regression analyses on the same questionnaire responses will be analysed upon two dependent variables (see section 3.3 for elaboration). Fourth, results on different languages used in the EAL-classroom according to the ImSt will be presented, before finally presenting informant (EAL-teacher) responses from the semi-structured interview. In some of the following 'results' sub-sections, possible sources of error will be presented that challenges the data instruments construct validity and the participants respondent validity.

4.1 Profile of participating immigrant students

On average, the ImSt had attended school in Norway almost as long as living in the country[43]. This is in line with the Norwegian educational and integrational model that

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[42] All research questions in their entirety can be read in section 1.1.

[43] See table 2 in section 3.1.2 for detailed results.

recommends adolescent immigrants to attend Norwegian school as fast as possible upon arrival, and to complete it within nominal time ("Integreringsloven," 2020, pp. §8-13). ImSt responded that they had attended English education in Norway for one (1) year, while their total time in Norwegian school was two (2) years. A possible explanation for this is that the schools in this study prioritized some of their ImSt to have an increased attendance and focus on learning Norwegian, which is the right ImSt have if their proficiency in Norwegian is seen as too low (The Norwegian Directorate of Education, 2022, pp. 6-7). Yet this is only speculative, and discussions for why this gap exists is not presented in this thesis.

Based on the age of the participants (16-24 years), it does not come as a surprise that on average, time attended at school outside Norway is much higher (7,5 years). And on average, ImSt had attended English education outside Norway for five (5) years. In contrast to NaSt that start English education in 1st grade, some ImSt country of origin might have a later start in teaching English, which might explain why there is a large variation width among the ImSt regarding English education outside Norway (see table 2).

4.2 Languages used in the EAL-classroom

In the personal information section of the Nettskjema (section 3.2.3), three questions on what languages were used in the EAL-classroom were answered by the participating ImSt. The results from these questions are presented followingly in *table 5*.

Language used in the EAL-classroom	Average	Median	Mode	Range	SD
English	4,792	5,000	2,000	9,000	2,750
Norwegian	4,542	5,000	5,000	9,000	2,064
Other languages	4,375	4,500	6,000	9,000	2,410

Table 5 - Amount of language use between English, Norwegian and other languages in the EAL-classroom. 1= never, 10= always.

According to these results, on average, English was the most used language in the EAL-classrooms, closely followed by Norwegian, while 'other languages' being least used. However, the differences are marginal, indicating that there is a good mix of English, Norwegian and other languages such as ImSt' home languages in the EAL-classroom. Interestingly, the lower the average, the higher was the mode, thus indicating large variation between the average score and individual responses. This can be observed in the SD, where the deviation is quite high on all three questions. It can thus seem that it is both a large

variation of different languages used in the classrooms, as well as different ImSt experiences on how much each langue were used in the EAL-classroom. Followingly in section 4.5, teacher interview results are presented.

4.3 Immigrant- and native students' proficiency test results

In *figure 9,* the results from the proficiency tests of immigrant students (ImSt) and native students (NaSt) are presented. Results underwent a t-test that rejected the null hypothesis on the possibly of no difference on CEFR level score between ImSt and NaSt (see appendix 12 for list of t-test results). Artificial intelligence (chat GPT) was used during March 2024 to aid the coding process of the raw data material into R-studio. All results were double- and triple checked upon the raw data material to make sure the analysis did not contain a lack- or wrong sets of data points during analyzation.
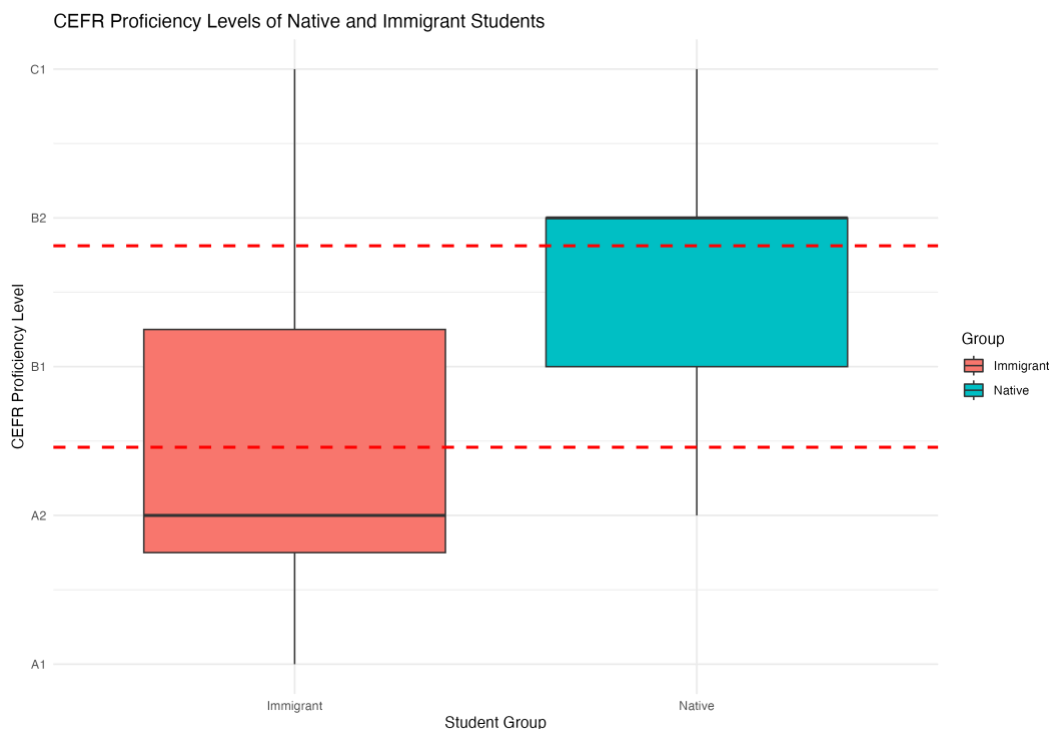
Figure 8 - Boxplot comparing immigrant- and native students proficiency levels (boxplot made in R-studio). Black solid line= median, red dotted top line = native student mean, red dotted bottom line = immigrant student mean.

There is a clear proficiency gap between native and immigrant students, where the majority of ImSt' proficiency levels are between A2 and B1, whilst NaSt majorly have a proficiency level between B1 and B2. As observed through the quartile range of each boxplot, ImSt have a far larger range of proficiency levels present in EAL-classes compared to NaSt in mainstream English classes. Also, through observing the mean line, the average proficiency levels between ImSt and NaSt has a large gap indicating that on average, NaSt' are about one

proficiency level more proficient than the ImSt in this study. Finally, it is worth noting that no NaSt participant was at the A1 (most elementary) proficiency level, while a little less than <25% of ImSt were at the A1 proficiency level. These results do not come as a surprise, as native Norwegian students are known for having one of the higher levels of English language proficiency globally (Education First, 2023). In contrast, many ImSt have little to no former English education, while other ImSt have English as their second language, often learning it from 1st grade like NaSt (Catalano & Hamann, 2016; Neokleous et al., 2022; Neokleous & Ofte, 2020).

4.4 Questionnaire results

Questionnaire results presented are based on all ImSt responses if not stated otherwise. Each questionnaire category (see section3.2.2 for categories) will be presented individually in consecutive order. A table is included for each category, where all statements for the specific questionnaire categories are presented. In each table, the statistical categories *average, median, mode, range* and *standard deviation* (SD) are included (see table 6 as example). These statistical categories are used to present and interpret statement response results in various ways and in detail. But before heading to the questionnaire results, possible sources of error that can question the construct validity of the questionnaire, also questioning the validity of results, are presented.

First, the possibility of misinterpreting statements might have provided unconcise responses by some ImSt. Misinterpretations could for instance have occurred through ImSt not being proficient enough to understand some statements. Inaccurate responses could also occur due to a lack of focus among ImSt. Lack of focus might occur due to a range of different factors such as lack of motivation or being in a difficult (unconcentrated) state of mind. Additionally, it cannot be ruled out that some ImSt might have deliberately answered untruthfully to some statements. This could occur if ImSt were impatient and wanted to complete the questionnaire as fast as possible. Finally, since the AMTB underwent quite heavy adaptations to become compatible for this study (see section 3.2.2 for adaptation), comparisons to other studies that use the original battery becomes more challenging.

Followingly, general results and trends for each questionnaire category will be presented and interpretations on what they might indicate, starting with family support results (FS)[44] as seen in *table 6* below.

Statement	Average	Median	Mode	Range	SD
S1: "My parents/family try to help me learn English".	2,958	2,500	1,000	5,000	1,989
S8: "It is important for my parents that I learn English".	4,833	5,000	5,000	5,000	1,239
S22: "My parents/family tells me how important English will be for me when I am finished with school".	5,000	5,000	6,000	5,000	1,285
S26: "My parents want me to ask my teacher for help when I struggle with my English".	4,833	6,000	6,000	5,000	1,711
S30: "My parents/family are very interested in vereything I do in my English class".	3,917	4,000	4,000	5,000	1,692
S46: "My parents/family think I should devote more time to studying English".	4,000	4,000	6,000	5,000	1,668

Table 6 - Family support (FS) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

The general tendency was that ImSt parents/family supported them in EAL-learning in different ways from a ImSt perspective. The least amount of support was found in S1, where on average students "slightly agreed" that their parents/family try to help them learn English. Additionally, the mode number in S1 was 1 (strongly disagree), thus the most frequent value pressed by the ImSt on the statement was "strongly disagree". Otherwise, according to the ImSt responses, it seems that their parents/family understood the importance of learning English, and they felt that it was important for their ImSt to be EAL-learners. As the rest of the statements (S8, S22, S26, S30 and S46) presented much more positive results than S1, this

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[44] 'Family support' (FS): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

might indicate that while their parents/family had positive attitudes towards EAL-learning, the were less actively helping their ImSt in learning English.

Followingly, *table 7* presents the subject effort (SEF)[45] results.

Statement	Average	Median	Mode	Range	SD
S2: "I do not think too much about the feedback I get from my English teacher".	2,667	2,500	2,000	5,000	1,341
S14: "I keep myself updated with English by working with it almost every day".	4,708	5,000	5,000	5,000	1,301
S31: "I often stop listening when my English teacher explains things unclearly".	3,375	4,000	4,000	5,000	1,469
S33: "I really want to learn as much English as possible".	5,417	6,000	6,000	5,000	1,176
S38: "I can't be bothered trying to understand the more complex parts of English".	3,500	4,000	4,000	5,000	1,615

Table 7 - Subject effort (SEF) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

When observing the subject effort results, the general image is that ImSt self-proclaimed that they put in much effort as EAL-learners on most of the SEF statements. However, there are two somewhat exceptions to this. First, S38, ImSt responded on average "slightly agree", which is the same level as the mode, indicating that the majority of the ImSt to some extent did not bother to understand more complex parts of English. Since what is rendered as complex is subjective and partially dependent on the EAL-learners English proficiency levels, it is difficult to pinpoint what would be rendered as "complex" for each ImSt participant. Nevertheless, it seems that overcoming and understanding "complex" aspects of English might were a step too big for many of the ImSt to be bothered with. Second exception, S31, the average answer was "slightly disagree", however the mode value being "slightly agree" (most selected value by ImSt). This indicates that most participants to some extent stopped listening if the English teacher explained things unclearly. To elaborate, this might indicate that while ImSt were motivated to learn more English, trying to comprehend something rendered incomprehensive at that time, might have been too much for some ImSt to be bothered with. Followingly, teacher support results are presented.

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[45] 'Subject effort' (SEF): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

Table 8 below illustrates the teacher support (TS)[46] results.

Statement	Average	Median	Mode	Range	SD
S3: "I look forward to going to class because my English teacher is so good".	4,417	5,000	5,000	5,000	1,381
S6: "I don't think my English teacher is very good".	2,208	1,500	1,000	5,000	1,587
S15: "The less I see my English teacher, the better".	3,042	3,000	1,000	5,000	1,805
S21: "My English teacher has a varied and interesting teaching style".	4,208	4,000	6,000	5,000	1,641
S25: "I always ask my teacher for help when I don't understand something in English".	4,958	5,000	5,000	3,000	0,908
S32: "My English teacher is a great inspiration to me".	4,250	4,000	4,000	4,000	1,452
S34: "I would prefer to have a different English teacher".	3,292	3,000	1,000	5,000	1,944
S39: "I really like my English teacher".	4,542	4,500	6,000	5,000	1,587
S42: "My English teacher dosen't present schoolwork in an interesting way".	2,792	3,000	1,000	5,000	1,668

Table 8 - Teacher support (TS) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

Overall, it seems that ImSt are content with their EAL-teachers and the teacher support they give. For instance, in S21, most ImSt selected "strongly agree", indicating that the EAL-teachers generally were very good at varying their teaching style while keeping it interesting. However, this result is somewhat contradictive with the S42 results, where on average ImSt selected "slightly disagree", indicating that on average, the teachers did not present schoolwork in an interesting way (to a slight degree). According to these results, teachers had a varied and interesting teaching style, but the schoolwork was not presented in an interesting way. A possible explanation could be that how the EAL-teachers acted as personas in the classroom, and how they presented content, are two distinguished things. Thus, regardless of

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[46] 'Teacher support'' (TS): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

the teachers being well liked, the way they present content was not as well received, according to these results. Next, questionnaire results on extrinsic motivation are presented.

Table 9 below presents the extrinsic motivation (EM)[47] results.

Statement	Average	Median	Mode	Range	SD
S4: "It is not important for me to know English".	1,833	1,000	1,000	5,000	1,579
S11: "Studying English is important because it will allow me to meet and talk to more and different people".	5,458	6,000	6,000	5,000	1,141
S16: "Studying English is important because it will make me more educated".	5,375	6,000	6,000	5,000	1,279
S23: "I want to learn English so well that it becomes natural to me".	5,250	6,000	6,000	5,000	1,260
S27: "Studying English is important because it will be useful for getting a good job".	5,625	6,000	6,000	2,000	0,647
S35: "Studying Englsh is important because other people will respect me more if I know English".	3,792	4,000	1,000	5,000	1,911

Table 9 - Extrinsic motivation (EM) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

What comes forth when analyzing these results, is ImSt generally being strongly extrinsically motivated on all EM statements. These are promising results, showing that the ImSt clearly saw the value of learning English. What might be interesting, is that while the average score on S35 is "slightly agree", most ImSt selected "strongly disagree" (mode) on the same statement. This indicates that while most students perhaps did not see speaking English proficiently as a "status symbol", a minority of ImSt had the opposite belief. This can perhaps be seen in context with their previous educational and social backgrounds in different countries, where the status view on the English language might differ. This is only speculative where it would be interesting to see in further research if there are certain factors that affect some to see English as a status language while others do not at the same extent. Otherwise, it seems that all ImSt agreed that having good English proficiency was important for their then

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[47] 'Extrinsic motivation' (EM): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

current and future lives for various reasons, some of these reasons being presented in table 9. Followingly, questionnaire results on intrinsic motivation are presented.

Intrinsic motivation (IM)[48] results are presented in *table 10*.

Statement	Average	Median	Mode	Range	SD
S5: "I hate English".	1,375	1,000	1,000	2,000	0,647
S10: "I really like learning English".	5,292	6,000	6,000	5,000	1,233
S41: "I wish I were fluent in English".	4,958	6,000	6,000	5,000	1,546
S43: "I don't have any great wish to learn more than the basics of English".	2,542	2,000	2,000	4,000	1,285

Table 10 - Intrinsic motivation (IM) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

When reading the questionnaire results on IM, it became clear that most ImSt had a high level of IM according to their own perceptions. This is a promising result regarding EAL-learning, as high levels of IM are shown to increase and benefit the language acquisitioning process (Back et al., 2020; Hilt, 2017; Pekrun & Linnenbrink-Garcia, 2012). If we look at S43 results, the average was "slightly disagree", indicating that while the majority of ImSt wished to learn more than the basics of English, others did not wish to learn more than that. As there was no correlation between language proficiency and S43 in the regression analysis (see section 4.4.1), there might be another unknown explanation to why there was such a difference across proficiency levels if they wanted to learn more than the basics of English. Also, the S43 results somewhat contradict with S41, where the average score was "moderately degree" (mode "strongly agree"), indicating that most ImSt wished they were fluent in English.

In *figure 9*, the relationship between each ImSt participants answers on S41 and S43 are presented.

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[48] 'Intrinsic motivation' (IM): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).
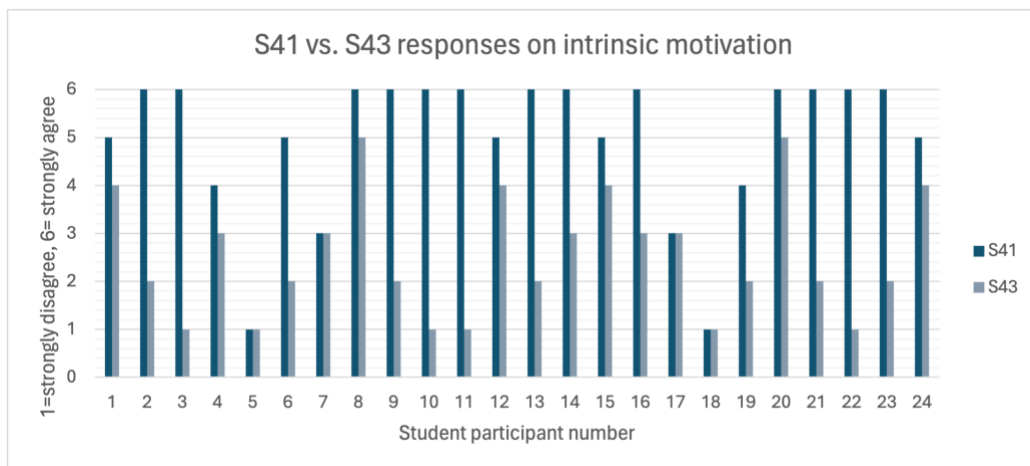
Figure 9 - Each immigrant student participants' answer on statement 41 and 43.

ImSt that answered similar or close to similar value for each statement (figure 9), had a somewhat contradictive response. For instance, ImSt 8 responded "strongly agree" on wishing to be fluent in English, while answering "moderately agree" in not wishing to learn more than the basics of English (figure 9). To be fluent in English requires to surpass knowledge on the basics of English, therefore it is interesting that S8 along with a few other ImSt wanted to be fluent in English but did not want to learn more than the basics. Followingly, questionnaire results on subject enjoyment (SE) are presented.

In *table 11* below*,* subject enjoyment (SE)[49] results are presented.

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[49] 'Subject enjoyment' (SE): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

Statement	Average	Median	Mode	Range	SD
S7: "I would prefer to use more time in English class than in other classes".	4,417	5,000	5,000	5,000	1,501
S12: "I think my English class is boring".	2,500	2,000	1,000	4,000	1,414
S18: "Sometimes I daydream about dropping English class".	2,000	1,000	1,000	5,000	1,414
S24: "To be honest, I have little interest in my English class".	3,417	3,000	3,000	5,000	1,792
S29: "I like my English class so much, I am excited to learn more English in the future".	4,958	5,000	6,000	5,000	1,301
S36: "I look forward to the time I use in English class".	1,958	1,500	1,000	4,000	1,197
S37: "I look forward to the time I use in English class".	4,458	4,000	4,000	5,000	1,351
S40: "I love learning English".	5,500	6,000	6,000	2,000	0,722
S44: "I love learning English".	2,000	1,000	1,000	5,000	1,719
S45: "English is one of my favourite subjects".	4,958	5,500	6,000	5,000	1,429

Table 11 - Subject enjoyment (SE) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

On average, ImSt seemed to enjoy the English subject very much as seen in table 11. Average response on wishing to attend English class more than other classes (S7) was on "slightly agree" (mode: "moderately agree"). This indicates that ImSt had a strong satisfaction to the English subject, and perhaps even more satisfied in the English subject than other subjects they attended. These results can be seen in relation to IM (table 10), EM (table 9) and TS (table 8)) results which are overall positive as ImSt were intrinsic- and extrinsically motivated, also having a good relationship to their respective EAL-teachers. These results could therefore perhaps explain why ImSt were so satisfied with their English subject according to questionnaire responses. There also might be other contributing factors to why

the ImSt enjoyed the English subject, factors that might not be covered in this study. Followingly, questionnaire results from the learner anxiety (LA) category are presented.

Table 12 below presents the learner anxiety (LA)[50] results.

Statement	Average	Median	Mode	Range	SD
S9: "I feel comfortable being asked to speak in my English class".	4,16666667	4,5	6	5	1,71100445
S13: "I am worried to speak English anywhere at all".	2,79166667	3	4	5	1,3824731
S17: "It's embarrassing to answer out loud in English class".	2,875	3	1	5	1,56906231
S19: "Speaking English dosen't bother me at all".	4,20833333	4,5	4	5	1,64129235
S20: "I am calm when I have to speak in my English class".	4,45833333	4	6	4	1,53167049
S28: "I feel worried that other students in class seem to speak better English than I do".	3,125	3,5	4	5	1,45400496

Table 12 - Learner anxiety (LA) statement results. Results range from 1= 'strongly disagree', to 6= 'strongly agree'.

Mostly, ImSt seemed to be comfortable speaking English in the introductory classroom (table 12). They feel mostly calm (S20) and are somewhat not bothered when speaking English in class (S19). However, on average, there was a quite high standard deviation per statement, indicating that there was a large variation on ImSt' individual responses. Nevertheless, ImSt on average scored high on being comfortable and not feeling that anxious for speaking English in class (S9, S17, S19 and S20). However, when asked if they were worried that other students spoke better English than them (S28), most ImSt selected "slightly agree". In *figure*

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[50] 'Learner anxiety' (LA): one of seven questionnaire categories answered by ImSt in the adapted AMTB questionnaire (see section 3.2.2 for details).

*10*, distribution between some ImSt' responses on S17, S19 and S28 are presented to provide further analysis on LA.
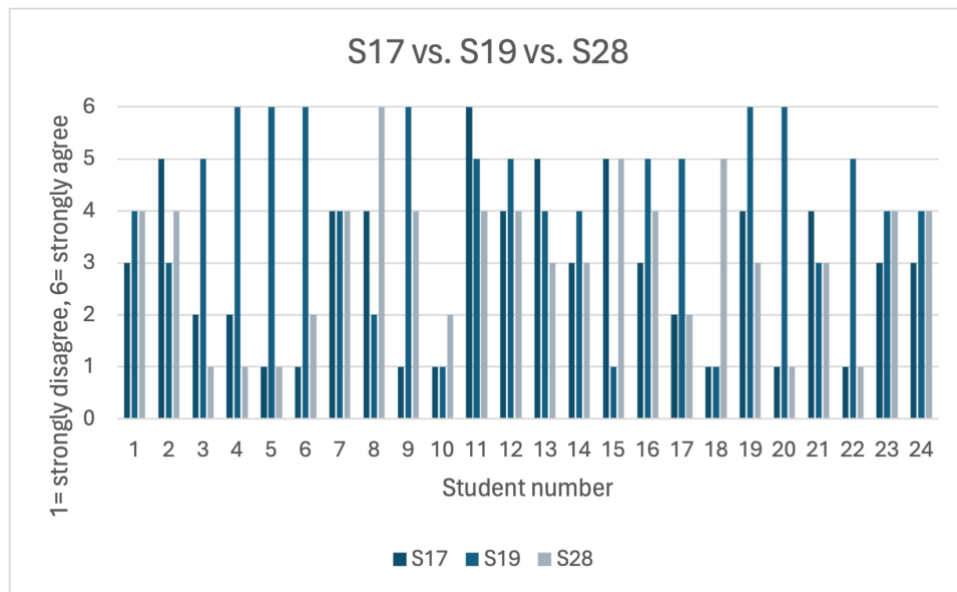
Figure 10 - Each immigrant student participants' answer on statement 17, 19 and 28.

Results shown in figure 10 illustrates that for some ImSt, speaking English in class was a self-conscious action, even if they might have not felt very anxious when speaking English. ImSt such as S2-6 who did not feel it was embarrassing to speak loud in class (S17) and felt that it did not bother them (S19), also were not worried that others might speak better English than them (S28) (see figure 10). It is also worth mentioning that S2-6 had various proficiency levels, ranging from A2-C1, indicating that proficiency levels were not necessarily a defining factor if ImSt felt worried that others spoke "better" English than them.

In the following section 4.4.1, results from multiple linear regression analysis on questionnaire results compared to 'CEFR level score' and 'English education outside Norway' are presented.

4.4.1 Comparing language proficiency to questionnaire results through multiple linear regression analysis

Through multiple linear regression analysis in R-studio (see section 3.3 for analysis method details), results on possible significance between ImSt proficiency levels (section 3.2.1) and ImSt' time spent on English education outside Norway (section 3.2.3) on questionnaire results (section 4.4), are followingly presented. All ImSt results were used as a whole and not per class to get as many data points on the dependent variables as possible, possibly providing more valid regression results.

Each linear regression analysis model underwent a normality distribution test (Q-Q plot) to test the strength and validity of each regression analysis. Varying results on strength and validity came forth through when reading the Q-Q plots (see appendix 13-25 for all Q-Q plot results). Also, each regression analysis underwent a *variance inflation factor* (VIF) test to measure possible *multicollinearity*[51]. Regression results had low multicollinearity (below the value '5' on the VIF tests) if not stated otherwise.

Artificial intelligence (more specifically Chat GPT) was used during the period of coding (February to April 2024) to help code data correctly into R-studio when conducting the regression analyses, Q-Q plots, and VIF tests. All results were humanly double- and triple checked upon the raw data material, making sure analyses did not lack or contained wrong sets of data points during analyzation.

For each multiple linear regression analysis per questionnaire category, a table with all dependent and independent (predictor) variables are presented. Each predictor[52] having a significant or close to significant value, are highlighted with dark blue in the result tables. Also, the two multiple linear regression analyses are integrated into one table, both presenting 'CEFR level score' and 'English education outside Norway' results (see table 14 for example).

Before heading into the questionnaire category results, a regression analysis was executed to see if there were significance between the two dependent variables 'CEFR level score' and 'English education outside Norway', also comparing CEFR level score to 'preferred questionnaire language' (see table 13). This analysis was done to see if the results from the two dependent variables could be interpreted as directly affecting each other. If this would be the case, then the two multiple linear regression analyses presented per table could affect each other. Also, by analysing a possible correlation between CEFR level score and preferred questionnaire language, it could be possible to see if English language proficiency would be a predictor for ImSt to choose between the Norwegian or English 'Nettskjema'

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[51] Multicollinearity: "high levels of interdependence among predictors in a regression model" Thompson, C. G., Kim, R. S., Aloe, A. M., & Becker, B. J. (2017). Extracting the variance inflation factor and other multicollinearity diagnostics from typical regression results. *Basic and Applied Social Psychology*, *39*(2), 81-90.

[52] The term 'predictor' used interchangeably with 'statement' (S) which is the label for the different predictors in this study.

options. In the coding, 1= Norwegian and 2= English, in the 'preferred questionnaire language' independent variable.

Dependent varialbe	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	3,693	0,010	2,458	1,351	1-6
	Preferred questionnaire language	-1,233	0,048	1,375	0,495	1-2
	English education outside Norway	0,129	0,497	3,583	1,558	1-6

Table 13 - Linear regression analysis on preferred questionnaire language and English education outside Norway upon CEFR level score. Dark blue on p. value= significant or marginally significant result.

No significance was found between CEFR level score and English education outside Norway (table 13). Therefore, the results for each dependent variable in the followingly presented multiple linear regression analyses must be seen as independent of each other. However, when looking at 'Preferred questionnaire language' as a predictor for CEFR level score, a statistically significant result came evident (p= 0,048). This result indicates that the higher the English language proficiency, the more likely ImSt' were to choose the English 'Nettskjema' option. This does not come as a surprise, as students normally would prefer using the language they are most proficient in. Still, this does not signify that those who chose Norwegian as the 'Nettskjema' language were necessarily highly proficient in English, but that they were likely "more" proficient in Norwegian than English.

Before presenting the multiple regression analysis results, it is important to notify that the discussions on the results are only hypothetical, as the limited number of participants limits the validity of the results. Also, there might be several explanations to the results than those presented. Followingly, regression analysis results on the family support questionnaire category are presented.

Table 14 presents the 'family support' (FS) multiple linear regression results.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	2,181	0,137	2,458	1,351	1-6
	S1_FS	-0,007	0,966	2,958	1,989	1-6
	S8_FS	0,314	0,506	4,833	1,239	1-6
	S22_FS	0,114	0,798	5,000	1,285	1-6
	S26_FS	-0,055	0,828	4,833	1,711	1-6
	S30_FS	-0,040	0,882	3,917	1,692	1-6
	S46_FS	-0,341	0,202	4,000	1,668	1-6
Dependent variable	**Independent variables**	**Estimate**	**P. Value**	**Mean**	**SD**	**Range**
English education outside Norway	(intercept)	2,660	0,086	3,583	1,558	1-6
	S1_FS	0,441	0,020	2,958	1,989	1-6
	S8_FS	-0,017	0,973	4,833	1,239	1-6
	S22_FS	0,247	0,597	5,000	1,285	1-6
	S26_FS	0,063	0,813	4,833	1,711	1-6
	S30_FS	-0,023	0,934	3,917	1,692	1-6
	S46_FS	-0,438	0,121	4,000	1,668	1-6

Table 14 - Multiple linear regression analysis results on family support (FS). Dark blue on p. value= significant or marginally significant result.

Results on possible coherence between proficiency levels and FS presented no significance on any of the statements. This indicates that there is no coherence between ImSt proficiency levels and the amount or what type of family support ImSt had, as presented through their responses. On the other hand, statement 1 (S1), "my parents/family try to help me learn English", presented significant values when compared to English education outside Norway (p= 0,020). A possible interpretation of this result is that the longer ImSt has had English education outside Norway, the more their parents/family were helping them learning English. As the ImSt were approximately at the same age, the length of English education they had outside Norway, might indicate how much time their parents/family became accustomed in helping their ImSt. Another possible explanation is that ImSt with longer times spent having English education outside Norway, came from countries where English and English education is more widely common. Therefore, their parents/family might be more proficient in English, therefore having it easier in aiding their ImSt to learn English. Next, regression results on the 'subject effort' category are presented.

Table 15 presents the 'subject effort' (SEF) regression analysis results which are followingly discussed.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	1,046	0,572	2,458	1,351	1-6
	S2_SEF	-0,081	0,702	2,667	1,341	1-6
	S14_SEF	0,053	0,815	4,708	1,301	1-6
	S31_SEF	-0,458	0,049	3,375	1,469	1-6
	S33_SEF	0,421	0,102	5,417	1,176	1-6
	S38_SEF	0,185	0,338	3,500	1,615	1-6
Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
English education outside Norway	(intercept)	-1,505	0,426	3,583	1,558	1-6
	S2_SEF	-0,045	0,836	2,667	1,341	1-6
	S14_SEF	0,523	0,033	4,708	1,301	1-6
	S31_SEF	-0,301	0,191	3,375	1,469	1-6
	S33_SEF	0,624	0,022	5,417	1,176	1-6
	S38_SEF	0,107	0,581	3,500	1,615	1-6

Table 15 - Multiple linear regression analysis results on subject effort (SEF). Dark blue on p. value= significant or marginally significant result.

When investigating proficiency levels compared to SEF, S31 presented statistical significance when compared to proficiency levels (p=0,049). In the statement, "I often stop listening when my English teacher explains things unclearly", an inverse relationship with the dependent variable (proficiency levels) was evident (as can be understood by the negative estimate: -1,505). In other words, the higher proficiency levels ImSt had, the less they agreed that they would stop listening if the English teacher explained something unclearly. A way to interpret this, is that ImSt who had higher proficiency levels, seemingly were also ImSt who worked

harder to understand what they found incomprehensible. On the other hand, ImSt with lower proficiency levels, might have stopped listening more easily when instructions were incomprehensible.

When analysing 'English education outside Norway' with SEF, two statements came as statistically significant. First, S14, "I keep myself updated with English by working with it almost every day", presented a significance of p=0,033. This result indicates that the longer ImSt had studied English outside Norway, the more they worked actively with it outside school. This might be seen in relation to ImSt with longer time studying English, perhaps being more proficient in English due to longer and more EAL-learning experience, therefore possibly more self-sufficient when working with English outside class. Second, S33, "I really want to learn as much English as possible", presented a significance level of p= 0, 022. According to this result, the longer ImSt had English education outside Norway, the more they wanted to learn as much English as possible. A possible interpretation of this result could be that ImSt with less time learning English, might not have felt the same mastery when learning English, therefore not as motivated to learn as much English as possible compared to ImSt with more EAL-learner experience. Followingly, regression results on teacher support are presented.

Table 16 presents the multiple linear regression results on teacher support (TS). As observable, no significant or close-to-significant results came from English education outside Norway. Followingly, significant results on CEFR level score are discussed.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	2,761	0,129	2,458	1,351	1-6
	S3_TS	0,101	0,685	4,417	1,381	1-6
	S6_TS	0,065	0,705	2,208	1,587	1-6
	S15_TS	-0,164	0,354	3,042	1,805	1-6
	S21_TS	0,337	0,132	4,208	1,641	1-6
	S25_TS	-0,200	0,565	4,958	0,908	1-6
	S32_TS	-0,816	0,025	4,250	1,452	1-6
	S34_TS	0,099	0,605	3,292	1,944	1-6
	S39_TS	0,576	0,043	4,542	1,587	1-6
	S42_TS	-0,104	0,573	2,792	1,668	1-6
Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
English education outside Norway	(intercept)	0,530	0,862	3,583	1,558	1-6
	S3_TS	-0,043	0,921	4,417	1,381	1-6
	S6_TS	0,052	0,863	2,208	1,587	1-6
	S15_TS	-0,399	0,205	3,042	1,805	1-6
	S21_TS	-0,197	0,603	4,208	1,641	1-6
	S25_TS	0,548	0,374	4,958	0,908	1-6
	S32_TS	0,652	0,274	4,250	1,452	1-6
	S34_TS	-0,342	0,315	3,292	1,944	1-6

Table 16 - Multiple linear regression analysis results on teacher support (TS). Dark blue on p. value= significant or marginally significant result.

When comparing TS to ImSt proficiency levels, two statements presented significant values. Results from S32 (p=0.025), "my English teacher is a great inspiration to me", showed interestingly, that the higher proficiency level ImSt had, the less of an inspiration the English teacher were to them. As we know, teachers human nature and teaching practices can wary very, and how ImSt respond to different teachers and their teaching practices varies just as much. Therefore, it is important to keep in mind that how inspired ImSt were of their EAL-teachers might highly depend on such factors. Nevertheless, EAL-classes 2, 3 and 4 had (on average) the identical S32 response 'moderately agree'. In these classes, proficiency levels ranged from A1 to C1, meaning that the statistically significant value still is of interest, as teachers were ranked equally on inspiration across ¾ classes while language proficiency varied among ImSt in these EAL-classes. The exception was EAL-class 1, where average response was 'moderately disagree'. Next, S39, "I really like my English teacher", also showed statistical significance when compared to ImSt' English proficiency (p=0,043). S39 presented that the more proficient ImSt were, the more they liked their English teacher. Interestingly, when comparing S32 and S39, the more proficient students saw their EAL-teachers less as an inspiration compared to those less proficient, while at the same time, the more proficient ImSt liked their English teacher more than those with lower proficiency. Thus, according to the responses, there is a clear distinction between being "inspired" and "liking" EAL-teachers. Next, regression results on extrinsic motivation are presented.

Table 17 presents the extrinsic motivation (EM) results. No significant results came from the analysis. The predictor S11 presented high level of multicollinearity in the VIF test on 'CEFR level score' (S11 multicollinearity: 9,031491), while S11 (multicollinearity: 9,271820) and S23 (multicollinearity: 6,369951) presented high levels of multicollinearity on 'English education outside Norway'.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	0,010	0,997	2,458	1,351	1-6
	S4_EM	0,058	0,792	1,833	1,579	1-6
	S11_EM	0,418	0,620	5,458	1,141	1-6
	S16_EM	-0,183	0,700	5,375	1,279	1-6
	S23_EM	-0,007	0,991	5,250	1,260	1-6
	S27_EM	0,177	0,752	5,625	0,647	1-6
	S35_EM	0,022	0,911	3,792	1,911	1-6
Dependent variable	**Independent variables**	**Estimate**	**P. Value**	**Mean**	**SD**	**Range**
English education outside Norway	(intercept)	1,019	0,749	3,583	1,558	1-6
	S4_EM	0,212	0,360	1,833	1,579	1-6
	S11_EM	-0,576	0,510	5,458	1,141	1-6
	S16_EM	0,032	0,948	5,375	1,279	1-6
	S23_EM	0,953	0,136	5,250	1,260	1-6
	S27_EM	-0,062	0,915	5,625	0,647	1-6
	S35_EM	0,131	0,515	3,792	1,911	1-6

Table 17 - Multiple linear regression analysis results on extrinsic motivation (EM). Dark blue on p. value= significant or marginally significant result.

On the EM category, no statement results came close to a significant value when comparing to ImSt proficiency. When analysing the statement responses, a possible source of error was identified that might have provided inconsistent participant answers. In statement 4, "It is not important for me to know English", the participants are challenged by a false-positive relationship between statement and likert-scale responses. This false-positive relationship might have occurred due to ImSt needing to answer "strongly agree" if they were certain that English was NOT important for them to know. Given the low proficiency levels of many of the ImSt, some might have misinterpreted the statement and answered it in the opposite and therefore incorrect order. This might also have affected other statement responses negatively in the questionnaire, having a mismatch between ImSt' interpretations and answers. Followingly, multiple linear regression results on the intrinsic motivation questionnaire category are presented.

Table 18 presents the 'intrinsic motivation' (IM) results. No significant values emerged through the analyses. However, marginal significance was found which are followingly discussed.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
CEFR level score	(intercept)	2,939	0,184	2,458	1,351	1-6
	S5_IM	-0,536	0,370	1,375	0,647	1-6
	S10_IM	0,135	0,669	5,292	1,233	1-6
	S41_IM	-0,012	0,958	4,958	1,546	1-6
	S43_IM	-0,157	0,521	2,542	1,285	1-6
Dependent variable	**Independent variables**	**Estimate**	**P. Value**	**Mean**	**SD**	**Range**
English education outside Norway	(intercept)	2,910	0,219	3,583	1,558	1-6
	S5_IM	-0,363	0,569	1,375	0,647	1-6
	S10_IM	0,628	0,076	5,292	1,233	1-6
	S41_IM	-0,476	0,065	4,958	1,546	1-6
	S43_IM	0,082	0,753	2,542	1,285	1-6

Table 18 - Multiple linear regression analysis results on intrinsic motivation (IM). Dark blue on p. value= significant or marginally significant result.

As with the EM regression results, no statistically significant values were found when comparing IM to ImSt English proficiency levels. This might indicate that there was no relationship between intrinsic/extrinsic motivational levels and English language proficiency within at least this study's participating ImSt. However, when comparing IM to 'English education outside Norway', S10 and S41 showed marginal significance on EM. S10, "I really like learning English" (p= 0,076), presented that there might be a relationship between time spent as EAL-learners and liking to learn English. This could be interpreted as ImSt with English education for longer periods of time, might have found different ways of finding value in learning English, a premise that facilitates for intrinsic motivation[53]. Contrary, ImSt with shorter time as EAL-learners, might not have had the same amount of time to find values to intrinsically motivate them to the same extent as EAL-learners. Followingly, S41, "I wish I were fluent in English", indicated a marginal correlation where the longer an ImSt had attended English education outside Norway, the less they wished they were fluent in English. There might be several possible explanations for this result, but due to no current plausible explanation from the researcher, the result will stand for itself without further discussion. Next, table 19 presents the multiple linear regression results on 'subject enjoyment'.

Table 19 presents the 'subject enjoyment' (SE) results. Significant predictors were discovered both on 'CEFR level score' and 'English education outside Norway'. These results are followingly discussed.

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[53] See section 2.1.1.1 for information on motivation among ImSt as EAL-learners.

Dependent variable	Independent variables	Estimate	P. Value	Mean	SD	Range
	(intercept)	4,857	0,054	2,458	1,351	1-6
	S7_SE	0,288	0,209	4,417	1,501	1-6
	S12_SE	0,264	0,148	2,500	1,414	1-6
	S18_SE	-0,159	0,450	2,000	1,414	1-6
	S24_SE	-0,450	0,002	3,417	1,792	1-6
CEFR level score	S29_SE	0,040	0,869	4,958	1,301	1-6
	S36_SE	-0,256	0,448	1,958	1,197	1-6
	S37_SE	0,424	0,047	4,458	1,351	1-6
	S40_SE	-0,864	0,057	5,500	0,722	1-6
	S44_SE	0,041	0,772	2,000	1,719	1-6
	S45_SE	0,122	0,639	4,958	1,429	1-6
Dependent varialbe	Independent variables	Estimate	P. Value	Mean	SD	Range
	(intercept)	1,768	0,638	3,583	1,558	1-6
	S7_SE	-0,212	0,556	4,417	1,501	1-6
	S12_SE	-0,040	0,888	2,500	1,414	1-6
	S18_SE	-0,325	0,339	2,000	1,414	1-6
	S24_SE	-0,347	0,080	3,417	1,792	1-6
English education outside Norway	S29_SE	0,694	0,095	4,958	1,301	1-6
	S36_SE	0,332	0,538	1,958	1,197	1-6
	S37_SE	-0,230	0,472	4,458	1,351	1-6
	S40_SE	0,253	0,710	5,500	0,722	1-6
	S44_SE	-0,153	0,500	2,000	1,719	1-6
	S45_SE	0,109	0,794	4,958	1,429	1-6

Table 19 - Multiple linear regression analysis results on subject enjoyment (SE). Dark blue on p. value= significant or marginally significant result.

When analysing SE to ImSt' English proficiency, three predictors ranged from very statistically significant to marginally significant. S24, "to be honest, I have little interest in my English class", had the highest value of significance of all SE predictors (p= 0.002). As with all statement results, it is important to be aware that even if there is significance between a predictor and proficiency levels, it is not necessarily the proficiency level that is a decisive factor for how the ImSt responded to the statements. In the case of S24, it can be argued that there are several factors that might affect why ImSt had to a varying degree interest in their English class, including factors such as general teacher and subject satisfaction and class-environment satisfaction. However, if analysing the S24 regression result isolated: the more proficient the ImSt, the less they had interest in their English class. Followingly, S37, "I really want to learn as much English as possible", also presented significance (p= 0.047). Here, it is indicated that the higher the ImSt' proficiency levels were, the more they wanted to learn English. As this statement not only present subject enjoyment, it also indicates motivation towards the English subject– more proficient ImSt seemingly willing to learn more English than ImSt with lower proficiency levels. It is also worth mentioning that S40, "I love learning English", got a marginal significant result (p= 0.057). Here, the general trend was that the higher proficiency level, the less ImSt' liked to learn English.

Also, between 'English education outside Norway' and SE, two marginally significant predictors were uncovered (S24, p= 0,080, and S29, p= 0,095). First, S24, "to be honest, I

have little interest in my English class", presented that the less ImSt had attended English education outside Norway, the less they were interested in their English class. This might be explained by ImSt with more EAL-learning experience might having more confidence due to more subject knowledge, thus might being more interest in the subject. Second, S29, "I like my English class so much, I am excited to learn more English in the future" showed that the longer ImSt had attended English education outside Norway, the more excited they were to learn more English in the future. Again, this could be linked to experience providing confidence like in S24, indicating that participating ImSt with more experience and confidence, might also enjoyed the subject so that they were excited to learn more English in future. Next, multiple linear regression results on the 'learner anxiety' are presented.

Table 20 presents the 'learner anxiety' (LA) results. Followingly, significant results are presented.

Dependent varialbe	Independent variables	Estimate	P. Value	Mean	SD	Range
	(intercept)	2,230	0,136	2,458	1,351	1-6
	S9_LA	0,053	0,779	4,167	1,711	1-6
	S13_LA	0,000	0,999	2,792	1,382	1-6
CEFR level score	S17_LA	0,084	0,666	2,875	1,569	1-6
	S19_LA	0,348	0,115	4,208	1,641	1-6
	S20_LA	-0,124	0,550	4,458	1,532	1-6
	S28_LA	-0,367	0,166	3,125	1,454	1-6
Dependent varialbe	Independent variables	Estimate	P. Value	Mean	SD	Range
	(intercept)	0,757	0,601	3,583	1,558	1-6
	S9_LA	0,356	0,070	4,167	1,711	1-6
	S13_LA	-0,035	0,861	2,792	1,382	1-6
English education outside Norway	S17_LA	-0,262	0,185	2,875	1,569	1-6
	S19_LA	0,530	0,021	4,208	1,641	1-6
	S20_LA	-0,143	0,487	4,458	1,532	1-6
	S28_LA	0,194	0,453	3,125	1,454	1-6

Table 20 - Multiple linear regression analysis results on learner anxiety (LA). Dark blue on p. value= significant or marginally significant result.

When comparing LA to ImSt' proficiency levels, no statistically significant results were found. However, when looking at the 'English education outside Norway', predictors presented statistically marginal or significant results. S9, "I feel comfortable being asked to speak in my English class", presented marginal significance (p= 0,070). This shows a weak indication on ImSt that had longer periods of English education outside, were more comfortable when speaking in the EAL-class. This might indicate that time spent as EAL-learners plays a larger role when feeling comfortable in EAL-class than their English proficiency levels. This could followingly be interpreted as language learning/learner experience might have given increased comfort for the participating ImSt when participating in class. Additionally, S19, "speaking English doesn't bother me at all", presented statistical significance (p= 0,021), thus presenting that the longer ImSt had spent in EAL-education outside Norway, the less they felt bothered to speak English in class. This result is closely

related to S9, where S9 questions 'comfort' when speaking out loud, while S19 questions how 'bothered' the ImSt were at speaking English. As in S9, the S19 results can be interpret as EAL-learner experience triumphing English proficiency levels when predicting how bothered ImSt were at speaking out loud in EAL-class. Finally, to close this section, highlights and a brief summary of multiple linear regression results presented in this chapter.

Only S24 presented significance for both 'CEFR level score' and 'English education outside Norway', thus proficiency levels and time spent as EAL-learners as dependent variables, gave different outcomes on the same predictors. Regardless of the two dependent variables having different results on the same predictors, what is common for both, is that they signalled how more proficient ImSt or the longer time ImSt had spent in EAL-class, the more "positive" were the results for each questionnaire category.

According to the regression results, the higher the CEFR level scores were, the more they had of the following EAL-learner benefits: 1) they worked harder through difficult tasks, 2) the more they had positive attitudes to their EAL-teachers, 3) the more they enjoyed the English subject, 4) more self-persistent in working with the subject outside class, and 5) the more they enjoyed the English subject Additionally, the longer ImSt had had English education outside Norway, the more they had of the following benefits: 1) more perceived support from their family to learn English, 2) the more they were intrinsically motivated to learn English subject, and 3) they had less learner anxiety in the subject. Finally, there was no measurable link between ImSt' proficiency levels and the amount of time they had in attending English class outside Norway.

4.5 Teacher interview results

Followingly, semi-structured teacher interview results will be presented, thus moving over to the qualitative part of the thesis (see section 3.2.4 for methodology). Teacher interview results are presented in the following order: 1) What beliefs and experiences the EAL-teachers[54] had on teaching multilingual students and knowledge/practice on pedagogical translanguaging, 2) teachers language use in the EAL-classroom, 3) results on questions based on the questionnaire categories (see section 3.2.2 for questionnaire categories). Each paragraph will

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[54] EAL-teachers standing for *English as an additional language teachers*. Only such teachers were participating in the interviews. In table 1, the distribution of EAL-teachers per class is presented.

be preceded by its corresponding interview question (translated from Norwegian to English). For a full profile of the informants (EAL-teachers), see section 3.1.4.

It is important to be aware that interview results are EAL-teacher 1-4's own statements on their beliefs, perceptions, as well as reflections on their own teaching practices. These results are not necessarily representative for their actual practices in the classroom, as no classroom observations were made to compare teacher statements and actions. Before heading to the results, possible sources of errors from the teacher interviews are presented.

The biggest and most plausible source of error from the interviews could be that the interviewees forgot to include important information relevant for the questions asked. Such lack of information might reduce potential of information that could have been provided. This also shows the downside of not letting the interviewees prepare themselves on the questions asked prior to the interview (see section 3.2.4 for interview methodology). Another but less probable source of error was if any of the interviewees answered untruthfully. While this is a highly unlikely scenario, it is still worth having in consideration when analysing and presenting the results.

Moving to the presentation of the EAL-teacher interview results, *table 21* presents compressed versions of all EAL-teachers' responses on their training/educational experience on teaching multilingual students and potential knowledge on pedagogical translanguaging.

Question	Q1: Courses or studies taken on teaching multilingual students.	Q2: Attended any courses or taken studies about pedagogical translanguaging
Teacher 1	5 different courses. Not specified the content of courses	No
Teacher 2	Course in suggestopedia, however aimed towards language learning in general.	No
Teacher 3	Not attended courses for last 10-15 years.	No
Teacher 4	Not attended relevant courses.	No

Table 21 - the informants (teachers) training/educational experience on teaching multilingual students and pedagogical translanguaging (results from interview).

On Q1, T1 and T3 mentioned that they had attended courses on teaching multilingual students. However, T3 had not attended any relevant courses for over a decade, while T1 did not specify what these courses had contained. T2 and T4 had no relevant courses or studies specifically aimed at teaching multilingual students. None of the teachers had attended courses on pedagogical translanguaging.

In *table 22*, Q3-5 responses on the EAL-teachers' use of languages in the EAL-classroom are presented. Full list of interview questions can be found in appendix 11 (note that questions are in Norwegian. Also, see section 3.2.4 for methodology.

Question	Q3: Regularly combining Norwegian and English during teaching?	Q4: Students home languages actively and conciously used during teaching?	Q5: Does multilingualism in education (multilingual pedagogies) have a positive effect for learning English among your students?
Teacher 1	Using mostly English during teaching. Occationally using Norwegian when necessary for instructional purposes.	No active or concious use of home languages, however ImSt using it to help instruct each other.	Multilingualism in education beneficial for learning English, however concern for some ImSt to have irrelevant use of home languages in the EAL-classroom, also problematizing T1's lack of understanding home languages used.
Teacher 2	Using mostly English during teaching. Occationally using Norwegian when necessary for instructional purposes.	No active or concious use of home languages, however ImSt using it to help instruct each other.	Multilingualism in education beneficial for learning English, however a challenge for keeping 'calmness' in class if many different languages are spoken simultaneously.
Teacher 3	Using mostly English during teaching. Occationally using Norwegian when necessary for instructional purposes. Often repeating English instruction in Norwegian.	Sporadically using ImSt' home languages, however inadequate teaching material to support this.	Multilingualism in education beneficial for learning English, however T3 lacking knowledge and adequate tools for its effective implementation.
Teacher 4	Using mostly English during teaching.	Sporadically using ImSt' home languages, challenging due to difficulty to adapt education to many different languages.	Multilingualism in education beneficial for learning English, however could be an isolating factor if ImSt do not share same home language with other students.

Table 22 - Informants (teachers) Q3-5 responses on language use in the EAL-classroom (results from interview).

While all teachers tried to use as much English as possible during English class (Q3), because of the large difference in English proficiency and many ImSt having better proficiency in Norwegian, instructions were often given in Norwegian only or additionally to English depending on the situation. In T4's case, he had a class where all ImSt had English as their second language. Therefore, he rarely used Norwegian as an instructional language during English class. This was not the case for the rest of the teachers. On Q4, the teachers either did not have any conscious use or only used ImSt' home languages sporadically due to different difficulties for further and more systematic implementation of ImSt' home languages during EAL-teaching. In the Q5 responses, all teachers saw using multilingualism (multilingual pedagogies) in education as beneficial. However, all teachers had different concerns on its implementation (see table 22 for elaboration). Followingly, 'language use' interview results are presented.

Table 23 presents the final interview responses (Q6-8) on language use in the EAL-classroom.

Question	Q6: Are there large proficiency gaps between students when arriving introductory class?	Q7: Do you precieve that there is a smaller proficiency gap between ImSt at the end of attending introductory class?	Q8: Is there enough focus on English education and the development of students English skills in introductory classes?
Teacher 1	Large proficiency gap.	To little experience to provide adequate answer.	Enough focus on the English subject, English coming as close second after having to learn Norwegian.
Teacher 2	Large proficiency gap.	To little experience to provide adequate answer, however believes that more proficient ImSt would learn English easier.	Enough focus on the English subject, collegial discussions on importance of focusing on the English subject, as many struggle to get a pass grade in English.
Teacher 3	Large proficiency gap.	Proficiency gap more or less staying the same.	Enough focus on the English subject. Not questioning how much the focus is, but where the focus lies. ImSt are assessed on 'too high standards', as they are compared to Norwegian native students English competence.
Teacher 4	Large proficiency gap.	Those with lower proficiency levels catching up with more proficient ImSt at end of introductory class.	Enough focus on English subject, however focus should be shifted towards providing better teaching materials for ImSt EAL-learners.

Table 23 - Informants (teachers) Q6-8 responses on language use in the EAL-classroom (results from interview).

On Q6, all teachers expressed that there was a large proficiency gap which was explained by T1 followingly:

> "It is very big [the language gap]. It is from students that haven't had English education in their home country [country of origin], to those that knows it very well and can almost write at university level, I reckon".

A consequence of this large proficiency gap was the teachers concern of being unable to differentiate the education well enough to meet their own teaching standards. T2 and T3 expressed that they tried to teach at a level that was approximately on the "middle" regarding the average English proficiency level of their respective ImSt group. This was done to try to have as many ImSt able to follow the English instruction without falling of due to low language proficiency, or lack of interest due to too easy tasks if ImSt' proficiency levels were significantly higher than the instructional level.

On Q7, there were different beliefs on if the proficiency gap between less and more proficient ImSt' were bigger, smaller, or stayed approximately the same at the end of attending introductory class (see table 23 for elaboration). When responding to Q8, all teachers believed there was enough focus on English education and the development of ImSt' English skills in introductory classes, however all teachers had additional comments to this question as seen in table 23. Followingly, questions (Q9-14) based on the questionnaire categories (see section 3.2.3 for questionnaire categories) are presented. These results have the intention of providing a teacher perspective on the categories ImSt' responded to through

the questionnaire. Each teacher expressed their experiences regarding their current ImSt EAL-group only. First, *table 24* presents interview results on *intrinsic motivation* (Q9), *extrinsic motivation* (Q10) and *teacher support* (Q11). Then, results on *family support* (Q12), *subject quality* (Q13), and *subject enjoyment* (Q14) are presented in *table 24*.

Question	Q9: ImSt intrinsically motivated (IM) to learn English, where they have clear personal reasons to why it is important for them to learn the language?	Q10: Experiencing ImSt having a large need for extrinsix motivation (EM) to work with the subject?	Q11: How to try support English learning among ImSt?
Teacher 1	ImSt having clear personal goals for English use (work, higher education..). Theese ImSt more IM than those with less personal goals.	ImSt not as proficient or IM, in need of more 'external pressure' in form of EM.	Trying to support through reminding the importance and value of knowing/using English (for educational and other purposes). Trying to adapt teaching through different teaching methods/materials.
Teacher 2	About half of class IM, other half struggling with the subject, not having as much IM.	Few ImSt in need of EM, as these ImSt are mostly IM (this response somewhat contradicting with T2's Q9 respnse).	Supporting thorugh making learning more interactive and vivid using music, film and games, also making learning more fun.
Teacher 3	Little IM among ImSt as they are more motivated towards learning Norwegian.	ImSt in continuous need of EM. T3 providing EM through playing games (online quizzes competing against each other..).	Supporting through providing ImSt continuous positive reinforcement through for instance positive feedback and credit for work and efforts. Also meeting ImSt on their personal interests.
Teacher 4	Majority of ImSt IM. Most of these ImSt having English as second language, generally having high English proficiency.	ImSt in somewhat need of EM. T4 providing larger and more interpretive projects, combined with the factor of assesment, giving a high EM factor.	Supporting ImSt through giving detailed feedback on their work. Also continuously praising students work and efforts. Trying to engage ImSt who are not as talkative and engaged to participate.

Table 24 - informants (teachers) responses on questionnaire categories (Q9-11).

On Q9, there were varying responses between each informant on how intrinsically motivated (IM) they perceived their respective ImSt to be, where also examples on what primarily provided IM for their ImSt differed for each teacher. Followingly on Q10, informants expressed different levels of necessity to facilitate for extrinsic motivation (EM), as this could be seen in relation to introductory classes where teachers perceived their ImSt as more IM, being generally less in need of EM according to teacher responses. Q11 presented diversity in how each teacher supported their ImSt (see table 24 for details). Nevertheless, all teachers expressed the importance and value of providing good support for their ImSt which facilitated for better EAL-learning.

Followingly, *table 25* presents the last questions and results from the teacher interviews (Q12-14).

Question	Q12: Are ImSt' families good at supporting them in learning English outside of school?	Q13: Satisifed with the quality of English education ImSt get?	Q14: Believe that ImSt enjoy the English subject?
Teacher 1	ImSt not getting much help from families. Not necessarily because they do not want, but because of their own low English proficiency levels.	Frustrated for not having enough time per ImSt. Believes that ImSt do not experience instructions as well adapted enough for their individual needs.	Most ImSt enjoy English subject, however ImSt with lower proficiency levels might enjoy English subject somewhat less.
Teacher 2	ImSt getting little help from families, as families have enough work with learning Norwegian.	Not satisified with the large proficiency gap in class. Unable to meet each ImSt' needs as much as wanted, however satisified with how motivated ImSt are.	Most ImSt enjoy English subject, however less proficient ImSt more frustrated and dissatisfied.
Teacher 3	ImSt family support very varying, more academic families giving more support compared to less acadmeic families.	Most satisified with instructional content at start of schoolyear, less satisified as the year progresses, which is linked to a tiredness T3 believs her ImSt also feel.	ImSt most satisified with digital aspects of instruction and learning, enjoying less when being passive learners (for instance when watching a presentation).
Teacher 4	ImSt families support to varying degree. Unsure how significant factor family is for ImSt' EAL-learning.	Very self-critical, therefore not very satisified with subject quality. However, if taking short period as teacher into account, T4 somewhat more satisified on quality of education.	Most ImSt satisified, T4 often having talks with his ImSt to make sure everything is well in class, making sure if they want something to be done differently.

Table 25 - informants (teachers) responses on questionnaire categories (Q12-14).

On Q12, the EAL-teachers expressed to varying degree how well ImSt' families supported them on learning English at home. What was common for T1-4, was that none expressed that ImSt' families in general supported EAL-learning for their ImSt to large extent due to various reasons. Followingly, Q13 presented that all teachers were dissatisfied with various elements in their teaching. In general, they were quicker in highlighting what they were dissatisfied with regarding the subject quality they provide than in EAL-class than presenting what they were satisfied with. Lastly on Q14, most teachers specified that the majority of ImSt in their EAL-classes were satisfied with the English subject, also some of the teachers presented factors that might affect ImSt' subject enjoyment (see table 25 for elaboration).

What can be generally argued based on the teacher-interview results, is that T1-4's teacher practices, beliefs, and experiences among the ImSt-group did not largely differ. The results from the teacher interviews will be combined with the proficiency test and questionnaire results, as well as content from the literature review, to provide more holistic answers to this thesis' research questions in the discussion section (section 5).

Having presented the results from this study in section 4 and its sub-sections, these results will be followingly combined with relevant literature presented in sections 1 and 2. The discussion of the RQ's will be conducted thematically in three themes: 1) *perspectives and practices on multilingual pedagogies*, 2) *implications from English proficiency variance*, and 3) *teacher – pupil alignment*. These themes were selected to function as a common frame when discussing related RQ's in three respective sections presented followingly.

5 Discussion

The research questions will be discussed in three different sections to provide three different frames for different RQ's to be discussed that have thematical similarities. In section 5.1, RQ's involving 'perspectives and practices on multilingual pedagogies' will be presented. Followingly in section 5.2, RQ's within the 'implications from English proficiency variance' theme will be presented. And finally in section 5.3, RQ's relevant to 'teacher – pupil alignment' are presented. Some RQ's are repeated in several sections, as they include content relevant for several of the themes.

5.1 Perspectives and practices on multilingual pedagogies

To answer RQ1, "What are the main factors for learning English among students in introductory class?", questionnaire results on ImSt' intrinsic- and extrinsic motivations will be discussed and compared with relevant literature. Then, results on teacher perspectives on ImSt' EAL-factors are discussed. But first, RQ1 results are in short compared with the initial RQ1 hypothesis presented in section 1.1.

Results corresponds with the RQ1 hypothesis which highlighted ImSt' seeing value in learning English because of its global stronghold both through social interaction internationally, but also the importance of English for academic achievement

Overall, the ImSt participants of this study (n=24) were strongly extrinsically motivated (table 9) and intrinsically motivated (table 10) to work with EAL, with a few exceptions presented in section 4.4. ImSt having positive extrinsic and intrinsic motivations thus indicates that they have positive emotions towards EAL-learning, as emotion and motivation are interlinked to some degree (Back et al., 2020; Pekrun & Linnenbrink-Garcia, 2012). Also, ImSt having positive emotions might increase their learner cognition towards the subject, which in turn might help in the EAL-learning process in different aspects (Hareli & Weiner, 2002; Lazarus, 1982; Pessoa, 2008; Schutz & Lanehart, 2002).

From a EAL-teacher perspective on ImSt' EAL-motivation, responses from the teacher-interviews presented different teacher experiences on how much and what type of extrinsic- and intrinsic motivation their respective ImSt' were mostly in need of (see section 4.5, table 24, for comprehensive results). By teachers presenting different needs for motivation depending on their ImSt group, it indicates that the teachers of this study at least to some extent were aware of not only the obligation to provide different ways of motivating

ImSt' as of adapted education[55] ("The Education Act," 1998; Engen, 2009), but also understanding the importance of motivation as a factor for ImSt' EAL-learning outcomes (Back et al., 2020; Dörnyei & Csizér, 2002; Mirici et al., 2013; Pekrun & Linnenbrink-Garcia, 2012). However, it cannot be excluded that ImSt' motivational factors came from elsewhere, such as from ImSt' parents/family, which have also been liked towards positive learning outcomes among students (Janssen et al., 2012; Mirici et al., 2013).

Informants were also asked to what extent they believed that their ImSt' were intrinsically motivated[56]. As with the previous paragraph, teachers had varying responses, where responses provided a weak indication towards more English-proficient ImSt being more intrinsically motivated towards learning according to teacher-interview responses (see section 4.5, table 24). This weak indication between English proficiency levels and EAL motivational levels can have several causes. One possible explanation could be the age of onset when learning English being a plausible predictor for ImSt' potential as EAL-learners, as later learners can have it more challenging acquiring the English language (Krulatz et al., 2018)–school accomplishment possibly affecting emotion, which followingly can affect ImSt' motivation (Back et al., 2020; Pekrun & Linnenbrink-Garcia, 2012). Also, ImSt EAL competence can be affected by their parents/family, as different ImSt families have different resource levels to help ImSt' increase English proficiency levels (Mirici et al., 2013), which again can affect motivational factors (see section 2.1.1 for comprehensive list of factors affecting ImSt EAL-learning). Moving on, RQ2 results on perspectives and practices on multilingual pedagogies are followingly discussed.

On RQ2, "Are there any common challenges students in introductory classes experience as EAL-learners?", overall, ImSt were satisfied with their English subject (section 4.4, table 11). Nevertheless, some results indicated that not all ImSt were necessarily as satisfied on certain aspects of their then current English subject experience where ImSt faced different challenges.

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[55] See section 2.1 for the importance and every student's right for adapted education in the Norwegian school system.

[56] Note: This paragraph regards teachers' beliefs, while the previous paragraph presented teachers self-proclaims on what types of motivation they tried to provide to their ImSt.

Overall results relevant to RQ2 do correspond with the initial hypothesis (see section 1.1), where the lack of knowledge (proficiency) in English was specified as the main factor for how challenging ImSt EAL-learners might feel that the English subject is. What was not included in this study that was part of the hypothesis, was to what extent proficiency in Norwegian affected the level of challenge EAL-learners felt, as Norwegian is widely used as instructional language in introductory classes (Burner & Carlsen, 2022). Followingly, RQ2 results are discussed further in depth.

First, questionnaire results indicate that ImSt experienced the presentation of content by their EAL-teachers as not satisfactory to a slight degree (table 8, S42). On the other hand, teachers generally expressed that they tried to adapt the education to suit their ImSt' interests and needs (table 24, Q11). While they expressed that they mostly tried to adapt education to the best of their abilities, simultaneously, the teachers expressed that different factors (controllable and uncontrollable factors) resulted in them not being satisfied with the level of adapted education provided (table 25, Q13). As several studies indicate that Nordic teachers often lack competence to work with linguistically diverse students such as ImSt (Alisaari et al., 2019; Evans et al., 2005; Faez, 2012; Krulatz & Dahl, 2016; Ladson-Billings, 2000; Rushton, 2000)–this might play a key role in why many participating teachers of this study expressed that they tried to adapt the education to their best of abilities, yet expressing that they fell short[57]. This lack of adapted education could decrease the level of satisfaction ImSt had to how interestingly the subject content was presented, as content was perhaps not adapted well enough for each students EAL-level (Krasnik et al., 2020; Nes, 2018).

However, by providing EAL-teachers the right tools to teach ImSt better, it might increase ImSt satisfaction on the presentation of subject content. This can be done through professional development, which can be highly beneficial for altering EAL-teacher practices on teaching ImSt on several aspects such as: altering teacher practices, possibly resulting in increased subject enjoyment among ImSt (Alisaari et al., 2019; Krulatz et al., 2022; Lorenz et al., 2021); and increasing EAL-teachers' awareness and knowledge on multilingual pedagogies, which might make the EAL-teaching more linguistically responsive (Alisaari et

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[57] See section 2.2.1.1 for comprehensive literature review on teacher preparedness to work with linguistically diverse students.

al., 2019; De Angelis, 2011; Haukås, 2016; Lorenz et al., 2021; Lundberg, 2019; Shin et al., 2020).

Second, through the questionnaire results, many ImSt presented speaking English out loud in class as a very self-conscious thing, feeling worried to various degree that others in the introductory classes spoke English better than them (section 4.4, table 12). This could pose a challenge for EAL-learning, as ImSt worrying about their English skills compared to peers could hurt subject enjoyment, which followingly could hurt EAL-learning in different ways such as: learner cognition negatively affected due to lack of subject enjoyment (Back et al., 2020; Lazarus, 1982; Pessoa, 2008); lack of subject enjoyment hindering EAL motivation , might resulting in ImSt diverting from EAL-tasks (Back et al., 2020; Pekrun & Linnenbrink-Garcia, 2012); and lack of subject enjoyment could result in foreign language classroom anxiety (Horwitz et al., 1986). Also, results from this study indicates that those ImSt that had attended English education for a shorter time, were often more anxious to speak English in class (table 20, S9) and felt more bothered to speak English in class (table 20, S19). These results might be linked to previous research where a correlation has been found between learner experience and grit strength, where having grit strength refers to having perseverance and passion for long-term goals" (Duckworth et al., 2007, p. 1087), a quality evidenced to be highly beneficial for academic success for language learners (Derakhshan et al., 2022; Khajavy & Aghaee, 2022; Liu & Wang, 2021; Pawlak et al., 2022; Zhao & Wang, 2023, p. 2).

Third, results indicated that the less time ImSt had attended English education, the less time they worked actively on the subject outside school (table 15, S14). This can possibly be seen in relation to proficiency-levels being an indicator of how self-sufficient ImSt are as EAL-learners outside class, as learner experience and grit strength can have a correlation (Derakhshan et al., 2022; Khajavy & Aghaee, 2022; Liu & Wang, 2021; Pawlak et al., 2022; Zhao & Wang, 2023, p. 2). Also, the less ImSt had attended English education, the less they wanted to learn as much English as possible (table 15, S33). An interpretation of this could be that this ImSt group was less motivated to learn as much English as possible, which can be linked to lack of learner confidence due to their more limited EAL-learner experience, which can be seen in correlation to studies presenting a lack of learner confidence among language learners experiencing the goal of reaching the required level of competence in a language as an impossible goal, thus possibly producing a sense of failure and lack of self-confidence among ImSt (Cenoz & Gorter, 2021; Cook, 2010). This result could also be interpreted in

light of this study's result that indicated ImSt with less English education not having developed as much (or as good) personal values for learning EAL than those with longer EAL-learner experience (table 18, S10)–having personal values and goals for learning being highly beneficial for EAL-learning outcomes. Personal values and goals among ImSt can provide the following benefits: it might increase ImSt' grit strength, which can provide endurance to work harder with the English subject (Duckworth et al., 2007); it can increase ImSt academic success (Duckworth & Quinn, 2009; Zhao & Wang, 2023); and it can help ImSt overcome numerous obstacles in the path of ImSt as EAL-learners (Derakhshan et al., 2022; Khajavy & Aghaee, 2022; Liu & Wang, 2021; Pawlak et al., 2022; Zhao & Wang, 2023). Followingly, results from RQ5 are presented relevant to perspectives and practices on multilingual pedagogies.

In RQ5[58], all teachers rendered multilingual pedagogies to be beneficial for their ImSt when learning English, where their beliefs on appropriate multilingual teaching and learning practices differed. This is in line with the RQ5 hypothesis (section 1.1) where it was believed that EAL-teachers had a positive view on multilingual pedagogies. Before discussing the results, possible sources of error that challenges the construct validity of the semi-structured interview and informant responses are presented (see section 3.2.4 for interview methodology, and section 4.5 for interview results).

First, it cannot be excluded that both conformity- and desirability biases could have occurred during several of the interviews. This could partially be seen as a disadvantage of having the interview in a semi-structured format, as the interviewer might have provided questions 'off-script' that provided loaded questions tilting the informant to answer a certain "preferred" way. However, it is important to note that the informants were aware of these possible sources of error before conducting the interviews, to minimize the possible source of error in this respect. Nevertheless, it cannot be ruled out that some informant responses might have been influenced by to not purely reflect the personal statements from each informant.

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[58] RQ5: "What beliefs does the participating EAL-teachers have on multilingual pedagogies?"

While the teachers were positive towards multilingual pedagogies, none of them had any knowledge on pedagogical translanguaging prior to the interviews[59]. Participating teachers of this study having a resource view on multilingual pedagogies, thus corresponding with previous research and teachers attitudes as positive towards the implementation of multilingual pedagogies in schools, such as Lundberg (2019) teacher participants being positive towards pluralistic approaches to language teaching; and Burner and Carlsen (2022) teacher participants specialized in teaching ImSt in introductory schools, who not only presenting positive beliefs on multilingual pedagogies, but also practicing it to a larger extent when compare to other studies such as Alisaari et al. (2019); Haukås (2016); Krulatz and Dahl (2016). However, this study's teacher informants also problematized the implementation of multilingual pedagogies, critical voices that are important to consider when understanding how to shift theory into practice in the best way possible (see section 4.5, table 22). From beliefs to practice, RQ6 results are followingly discussed, looking at if and how this study's EAL-teachers implemented multilingual pedagogies.

In RQ6[60], all teachers expressed that they actively used their ImSt' home languages to little or no extent (section 4.5, table 22). This corresponds with the RQ6 hypothesis (section 1.1) that indicated a possible discrepancy between EAL-teachers' beliefs and practices, thus not practicing multilingual pedagogies to a large extent. Before moving forward in the discussion, it is important to note, that what the informants expressed through the interviews, might not accurately reflect the reality of practice in the EAL-classroom.

Since EAL-teachers did not facilitate for ImSt' to use their home languages actively in the EAL-classroom, they therefore did not follow current research presenting its benefits as demonstrated in Alisaari et al. (2019); Collier and Thomas (2007); Cummins (2000); Mehmedbegovic and Bak (2017) , as well as government guidelines highlighting the importance of using each ImSt' full linguistic repertoire as a resource for EAL-learning (The Norwegian Directorate of Education, 2017, 2020). These results thus indicates that there was a discrepancy between the EAL-teachers' positive attitudes towards multilingual pedagogies,

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[59] See section 4.5 (table 22) for comprehensive results on teacher beliefs on multilingual pedagogies in the EAL-classroom.

[60] RQ6: "do the participating EAL-teachers implement multilingual pedagogies? If so, how do they implement such pedagogies in their teaching?"

and their lack of its implementation in practice (see section 4.5, table 22, for EAL-teacher belief results). This discrepancy between teacher beliefs and practices on multilingual pedagogies has also come forth in previous studies (Burner & Carlsen, 2017, 2022; Heyder & Schädlich, 2014; Illman & Pietilä, 2018; Lundberg, 2019). The lack of implementation of multilingual pedagogies can also be see in relation to the informants responding that they had little to no experience attending courses or studies relevant to teaching multilingual students (table 21). Additionally, none of the informants had taken studies or courses revolving pedagogical translanguaging (table 21), which means they had little to no professional development on the matter, as studies has shown that professional development on multilingual pedagogies can alter teachers' awareness and knowledge on multilingual pedagogies (Alisaari et al., 2019; De Angelis, 2011; Haukås, 2016; Lundberg, 2019; Shin et al., 2020).

5.2 Implications from English proficiency variance

In this section, English proficiency variance among this study's participating ImSt will be discussed to what extent it might have implications for them as EAL-learners[61]. Starting with RQ3, presenting possible English proficiency gaps between ImSt and NaSt (native students).

In RQ3[62], results presented that ImSt had lower average English proficiency levels compared to same-aged NaSt (section 4.3, figure 8). These results support the RQ3 hypothesis (section 1.1) that believed ImSt' generally having lower proficiency levels than NaSt due to the early and comprehensive presence English has on Norwegian NaSt from early age (Krasnik et al., 2020; Krulatz et al., 2018; Mehmedbegovic & Bak, 2017). While former research has presented the difficult complexities ImSt might face as EAL-learners (Dörnyei & Csizér, 2002; Krulatz & Dahl, 2016; Mirici et al., 2013; Neokleous et al., 2022; Ramburuth & McCormick, 2001), no research was found during the literature review for this thesis that compared language proficiency levels between NaSt and ImSt. Regardless, the shorter EAL-learner experience many ImSt had compared to the NaSt in this study, might be a contributing factor to why ImSt had lower English proficiency levels in general, as length of language learning experience can be connected to language learning success (Cenoz, 2003; Krulatz et

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[61] See section 4.3 for proficiency test results, presenting the English language proficiency gap between ImSt.

[62] RQ3: "are there any English proficiency difference between pupils in introductory classes and native participants in the Norwegian school?"

al., 2018). ImSt having lower English proficiency levels than NaSt could present implications when ImSt transfer to mainstream classes, as in mainstream classes, the level of English instruction might be much higher than their then current capabilities (Education & Research, 2010; Krasnik et al., 2020). Followingly, the scope is narrowed when looking at possible proficiency level differences between participating ImSt in this study.

In RQ4[63], a large proficiency gap between ImSt of this study were uncovered, ranging between CEFR levels A1-C1 (section 4.3, figure 8). The uncovered ImSt gap is in line with the RQ4 hypothesis (section 1.1) where it was believed that ImSt have a heterogenous educational and language backgrounds, thus resulting in ranging proficiency levels. These results also confirms with former research that indicates how large proficiency gaps between ImSt can come as a consequence of their heterogeneous educational and language backgrounds (Catalano & Hamann, 2016; Dahl & Krulatz, 2016; Dörnyei & Csizér, 2002; Krasnik et al., 2020; Neokleous et al., 2022; Ramburuth & McCormick, 2001). ImSt proficiency variance corresponded to the EAL-teachers experiences on the existing language gap in their respective EAL-classes, where all teachers expressed large proficiency gaps between their ImSt (table 23, Q6). It is also worth mentioning that the ranging ImSt proficiency levels provided difficulties for the informants EAL-teachers when trying to adapt the education, as the needs for instruction was very different depending on the individual ImSt' proficiency level[64]. Finally in this section, results from RQ2, presenting difficulties ImSt possibly face due to their ranging English proficiency levels, are presented.

While RQ2 has already been partially discussed in section 5.1, some RQ2 results also presented how different proficiency levels among the ImSt could make it more challenging for them as EAL-learners.

First, results indicate that those ImSt who were less proficient in English, were also those who worked less when trying to understand what they found as incomprehensible (table 15, S31). This might indicate that the less proficient ImSt did not have the same level of grit strength (Duckworth & Quinn, 2009; Zhao & Wang, 2023) than the more English proficient ImSt. Therefore, it can be argued that it is of high importance that the EAL-teachers scaffold

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[63] RQ4: "are there any difference in English proficiency between students in introductory classes?".

[64] See section 4.5 for comprehensive results on the participating EAL-teachers experiences on difficulties when teaching their heterogenous ImSt groups.

the less proficient ImSt so that they have the grit strength needed to be more resilient hen working with difficult tasks in the EAL-classroom.

Second, results indicated that ImSt with lower proficiency levels had more interest in their English class (table 19, S24). What might spark an ImSt' interest for their English class depends on many different factors, but if looking at the results isolated, it might explain that the English class might be challenging, interesting and/or useful enough to ImSt with lower proficiencies compared to more English proficient ImSt. This might indicate that the EAL-teachers do not provide satisfactory enough adapted education[65] to the more proficient ImSt so they might find the same amount of interest as the less proficient ImSt–adapted education being a right for all students as well as highly important for good quality and meaningful learning for the student ("The Education Act," 1998; Engen, 2009; Nes, 2018; NOU 2010: 7, 2010). Additionally, according to the results, the lower the ImSt' proficiency levels, the less they wanted to learn English (table 19, S37). Not only does these results indicate subject enjoyment, but also subject motivation, where these results can be seen in relation to the complex difficulties newly arrived immigrants face as EAL-learners as presented in Hilt (2017) study (section 2.1.1.). These complexities combined with low proficiency levels might make learning English towards an adequate level to follow mainstream education seem unmanageable for many ImSt.

5.3 Teacher – pupil alignment

In the final discussion section, results between teachers and ImSt are compared to see if and/or how different their perceptions were based on this study's results. Also, possible implications within these similarities and/or differences are discussed.

RQ6 explores if the participating EAL-teachers implement multilingual pedagogies. And if they did, how did they implement such pedagogics?[66] Followingly, different experiences between participating teachers and ImSt on language use in the EAL-classroom was uncovered.

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[65] See section 2.1 for importance of adapted education for ImSt educational purposes.

[66] RQ6: "do the participating EAL-teachers implement multilingual pedagogies? If so, how do they implement such pedagogies in their teaching?"

Whereas the EAL-teachers indicated little to no use of home languages for instructional purposes (table 22, Q4), ImSt' expressed in general that there was very little difference between the amount of English, Norwegian and use of other languages (such as home languages) in the EAL-classroom (section 4.2, table 5). Why ImSt' experienced a larger use of home languages in the EAL-classroom than their EAL-teachers according to questionnaire responses, might be due to ImSt also including sporadic and non-instructional use of other languages than English in the classroom in their questionnaire responses. If so, then the ImSt result might not present an accurate representation of how much each language was used for instructional purposes. Nevertheless, a possible discrepancy between ImSt and EAL-teachers on language use, could be lessened by having a more mutual understanding on how different languages are systematically implemented into the EAL-teaching and learning. This could happen through professional development, where EAL-teacher learn how to incorporate multilingual pedagogies efficiently in the EAL-classroom, possibly making learning more engaging, motivating and increasing the English acquisitioning process (Alisaari et al., 2019; De Angelis, 2011; Haukås, 2016; Krulatz et al., 2022; Krulatz & Dahl, 2016; Lorenz et al., 2021; Lundberg, 2019; Neokleous et al., 2022; Shin et al., 2020). Next, RQ7 is presented, discussing to what extent ImSt experiences and teacher practices on multilingual pedagogies are similar.

In RQ7[67], results did not provide good enough data to accurately compared EAL-teacher practices and ImSt experiences on multilingual pedagogies. While teach practices on multilingual pedagogies were uncovered in section 4.5, a lack of data instruments answering RQ7 from an ImSt perspective was first uncovered after data collection completion. Nevertheless, research on the topic indicates that multilingual pedagogies such as pedagogical translanguaging, can emotionally scaffold ImSt which can provide the following: 1) reduce learners negative emotions and facilitate for engagement in academic tasks (Adamson & Coulson, 2015; Ahn et al., 2018; Back et al., 2020, p. 390; Michael et al., 2007) ; 2) use of ImSt' home languages can reduce learning anxiety opposed to English-only learning contexts (Lasagabaster, 2013); 3)support ImSt' socialization process as use of their full linguistic repertoire present them as resourceful (Gort & Sembiante, 2018); 4) encouraging ImSt to take ownership of own learning (Back et al., 2020, p. 390; Martínez-Álvarez, 2017); and 5) turn

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[67] RQ7: "are students' experiences and teacher' practices on multilingual pedagogies similar?".

ImSt self-perceptions among peers from a deficit perspective towards a perspective where their backgrounds are "celebrated and appreciated" (Back et al., 2020, p. 401; García et al., 2017).

Based on the number of possible benefits multilingual pedagogies can have not only on linguistical outcomes (see 2.2.1) but also emotional outcomes, the participating EAL-teachers of this study seem to have been unaware of a number of benefits on implementing multilingual pedagogies, like pedagogical translanguaging, to not only increase their ImSt' learning outcomes, but also their well-being as ImSt EAL-learners. EAL-teachers did not implement multilingual pedagogies to almost any extent as presented in section 4.5 (table 22)[68], which can also be seen in relation to the lack of former education and courses informants had on multilingual pedagogies (see section 3.1.3 table 4, and section 4.5 table 21). Finally, to close the discussion chapter, results from RQ8 are discussed regarding possible coherence or incoherence between EAL-teachers' interview-, and ImSt questionnaire results[69].

From RQ8[70], several results indicated a difference in experience on the same topics between EAL-teachers and their ImSt. Results were somewhat in support of the RQ8 hypothesis (section 1.1). In the hypothesis, it was argued that due to teachers and students having different roles in the classroom, they would therefore not share the exact same experiences on the 'same thing'. This hypothesis is somewhat evident in the results, as EAL-teachers and ImSt did not share the same general experiences on each questionnaire category[71]. However, EAL-teachers and ImSt did also largely share similar experiences, indicating that the two groups did also have shared experiences on several categories.

First, while ImSt expressed that their parents/family often supported them in EAL-learning, where it seems that ImSt parents/family understood the importance of learning English (section 4.4, table 6), EAL-teacher on the other hand experienced that ImSt' families

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[68] In section 4.5 (table 22) it was established that the participating teachers of this study minimally implemented multilingual pedagogies in their respective introductory classes according to themselves.

[69] See section 4.5 for teacher interview results and section 4.4 for ImSt questionnaire results.

[70] RQ8: "does teacher and immigrant student experiences align when comparing the interview and questionnaire results?".

[71] See section 3.2.2 for full list of questionnaire categories.

did not support their EAL-students to such an extent due to various reasons (section 4.5, table 25). Why teacher and ImSt responses contradict can be due to various reasons such as EAL-teachers simply not able to know exactly to what extent ImSt' parents/family help them in their EAL-learning. Ideally, ImSt should have a good parent/family support, as this can aid ImSt as EAL-learners as proposed by Mirici et al. (2013).

Second, ImSt were in general content with their EAL-teachers and the teaching support they got from them (section 4.4, table 8). Their EAL-teachers on the other hand expressed that they presented different ways to support their ImSt' EAL-learning, depending on the individual ImSt, but also the class as a whole (section 4.5, table 24). It thus seems that EAL-teachers' way of supporting their ImSt differently seemed to work at least partially, as the ImSt were satisfied with how the teachers varied the teaching style. However, it might seem that the teachers could have optimized how they presented different content, as it was not always experienced as very interesting by the ImSt (section 4.4, table 8). While this paper highlighted that the EAL-teachers of this study might not have adapted the education in line with research and government policies (section 5.1), they still seemingly adapted the education to a satisfactory level as perceived by the ImSt.

Third, ImSt responded that they generally enjoyed the English subject very much, where they even indicated enjoying the English subject more than several other subjects they attended (section 4.4, table 11). ImSt experiences aligned with their teachers' experiences as they expressed that in general, the majority of ImSt in their EAL-classes were satisfied with the English subject (section 4.5, table 25). It is a promising result that ImSt generally enjoyed the English subject, and their teachers believing it likewise, as subject enjoyment can be an important positive factor for EAL-accomplishments (Krasnik et al., 2020). These results also corresponds to previous research showing high English subject enjoyment among ImSt (Nes, 2018; Rambøll, 2016).

When summarizing the results comparing EAL-teachers and their ImSt experiences on similar topics, it became evident that these two groups often shared somewhat the same experiences, however instances of differing experiences did occur. Having a shared understanding could be beneficial for understanding how to implement multilingual pedagogies more efficiently (European Commission, 2015; Krasnik et al., 2020; Krulatz & Dahl, 2016), which could followingly improve the teaching environment, adapted education and learning outcome in the EAL-classroom (Adamson & Coulson, 2015; Ahn et al., 2018;

Back et al., 2020, p. 390; Gort & Sembiante, 2018; Lasagabaster, 2013; Martínez-Álvarez, 2017; Michael et al., 2007). Followingly, recommendations for further research are presented.

5.4 Recommendations for further research

Due to the small number of participants in this study, a larger study using some or all of the instruments above (possibly modified and adapted) is recommended, as it could contribute to increasingly validify results and might even present differing results than presented in this thesis. Second, a recommendation is made to further investigate how English proficiency levels might affect ImSt as EAL-learners, as this thesis has initiated research on this topic that previous research has done to little extent on Norwegian ImSt[72]. Already, this thesis presents potential difficulties large proficiency level gaps can have on adapted education (section 4.5, table 23). Third, further research focusing on the possibilities multilingual pedagogies such as pedagogical translanguaging might have on altering ImSt as EAL-learners is recommended. While research has been conducted on this topic (Alisaari et al., 2019), also in Norway (Burner & Carlsen, 2017, 2022; Dahl & Krulatz, 2016; Krulatz & Dahl, 2016), these results are only at the starting point when investigating how multilingual pedagogies might alter ImSt as EAL-learners. Also, research on how updating teaching materials to increasingly contain multilingual pedagogies might affect EAL-learning among ImSt, is recommended to research. This recommendation comes based on results from this study indicating a lack of adequate teacher material on multilingual pedagogies (section 4.5, table 22). Finally, further research is recommended on how an increase in professional development among pre- and in-service teachers on multilingual pedagogies might alter EAL-teachers' beliefs and practices on the implementation of multilingual pedagogies in the EAL-classroom. While there are existing research on this topic from Norwegian schools (Krulatz et al., 2022; Lorenz et al., 2021), more research is needed to provide further evidence and suggestions on how to more efficiently implement multilingual pedagogies in professional development, as well as its potential effects.

Having interpreted and discussed results from this study in light of relevant literature, as well as suggesting further research, the conclusion section follows, repeating the initial

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[72] See section 5.2 for elaboration.

goal of this study, presenting key results, providing recommendations based on this research, and stating the limitations of this study.

6 Conclusion

In this non-interventionist exploratory study, the goal was to uncover how multilingual pedagogies were implemented during English class in introductory classes among immigrant students (ImSt), and how language use impacts ImSt's as English as additional language (EAL) learners. This main RQ was made due to recent literature indicating that ImSt learning experience and outcome as EAL-learners could be altered through use of multilingual pedagogies (Alisaari et al., 2019, p. 50; Collier & Thomas, 2007; Cummins, 2000; European Commission, 2015; Krulatz & Dahl, 2016; Krulatz et al., 2018; Mehmedbegovic & Bak, 2017), such as pedagogical translanguaging (Adamson & Coulson, 2015; Ahn et al., 2018; Back et al., 2020; Cenoz & Gorter, 2021; Duarte, 2020; Lasagabaster, 2013; Lin & Lo, 2017; Vaish & Lin, 2020). Overall, this study found EAL-teachers to have positive attitudes towards implementation of multilingual pedagogies in their EAL introductory classrooms. However, even if they had a resource view on multilingual pedagogies, little to no multilingual pedagogies such as pedagogical translanguaging were reported to be implemented. This presents a discrepancy between research and practice on multilingual pedagogies among EAL-teachers, which correlates with previous research (Burner & Carlsen, 2017, 2022; Heyder & Schädlich, 2014; Illman & Pietilä, 2018; Lorenz et al., 2021; Lundberg, 2019). Followingly, this study sought to explore ImSt' attitudes, experiences, and English proficiency levels as EAL-learners. By retrieving data on these topics, a more comprehensive view on the ImSt EAL-learner was provided, data that is   beneficial to inherit when trying to understand how multilingual pedagogies can alter ImSt as EAL-learners.

According to this study, ImSt EAL-learners were mostly motivated for the English subject, where the EAL-teachers seemed to support their ImSt in a manner that made them in primarily enjoy and feel mastery in the subject. However, there were large English language proficiency gaps that were much more extensive compared to native students who had attended English education in Norway consecutively from 1st grade. ImSt' large proficiency differences combined with large variance in their period as EAL-learners (learner experience) seemed to make it difficult at times for EAL-teachers to facilitate for good EAL-learning for all ImSt. Followingly, none of the EAL-teacher reported systematically implementing multilingual pedagogies such as pedagogical translanguaging to better the EAL-learning experience and learning outcome among ImSt. Here, EAL-teachers did not capitalize from the possible benefits of pedagogical translanguaging (or other multilingual pedagogies) to increase subject enjoyment, lessen learner anxiety, increase learner motivation and EAL-

learning (Adamson & Coulson, 2015; Ahn et al., 2018; Back et al., 2020; Cenoz & Gorter, 2021; Duarte, 2020; Gort & Sembiante, 2018; Lasagabaster, 2013; Lin & Lo, 2017; Martínez-Álvarez, 2017; Vaish & Lin, 2020).

Therefore, this thesis advocates for an increased focus on pedagogical translanguaging as an important tool for increasing ImSt EAL-learning experience and outcome in Norwegian introductory classes. By using pedagogical translanguaging, ImSt might increase their English proficiency faster, which in turn can make the transition to mainstream classes easier, an educational process which is closely connected to the integration policies set by the Norwegian government ("The Education Act," 1998; Burner & Carlsen, 2022; NOU 2010: 7, 2010; The Norwegian Directorate of Education, 2022). Implementation of pedagogical translanguaging in EAL-teacher practices can happen through professional development, which has the potential of being a powerful tool for altering teacher beliefs and practices on pedagogical translanguaging (Alisaari et al., 2019; Dahl & Krulatz, 2016; Krulatz et al., 2022; Lorenz et al., 2021; Neokleous et al., 2022).

Finally, it is important to acknowledge the clear limitations of this study. First, the small scope of this study regarding participant numbers makes the data presented very limited in its validity, and further research needs to be done with larger participant groups to create more valid results. As for instance, more participants might provide more understanding on how the different dependent and independent variables interact with each other as used in section 4.4.1. Second this thesis generalizes a student group that is heterogeneous, where every ImSt have their own unique beliefs, experiences, and proficiency levels. Therefore, generalizing results do not provide an exact and entirely true picture of the situation among ImSt EAL-learners in introductory classes. Finally, a possible desirability bias from the researcher might have created an unobjective view on one or several topics presented and discussed.

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Appendix 1 - Consent form for students in introductory classes

Hvis foresatte ønsker, kan spørreskjema, språktest og intervjuguide bli sendt på forhånd ved å ta kontakt.

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 ditt forholdt til skolen og/eller lærere å delta på prosjektet.

Det skal legges til rette med lærer at ordinær undervisning blir skilt med forskningsprosjektet slik at de som ikke deltar i forskningsprosjektet får tilbud om et alternativt opplegg.

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.
- De som blir å ha tilgang på opplysningene har alle tilhørighet til UiT Norges Arktiske Universitet og er følgende personer:
  - Henrik Håkar Mavlud (student)
  - Christopher Loe Olsen (veileder)
  - Fatih Bayram (veileder)
- Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data». Datamaterialet vil bli lagret trygt på egen forskningsserver.

Deltagere vil ikke kunne gjenkjennes i publikasjon. Både deltageres personopplysninger og deres tilhørighet til klasse, skole og by vil bli anonymisert ved publikasjon.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Prosjektet vil etter planen avsluttes når masteroppgaven blir godkjent ca. Mai 2024. Etter prosjektslutt vil datamateriale med dine personopplysninger anonymiseres gjennom at de slettes.

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

På oppdrag fra Institutt for Lærerutdanning og Pedagogikk ved UiT Norges Arktiske Universitet, 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:

- Institutt for Lærerutdanning og Pedagogikk ved Christopher Loe Olsen, epost: christopher.l.olsen@uit.no, telefon: +47 77 64 51 25.
- Vårt personvernombud: Anniken Steinbakk, epost: personvernombud@uit.no, telefon: +47 77 64 69 52.

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

Christopher Loe Olsen &
Fatih Bayram   Henrik Håkar Mavlud
(Veiledere)   (Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Studie om engelskundervisningen til elever med innvandrerbakgrunn i mottaksklasser* og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i engelsk språktest
- ☐ å delta i spørreundersøkelse
- ☐ at forsker observerer prosjektdeltaker under undervisning

Jeg samtykker til at mine/mitt barns opplysninger behandles frem til prosjektet er avsluttet

----
(Signert av prosjektdeltaker, dato)

(Signert av prosjektdeltakers foresatt(e))

Appendix 2 - Assessment of processing personal data

Sikt

Notification form / A case study: Pupils experiences, practices and language skill... / Assessment

Assessment of processing of personal data

Reference number	Assessment type	Date
301668	Standard	15.11.2023

Title
A case study: Pupils experiences, practices and language skills in the English subject in introductory classes (innføringsklasse).

Institution responsible for the project
UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Institutt for lærerutdanning og pedagogikk

Project leader
Christopher Loe Olsen

Student
Henrik Håkar Mavlud

Project period
01.11.2023 - 01.06.2024

Categories of personal data
General

Legal basis
Consent (General Data Protection Regulation art. 6 nr. 1 a)

The processing of personal data is lawful, so long as it is carried out as stated in the notification form. The legal basis is valid until 01.07.2024.

Notification Form

Comment
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. Vi har nå vurdert at du har lovlig grunnlag til å behandle personopplysningene.

FORELDRE SAMTYKKER FOR BARN
Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om elevene (12 - 17 år).

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

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

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

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

Lykke til med prosjektet!

Appendix 3 - Quick placement test

- Where can you see these notices?
- For questions **1** to **5**, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

1 You can look, but don't touch the pictures.

    A   in an office
    B   in a cinema
    C   in a museum

2 Please give the right money to the driver.

    A   in a bank
    B   on a bus
    C   in a cinema

3 NO PARKING PLEASE

    A   in a street
    B   on a book
    C   on a table

4 CROSS BRIDGE FOR TRAINS TO EDINBURGH

    A   in a bank
    B   in a garage
    C   in a station

5 KEEP IN A COLD PLACE

    A   on clothes
    B   on furniture
    C   on food

- In this section you must choose the word which best fits each space in the text below.
- For questions **6** to **10**, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

THE STARS

There are millions of stars in the sky. If you look **(6)** .... the sky on a clear night, it is possible

to see about 3000 stars. They look small, but they are really **(7)** .... big hot balls of burning

gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are

very bright, but they only live for a short time. Every day new stars **(8)** .... born and old stars

die. All the stars are very far away. The light from the nearest star takes more **(9)** .... four

years to reach Earth. Hundreds of years ago, people **(10)** .... stars, like the North star, to know

which direction to travel in. Today you can still see that star.

6	A	at	B	up	C	on
7	A	very	B	too	C	much
8	A	is	B	be	C	are
9	A	that	B	of	C	than
10	A	use	B	used	C	using

Questions 11 – 20

- In this section you must choose the word which best fits each space in the texts.
- For questions **11** to **20**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

Good smiles ahead for young teeth

Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters

(11) .... more to smile about because **(12)** .... teeth are among the best. Almost

80% of Britons over 65 have lost all or some **(13)** .... their teeth according to a World

Health Organisation survey. Eating too **(14)** .... sugar is part of the problem. Among

(15) .... , 12-year olds have on average only three missing, decayed or filled teeth.

11	**A** getting	**B** got	**C** have	**D** having
12	**A** their	**B** his	**C** them	**D** theirs
13	**A** from	**B** of	**C** among	**D** between
14	**A** much	**B** lot	**C** many	**D** deal
15	**A** person	**B** people	**C** children	**D** family

Christopher Columbus and the New World

On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this (16) .... that the world was round. He (17) .... to his men about the distance travelled each day. He did not want them to think that he did not (18) .... exactly where they were going. (19) .... , on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, (20) .... he was actually in the Caribbean.

16   **A** made   **B** pointed   **C** was   **D** proved

17   **A** lied   **B** told   **C** cheated   **D** asked

18   **A** find   **B** know   **C** think   **D** expect

19   **A** Next   **B** Secondly   **C** Finally   **D** Once

20   **A** as   **B** but   **C** because   **D** if

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **21** to **40**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

21   The children won't go to sleep .... we leave a light on outside their bedroom.

    A   except   **B**   otherwise   **C**   unless   **D**   but

22   I'll give you my spare keys in case you .... home before me.

    A   would get   **B**   got   **C**   will get   **D**   get

23   My holiday in Paris gave me a great .... to improve my French accent.

    A   occasion   **B**   chance   **C**   hope   **D**   possibility

24   The singer ended the concert .... her most popular song.

    A   by   **B**   with   **C**   in   **D**   as

25   Because it had not rained for several months, there was a .... of water.

    A   shortage   **B**   drop   **C**   scarce   **D**   waste

26   I've always .... you as my best friend.

    A   regarded   **B**   thought   **C**   meant   **D**   supposed

27   She came to live here .... a month ago.

    A   quite   **B**   beyond   **C**   already   **D**   almost

28   Don't make such a ....! The dentist is only going to look at your teeth.

    A   fuss   **B**   trouble   **C**   worry   **D**   reaction

29   He spent a long time looking for a tie which .... with his new shirt.

    A   fixed   **B**   made   **C**   went   **D**   wore

30   Fortunately, ... from a bump on the head, she suffered no serious injuries from her fall.

    A   other   **B**   except   **C**   besides   **D**   apart

31 She had changed so much that .... anyone recognised her.

    A almost   **B** hardly   **C** not   **D** nearly

32 .... teaching English, she also writes children's books.

    A Moreover   **B** As well as   **C** In addition   **D** Apart

33 It was clear that the young couple were .... of taking charge of the restaurant.

    A responsible   **B** reliable   **C** capable   **D** able

34 The book .... of ten chapters, each one covering a different topic.

    A comprises   **B** includes   **C** consists   **D** contains

35 Mary was disappointed with her new shirt as the colour .... very quickly.

    A bleached   **B** died   **C** vanished   **D** faded

36 National leaders from all over the world are expected to attend the .... meeting.

    A peak   **B** summit   **C** top   **D** apex

37 Jane remained calm when she won the lottery and .... about her business as if nothing had happened.

    A came   **B** brought   **C** went   **D** moved

38 I suggest we .... outside the stadium tomorrow at 8.30.

    A meeting   **B** meet   **C** met   **D** will meet

39 My remarks were .... as a joke, but she was offended by them.

    A pretended   **B** thought   **C** meant   **D** supposed

40 You ought to take up swimming for the .... of your health.

    A concern   **B** relief   **C** sake   **D** cause

Part 2

> **Do not start this part unless told to do so by your test supervisor.**

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions **41** to **50**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

CLOCKS

The clock was the first complex mechanical machinery to enter the home, **(41)** ……………….. it

was too expensive for the **(42)** ……………….. person until the 19th century, when

(43) ……………….. production techniques lowered the price. Watches were also developed, but

they **(44)** ……………….. luxury items until 1868 when the first cheap pocket watch was designed

in Switzerland. Watches later became **(45)** ……………….. available and Switzerland became the

world's leading watch manufacturing centre for the next 100 years.

---

41 **A** despite   **B** although   **C** otherwise   **D** average

42 **A** average   **B** medium   **C** general   **D** common

43 **A** vast   **B** large   **C** wide   **D** mass

44 **A** lasted   **B** endured   **C** kept   **D** remained

45 **A** mostly   **B** chiefly   **C** greatly   **D** widely

Dublin City Walks

What better way of getting to know a new city than by walking around it?

Whether you choose the Medieval Walk, which will **(46)** ……………….. you to the Dublin of

1000 years ago, find out about the more **(47)** ……………….. history of the city on the Eighteenth

Century Walk, or meet the ghosts of Dublin's many writers on the Literary Walk, we know you will

enjoy the experience.

Dublin City Walks **(48)** ……………….. twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at

the Tourist Information Office. No advance **(49)** ……………….. is necessary. Special

(50) ……………….. are available for families, children and parties of more than ten people.

46 **A** introduce **B** present **C** move **D** show

47 **A** near **B** late **C** recent **D** close

48 **A** take place **B** occur **C** work **D** function

49 **A** paying **B** reserving **C** warning **D** booking

50 **A** funds **B** costs **C** fees **D** rates

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions **51** to **60**, mark **one** letter **A**, **B**, **C** or **D** on your Answer Sheet.

51   If you're not too tired we could have a .... of tennis after lunch.

    A match   **B** play   **C** game   **D** party

52   Don't you get tired .... watching TV every night?

    A with   **B** by   **C** of   **D** at

53   Go on, finish the dessert. It needs .... up because it won't stay fresh until tomorrow.

    A eat   **B** eating   **C** to eat   **D** eaten

54   We're not used to .... invited to very formal occasions.

    A be   **B** have   **C** being   **D** having

55   I'd rather we .... meet this evening, because I'm very tired.

    A wouldn't   **B** shouldn't   **C** hadn't   **D** didn't

56   She obviously didn't want to discuss the matter so I didn't .... the point.

    A maintain   **B** chase   **C** follow   **D** pursue

57   Anyone ...... after the start of the play is not allowed in until the interval.

    A arrives   **B** has arrived   **C** arriving   **D** arrived

58   This new magazine is .... with interesting stories and useful information.

    A full   **B** packed   **C** thick   **D** compiled

59   The restaurant was far too noisy to be .... to relaxed conversation.

    A conducive   **B** suitable   **C** practical   **D** fruitful

60   In this branch of medicine, it is vital to .... open to new ideas.

    A stand   **B** continue   **C** hold   **D** remain

Appendix 4 - CEFR level descriptions

Retrieved from Council of Europe (10.04.02024): https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix 5 - Quick placement test results table

Alte level	Paper and pen test score		Council of Europe Level
	Part 1 score out of 40	Part 1 score out of 60	
0 beginner	0-15	0-17	A1
1 elementary	16-23	18-29	A2
2 lower intermediate	24-30	30-39	B1
3 upper intermediate	31-40	40-47	B2
4 advanced		48-54	C1
5 very advanced		54-60	C2

Appendix 6 - Excerpt of digitalized version of the quick placement test

In this part you are going to choose the correct word or phrase that is best suited to complete each sentence:

The children won't go to sleep .... we leave a light on outside their bedroom.

	except	otherwise	unless	but
21 *	O	O	O	O

I'll give you my spare keys in case you .... home before me.

	would get	got	will get	get
22 *	O	O	O	O

My holiday in Paris gave me a great .... to improve my French accent.

	occasion	chance	hope	possibility
23 *	O	O	O	O

The singer ended the concert .... her most popular song.

	by	with	in	as
24 *	O	O	O	O

Appendix 7 - Removed statements from Garner's attitude/motivation test battery (2004)

Following statements from Garner's attitude/motivation test battery (2004) has been removed;

- Statements removed because of their irrelevance for the Norwegian EAL-learning context: 95, 21, 23.
- Statements removed on participants attitudes towards foreign languages in general: 1, 12, 32, 42 55 76, 85, 7, 83, 65, 95.
- Statements removed on participants perceptions on English speakers and the English-speaking world: 27, 40, 49, 53, 71, 91, 104.
- Statements removed on students' attitudes on the English subject that are rendered as too broad/not giving specific enough results for the study: 10, 47.
- Statements removed on students' empathy to other students' experiences in the English subject: 68, 88.
- Statements removed on learning anxiety (LA) to shrink down the questionnaire to a more legalistic size for the target group: 11, 16, 19, 54, 63, 75, 101.
- Statements removed on subject enjoyment (SE): 41, 58, 61, 62, 74, 81, 93,
- Statements removed on extrinsic motivation (EM): 8, 15, 50, 72.
- Statements removed on subject effort (SEF): 70, 77.
- Statements removed on family support (FS): 43, 86, 103.
- Statements removed on teacher support (TS): 25.
- Statements removed on intrinsic motivation (IM): 6, 9, 29.

Appendix 8 - Excerpt of digitalized adaptation of Garners attitude/motivation test battery (2004)

Part 3: Answer the following statements.

In this part, you are going to answer how much you agree/disagree on the following statements. Answer as honest as possible.

My parents/family try to help me learn English. *

- ○ Strongly Disagree
- ○ Moderately DIsagree
- ○ Slightly Disagree
- ○ Slightly Agree
- ○ Moderately Agree
- ○ Strongly Agree

I do not think too much about the feedback I get from my English teacher. *

- ○ Strongly Disagree
- ○ Moderately DIsagree
- ○ Slightly Disagree
- ○ Slightly Agree
- ○ Moderately Agree
- ○ Strongly Agree

Appendix 9 - Personal information excerpt

What language/languages do you speak at home with your family? *

If you speak several languages at home, write down all those languages.

[   ]

On a scale from 1 to 10, how much of your current English education is in English? *

1= never, 10= always

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Value [   ]

On a scale from 1 to 10, how much of your current English education is in Norwegian? *

1= never, 10= always

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Value [   ]

Appendix 10 - Semi-structured interview transcription excerpt

Teacher 1 – interview

Red= additional information, green= information about the teacher, turquoise= use of languages in the EAL-classroom, yellow= based on the questionnaire

WEBVTT

00:00.000 --> 00:02.000
Så en sikkerhetskopiering.

00:02.000 --> 00:07.000
Så du sa at det er to klasser?

00:07.000 --> 00:08.000
Ja.

00:08.000 --> 00:14.000
Det er to forskjellige klasser, og de har fem timer engelsk i uka.

00:14.000 --> 00:17.000
Og de er lagt parallelt, så de har samtidig.

00:17.000 --> 00:20.000
Så av og til jobber vi litt blandet.

00:20.000 --> 00:27.000
Og vi har faktisk, jeg tror det er to ganger, så har vi jobbet sammen med vanlig videregående klasse.

00:27.000 --> 00:30.000
Men det er litt sjeldenere altså.

00:30.000 --> 00:38.000
Så en klasse som er ukrainer, kun, og så en mer blandet klasse?

00:38.000 --> 00:39.000
Ja.

Appendix 11 - Semi-structured teacher interview guide (interview guide in Norwegian)

Semi-structured interview guide for English teachers in reception/introductory classes

Part 1 – Information about the teacher

- Hvilke språk behersker du godt nok til å bruke under en generell samtale?

- Hvilken relevant utdanning til læreryrket har du?

- Har du tatt kurs eller studier rettet mot undervisning av flerspråklige elever?

- Har du tatt kurs eller studier som omhandler pedagogisk transspråking (pedagogical translanguaging)?

    o Pedagogisk transspråking: aktiv bruk av elevers hele lingvistiske repertoar, i denne sammenheng koblet opp mot læring av engelsk språk.

- Hvor lenge har du jobbet som lærer?

- Hvor lenge har du undervist i Engelsk?

- Hvor lenge har du jobbet i innføring/mottaksklasse eller mottaksskole?

Part 2 – use of languages in the EAL-classroom

- Kombinerer du hyppig bruk av både norsk og engelsk i undervisningen?
    o Hvordan kombinerer du dem vanligvis?

- Blir elevers morsmål aktivt og bevisst brukt i undervisningen?
    o Nevn eksempler hvor deres morsmål blir brukt.

- Tror du det har en positiv effekt å ta i bruk flerspråklighet i undervisningen for at elevene skal lære seg engelsk?
    o I hvilke situasjoner mener du flerspråklig undervisning kan være et nyttig virkemiddel?
    o Når mener du flerspråklig undervisning kan være mer til hinder for engelsklæring?

- o Hvordan kan dette påvirke undervisningen?

- Generelt sett, vurderer du at nivåforskjellene blant elevenes engelskkunnskaper er mindre mot slutten av deres periode i innføring/mottaksklassen?
    - o Hvilket grunnlag bygger du den vurderingen på?

- Mener du det er nok fokus på engelskundervisning og utvikling av engelskferdighetene til elevene i innføring- eller mottaksklassen?
    - o Hvorfor er det nok/ikke nok fokus?

Part 3 – based on the questionnaire
- Opplever du at elevene vanligvis er selvsikker I sine ferdigheter til å lære engelsk? (learner|confidence)
    - o Opplever du at det er gjengående kjennetegn på de som er mer selvsikker i sine læreferdigheter?
    - o Av de som ikke er så selvsikker: opplever du at det er gjengående kjennetegn blant dem som påvirker deres selvsikkerhet til å lære?

- Generelt sett, er elevene dine indre motivert til å lære seg engelsk, hvor de har klare personlige grunner til hvorfor det er viktig for dem å lære språket? (intrinsic motivation)
    - o Hvilke elever/elevgrupper er ofte mer indre motivert for å lære seg engelsk?

- Opplever du at elevene har et stort behov for ytre motivasjon for å jobbe med faget? (extrinsic motivation) f. Eks: karakterer, bekreftelse...
    - o Hvilke elever/elevgrupper opplever du som har et større behov for ytre motivasjon?

- Hvordan støtter du opp læringen av engelsk blant elevene dine? (Teacher support)
    - o Føler du at du strekker til for å støtte opp mot elevers læring slik du selv ønsker det?
    - o Føler du at du strekker til mot forventningene elevene har for lærerstøtte i undervisningen?

- Generelt sett, tror du at familiene til elevene er flinke å støtte opp mot læringen av engelsk utenfor skolen? I form av leksehjelp, skryt, generell interesse.. (Family support)
    - o Tror du det er en sammenheng mellom støtte fra familien og deres engelskprestasjoner i skolen?

- Er du selv fornøyd med kvaliteten på engelskundervisningen elevene får? (Subject quality)
    - o Hva er du fornøyd med, hva er du mindre fornøyd med?
    - o Tror du elevene selv er fornøyde med kvaliteten på undervisningen?
        - ▪ Hva kan indikere at de er fornøyd/misfornøyd?

- Tror du elevene trives med engelskundervisningen? (subject enjoyment)
    - Hva tror du det er de trives mest med i undervisningen?
   - Hva tror du de trives mindre med i undervisningen?

- Tror du elevene dine bevisst jobber med engelskferdighetene sine utenfor skoletiden, sett bort i fra leksearbeid? (conscious English self-development outside class)
    - Er det gjengående kjennetegn blant de som jobber med engelsken sin utenfor undervisning?

- Tror du elevene får naturlig eksponering for engelsk utenfor skolen som bidrar til å utvikle deres engelskferdigheter?
    - Har du eksempler på dette`

Appendix 12 - T-test on proficiency test results

t-value	df	p-value	Alternative hypothesis
4,4399	33,212	9.4e-05	True difference in means is not equal to 0

Appendix 13 - Normal distribution test, CEFR level score on learner anxiety (LA)

Normal Q-Q Plot
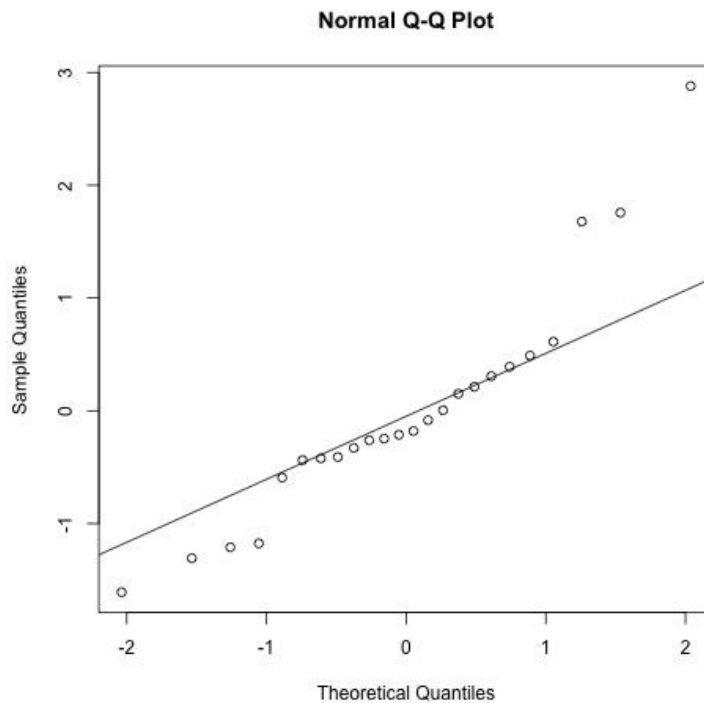
Appendix 14 - Normal distribution test, English education outside Norway on learner anxiety (LA)

Normal Q-Q Plot
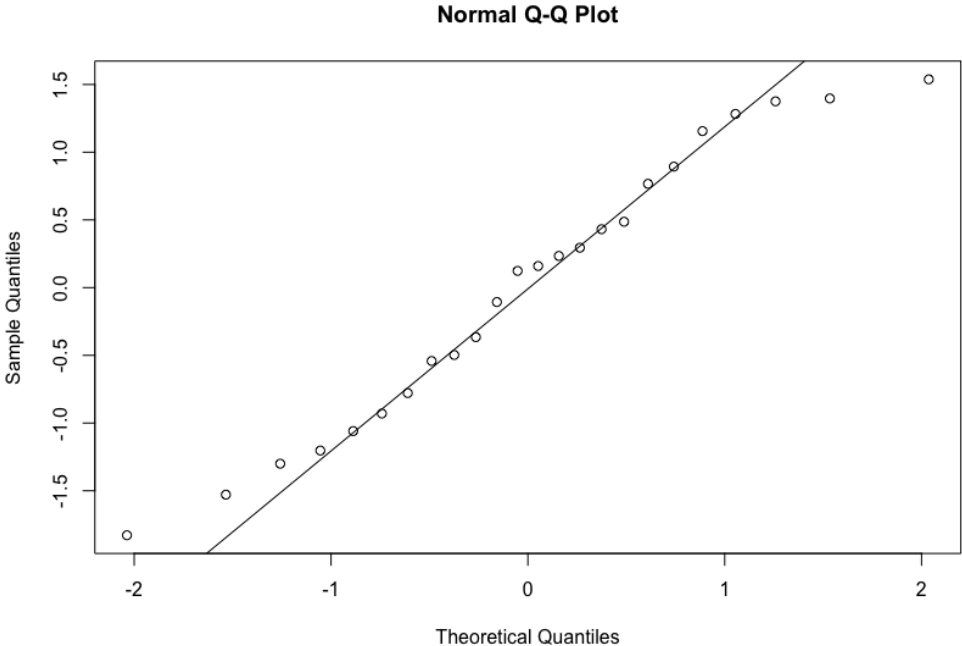
Appendix 15 - Normal distribution test, CEFR level score on intrinsic motivation (IM)

Normal Q-Q Plot
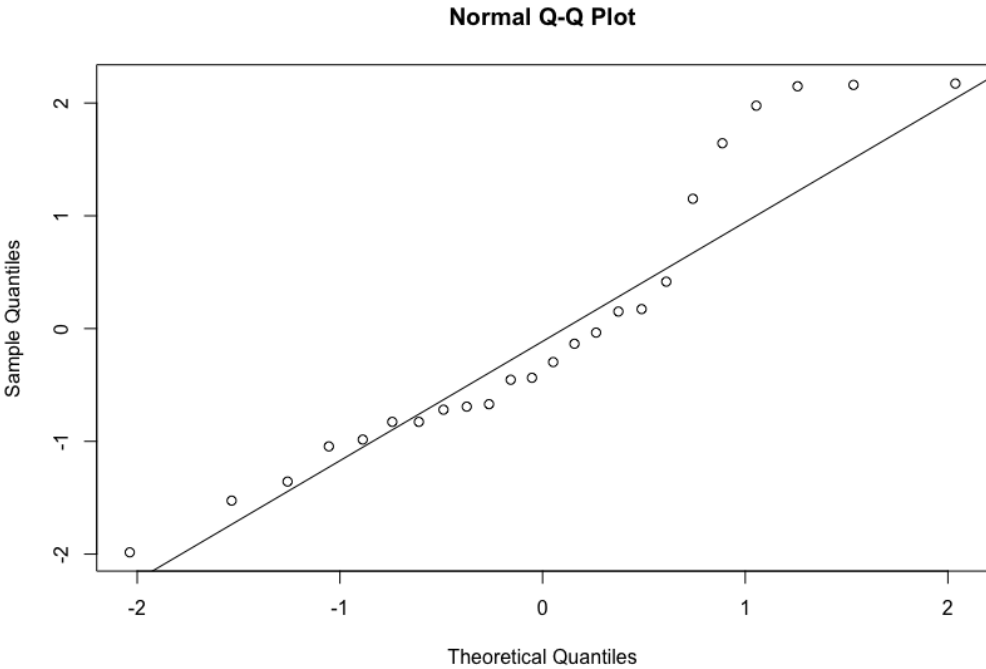
Appendix 16 - Normal distribution test, English education outside Norway on intrinsic motivation (IM)

Normal Q-Q Plot
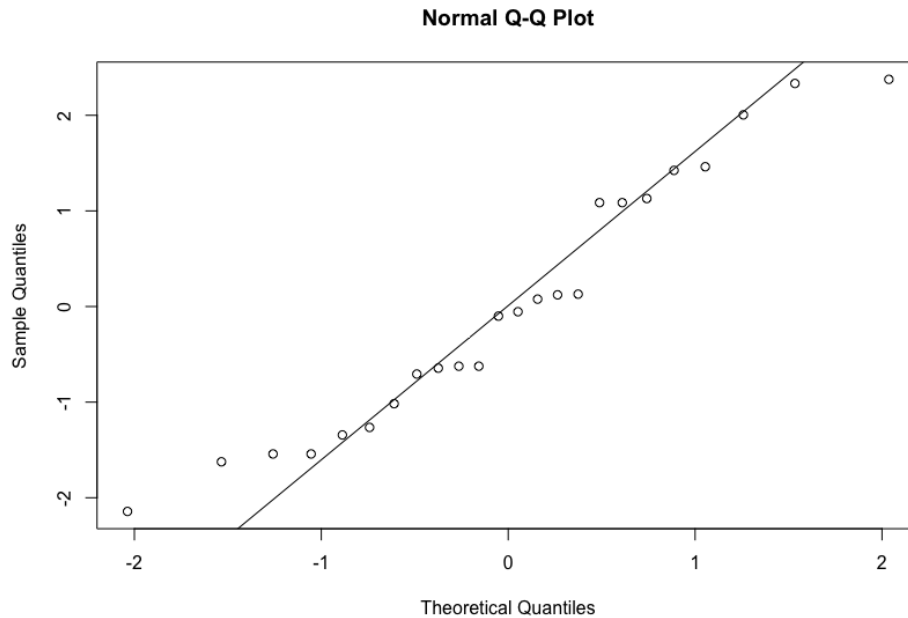
Appendix 17 - Normal distribution test, CEFR level score on subject enjoyment (SE)

Normal Q-Q Plot of Residuals
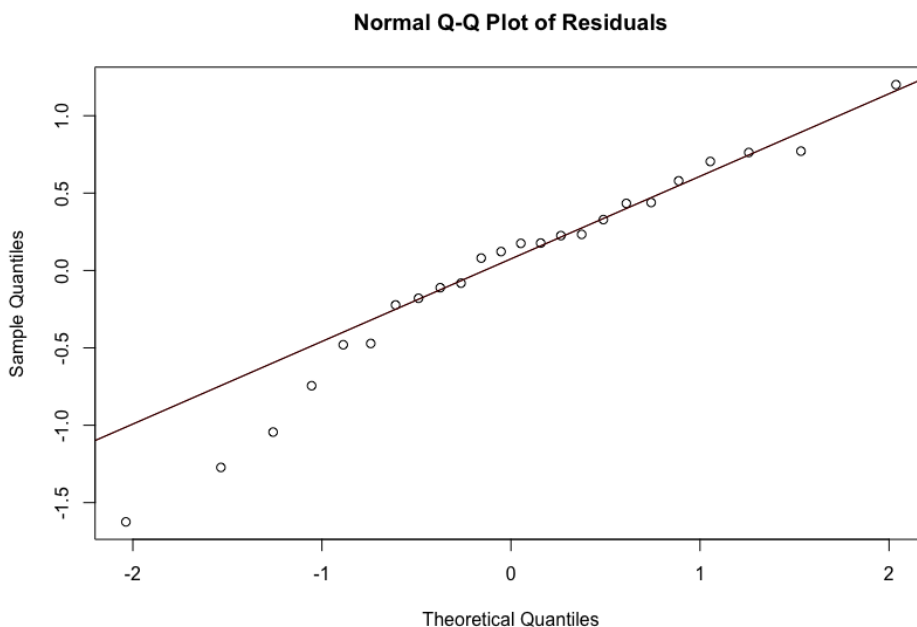
Appendix 18 - Normal distribution test, English education outside Norway on subject enjoyment (SE)

Normal Q-Q Plot of Residuals
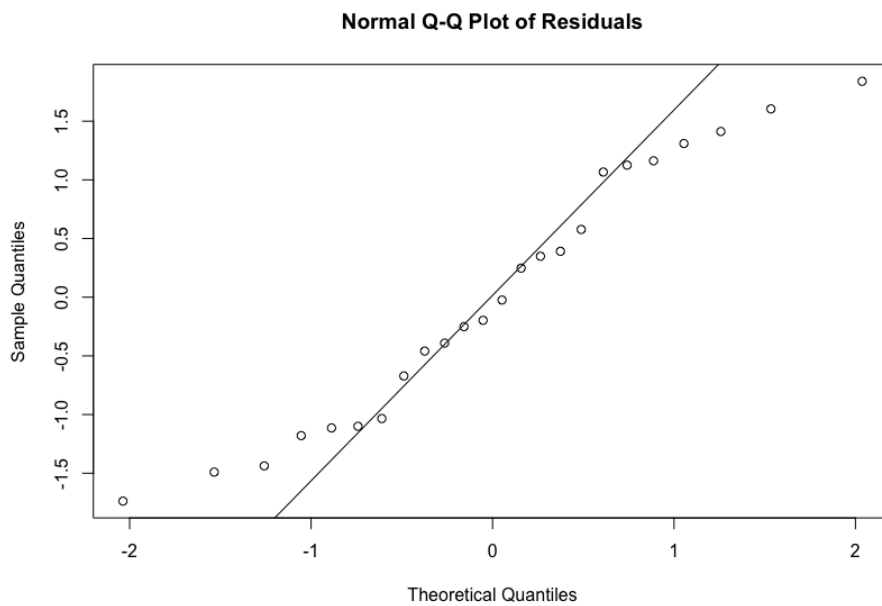
Appendix 19 - Normal distribution test, CEFR level score on teacher support (TS)

Normal Q-Q Plot of Residuals
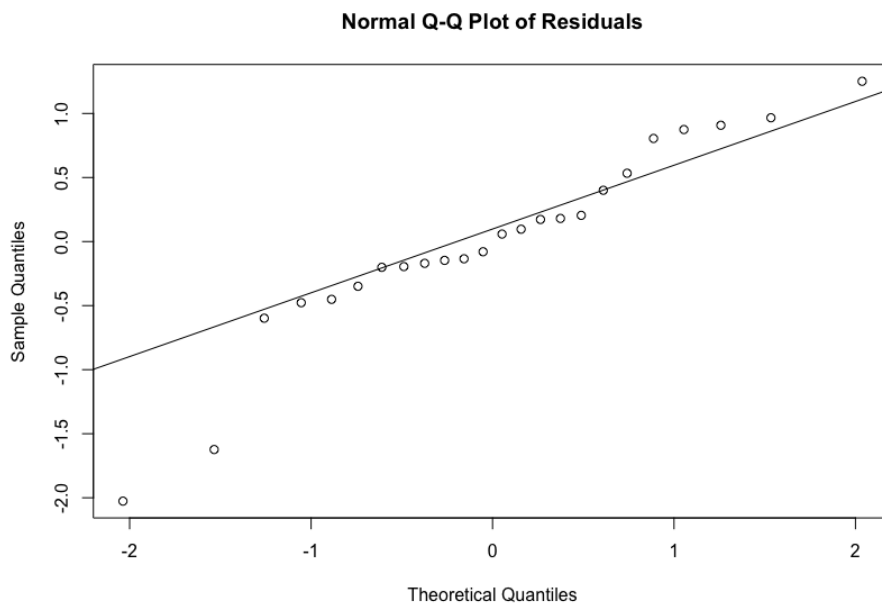
Appendix 20 - Normal distribution test, English outside Norway on teacher support (TS)

Normal Q-Q Plot of Residuals
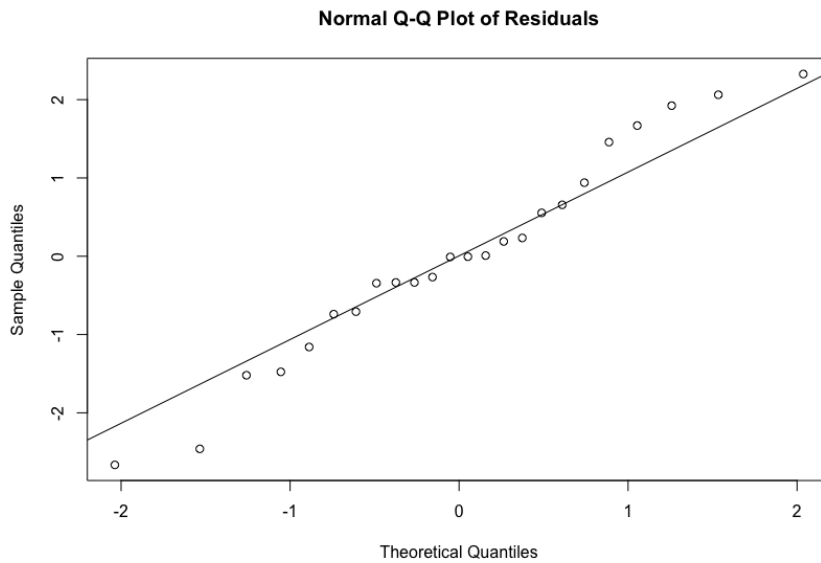
Appendix 21 - Normal distribution test, CEFR level score on family support (FS)

Normal Q-Q Plot of Residuals (Immigrant Students)
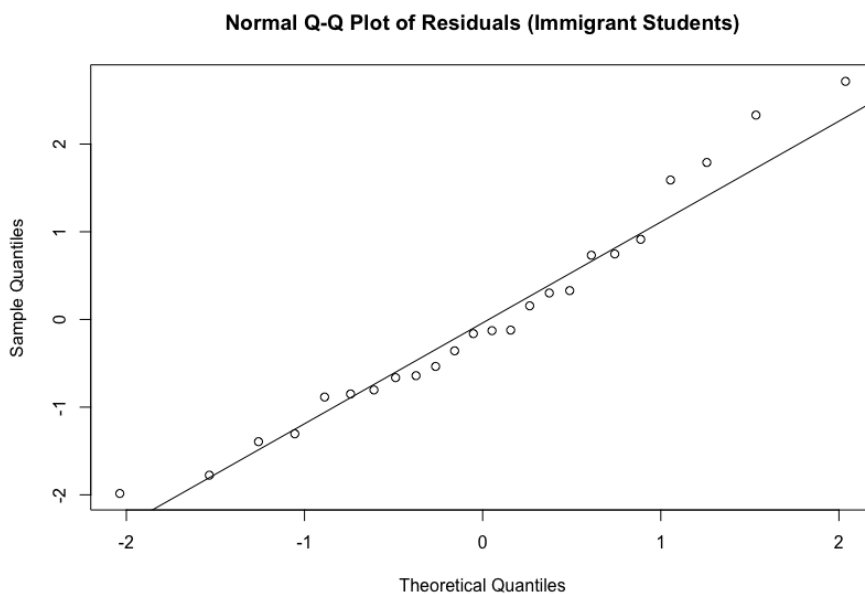
Appendix 22 - Normal distribution test, English education outside Norway on family support (FS)

Normal Q-Q Plot of Residuals (English Education)
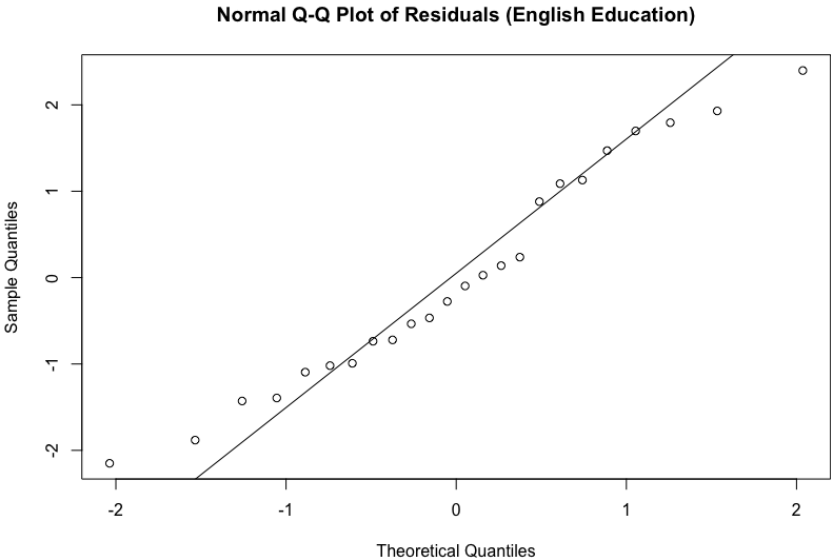
Appendix 23 - Normal distribution test, CEFR level score on subject effort (SEF)

Normal Q-Q Plot of Residuals (Immigrant Students)
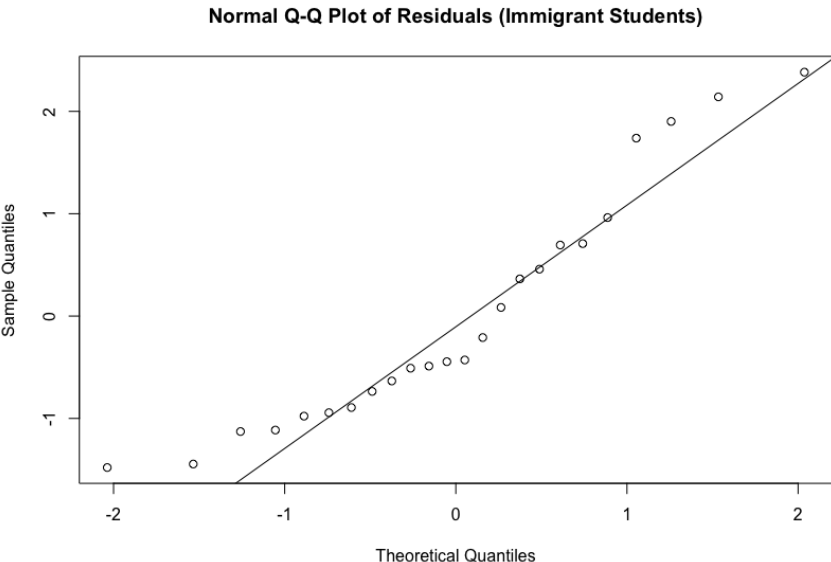
Appendix 24 - Normal distribution test, English education outside Norway on extrinsic motivation (EM)

Normal Q-Q Plot of Residuals
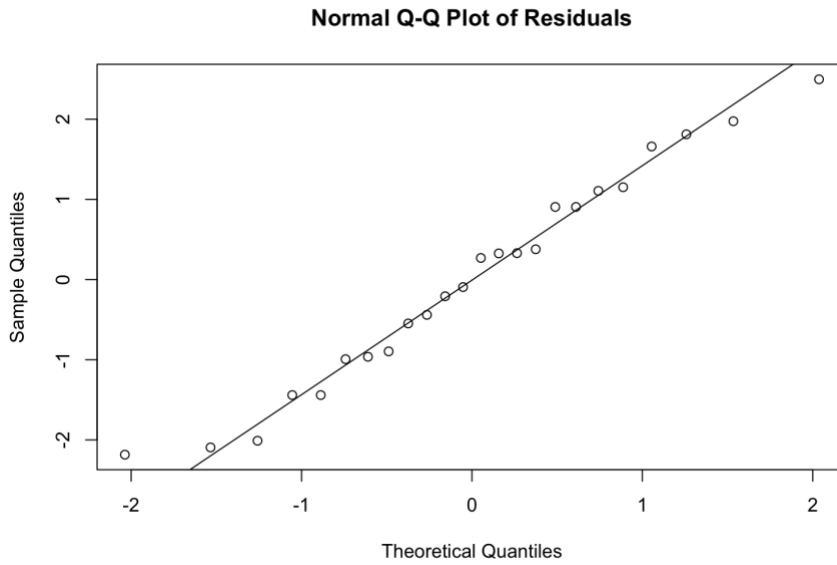
Appendix 25 - Normal distribution test, CEFR level score on extrinsic motivation (EM)

Normal Q-Q Plot of Residuals