

Institutt for lærerutdanning og pedagogikk

Teaching English in introduction classes

A case study of challenges and facilitating factors for teachers who teach English in introduction classes

Stine Sørensen

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Abstract

The aim of this study was to get more knowledge about how teachers teach English in introduction classes, and to gain more insight into the challenges and facilitating factors teachers meet in this particular teaching situation.

The research project was designed as a particularistic observational case study. Both qualitative and quantitative methods were used to collect data in an introduction class in a lower secondary school. The following qualitative methods were used; classroom observation of five lessons, interviews of two teachers, and observation of when eight pupils completed the questionnaire. The quantitative method that was used was a questionnaire answered by eight participants. The observation was coded, interviews transcribed, and the answers of the questionnaire structured into an excel document. The methodology used in this thesis allowed me to collect, interpret, and analyse in-depth data of how teachers teach English in introduction classes, and what the teachers' main challenges and facilitating factors are when teaching English in introduction classes.

The project has identified some factors that have an impact on teachers teaching English in introduction classes. Mapping of the pupil's English competence when they started in introduction classes made it possible for teachers to teach English as it contributed to adapted teaching when the pupils were divided into competence groups. The thesis also indicates the importance of using the pupil's first language as a resource when teaching English in introduction classes to create language awareness. The lack of curriculum and suitable textbooks was identified as challenges for teachers teaching English in introduction classes. In this specific teaching situation I found that using English to learn Norwegian and Norwegian to learn English was a facilitating factor for the teachers. Because of the diversity in the classroom it was facilitating that the teachers had intercultural competence. The findings offer empirical support of how teaching English in introduction classes can become a better practise. The practical implication of the research includes recommendation for teachers teaching English in introduction classes.

Sammendrag

Masteroppgavens formål var å få mer kunnskap om engelskundervisning i innføringsklasser. Samt å få innsikt i utfordringene og tilretteleggende faktorer lærere møter i denne spesifikke undervisningssituasjonen.

Forskningsprosjektet var designet som et partikularistisk observasjon case-studie. Både kvalitative og kvantitative metode var brukt for å samle inn data i en innføringsklasse på en ungdomsskole. De følgende kvalitative metodene ble brukt: klasseroms observasjon av fem undervisningstimer, intervju av to lærere, og observasjon av når elevene gjennomførte spørreundersøkelsen. Den kvantitative metoden i prosjektet var en spørreundersøkelse med åtte deltagere. Observasjon ble kodet, intervjuene transkribert, og svarene i spørreundersøkelsen strukturert i et Excel dokument. Metoden som var brukt i prosjektet tillot meg å hente, tolke, samt analysere data om hvordan lærere underviser engelsk i innføringsklasser, og hvordan utfordringer og tilretteleggende faktorer lærerne møter i engelsk undervisningen.

Masterprosjektet har identifisert faktorer som har en påvirkning på lærerne når de underviser engelsk i innføringsklasser. Kartlegging av elevens ferdigheter når de starter i innføringsklassene gjør det mulig for lærerne å undervise engelsk. Det er fordi tilrettelagt undervisning er gjennomførbart når elevene er delt inn i kompetanse grupper. Prosjektet viser også viktigheten av å involvere elevenes første språk når de lærer engelsk, for å la elevene utvikle språklig bevissthet. Manglende lærerplaner og læreverk for engelsk i innføringsklasser ble identifisert som en utfordring for lærerne da disse manglene ikke bidro til best mulig praksis. I denne spesifikke undervisningssituasjonen fant jeg at å bruke engelsk for å lærer norsk og norsk for å lærer engelsk var en tilretteleggende faktor for lærerne. Mangfoldet i klasserommet ble tilrettelagt ved at lærerne utarbeidet interkulturell kompetanse. Funnene i oppgaven bidrar til hvordan man kan forbedre engelskundervisning i innføringsklasser.

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1.0 Chapter 1 - Introduction

1.1 The background for the project

The idea of the topic of this master thesis came when I was working at a youth club for teenagers aged 13-17. I have worked at different youth clubs, and my experience has been that youth clubs usually consist of a diverse teenage group. However, at one of the youth clubs, teenagers that had just immigrated to Norway started to attend. This was a new situation for us. We had no previous experience with working with teenagers who were not yet integrated into the society, and who therefore could not communicate well in Norwegian. I learned that these teenagers went to the same introduction class and knew each other, however they did not have many Norwegian-speaking friends. An introduction class is an offer for pupils that have just immigrated to Norway. The first couple of teenagers from the introduction class that came to the club used English to communicate, and we did not have any language problems with them. After a while, these teenagers brought with them some of their friends from the introduction class. These teenagers spoke very little Norwegian and English and we found it very difficult to communicate with them. This particular experience made me reflect about how complex it is for teachers to teach English in introduction classes, as the teacher and the pupils would not have a common language to communicate in. My reflection formed the basis of thesis, as I decided that I wanted to gain more inside about teaching English in introduction classes.

1.2 Aims of the study

In addition to having a personal interest in the topic, I believe it is important that the Norwegian education system continues to develop and improve their methods for teaching English to pupils that can not speak, or have just started to learn Norwegian. The topic of the thesis is also highly relevant due to the Refuges Crisis Situation in Europe. As many as 31 000 applied for refugee protection in Norway in 2015 (Regjeringen, 2016). Norway has never experienced such a high influx of refugees over a short period of time. Comparably, there were approximately 11 000 immigrants arriving in Norway in 1992 due to the war in Bosnia-Herzegovina, and approximately 8000 immigrants in early 1999 from Kosovo (Norsk organisasjon for asylsøkere, 2013). Consequently, one could argue that the need for knowledge within English language learning to pupils that can not speak Norwegian is now more important than before, as the Norwegian schools now have a high number of pupils that they need to give an introduction offer to.

The Ministry of Education and Research has granted the Norwegian Directorate for Education and Training a task to make a five-year plan to improve the competence of diversity in the Norwegian kindergarten- and the primary and secondary education and training (Norwegian Directorate for Education and Training, 2013). The competence improvement of diversity project is necessary to get more knowledge about the challenges that multilingual speaking children, youths, and adults meet in their language learning. In addition to get more knowledge about the challenges, it is important that we improve the competence so we can use diversity as a resource. The competence improvement of diversity project provided The Arctic University of Norway (UIT) with funds, and this master thesis was granted a scholarship from these funds. In addition to a scholarship, I was given the opportunity to be a part of the research group *Kompetanse for mangfold* (translation: Competence for diversity).

The aim of this study is to get more knowledge about how to teach English in introduction classes, and to gain more insight into what challenges and facilitating factors teachers meet in this particular teaching situation. At present, there is limited research about this particular topic. It is also limited guidelines of teaching English in introduction classes from The Ministry of Education and Research. In the next section, I will outline the research questions that I have used in order to address this specific gap in the literature.

1.3 Research questions

Based on the research aim, this thesis consist of three research questions:

- *How do teachers teach English in introduction classes in lower secondary school?*
- *What are the main challenges of teaching English in introduction classes in lower secondary school?*
- *What are the main factors that facilitate teachers when teaching English in introduction classes?*

1.4 Overview of the thesis

This thesis is structured into seven chapters. After chapter one, 1.0 Introduction, the second section, 2.0 Literature review, discusses the introduction offers available, and the theoretical aspects of this thesis. The third section, 3.0 Methodology, describes the methodology that I have applied in my research. The fourth section, 4.0 Findings, looks at the findings of the study, and includes quotes and citations from the interviews conducted. In the fifth section, 5.0 Discussion and analysis, I discuss and analyse my findings. The sixth section, 6.0 Conclusion, concludes my study. Lastly, my thesis includes section 7.0 Bibliography.

2.0 Chapter- Review of literature

This chapter will firstly present the introduction offers available to pupils that have just immigrated to Norway. Secondly, the chapter will present a review of literature that is important to analyse and discuss in the light of the result of the data collected.

2.1 Introduction programs in the Norwegian educational program

Immigrants in the age group 6-16 arriving in Norway are given the opportunity to get an introduction offer when they attend primary and lower secondary school. However, these programs are not mandatory, the parents and the pupils can decide if they want to attend the introduction program. The aim of the introduction program is for the pupils to get to know the Norwegian school, the Norwegian culture, and to learn Norwegian. At present, there are three different introduction programs in the Norwegian educational program. These three programs are described in figure 1 below.

Introduction programs for pupils with specific language training under § 2-8 of the Education Act (2012) can be organized in three ways in primary and lower secondary school

- 1) Belonging in ordinary classes, but parts of the training given in separate groups, hereafter referred to as *Partially integrated*
- 2) In separate classes at an ordinary school, hereafter referred to as *Introduction classes*
- 3) Own schools, hereafter referred to as *Introduction schools*

Figure 1: The three different introduction programs offered to newly arrived immigrants in Norway aged 6-16 (Norwegian Directorate for Education and Training, 2013)

There is no regulation on what type of introduction offer a place/city/municipality is required to have, however, at least one of the programs listed above in figure 1 is required to be offered by all municipalities. Since there is no specific regulation, the introduction programs vary throughout the country. In some of the largest cities in Norway, all the three different programs can be provided. In smaller cities, introduction classes are the most common introduction offers to immigrants. While in rural places, there will in most cases only be the first offer of partially integrated programs that are offered. The Education Act (2012) § 2-8 has limited the introduction program to be obtainable for a pupil for maximum two years.

The second and third program allows the pupils to build relations to the Norwegian school system with other pupils in the same situation. In these two programs, the class will consist of

pupils that have all just immigrated to Norway and are learning Norwegian. In this master thesis, I will attempt to get more knowledge about teaching English at the second program offered, introduction classes.

2.1.1 Subject curriculum for introduction classes

One could argue that the subject curriculum for introduction classes is an unregulated area. In the introduction offers, there is not an extensive subject curriculum, when compared to ordinary classes. The only curriculum written for the introduction program is the curriculum *basic Norwegian for language minorities* (Norwegian Directorate for Education and Training, 2007). Comparably, there is one curriculum written for each subject in the standard education in lower secondary schools. Moreover, there is no clear regulation for which subjects should be included in the introduction offers. According to the Norwegian Directorate for Education and Training (2012), the main guideline for introduction programs is that they should follow The Knowledge Promotion Reform. However, the Norwegian Directorate for Education and training (2012) also states that schools are allowed to make exceptions from following The Knowledge Promotion Reform, in order to accommodate to the specific need of the pupil in the introduction programs. This means that it is up to each school to decide which subjects they deem to be relevant, and how many hours should be dedicated to each subjects in the introduction program. The only subject that is compulsory is *basic Norwegian for language minorities*.

The limited regulation and curriculum is also reflected in the lack of textbooks available for other subjects apart from *basic Norwegian for language minorities*. As the topic of this thesis is teaching English in introduction programs, I find it relevant to state that at the time when I undertook the research, I did not find any customised textbooks for teaching English in introduction programs.

2.2 Multiculturalism and cultural competence

Multiculturalism Cook (2008) explains as several cultures represented in one society. Cook (2008) describes that New York is the biggest Gujarati- speaking city (an Indo-Aryan language native to the Indian state), and Melbourne the largest Maltese-speaking city (national language of Malta) (p. 198). This illustrate that it can be natural that a large group of the population use another language for their daily communication, rather than the *official* language. Bauman (1999) explains most communities' cultures as plural; and implies that

there no longer exist a community with just one culture. Most countries will have many different nationalities, languages and cultural backgrounds represented. Baumann (1999) argues that the blending of cultures makes it difficult to identify from which culture a person comes from because blending makes culture fuzzy. Immigration is just one of many factors that brings different cultures across borders, and that contributes to a multicultural environment. Most countries will therefore consist of people from all over the world with different cultural background, religion, and languages. When countries consist of people with different cultural backgrounds, this will also be transferred into the educational system.

Salole (2013) uses the word “krysskulturalitet” (cross-cultural) instead of multiculturalism, and illustrates today’s cross-cultural society as a tree. Salole (2013) explains that the roots under a tree can be a symbol of how a community/state/country consists of plural cultures. The roots grow under, over, and into each other, and can be impossible to separate. In other words, every human grows its individual culture. Saloles (2013) illustration can also be used in our education system, and especially in introduction classes. The root pattern pupils grow can be influenced by many factors such as; family, friends, economics, culture, society, suburb, school, and their own and their parent’s nationality. Introduction classes will therefore consist of pupils that are building and constructing their own individual culture and identity. The teachers in introduction classes need to guide the pupils so they can imply the Norwegian culture to their roots, but at the same time let them have their own culture and identity. The aim of introduction classes is to get knowledge of the Norwegian language and culture. This is in order for the pupils to gain an insight and understanding of the principle foundation of the Norwegian culture. However, the teachers need to be careful when they teach introduction pupils about the Norwegian culture. Teachers need to find a balance of where the pupil can *fit* into the Norwegian society, but still protect and grow the pupils *original* cultural background (Salole, 2013).

Statistics Norway (2015) writes

At the start of 2014 there were 759 000 immigrants and Norwegian-born to immigrant parents in Norway who accounted for 14.9 per cent of the entire population. 633 000 of these were immigrants who were born abroad, while 126 000 were born in Norway to immigrant parents... Together these two groups represent 14,9% of the Norwegian

population... There are people living in Norway with background from 221 different countries (p.2, my translation).

Statistic Norway (2015) informs that 80 % of immigrants are younger than 20. This indicates that in primary and lower secondary schools, there are many pupils with different cultural background and other first languages than Norwegian. It is therefore important that immigrants learn and develop a good competence in the Norwegian language to be able to communicate in the Norwegian society. Nonetheless, to be able to make ourselves understood in the big world we are also depending on another language than Norwegian; English. The significance of learning English makes it important that the pupils in introduction classes in addition to learn Norwegian, learn and develop good English competence.

2.3 Adapted education/teaching

One of the key principles in the Norwegian education system is that every pupil has the right to adapted education and equality opportunities (Norwegian Directorate for Education and Training, 2006). Bjørnsrud & Nilsen (2011) explains, “The principle of adapted teaching, in short, entails education being differentiated according to the abilities and aptitudes of the individual learner” (p.550). In other words: teachers need to adapt and adjust their teaching so each individual pupil will get an adapted education. The Norwegian Directorate for Education and Training (2006) writes

The education shall be adapted so that the pupils can contribute to the community and also experience the joy of mastering tasks and reaching their goals...The diversity of pupil backgrounds, aptitudes, interests and talents shall be matched with a diversity of challenges in the education. Regardless of gender, age, social, geographical, cultural or language background, all pupils shall have equally good opportunities to develop through working with their subjects in an inclusive learning environment (.p 4-5).

Adjusted education and cultural training is a principle that should be incorporated in all subjects (Norwegian Directorate for Education and Training, 2006). As written above, every pupil has the right to feel the joy of achieving a goal. The goal might not always be an aim from the Knowledge Promotion Reform subject curriculum. Moreover, the feeling of achieving can be more important than what the pupil actually accomplishes. However, one of the teacher’s main jobs is to adjust their lesson so every pupil can accomplish the curriculum goals. The need of adapted teaching can be very different depending on the level difference in

a class. For this project, adapted education is crucial since the pupils will have very different school background and knowledge of English. Furthermore, the teachers therefore need to adjust the English lessons, so the pupils with no, or very little English competence, and those with great competence, will develop and learn.

According to Cummins & Schechter (2003):

Because of the diversity of children's cultural and language backgrounds, and differences in their knowledge of English, we realized the futility of any attempt at one-size-fits-all instruction that ignored the richness and uniqueness of background knowledge presented by the individual children in our classroom" (p.33).

Cummins and Schechter (2003) emphasise that in a multicultural classroom/school, the one-size-fits-all category will make it impossible for pupils to achieve academic goals. Without adapted teaching, pupils will be fitted into the one-size-fits-all category, and according to the findings of Cummins & Schechter (2003), their learning progress will be none or very little. Based on this, I argue that it is important in introduction classes that the teacher's knowledge of each individual pupil is solid.

2.4 Intercultural competence

Diversity creates differences in schools and it is essential for teachers to recognize this. In order to be able to see and handle the variance that comes from diversity, and to be able to adapt their lessons, it is important that teachers develop intercultural competence. Bjarnø, Nergård, and Aarsæther (2013) describe what it means for a teacher to have intercultural competence; "with intercultural competence we mean an action competence that is based on knowledge and insight into diversity in general, with an emphasised knowledge about cultural diversity" (p. 19, translated by me). Intercultural competence is not equalled to multicultural competence, because it emphasises the *interaction* between different cultural groups instead of *understanding* each group separately (Bjarnø, Nergård, & Aarsæther, 2013, p. 19).

Teachers that develop intercultural competence do not look at diversity as problematic, but as a resource that contributes to great learning outcome for each individual pupil. This particular learning outcome contributes to a more developed and enriched society. Bjarnø, Nergård, and Aarsæther (2013 p. 19-20, translated by me) describe three steps for developing intercultural competence

1. Understand the cultural concept as a dynamic concept, know the cultural change process, and understand the cultural complexity that we have in our Norwegian society
2. Reflect over our own society's historical development with an emphasis on our society's cultural development. How does the historical and cultural development reflect and develop our school system? Can we see the cultural aspect in the teachers' teaching style, curriculum, and the pupils' learning strategies?
3. Get information and knowledge about the minority pupils' religion, language, history, and the political situation in their home country. This is important information to be able to understand the pupils' cultural backgrounds. However, what is most important is that a teacher develops a good relation and communication with each individual pupil.

To be able to adapt their lessons to each individual pupil, the teachers need to understand the three points above and develop intercultural competence. I argue that without this competence the teacher would not be able to adapt their lesson because they will not have the understanding of the pupils' cultural backgrounds. Moreover, it is important that a teacher sees each pupil as an individual with his or her own individual culture, and not just place a pupil into the culture he/her might belong to. When a teacher has an understanding of a pupil's old school culture, it can be easier for a teacher to understand how the pupil is used to learn. This knowledge could potentially make it possible for teachers to adapt their teaching, so that different school cultures can be brought into the same classroom. For a teacher to be able to teach about the English culture and language in introduction classes, he/she needs to understand how the pupil's language and culture is connected to the English culture and language.

2.5 Teacher language awareness

Another important resource for teachers' ability to develop adapted teaching can be found in Andrews (2010) theory about the knowledge and understanding of teacher language awareness (in short, TLA). Andrews (2010) TLA emphasises that there is a big difference between "learning a language" and "learning about a language". In other words, it is not only how to use a language (grammar and phonology) that is important, but also the knowledge of the language. Because of the significance of teaching about the language, it is important that teachers have language competence to be able to develop TLA.

Teachers in introduction classes should develop knowledge of the pupil's first language to teach him/her English. The knowledge of the pupil's first language does not need to be extensive. However, teachers should have some basic knowledge of the pupil's first language to be able to not only learn the pupil English, but to also learn him/her about the English language. Awareness of the pupil's first language makes it possible for the teachers in introduction classes to compare the pupil's first language to the English language. Jessner (2008) argues that pupils compare consciously, and unconsciously, the language they are learning with their first language, and therefore teachers should use the pupils' knowledge of their first language as a resource. However, for a teacher to be able to develop TLA it is important that they have knowledge about language competence in general. In Surkalovic (2014) research, it was discovered that in the English subjects, in the university teaching degrees in Norway, did not contribute to the student developing teacher language awareness, as language competence did not have a central place in the English subject. Surkalovic (2014) argues that the future English teachers will therefore not be properly prepared to teach English in the multilingual classroom.

Andrews TLA theory can be connected to Bachman's *model of language competence*. The model (figure 2) consists of both organizational competence (grammatical and textual knowledge), and pragmatic competence (how to use the language in a certain context/ knowledge about the language, and the way the language is spoken).

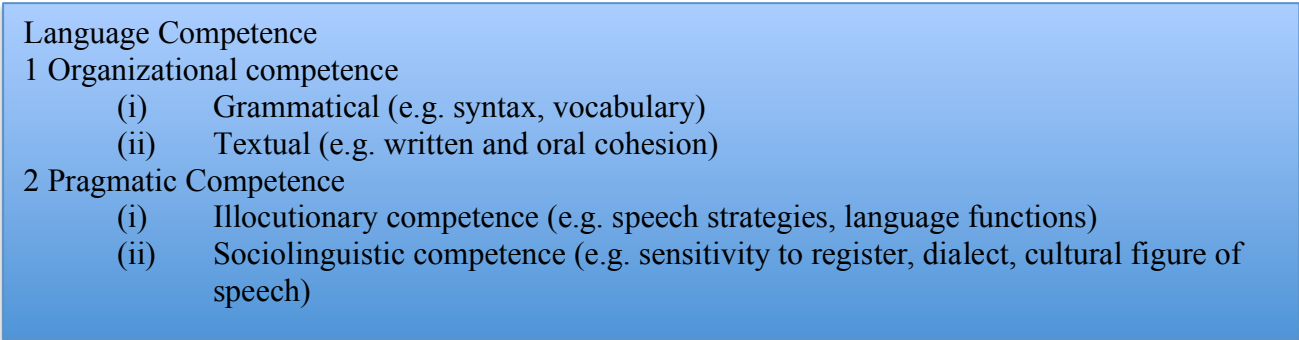
- 
- Language Competence
 - 1 Organizational competence
 - (i) Grammatical (e.g. syntax, vocabulary)
 - (ii) Textual (e.g. written and oral cohesion)
 - 2 Pragmatic Competence
 - (i) Illocutionary competence (e.g. speech strategies, language functions)
 - (ii) Sociolinguistic competence (e.g. sensitivity to register, dialect, cultural figure of speech)

Figure 2: Bachman's model of language competence, as cited in Baker (2011, p. 14)

Baker (2011) explains that in education we often emphasise organizational competence. Teachers do this because it is the basic foundation of all languages, and it is easier to test the pupil's grammatical and textual competence. Another reason why teachers emphasise

organizational competence is because it is a tradition that teachers have inherited from their own language teachers. Pragmatic competence is arguably much harder to test. This is because teachers need to do much more investigation to be able to understand why a pupil has errors in illocutionary and sociolinguistic competence. Because of the variation of communication in languages/cultures, a teacher needs to understand the competence the pupil brings with him/her from another language to be able to adjust the education. Teachers therefore need to have knowledge in both organizational- and pragmatic competence to create adapted education. To be able to develop language awareness, teacher should combine the two language competences (Baker, 2011). One could argue that when teachers have acquired language awareness it is easier for them to create adapted education. Baker (2011) claims “teachers’ language awareness is metacognitive in nature. It involves an extra cognitive dimension of reflections upon both knowledge of subject matter and language proficiency, which provides a basis for the task of planning and teaching” (p. 86). One could argue that language awareness facilitates teachers to understand why pupils struggle or succeed when learning a language, and that teachers with this knowledge would be more equipped to give their pupils adapted education.

It will be a great benefit in introduction classes that teachers develop both organizational and pragmatic competence in their pupils’ first languages. It will be much easier to teach the pupils English grammar and textual, if the teachers have some basic knowledge about grammatical rules and sentence structure in the pupils’ first languages. When teachers teach English to Norwegian pupils, they often use the pupils’ Norwegian competence to teach them English. It is common to compare grammatical rules in the Norwegian language with English grammatical rules, and this is a helpful tool to help the pupils understand. It is my opinion that this could also be done in introduction classes to teach organizational competence if the teachers have some basic knowledge about the pupils’ first languages. Pragmatic competence is very different from language to language. For example, a sentence in Norwegian could be perceived as rood if it is directly translated into English and vice versa. Teachers could teach pragmatic competence if they asked the pupils how it is common to speak in different social settings or watch films or documentaries where it is easy to observe how people communicate to each other. Comparison of how the same social setting can be spoken in very different ways from one language to another can be a helpful tool to achieve pragmatic competence. An example for this can be to write or make a role play of how a Norwegian, English and

Pakistan family speak to each other around the dinner table. How is the communication around the dinner table in a Norwegian speaking family compared to how they communicate with each other in an English or Pakistan family.

2.6 Mediating language learning

Gibbons (2003) explains the theory of mediating language learning as the construction of curriculum knowledge that has a hand-in-hand progress with the development of learning a language. In other words, mediation involves communication between two different orders of discourse. The significance of hand-in-hand learning will be described in more details later in this section. Gibbons (2003) discusses the idea of how mediating language learning is central to Vygotsky sociocultural theory since it looks into the social process of learning and using a language. Furthermore, Gibbons (2003) explains; “Sociocultural theory views language learners not as processors of input or producers of output, but as speakers/hearers involved in developmental processes which are realised in interaction” (p. 248). With this he emphasises that when a pupil is personally involved in the language learning process, it is more likely that he/she will understand and realize the positive benefit of learning the particular language. Haukås (2014) argues that it is easier for multilingual pupils to develop a mediating language awareness since they will have an understanding of how difficult it can be to not know a language. The pupils in introduction classes will have no or little Norwegian competence when they start in introduction classes, and some might also have limited English competence. It is therefore often the case that pupils in introduction classes will be involved in not only one, but two language learning process, as they are often learning both English and Norwegian at the same time. When the pupils’ communication is limited, they will automatically be personally involved in the language learning to be able to develop a competence.

Gibbons (2003) argues that mediating language learning involves communication between two aspects: the learning of the language/the language itself, and the context of the subject. In other words, the learning of the language and the context should go hand-in-hand. An example of where language learning and context goes hand in hand is in the English subject Curriculum competence aim. One of the curriculums aim after year 10 under oral communication is to “understand and use a general vocabulary related to different topics” (Ministry of Education and Research, 2013). In this aim, the learning of language

(vocabulary) is connected with the skills of changing vocabulary in different social situations. An example of this is to teach the pupils that in a job interview their vocabulary has to be more professional and polite than if they were talking to their friends. By creating different social situations through role-plays, where the pupils can practice to use vocabulary related to different topics/situations, the pupils would be involved in both the interaction and the learning process.

The aim of mediation learning is to build linguistic bridges (connections and communication) between language learning and the context (Gibbons, 2003). When this connection is constructed the teacher has created a classroom environment where the pupils approach a hand-in-hand learning. Figure 3 below shows how the pupils first use their own knowledge of the context, and then reconstruct their own knowledge when they learn how to use new words that belongs to the context. This type of learning is also known as *generative processing*. In generative processing the pupils' development is most efficient when it involves a process that builds connections between the text/content and what the pupils know from before (Wittrock, Marks, & Doctorow, 1975). When the knowledge of the context increases, the knowledge of the language follows. The example below in figure 3 emphasises how interaction with both the teacher and other pupils provides a development in language learning.

Texts and Contexts Illustrating a Mode Continuum of Science Registers

Text	Context
1. "Look, it's making them move. Those didn't stick."	A student talking in a small group as they were experimenting with a magnet
2. "We found out the pins stuck on the magnet."	A student telling the teacher what she had learned from the experiment
3. "Our experiment showed that magnets attract some metals."	A student's written report about the experiment
4. "Magnetic attraction occurs only between ferrous metals."	An entry in a child's encyclopedia about magnets

Figure 3: Gibbons generative process model (2003 p. 252)

Gibbons (2003) model above (figure 3) shows how the lexical density increases when the pupils reconstruct their own knowledge as they learn how to use new words that belongs to

the context. The example above demonstrates the increased vocabulary from the beginning of the experiment, where the pupil's sentence is basic, to the end of the experiment, where the pupil's sentence in the written report is constructed by more sophisticated words. The increase in the pupil's vocabulary, and the content itself, happens in a learning process where both the teachers and the pupils interact to create a hand-in-hand learning process.

3.0 Chapter - Methodology

This chapter presents the methodology I opted to apply in this study. The logic of inquiry, data collection, and data analysis is described. Moreover, I have outlined the relevant limitations and methodological challenges, and how I tried to mitigate these. The chapter also gives a description of and why the chosen methodology was the best fit to research teaching English in introduction classes.

3.1 Research design

3.1.1 Intensive design

When deciding the method for a thesis it is common to choose between extensive or intensive research designs. The research design that is chosen decides how the thesis is formed and the focus of the research question. Extensive research design looks at the width of a certain phenomena, while an intensive design looks at the depth of the phenomena to try to achieve an in-depth knowledge (Jacobsen, 2015). For this particular research, an intensive design was chosen to try to achieve a detailed description and explanation of a specific aspect of teaching English, namely how teachers teach English in introduction classes, where the students have no or limited Norwegian knowledge.

3.1.2 Particularistic observational case study

This research study can be described as a particularistic observational case study. It can be classified as case study as the research is based on investigating a naturally occurring setting of how teachers teach English in two different levels in an introduction class (Silverman, 2010). The case study can be classified as particularistic because it has a specific focus on a particular situation, namely how teachers teach English in introduction classes (Merriam, 2009). Furthermore, because the major data gathering is through observation and interviews, with a focus on a particular organization, introduction class at a lower secondary school, the case study may also be classified as observational (Merriam, 2009).

The main limitations to a particularistic observational case study, relates to the fact that I have investigated the unique features of teaching English in introduction classes in one specific city in Norway. As such, the findings may or may not be generalizable (Easterby-Smith, 2008). Nonetheless, as this research is to my knowledge, the first of its kind in Norway, it could be

argued that despite not being fully generalizable to all cities in Norway, it may provide useful contribution towards the general knowledge about teaching English in introduction classes.

3.2 Research strategies

The research strategy in this thesis can be described as inductive. Blaikie (2010) describe such a research strategy when one gathers data to build concepts, hypothesis or theory about a particular aspect of practice. The opposite research strategy would be deductive strategy where one would use existing theory and then collect data to confirm or invalidate a theory.

I had a certain idea about how teachers taught English in introduction classes, and some of the challenges and the facilitating factors of this teaching situation before I started to gather data through observation. After the gathering of data of observation was completed, I used the data collected to create an interview guide, and I interviewed two teachers. The interview guide was based on the findings from the observation and not on theories and can therefore also be categorised as inductive strategy.

The justification for the selection of the inductive research strategy is its appropriateness for answering the research questions, as I chose to answer “what” and “how” questions (Blaikie, 2010). Moreover, this strategy supports the aim to go from a general- to a particular assumption, and describe the regularities and patterns of teaching English in introduction classes, and the challenges and the facilitating factors this teaching situation could lead to (Merriam, 2009).

3.3 Data collection

With an intensive research design and a particularistic observational case study it was natural to choose a qualitative research method to collect the data for the project. This will be further explained in the section below. Noteworthy, despite that the main aim was to gather data from the teacher’s perspective, I also considered data concerning the pupils educational background, and how they used English in their everyday life, to be relevant for my analysis. As time was a limited resource, I decided to also gather quantitative data through questionnaires. Moreover, I made interesting observation of the pupils when they filled out the questionnaires, and I have treated these observations as separate qualitative data. The questionnaires will be described at the end of this chapter.

3.3.1 Qualitative research method

According to Merriam (2009) “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their words, and what meaning they attribute to their experiences” (p. 5). For this study, the aim was to get an understanding through observation and interviews how teachers teach English in introduction classes. Furthermore, the qualitative research method was also utilised to gather data in order to in-depth understanding of the challenges and facilitating factors in this teaching situation.

The main limitation of the qualitative research method proved to be that the process was relatively time-consuming, as it entailed collecting a significant amount of in-depth data (Blaikie, 2010). To mitigate this limitation, I managed my time, and made detailed plans for data collection, data interpretation, and data analysis.

3.3.2 Selection of informants

In order to ensure validity of my project, it was crucial that I gained access to a school that offered an introduction class (Easterby-Smith, 2008). In this section I will outline how I selected the informants for the study. Table 1 below, shows an overview of the participants of the study.

School	Class	Group	Pupils	Teacher
1 Lower secondary high school	1 Introduction class	2 Groups in English: high and medium	8 pupils answered the questionnaire	2 teachers T1: Teacher for the high level group T2: Teacher for the medium level group

Table 1: Overview of participants

The two basic types of sampling are probability and nonprobability sampling. In probability sampling you chose a random selection while in a nonprobability sampling the informants are

selected for a specific purpose (Merriam, 2009). This project aimed to get more understanding and inside information about teaching English in introduction classes, and it was therefore natural to have a selective sampling.

There are several types of fit-for-purpose sampling and some of the most common types are typical, unique, maximum variation, convenience and snowball/chain sampling (Merriam, 2009). Convenience sampling was chosen for this project because the selection was based on time, money, location, and availability. In the area where the research was done it was at the time only one lower secondary school that had an introduction class, and therefore this was the only sample available. Nonetheless, as previously mentioned, despite that one could argue whether it is or not it is fully generalizable to all cities in Norway, it may still provide useful contribution towards the topic of the research.

3.4 Qualitative observation

Merriam (2009) writes “observation takes place in the setting where the phenomenon of interest naturally occurs” (p. 117). In other words, observation is to study people in their natural surroundings. To be able to get accurate information and knowledge about a particular aspect, observation is often the only way to gather what you need (Christoffersen & Johannessen, 2012). In this research project, it was necessary to observe English lessons in introduction classes because observing lessons made it possible to see how teacher taught English in this particular setting. Before the observation I decided to concentrate on observing the teacher and not the pupils. The teacher aspect allowed me to narrow the focus of my observation. This decision was made so it was easier to know what to look for, and that the observation would have a structure (Merriam, 2009). Moreover, I will also describe how I was able to use the observations of the pupils completing the questionnaires as qualitative data.

3.4.1 Observation of teachers

In total, I observed 5 English lessons, and each lesson had a length of 60 minutes. The introduction class was divided into 3 groups based on English level: high, medium and low. In the high level group I observed 2 lessons, and in the medium level I observed 3 English lessons. It was not possible at the time to do any observation on the lowest level.

Gold (1958) categorizes a spectrum of four possible participant observer roles; complete participant, participating as observer, observer as participant, and complete observer. For this

research, observer as a participant was used. This is because I did not want to participate in any of the activities during my observation and that I wanted the participants to be informed that I was there to observe them.

Observer as a participant was also chosen for the research project because it made it possible to record my observation by writing detailed field notes. Merriam (2009) explains that it is more difficult to write detailed field notes when writing with pen and paper compared to recording the sessions, as it is difficult to see all the details and write them down at the same time. However, since I had a narrow angle (observing the teacher role) during the observation it was easier to know both what to observe and what I should write in my field notes.

3.4.2 Field notes

Writing reflective field notes during the observation allowed me to get a written account of what I as a researcher heard, could see, experienced, and thought, during the observation (Bogdan & Biklen, 1997, p. 107). Straight after each observation lesson, the field notes were transferred from handwritten notes, into a structured word document. This document also consisted of personal reflections that were not included in the handwritten notes. After I wrote the field notes into a structured word document, I went through the document and coded the field notes. I structured the codes into another document to get an overview of how the teachers taught English in their English introduction groups. This particular method was very useful for analysing the data.

3.4.2 Observation of pupils

As mentioned at the start of this chapter in section 3.3, I made interesting observations of the pupils when they filled out the questionnaires. The experience gave me an in-depth understanding of how complex this particular teaching situation can be. I chose to treat the observation itself as data, and therefore the questionnaire was also used as a qualitative method for this particular research project.

3.5 Semi structured interviews

In addition to observation, semi structured interviews were used to collect data for this project. The interviews were based on the observation I made at the start of the project. The interviews enabled the collection of in-depth data about the participants' views, perceptions, and opinions about teaching English in introduction classes (Easterby-Smith, 2008).

In this research project, semi structured interviews of two teachers was chosen. The semi structured interview guide gave me structure through the interview, but also the freedom of asking additional questions if it was necessary (Merriam, 2009).

3.5.1 Interview guide

The semi structured interview guide consisted of four topics; teacher background, introduction classes, English teaching in introduction classes, and topic areas in introduction English lessons (see Appendix 2). Each topic had several questions that were a mix between fact-, introduction-, transition- and key questions (Christoffersen & Johannessen, 2012). The interview guide can be categorized as highly structured, however the questions were open, and throughout the interview I asked additional questions that were not in the prewritten interview guide. The structured interview guide made it possible to build up the questions from more easy questions in the beginning, to more open and reflective questions towards the end of the interview. The result of this was that both teachers were comfortable and interested in the reflective questions, and they gave long answers that gave me the opportunity to ask important follow up questions.

Patton (2002) suggest that there are six types of questions to ask during interviews; experience and behaviour, opinion and values, feeling, knowledge, sensory questions, and background/demographic questions. The interview guide was a mix of experience and behaviour (question 9, 10, 17, 21, 22, and 23), opinion and values (question 11, 12, 14, 16, 20, and 24) knowledge (question 8, 13, 18 and 19), and background/demographic questions (question 1, 2, 3, 4, 5, 6, and 7). By mixing different types of questions, the interview guide had a wide focus. However, the interview guide also had four different topics that narrowed the focus in order for it not to become too wide. Question 12 (*If the pupil has a good competence in their first language, do they normally have a good competence in English? Is it possible to see a connection?*) in the interview guide is categorized as multiple questions; more than one question in the same question (Merriam, 2009).

The two interviews were completed on the same day after each other, so the first teacher was not able to tell anything about the interview to the other teacher. Both teachers were very interested in the project in general, and expressed that it was very important to get more knowledge in this particular area. Interview objects that are positive and interested in the

research contribute to long and reflected answers in the interviews (Jacobsen, 2015). The interviews were tape-recorded and transcribed.

3.6 Questionnaires

Using questionnaires is a systematic gathering of data from a selection of the population (Ringdal, 2009). In this thesis, the questionnaires facilitated the collection of quantitative data about demographic (age, gender, education background, and language knowledge), and descriptive details about the pupils' use of English. The questionnaire consisted of eleven questions. One of the questions was a combined tick-off question and writing the answer to the question. Four of the questions requested the pupils to write their answers. The last six questions were tick-off boxes with three different alternative answers. The questionnaire is attached as Appendix 1. There were eight pupils that were given the opportunity to participate, and all eight pupils completed the questionnaire.

A limitation of using questionnaire in my study was related to the reliability of the data gathered due to the uncertainty of whether the participants fully understood the language used. I believe that if I was to do this research one more time I would have used both an English and a Norwegian questionnaire, and I would have asked the pupils to chosen what language they preferred. In this manner, I could have improved the accuracy of the data collected. As mentioned above, this limitation resulted in being a direct observation, which was treated as a significant finding in the study. As the limitation itself proved to be beneficial, the limitation of using the questionnaires was mitigated.

3.7 Ethical considerations

As a researcher, I had an ethical responsibility for the informants. To ensure an ethical approach towards the sampling of data, I wrote an email to the principal with a description of the project, and requesting her to approve that the school would take part in the study. The purpose of contacting the principal was to ensure a transparency of the aim of the project so that she had sufficient information when deciding whether to participate or not. The principal at the school informed the English teachers for the introduction class about the project, and I was informed that they also agreed to take part of the project.

Because I was gathering data that concerned pupils, I considered it ethical to obtain a confirmation regarding if my project was subject to notification to the Norwegian Social

Science Data Services (hereafter NSD). In order to get a confirmation whether my project should be notified, I sent a notification to NSD. The notification consisted of a short description of the project, how I used electronically devices to save data, and the semi structured interview guide, and the questionnaire. The feedback from NSD was that my research project was found not subject to notification. Appendix 3 documents their confirmation.

As the nature of the study did not entail gathering sensitive data, the teachers and I agreed that the pupils' parents did not need to be involved. As the project was approved by NSD, the teachers and I felt comfortable with letting the pupils decide for themselves whether to take part of in the study or not.

The questionnaire involved some personal questions, and I deemed it appropriate to formulate the questions in a manner so that they would not be interpreted as impolite or judgemental. I reflected on that pupils in introduction classes might come from countries with political instability, and therefore they might find it sensitive to talk about the country they are from. Moreover, as it was most important for the research to get information about where they went to school, and how many years the pupils had attended school, I refrained from asking the question "Where are you from?", and I instead asked, "What country did you live in before you moved to Norway? If you have lived in more than 1 country, write all the countries you have lived in". By formulating the question in this manner, I diminished the ethical concern of the nature of the questions.

I was obligated to make sure that the pupils understood what they approved to be a part off (Ingierd, 2010). With the help from the teachers, the pupils were explained both in Norwegian and in English that the questionnaire was voluntary and not compulsory.

All the data from the informants was kept anonymous, and I maintained a professional secrecy (Christoffersen & Johannessen, 2012). Even though the teachers and school were anonymous, the recorded interviews were deleted when I had completed the analysis and discussion, and when I evaluated that I no longer needed the transcripts. Jacobsen (2015) argues that recorded data should always be deleted, even if it is almost impossible to identify the people involved.

3.8 Validity and reliability

As a researcher, I was concerned with producing valid and reliable knowledge and at the same time have an ethical perspective in the process. Merriam (2009) explains that "validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which the data is collected, analysed, and interpreted, and the way in which the findings are presented" (p. 210).

Validity is the extent to which the data measures what it is supposed to measure. In other words, validity looks at if the research is credible (Merriam, 2009). Given that I carried out the observations, interviews, and analysis, there was a possibility that the results would be coloured by my own personal opinions and perceptions. Merriam (2009) argues that qualitative research can never capture the full truth or reality, but that it is possible to increase the credibility of the findings. To increase the credibility in the findings, I decided to use the following four methods. Firstly, I used observation, secondly, I interviewed two teachers, thirdly, I gave the pupils a questionnaire, and fourthly, I observed the pupils when they completed the questionnaire. Another strategy I used to increase the validity was to form questions in the interviews that were based on the findings in the observations. This allowed me to get feedback on my findings from the teachers who were interviewed (Merriam, 2009). The teachers could therefore answer and explain some of my interpretation based on their personal experience, and thereby increase the validity in the findings (Merriam, 2009).

Reliability refers to the idea that if another researcher did the same study, it would yield the same result (Merriam, 2009). In qualitative research, it might be problematic to look at the reliability because human behaviour is never static, and a specific situation can be repeated, but will not be exactly the same. Merriam (2009) argues that as the same data can be interpreted in several ways, it can provide different results. However, the aim in qualitative research is not that the findings can be replicated, but that the results are consistent with the data collected (Merriam, 2009, p. 221). For this research, I have attached the interview guide and the questionnaire. Attaching the interview guide and questionnaire increases the transparency, enabling other to repeat the exact same investigation.

3.9 Data analysis

Due to the nature of my qualitative and quantitative research, data collection, data reduction, and data analysis occurred in a cyclical process (Blaikie, 2010). I engaged in a cyclical process of collecting data from observation, interviews and questionnaire, later reducing the data, and analysing the data. This process enabled me to derive concepts and meanings from the gathered data, and to consequently implement and further develop these in a subsequent data collection period. Analysing the data in a manner that was in line with an inductive research strategy was necessary to get an in-depth description of teaching English in introduction classes, and the challenges and facilitating factors that can occur in this teaching situation (Blaikie, 2010).

The data was analysed during and after the data collection period by using narrative analysis, in order to implement and investigate new concepts and ideas throughout the data collection. Analysing the data using narrative analysis was valuable as I was able to understand how teachers teach English in introduction classes, and to find some of the challenges and facilitating factors of this teaching situation. As Smith (2000) states, the narrative analysis allowed me to get detailed information that may be unavailable by other means of data analysis, such as in-depth understanding of this particular teaching situation, and therefore it benefited my thesis focus.

In summary, the methodology used in this thesis allowed me to collect, interpret, and analyse in-depth data of how teachers teach English in introduction classes, and what the teachers' main challenges and facilitating factors are when teaching English in introduction classes. The main findings and the analysis are presented in the two following chapters.

4.0 Chapter - Findings

In this chapter, the findings of the research will be presented. This section includes quotes and citations from the interviews conducted. The intention of this chapter is to give the readers a closer look, and a connection to the data material. When the readers themselves can interpret the questionnaire, how the teachers teach, and what the teachers answered in their interviews, the result can get a higher level of reliability. Through this chapter, I will look at the main findings that answers the research questions: *How do teachers teach English in introduction classes in lower secondary school, what are the main challenges of teaching English in introduction classes in lower secondary school, and what are the main factors that facilitate teachers when teaching English in introduction classes?*

4.1 Observation

The aim for the observation was to get an understanding of how teachers teach English in introduction classes, and what their main challenges and facilitation factors are when teaching in this exact situation. In the observation, it was therefore natural to observe how the teachers teach and also to look at their teaching techniques. As previously stated, in the very beginning of the research I was told that the introduction class was split into three different levels in English: low, medium and high. In the Norwegian school “Pupils shall not normally be organised according to level of ability” (Section 8-2, The Education Act, 2012). This means that it is not common in the Norwegian school to divide the pupils into levels, however, since the law states *normally* it is not prohibited to organize groups after level of ability.

4.1.1 The high level

In the high level group, the teacher had 9 pupils, but during the two lessons that were observed, there were 5 pupils in the first lesson, and 4 pupils present in the second lesson. The size of the group is in the Norwegian school relatively small, as it is normal to have one teacher for every 20 to 30 pupils. All the pupils in the group contributed in the lessons, and it seemed like they felt very comfortable with speaking English. The English level was in my opinion very similar to a normal standard of English in lower secondary school.

In analysing the lessons, I broke down the teaching activities for Teacher 1 into the following types:

- Showing: teacher showed the pupils something (photo, film, map, body movement etc.).

- Explaining: teacher explained the content, grammatical rules, or what was going to happen.
- Reading: teacher or the pupil read.
- Conversation: teacher and pupils had a conversation.
- Writing: teacher or pupils wrote.
- Listening: teacher and pupils listened to a song or voice audio of a text.
- Translation: teacher or pupils translated from one language to another.
- Questions: teacher asked questions.
- Information: teacher gave information.

Table 2 below shows the teaching activities in the first lesson, which involved five pupils. T1 means Teacher 1 and the red writing is the teaching activities.

Teaching activities	Explanation	Language
Questions	T1 asks the pupils questions	English
Showing	T1 points on a map	English
Explaining Showing	T1 points at and describes pictures in the book	English
Reading	T1 gets pupil to read	English
Conversation Questions	T1 and the group have a conversation about the content in the text	English
Reading	T1 gets pupil to read	English
Conversation Questions	T1 and the group have a conversation about the content in the text	English
Reading	T1 gets pupil to read	English
Conversation Questions	T1 and the group have a conversation about the content in the text	English
Explaining Showing	T1 explains something about the text by showing a dance (uses body language)	English
Explaining	T1 talk about the next text they are reading. Gives some information about the content	English
Writing	T1 writes two words on the whiteboard and ask the pupils to write them down in their book	English
Listening	T1 uses a CD to listen to the text in the book	English

Conversation Questions	T1 and the group have a conversation about the content in the text	English
Information Translation	T1 gives information about the homework	English Norwegian Translate the word “homework” to “lekse”
Reading	T1 asks the pupils to read the text they just listen to in groups of 2-3 pupils	English
Questions	T1 asks question to the pupils, no answer and then the lesson is finished.	English

Table 2: The structure of the first lesson by Teacher 1

In lesson 1, T1 had a focus on reading as well as oral activity, and she did this by asking a lot of questions to the pupils about texts they were reading. Teacher 1 spoke English throughout the lesson with the exception of translating one word into Norwegian, viz. *homework*.

The second lesson involved four pupils. The structure of this lesson is outlined in table 3 below.

Teaching activities	Explanation	Language
Information	Gives a test back, information about how some of the pupils have failed because they used their phones	English Norwegian Mostly in Norwegian
Conversation Translation	T1 and the group go through the homework. The pupils translate words from English to Norwegian. Not everyone had understood the homework task	English Norwegian
Conversation	Teacher asks the pupils to explain the words they translated in English	English
Explaining	T1 explains that she is going to read a poem and she wants the pupils to pick a favourite line	English
Reading	T1 reads a poem to the group	English
Conversation Questions	T1 asks the group questions about the content in the poem. Some pupils struggles	English

	with understanding “favourite line”	
Information Writing	T1 asks the pupils to write down the glossaries in the textbook while she finds an AUX cable	English
	Some of the pupils do not understand that they were supposed to write down glossaries	English
Explaining	T1 gives information about a person	English
Conversation Explaining	Pupil finds it difficult to understand the difference between a person from India and Indians, T1 explains	English
Conversation Questions	T1 asks the pupils some questions	English
Listening	T1 plays a song	English
Conversation Explaining	T1 asks questions about the content of the text, pupils do not understand the questions and T1 has to explain	English
Conversation Explaining Questions Translation	T1 and the pupils go through the glossaries of a text. T1 uses two different techniques to make the pupils understand the words: translation and questions.	English Norwegian
Information	T1 gives information about the homework	English
Explaining Showing	T1 explains a task the pupils are going to do. Explains several times and uses her body language to emphasise.	English
Listening	T1 ends the lesson with another song	English

Table 3: The structure of the second lesson by Teacher 1

In lesson 2, T1 had a focus on oral activities and concept learning. I observed that T1 used the pupils' English competence to teach them new Norwegian words. In this lesson, the pupils did a written activity where they practised to write interview question as a reporter. Moreover, I observed during this lesson that T1 had several language problems with the pupils; they did not understand what T1 asked them to do. These language problems were often solved by T1 when she explained it in another way, and used her body language (movement) to emphasise.

4.1.2 Activity summary for T1: lessons 1 and 2

Table 4 below shows the summary of the different teaching techniques T1 used in the two lessons. The numbers in blue are the teaching techniques T1 used the most, and represent the teaching activities that were used at least 4 times during one lesson. Table 4 demonstrates that only one of the teaching techniques was used at least 4 times in both lessons. This technique is *conversation*. The below table demonstrates that in the high group, every teaching activity was used at least once in both lessons.

Teaching activity	Lesson 1	Lesson 2
Showing	3	1
Explaining	3	6
Reading	4	1
Conversation	4	7
Writing	1	1
Listening	1	2
Translation	1	2
Questions	6	3
Information	1	3

Table 4: Activity summary for the lessons by Teacher 1

4.1.3 The medium level

In the medium level group, the teacher had three pupils. Even though the group only had a few members less than the high level group it appeared to me to be significantly smaller in size. Since I had observed the high level group first, I was able to compare the two levels, and indeed the difference was noticeable. In the high level group, the pupils' English competence was at a lower secondary school level, while the English competence at the medium level group was approximately at second to fourth grade in primary school.

In analysing Teacher 2's lessons, I broke down to the same teaching activities as teacher 1, but I also had to add three more activities:

- Pronunciation: pupils practised pronunciation.
- Drawing: teacher or pupil drew.
- Role-Play: oral activity exercise.

Table 5 below shows the teaching activities of Teacher 2's first English lessons, which involved three pupils. Again, T2 means teacher 2, and the red writing is the teaching activities.

Teaching activity	Explanation	Language
Conversation	T2, pupils and myself say our names	English
Writing	T2 writes 9 English words on the whiteboard	English
Pronunciation	T2 asks the pupils to repeat each word after her	English
Questions Conversation Drawing	T2 asks the pupils to explain what the 9 words means. Then the pupils make drawings of the different words on the whiteboard	Norwegian
Conversation	T2 does not know what a English word is in Norwegian and asks me what it is	English Norwegian
Questions	T2 asks 3 questions about the content of a text in the book. Pupils do not answer	English
Speaking	T2 says that they read this text last lesson	Norwegian
Question	T2 asks another question about the text. Pupil answers	English
Questions	T2 asks several more questions about the text	Norwegian
Conversation	T2 and the pupils have a conversation where they answer the question T2 asks them.	Norwegian
Conversation Showing	T2 asks the pupils some more questions and points on the words on the whiteboard and asks the pupils to use these words when they answer	English
Reading Pronunciation	T2 and pupils use different reading techniques to read a text in the book. <ul style="list-style-type: none"> - T2 reads first, then both T2 and pupils together. - One pupil reads 	English

	alone, T2 stops reader and the next pupil reads	
Questions	T2 asks questions to the pupils about what they had just read	English Norwegian
Translation	T2 translates the text	Norwegian
Questions	T2 asks the pupils questions, they answer	English
Reading Pronunciation	T2 reads first, then both T2 and pupils read together.	English
Information Translation	T2 gives information about the homework: translates the words on the whiteboard to their first language	English Norwegian First language
Drawing	T2 asks the pupils to draw a picture that relates to the text	Norwegian

Table 5: The structure of the first lesson by Teacher 2

In this lesson, the main focus was on oral activities: conversation, pronunciation practise, and reading. Overall, T2 used a lot of different teaching techniques throughout the lesson, she often explained the same topic by using several different teaching techniques, and she used drawing as a method for concept learning. Throughout the lesson, I observed that T2 spoke both English and Norwegian. Often when T2 asked questions to the pupils she would say it in English first, and then repeat it in Norwegian. At the end of the lesson, T2 gave the group homework: to translate words from English into their first language. These words were the same that the pupils had drawn and practiced to pronounce. The small group was in a big classroom and the pupils did not sit next to each other. I will later in the text reflect upon the significance of this.

Table 6 shows the structure of the second lesson given by Teacher 2. This lesson also involved three pupils.

Teaching activity	Explanation	Language
Reading	T2 asks pupils to read some glossaries out loud	English
Showing	T2 shows photos on a computer	English
Questions	T2 asks, “one photo does not fit, why?” Pupils answer correct	English
Drawing	T2 draws a “coats of arms”	English

	on the whiteboard	
Showing	T2 shows the Norwegian coat of arms on the computer	English
Questions	T2 asks questions about the Norwegian coat of arms	English
Writing	T2 writes 3 different sentences on the white board and asks the pupils to write them down in their writing books	English
Showing	T2 shows 3 different coat of arms	English
Questions	T2 asks who the arms belongs to, pupils answer	English
Questions Translation	T2 asks about colours and animals in each arm. Pupils struggle with colours in both English and Norwegian	English Norwegian
Writing	T2 asks the pupils to underline the verbs in the 3 sentences on the white board. Pupils underline the substantives. T2 underlines the verbs.	English Norwegian
Writing	T2 writes has and have on the white board	English
Questions	T2 asks what the difference is between has and have. Then asks in Norwegian why do we sometimes use has and other times have? No answer	English Norwegian
Writing Explaining	T2 writes on the board 1 st person he/she/it has 2 nd person I, you, we, they, have Explains by giving examples	English Norwegian
Writing	T2 asks the pupils to write down the 1 st and 2 nd person rule	English
Writing	T2 writes - ? -Yes, Arthur has a sword -? -No, Merlin does not have a crown	English
Translate	T2 translates the answers	Norwegian
Writing	T2 writes -Does Arthur/he have a sword?	English

Questions	T2 asks what should be written in the second questions. Get an answer from pupil “Merlin has a crown?. T2 asks for the missing word and pupils understand “does”	English
Writing	T2 writes 3 words on the white board	English
Question Translation	T2 asks, “how do we ask har du en søster?” → “Do you have?”	Norwegian English
Conversation Role-play	T2 asks 1 pupil to be King Arthur and another pupil to be a knight. Pupil asks each other question with the help of words from the whiteboard. “Do you have?” answers “Yes I have” or “No I don’t have”	Norwegian English
Drawing	T2 asks the pupils to draw their own coat of arms	English
Information	T2 gives information about homework.	English

Table 6: The structure of the second lesson by Teachers 2

In lesson 2, the main focus was on oral activity and grammar learning/practice. The theme of the lesson was the story about “Arthur” and “coat of arms”. In the beginning of the lesson, T2 asked the pupils questions about colours and animals in different coat of arms. The pupils were not able to answer these questions in English. At the start of the lesson, T2 communicated mostly in English, but when she explained grammar, she used a lot more Norwegian than English. In this lesson, T2 used different teaching techniques to explain the same grammatical rules: writing (both T2 and pupils), question asking, conversation, translation, and role-play. For this lesson, the group did not have a classroom and instead they had a small room with a round table.

Table 7 gives the structure of Teacher 2’s third lessons, which also involved three pupils.

Teaching activity	Explanation	Language
Pronunciation	-T2 pronounces the word, then one pupil pronounces the same word -T2 pronounces the word,	English

	and then the pupils together pronounce the word.	
Pronunciation Writing	Glossary test: T2 pronounces a word two times, pupils write the word.	English
Showing Questions	T2 shows a film clip on her computer: no conversation in the clip, just body language and music. T2 asks the pupils questions during the clip	English Norwegian
Writing	T2 writes on the whiteboard: + I have a new phone / Name has a new phone - I don't have a new phone/ "Names" doesn't have a new phone ? Do you have a new phone? / Does Name have a new phone	English
Explanation	T2 reads the sentences she wrote	English
Writing	T2 writes on the white board: I have You have → Teacher I / Pupil have/has	English
Writing	T2 asks the pupils to do an exercise in their workbook	English
Writing Explanation	T2 writes on the board to explain the exercise in the workbook I do / You do /He, she it does → Entall We do / you do /They do → flertall	English Norwegian
Information Translation	T2 tells the pupils that their homework is to translate sentences to first language	English Norwegian First language

Table 7: the structure of the second lesson by Teacher 2

In lesson 3, the main focus was communication (oral activities) and grammar learning. At the beginning of the lesson, T2 and the pupils practised pronunciation, and afterwards the same words were practised in written form in a glossary test. After the test, T2 showed the pupils a

film clip on her computer. The film did not have any conversation, only music, and the characters used body language as their communication instead of talking. During the film clip T2 asked several questions to the pupils and they answered. The questions were short, but the majority of them were questions that the pupils had to answer by saying more than yes or no. I observed that in this lesson, T2 talked more in English than she had done in the other lessons. After the film clip and oral activity, the rest of the lesson was grammar learning where T2 used the white board to explain, and after the pupils did exercises in their textbooks. At the end of the lesson, T2 explained the homework: to translate the sentences in their exercise book to their first language.

4.1.4 Activity summary for T2: lesson 1,2, and 3

Table 8 below shows the summary of the different teaching techniques T2 used in the three lessons. The numbers in blue are the teaching techniques T2 used the most. These represent the activities that were used at least 3 times during one lesson. Two of the techniques were used more than 3 times in two of the lessons: *writing* and *questions*. In table 8 it is demonstrated that many of the techniques were used more than one time, and that often the technique that was used in one lesson, was not used in the next. There are 7 orange numbers and these represent that T1 did not use the teaching technique in the lesson. In table 8 it also becomes apparent that not one of the teaching techniques was used at least 3 times in all of the lessons.

Teaching activity	Lesson 1	Lesson 2	Lesson 3
Showing	1	3	1
Explaining	0	3	1
Reading	2	1	0
Conversation	5	1	0
Writing	1	8	5
Translation	2	3	1
Questions	6	7	1
Information	1	1	1
Pronunciation	3	0	2
Drawing	2	2	0
Role-play	0	1	0

Table 8: Activity summary for the lessons by teacher 2

4.2 Questionnaire

As mentioned before, the most important data collected of the questionnaire was not what the pupils answered in the questionnaire, but the experience and observation of when the pupils answered the questionnaire. After observing the high level English group I made the questionnaire in English, however, after I observed the medium level group I changed it from English to Norwegian. All the pupils were given the Norwegian version of the questionnaire. Both groups completed the survey at the same time in the same room. The pupils in the medium level seemed to have no problem with answering the survey in Norwegian. However, in the high group, most of the pupils seemed to struggle, and it became a somewhat chaotic situation. It would have been beneficial to go through the questionnaire questions and explain them in both English and Norwegian before the pupils answered the questionnaire.

Even though it was the observation of the questionnaire that was the most important findings, the questionnaire also provided quantitative data about demographic (age, gender, education background, and language knowledge) and descriptive details about the pupils' use of English. In the survey, there were 8 pupils: 5 boys and 3 girls at the age 13-15 years old. Out of the 8 pupils, there were only 2 of the pupils that had the same nationality (Poland). In the group of participants, 2 of the pupils answered that they had lived in two different countries before they moved to Norway, namely Eritrea/Sudan and Syria/Turkey. The rest of the pupils came from Croatia, Lithuania, Somalia, and Romania. Thus, in a small group of 8 pupils, 7 different nationalities were represented plus an extra 2 countries that 2 of the pupils also had lived in. This means that the group consisted of many different cultures, religions, languages and educational backgrounds. Appendix 4 shows the results of the survey; below I present the results that I found to be most important.

Question 4: How many years did you attend school before you moved to Norway?

Years	6	7	8	9
Pupils	1	3	2	2

The answers from question 4 showed that the pupils had attended school from 6-9 years. Thus, this shows that everyone had some education before they moved to Norway. The difference between 6 and 9 years are 3 school years.

Question 5: How many years did you have English at school before you moved to Norway?

Years	3	4	5	6	7	8
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Pupils	1	1	1	1	2	1
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One of the pupils did not answer this question correctly, the pupil answered, “yes” instead of a number and therefore there are only 7 answers. The participant’s English educational background varied between 3 to 8 years. Even though the survey was anonymous, it is likely that the participants in the medium level answered that they had 3 to 5 years of English education, while the participants with 6 years or more of previous English education, were from the high level group. There is no way to be certain regarding this, however it is a realistic assumption.

Question 7-10

Question	Often/Every day	Sometimes	Never
7. Do you talk English in other subjects?	3	3	2
8. Do you speak English in your school breaks?	3	3	2
9. Do you speak English with your friends after school?	3	4	1
10. Do you write English on the Internet or in text messages?	6	0	2

Question 7 to 10 gave an idea of how the pupils used English to communicate at school, in their spare time and when they wrote on the Internet and in text messages. The result indicated that most of the pupils used English when they communicated often/every day or sometimes. The result reflected that there were 2 pupils that never used English in other subjects, in their breaks, or when they wrote on the Internet or in text messages. It is a realistic assumption that these pupils were part of the medium group, since their English competence was not sufficient in order for them to use English in their daily life.

Question 11: Do you learn new Norwegian words in your English lessons?

Yes	No
7	1

All of the participants except for one answered that they learned new Norwegian words during English lessons. This was something I had observed during the lessons and therefore I wanted to investigate whether the pupils understood this themselves.

4.3 Interviews

After I observed and looked at the results from the survey, I was left with some questions I wanted to ask the teachers. The interviews were lengthy, and I have included in this section what I find most crucial for this thesis.

4.3.1 Teacher 1

Teacher 1 had worked as a teacher since 1986 (30 years) and had worked in this introduction class since 2000. She held a degree in teaching grade 8 to 13 in English. She also had a competence in teaching minority pupils since she had taken the course *Norwegian as a second language*. Teacher 1 informed me that she had the responsibility for allocating new pupils into the different English level groups. To be able to understand the pupil's English competence she used a mapping tool from udir.no. When I asked her what she thought the benefit was of dividing the pupils into the different groups, she answered the following:

Emhh their levels are so different because emhh some of them have never learned English before. So they know sort of nothing. And others have been learning English for years. So the level is from emhh first grade in the Norwegian system to 10th grade. And some of them start in Norwegian classes if they are very clever in English. They can start in an ordinary class at once. After a month or two. X did that. Do you remember him? (One of the pupils started in an ordinary 9th grade English lesson)

Teacher 1 replied the following when I asked her whether she could see a connection if the pupil had a good competence in their first language, for example if they were really good at writing and reading, could she see this similarly in their competence in English, or was it very different from language to language?

Emhh yeh normally you can see that because if you are very clever in you own language you probably have gone to a good school and you probably have learned English. So that connection will be there. But it depends on where you come from. Because if you come from Eritrea you have learned English and if you come from

Somalia you haven't. So..... It depends, it depends on country. If you are from Nigeria you are good in English and yeh, so it depends on the country. If you are from Thailand you don't know sort of anything. So. Depends on country mostly

I had observed in Teacher 1 lessons that she did not include the pupils' first language. Since I had only observed two lessons I wanted to ask her about it. She explained that she did not really do that because the pupils did this automatically, if it was something the pupil did not understand, either in English or Norwegian, they translated into their first language. I had also observed and asked in the questionnaire if English lessons contributed to learning new Norwegian words, and when I asked Teacher 1 about this she answered "*I do. I do. Because I translate this is that. So my thought is to teach them Norwegian too. But English is my prime object in English lessons of course. But I use Norwegian too*". Close to this topic was the question about whether learning English was in the way of learning Norwegian or if learning English improved the pupil's Norwegian knowledge. Teacher 1 explained that if a pupil is illiterate they should not start learning English as well as Norwegian. However, most of the pupils have some English skills and therefore this competence should be developed instead of paused. She then said, "*Because in "barneskolen" (primary school introduction classes) they have decided not to teach them English. And we say, "well that means that they don't know English when they come to comprehensive school here". That does not benefit them. Because they have to learn English.*"

As mentioned previously on numerous occasions in this thesis how to create adjusted education for all the pupils is crucial yet difficult. I asked Teacher 1 how she adjusted her English lessons and she answered

Emhh. I consider that everyone participates. That they hopefully talk English in the lesson. Hopefully learn perhaps some new words. Hopefully write something during the lesson. So trying to use.. Ehhh.. All the skills you have in English. So using the language in different ways. That is.. And trying to vary the way we work. Yeh. More or less

In other words, practising basic skills and using variety in the lessons is Teacher 1's most important key to adjusting her lessons.

In the last part of the interview Teacher 1 explained that they made a plan for each school year regarding what they were going to teach in English. This enabled a red thread in the

program. I asked her who decided what topic areas, and what the pupils should learn in the English lessons and she answered

Well I suppose the people that write the books. (Laughter) More or less. I mean they of course use the "plan". "K06 bestemmer jo". "Hva som skal".. "Men det er klart". "Jeg gikk over til å snakke norsk nå". Emmhh. (translation: K06 decide. What is included. That is for sure, I started talking Norwegian now.) We decide what book to use and of course that decides more or less what we use. But of course I choose. I decided to skip some sport because I thought we had done something similar so we took another chapter that seemed more interesting. So I choose between chapters and themes.

Teacher 1 then explained that she did not use the Knowledge Promotion Reform (hereafter K06) when they decided what they were going to teach the pupils. Then she clarified that the textbooks they had were a problem *"the English books that are available and these books are meant for younger children. So they are not at the beginners level. So they are not very suitable for our young people"*.

I also asked Teacher 1 if she thought it was possible to make curriculums for the different subjects in introduction classes. Teacher 1 was very positive to this and though it was a great idea, but a very large job. She said that if it were made like the curriculum for basic *Norwegian for language minorities* it would be a very good tool for teaching English in introduction classes.

4.3.2 Teacher 2

Teacher 2 had worked at the school for 2 years. She started as a teaching assistant to practice and learn Norwegian herself. When her Norwegian competence was good enough she became a teacher for the introduction class. Teacher 2 held a bachelor degree in Chinese. In addition to a bachelor degree she had also undertaken other courses: English as a second language, and different pedagogical subjects, including multiculturalism. Teacher 2 was not responsible for the mapping of students, however she commented the following when I asked her about the importance of the mapping:

And also IFK (introduction class) is the class in this school that is the smallest class. It is quite much interaction between pupil and teacher. So first off all I would say that orally. How we test them. Not really test them but what you experience in the class.

Teacher 2 emphasised that what they experience in the classroom everyday is also a mapping tool and not only the tools provided by Udir. The interaction between teachers and pupils is how you really understand the pupil's competence level.

When I asked Teacher 2 about the benefit of dividing the pupils into levels she answered

I like it much better than the big groups. It is much. It is easier to control the group. It is easier to get a more personal relationship with you pupils. It is easier to pick up the difficulties if they have. They are also more brave. Especially in the multicultural class. We have Muslim girls who are not allowed to talk to or sit next to a boy for example. So it is easier in a smaller group.

Teacher 2 agreed with Teacher 1 that it was necessary to divide the group because of the level difference, but she also said that she found it easier to teach them because they felt more comfortable in smaller groups. She also mentioned the problem when different cultures met in a classroom.

From my observation I knew that Teacher 2 incorporated the pupils first language in her English lessons. When I asked her if she used the pupil's first language when she taught them English she answered *"Maybe with grammar sometimes. Maybe I should a little bit more. When my student comes up with "oh this is the same in Arabic" or something like that"*. Because she did not herself answer that she often made the pupils translate word or short sentences from English to their first language, I told her that I had observed it in her class. She then agreed that she did use the pupil's first language more than she thought. However, she said that she should have used it even more since she experienced that it was a very helpful tool to learn both English and Norwegian. I had observed that Teacher 2 spoke a lot more Norwegian than Teacher 1, so I asked her if she used much Norwegian in an English lesson and she answered

I try not to. Especially because of X on of my students have better English than Norwegian skills. And I also believe that language teaching is about that the teacher also interacts with the language. And then. Yeh it was not so much Norwegian. If I can see on their eyes that it is not understandable for them we translate. But I try to also communicate with them in English like "how are you?", "what have you done?" and "what did you do yesterday?" or "how was your weekend" and so on. And then they answer

Teacher 1 explained that she wanted to use as much English as possible, but that it was necessary for her group to use Norwegian to translate in order for some of the pupils to understand. When I asked her if she used Norwegian to learn English or English to learn Norwegian or both she answered, *“It depends on the students. One of my students has better English. For him English is a tool more to learn Norwegian. But for others Norwegian comes up first.”*

Teacher 2 explained that when she planned the lessons, she often had one week with a focus on learning new words/ pronunciation, and then the next week would have a focus on grammar. When we talked about adjusting lessons so that every pupil would learn and develop she answered

I try to use all the five skills and all the competences to make them use them and also I don't want it to be boring for them... That was like the focus was on pronunciation and that “does lessons” for example. We read the text together then we read the text with just one sentence one by one and then we picked out some words we didn't understand and then we wrote it down and then after that we maybe like ehh picked pictures and also we had to explain them. The aim should have been to explain them in English but we could not expect that of course. And also variety is very much also in focus. I don't want to have boring lessons, I don't want to sit and bore them.

Variety, that the pupils understood, and the different skills, was the aspects Teacher 2 focused on when she adjusted her lessons.

In the last part of the interview, Teacher 2 told me that she had made a whole year plan for this group in English, but that it was based on the themes from the textbook they used and not K06. She went through the textbook and looked at what she thought was the most relevant and, put this into her year plan. She explained that it was difficult to make a plan like this because it was impossible to anticipate what the pupils actually knew, and if they needed one lesson or four weeks to learn something. Teacher 1 was very positive to the Department of Education making an English curriculum for introduction classes, while Teacher 2 was much more sceptical to this; *“I don't. It is even impossible to make one for our own class. So how would you do it for the whole country?”*

5.0 Chapter - Discussion and analysis

This chapter is an integrated analysis and discussion on the extent to which and how my findings in the previous chapters have answered my research questions.

5.1 Research question 1

How do teachers teach English in introduction classes in lower secondary school?

5.1.1 Teachers create a year plan that is not based on a curriculum

My findings were that the teachers used textbooks to decide what to teach in the introduction class. This indicates that it was the teachers themselves that choose what they included in their lessons. As my findings showed, the teachers wrote a year plan for their English group at the beginning of the school year. As Teacher 1 explained, it was challenging to make a detailed plan, as one could not predict how long the pupils needed to learn something new. One could argue that the fact that individual teachers have to create a year plan is a weakness of the introduction program, as the year plan will reflect the individual teacher's competence and interest in the subject, rather than being based on a guideline created by The Knowledge Promotion Reform. I will discuss, in section 5.2 below, how the teacher's competence, and the lack of curriculum for English in introduction classes, can be seen as two main challenges in this teaching situation.

5.1.2 Using the pupils first language competence when teaching English

My findings seem to support those of Jessner (2008) where she argues that pupils will consciously and unconsciously compare the language they are learning with their first language. As Teacher 2 stated, she experienced that it was a very helpful tool to teach both English and Norwegian. Although Teacher 1 did not use the pupil's first language when she taught English, she stated that the pupils did this automatically, and if it was something the pupil did not understand, in English or Norwegian, they translated into their first language. A reason why she did not consciously use this technique could be that she did not find it as a useful teaching technique, or that she has not been given training in this teaching method. This is a challenge that I will discuss further in section 5.2. The significance of this finding is therefore also in line with those of Jessner (2008) where she states that teachers should use the pupil's knowledge of their first language as a resource. This resource should also be used when teacher teach English in introduction classes.

5.1.4 Variety in the teaching techniques

My findings were that the teachers had a focus on variety in their English lessons. The teachers themselves in the interviews indicated that variety was extremely important to create adapted education and that all the basic skills should be incorporated in the lessons. I made an observation of the teaching techniques the teachers practised when they taught English. The findings were that Teacher 2 had more variety than Teacher 1 in her lessons. I observed that both teachers used several techniques to explain one topic in an English lesson. Moreover, I could see that Teacher 2 had to do this more often than Teacher 1. Since the English level was much lower in Teacher 2 groups it is a realistic assumption that when the level is lower the same topic needs to be explained with different teaching techniques. The finding of using different teaching techniques to explain the same topic can be seen in section 4.1. However, my findings do not seem to indicate if variety in teaching techniques is significant for teaching in this particular situation, and can therefore be a limited resource for the thesis. Moreover, it could be reasonable to presume that variety in teaching techniques can be important in all language learning situations.

5.1.5 Organizational and pragmatic language competence

My findings indicate that the teachers used Bachman model (as cited in Baker 2011) of language competence, as they included both organizational and pragmatic competence in their teaching. For example, both teachers used role-play where the pupils wrote interviews as a teaching activity to practise both organizational and pragmatic competence. In interview activities the grammatical knowledge of how to formulate question was practised, in addition the teachers also taught the pupils how to conduct interviews. I believe it is interesting that teachers used Bachman's model of language competence in introduction classes, however my findings do not seem to indicate this technique is specifically relevant for this teaching situation. It could be reasonable to presume that this technique is general for all language learning situations. Therefore, I choose to not discuss this technique further.

5.2 Research question 2

What are the main challenges of teaching English in introduction classes in lower secondary school?

5.2.1 Lack of curriculum in introduction classes

As stated in the start of this chapter, one of the main findings is the challenges related to the lack of curriculum in introduction classes. As discussed in my literature review, section 2.1, the Norwegian Directorate for Education and training (2012) states that schools are allowed to make exceptions from the national guidelines in introduction classes, and therefore every school can decide for themselves what they want to teach in introduction classes. This means that the content in one introduction class can be very different in another introduction class. This is also in line with the observation I made, as the two teachers taught separate content in the two groups I observed. Teacher 1 also highlighted that making an English curriculum for introduction classes was a brilliant idea. Noteworthy, Teacher 2 was more sceptical and stated that this would not be possible because of the level difference. In order to analyse these findings, I looked at the curriculum for *Norwegian as a second language*, to compare the guidelines of teaching *Norwegian as a second language* with teaching English in introduction classes. The curriculum for *Norwegian as a second language* is divided into grades and each grade has 3 levels (Norwegian Directorate for Education and Training, 2007). This means that it is considered that even though the pupils have the same age, they might not have the same language knowledge in Norwegian. The curriculum is in other words organized so that one-size- does not – fit- all (Cummins & Schecter, 2003). I argue that an English curriculum for introduction classes based on best practise and Cummins & Schecter (2003) one-size- does not – fit- all theory could potentially aid teachers. I also argue that creating a curriculum for English in introduction classes could possibly also limit the weakness associated with teachers individually creating a yearly plan. As I mentioned at the start of this chapter in section 5.1.1 it could be a weakness that a yearly plan is based on the teachers' own competence and interest, and hence a teacher with limited competence and interest could possibly make a less suitable plan compared to a teacher with more competence and interest.

5.2.2 Lack of textbooks for teaching English in introduction classes

As we have already seen in section 2.1, for introduction classes, the only textbooks available in lower secondary school are for *basic Norwegian for language minorities*. My findings in this study was that the textbooks the teacher chose to use for the high level group was suitable, while the book that the teacher used for the medium group was arguably not as suitable. My findings through the observation was that the *English level* in the textbook was appropriate for the medium group, however, the *content* of book was aimed at 4th grade, and therefore it seemed to me that the pupils did not find this very interesting. It could be argued

that this follows Gibbons (2003) findings, as it emphasises that it is important to create linguistic bridges between language learning and content, so the pupils can create mediating language learning. When it is difficult to find suitable teaching material it will be problematic and challenging to create mediating language learning for the pupils in introduction classes. My observation also seemed to be in line with the teachers' perspective. Teacher 1 stated that the books available were not suitable for young people. My findings indicate the importance of having appropriate teaching materials.

5.2.3 The challenges of sufficiently preparing teachers to teach in the cross-cultural and multilingual classroom

My findings seem to contradict the research done by Andrews (2010) who argues that a teacher teaching a second or third language should have teacher language awareness, which includes a basic knowledge of the pupil's first language. My findings in this study did not indicate that the two teachers had this type of language awareness of the seven different languages one could assume the pupils spoke. The findings suggest that the only relevant competence of the two teachers was that Teacher 1 had undertaken the subject called *Norwegian as a second language*, and Teacher 2 the pedagogical subject *multiculturalism*. Interestingly, none of my findings seem to directly imply that this was a significant problem. However, in retrospect I believe this is a topic I should have investigated further, as I do not believe I have sufficient data to make a conclusion on this topic. I consider this topic important in teaching English in introduction classes since the pupils with many different first languages will be placed in one class. The optimal situation would be that the teacher had language awareness in all these languages. Adding to this challenge is the lack of language awareness training in the English subject in the teaching degrees in Norway (Surkalovic 2014). One could argue that newly educated English teachers are not sufficiently prepared to teach in the cross-cultural and multilingual classroom, because they do not have a general language competence in foreign languages in their English education.

5.3 Research question 3

What are the main factors that facilitate teachers when teaching English in introduction classes?

5.3.1 Hand-in-hand learning of English and Norwegian

My findings appear to be in line with Gibbons' (2003) hand-in-hand / mediating language learning theory. All of the participants except for one answered that they learned new Norwegian words during English lessons. I had also observed that the pupils did indeed seem to learn new Norwegian words during the English lessons. Moreover, as my findings also show the teacher agreed that English contributed to learning Norwegian. As Teacher 1 stated, she translated English words into Norwegian words. It could be discussed that the fact that teachers use English to teach Norwegian, and vice versa, can be added as another element into Gibbons hand-in-hand learning of language and context. This is because in addition to improving the pupils' English competence, they will also increase their Norwegian language skills. It could therefore be argued that the significance of these findings is that teachers should actively use Gibbons hand-in-hand learning theory as a facilitating technique in introduction classes when teaching English. This could develop Norwegian and/or English competence, while at the same time also develops the pupil's competence in the English subjects context/curriculum. Comparably, one could argue that in standard English classes in lower secondary school, it would not be the norm that the hand-in-hand theory would facilitate the learning of Norwegian and English at the same level as in introduction classes. I have attempted to demonstrate how the three elements of Gibbons hand-in-hand learning of language and context could occur in introduction classes in figure 4 below.

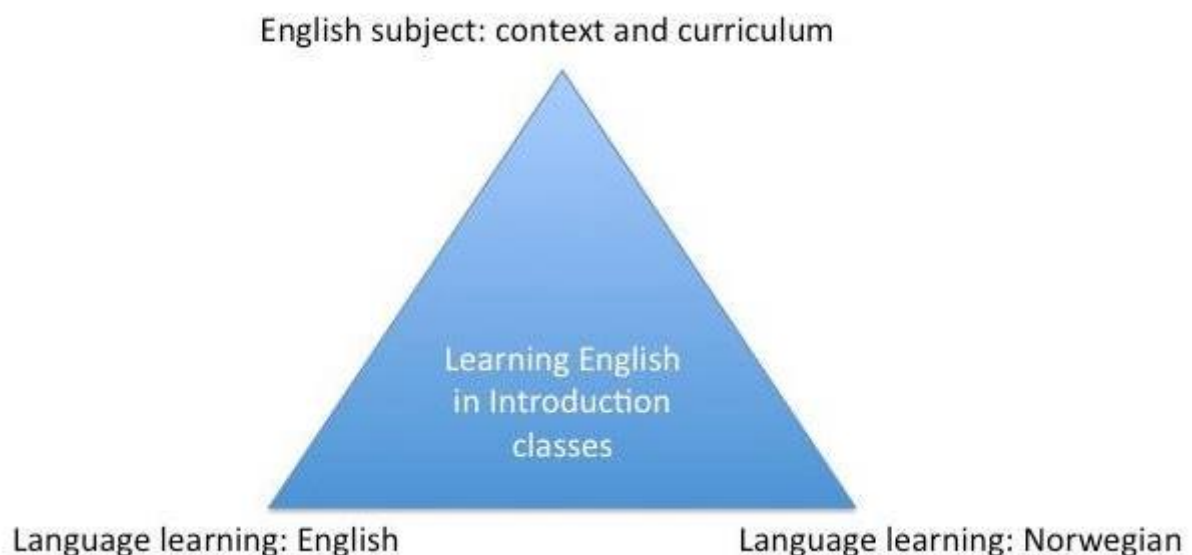


Figure 4: The learning of English in introduction classes.

5.3.2 The importance of mapping pupils' English level

My findings seem to be in line with Bjørnsrud and Nilsen's (2001) view of the importance of adapted teaching as a facilitating factor for each pupil to be able to develop and improve his or her competence. My findings showed that the pupils in the introduction class had rather varied educational background as the questionnaire revealed that some of the pupils had attended school for six years, while others had attended schools for nine years. The significance of these findings could argue to highlight the importance of mappings pupils' English level in introduction classes. One could argue that the challenges of teaching English in introduction classes due to the varied educational background makes mapping more important compared to mappings pupils competence in a standard English class, where one could presume a lower level of difference in educational background. Indeed, both teachers highlighted this point. Both Teacher 1 and Teacher 2 emphasised in their interviews that to split the class into different levels was the only solution to be able to teach English, and mapping was an important tool to be able to split the pupils into levels. The findings of the observation of when the pupils answered the questionnaire indicate that indeed the level difference of the pupils was significant. I observed that some of the pupils completed the questionnaire without any difficulties, while other pupils were not able to answer the questions without the support of myself, or the teachers. These findings are also in line with Cummins and Schecter (2003) view that one-size-fits-all teaching method would not suite the multilingual and cross-cultural learning environment in introduction classes. The significance of these findings indicates the importance of creating adapted teaching environment so that each pupil will have equally good opportunity to develop through working with the English subjects in an inclusive learning environment (Norwegian Directorate for Education and Training, 2006).

5.3.3 The importance of intercultural competence

My findings seem to support the research done by Bjarnø, Nergård and Aarsæther (2013) who emphasises that it is important that teacher develop intercultural competence to be able to create adapted teaching for the pupils. The findings of the observation were that the small groups gave the teachers the opportunity to develop a good relation with each individual pupil. Noteworthy, Teacher 2 mentioned in the interview that small groups facilitated building a personal relationship with every pupil. Moreover, she also mentioned that in the introduction class it was many different cultures that came together in one classroom. It is possible that these findings are in line with Bjarnø, Nergård and Aarsæther (2013) theory of

creating adapted teaching through intercultural competence as Teacher 2 mentioned the importance of creating interpersonal relationship in a multicultural environment. Teacher 2 stated in the interview a specific example that highlighted the significance of the teacher's intercultural competence. She had a Muslim girl in her group who was not allowed to talk to or sit next to a boy. One could argue that unless Teacher 2 had knowledge about this aspect of the culture that can be associated to Islam, it aided her in adjusting the teaching environment in the English class for this specific girl.

5.3.4 The importance of room size and furniture

Through observation, one of the findings was that for the medium group a big room did not seem to work as well as a smaller room. The observation that I made was that not only did the room size matter, but the furniture in the room also contributed to an enhanced teaching environment for Teacher 2. My findings in the observation was that the round table, where the pupils and teacher 2 sat together, seemed to make it easier for the pupils to participate in the English lesson, compared to my observation in the other lesson when the pupils had a desk each. As mentioned above in section 2.3, Cummins and Schecter (2003) emphasise how important it is that one-size-fits-all does not work in a multicultural classroom/school. In this study, it was possible to see that this theory might not only refer to the content, and to the teaching methods, but that the room and furniture facilitated adapted teaching. Indeed the room size and furniture could be a facilitator in all learning environment. Despite not having evidence that the room size and furniture is a facilitator specifically for teaching English in introduction classes, I deem it important to highlight this finding nevertheless.

In summary, I have conducted a thorough analysis of my findings on how teachers teach English in introduction classes, the challenges they might have in this teaching situation and the facilitating factors. The following chapter concludes my analysis.

6.0 Chapter 6 - Conclusion and contribution

The main aim of this research was to investigate how teachers teach English in introduction classes and the challenges and facilitating factors of this specific teaching situation. Through analysing my own observations, two interviews, and questionnaires, the research questions were answered. By being the first research project to investigate the research topic, this case study contributes something unique to current literature on teaching English in introduction classes in several aspects. These will be summarised in the following section.

6.1 Teaching English in introduction classes

Firstly, this project has identified how teachers teach English in two groups in introduction classes in a city in Norway. My findings were in line with the literature review that revealed that apart from *Norwegian as a second language*, there was no curriculum for the introduction program in general, and for English classes in specific. I found that teachers therefore create their own year plan and this could potential be a weakness, as the year plan will not be based on a best practise. Moreover, I also found that one of the teachers used the pupils' first language as a resource when teaching English which was in line with suggestions made by Jessner (2008). Interestingly, I also made observation of the teaching techniques the teachers practised when they taught English, and observed that both teachers used several techniques to explain one topic in an English lesson. Finally, I also observed how the teachers included both organizational and pragmatic language competence in their lessons, which was in line Bachman (as cited in Baker 2011) language competence theory.

6.2 Challenges of teaching English in introduction classes

Secondly, this project also identified specific challenges related to teaching English in introduction classes, and my findings seemed to mirror current literature. Specifically, I found that the lack of curriculum for teaching English in introduction classes could be a challenge for teachers, and it could also contribute to big differences between introduction classes. The lack of textbooks available for teaching English in introduction classes was also found to be challenging for the teachers in this teaching situation. My findings seem to also be in line with Surkalovic (2014) who states that today's teaching programs do not sufficiently prepare teachers to teach in the cross-cultural and multilingual classroom, as they do not entail sufficient training of Andrews (2010) teacher language awareness.

6.3 Facilitating factors of teaching English in introduction classes

Thirdly, my findings pointed to specific factors that facilitate teachers when teaching English in introduction classes. The observation that I made reflected Gibbons (2003) theory of hand-in-hand learning, as I observed that the teacher used English to teach new Norwegian words and vice versa. My findings also supported Bjørnsrud and Nilsen's (2001) view concerning the importance of mapping the pupils to create adapted teaching. I also made some interesting observation of the importance of intercultural competence when teaching English in introduction classes (Bjarnø, Nergård and Aarsæther 2013). Finally, I also discovered that the room size and furniture could act as a facilitator for teaching English in introduction classes.

6.4 Practical implications

In general, my thesis points to several practical implications particularly relevant for schools that offer introduction programs. First, my findings offer support for creating a curriculum for English in introduction classes, and to customize textbooks accordingly. I acknowledge that such a curriculum should follow Cummins & Schecter (2003) theory that one-size-does-not-fit-all, and that this task should not be underestimated. However, my findings indicate that this should be possible, as it has been completed in *Norwegian as a second language*. Moreover, my findings suggest that customising textbooks for the pupils in introduction classes could facilitate Gibbons (2003) mediating language theory. My literature review indicates that there are currently no textbooks with suitable content for the pupils with a lower competence in English. Another practical implication could point to the importance of preparing future and current teachers for teaching English in introduction classes. Noteworthy, Surkalovic (2014) has also addressed the need for improving teachers' language awareness when teaching English to pupils with another first language than Norwegian.

6.5 Limitations to the study

I recognise that the conclusion drawn from my findings cannot be considered as generalizable due to the relatively small sample size. However, as my interest was to gain in-depth information about teaching English in introduction classes, and the challenges and facilitating factors of this specific teaching situation, the conclusion that I have come to could provide knowledge and contribution for teachers teaching in this unique situation. In addition, my thesis could act as a pilot study for further research. Such research could build on my project

by using a larger and more representative sample size, and include several schools with different competence within the field, to determine whether the findings in my project are generalizable in Norway. Worth mentioning, when I reflect back at the data collection period, it is my opinion that it would have been interesting to ask a question about the teachers' perception of how culture and cultural competence impacted how they taught English in introduction classes. I would therefore advice future researchers who would undertake a similar study to add this aspect into their project to gain more insight.

Furthermore, I will also consider the knowledge I have gained as a unique input for my teaching career as I have gained a significant amount of competence of how teachers teach English in introduction classes. I will bring with me the importance of using the pupil's first language as a helpful tool and resource to develop language awareness when teaching English to pupils with another first language than Norwegian.

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Appendix 1 - Questionnaire

Spørreundersøkelse

Skriv  i for ditt svar

Jeg er med på dette frivillig og det jeg svarer vil være anonmyt

1. Kjønn:

Jente

Gutt

2. Hvor gammel er du?

3. Hvilket land bode du I før du flyttet til Norge? Har du bodd I mer enn 1 land skriv alle landene du har bodd i.

4. Hvor mange år gikk du på skole før du flytte til Norge?

5. Hvor mange år har du hann Engelsk på skolen før du flyttet til Norge?

6. I Engelsk hva liker du best?

Skrive

Snakke

Lese

Hvorfor?

7. Snakker du engelsk I andre fag enn engelsk (eksempel natrufag eller matte)?

Ofte/Hver dag

Av og til

Aldri

8. Snakker du engelsk i friminuttene?

Ofte/ Hver dag

Av og til

Aldri

9. Snakker du engelsk med vennen dine etter skoledagen er ferdig?

Ofte/ Hver dag

Av og til

Aldri

10. Skriver du engelsk på Internet eller når du skriver teskst melding på mobilen?

Ofte/ Hver dag

Av og til

Aldri

11. Lærer du nye norske ord I engelsk timene?

Ja

Nei

Appendix 2 - Interview guide

Teacher background

- 1) How many years have you been working as a teacher?
- 2) For how long have you been teaching this class in English?
- 3) What is your educational background?
- 4) How many pupils are in your English group?
- 5) How many different nationalities do you have in your English group?
- 6) Do you have any special training/education in teaching minority background pupils or English as a third language?

Introduction classes

- 7) How many pupils attend IFK at the moment?
- 8) In general how long does a pupil stay in IFK? One- or two years?
- 9) When a pupil start in IFK how is the process of mapping their English competence and what mapping tool do you use?
- 10) How do you think the mapping tool works?
- 11) What is the benefit of dividing the pupils into different groups in English?

English teaching in introduction classes

- 12) If the pupil has a good competence in their first language (writing, speaking and reading) do they “normally” have a good competence in English? Is it possible to see a connection?
- 13) Have you noticed which language the pupil code-switches to when learning English? L1 or L2?
- 14) When teaching English do you involve the pupil first language?
- 15) In an English lesson how much do you use Norwegian?
- 16) Do you use Norwegian to learn English or English to learn Norwegian?
- 17) Would you describe the pupil’s English learning motivation as instrumental (practical) or integrative (people and culture)?
- 18) When planning an English lesson what do you believe is the most important to consider to be able to adjust the lesson so every pupil will improve their English competence?
- 19) Do you think learning English stand in the way for developing knowledge in Norwegian or does learning English improve their Norwegian knowledge?
- 20) Do you agree or disagree with this statement “It is easier to learn Norwegian without the knowledge of English?”

Topic area in introduction English lessons

- 21) Who decides what topic areas and what the pupils should learn in the English class?
- 22) Do you use K06 as a tool to choose topics?
- 23) Do you organize the topic areas for a semester or a whole year?

24) IFK English does not have a curriculum from the Department of Education. Do you think it is possible to make a curriculum or does the diversity, different educational background and level difference of the pupils makes this to difficult?

Appendix 3 - Approval from NSD



Ruben Moi
Institutt for lærerutdanning og pedagogikk UiT Norges arktiske universitet

9006 TROMSØ

Vår dato: 26.09.2014

Vår ref: 39873 / 3 / AMS

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 17.09.2014. Meldingen gjelder prosjektet:

<i>39873</i>	<i>Tilpasset engelskundervisning i IFK</i>
<i>Behandlingsansvarlig</i>	<i>UiT Norges arktiske universitet, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Ruben Moi</i>
<i>Student</i>	<i>Stine Sørensen</i>

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Katrine Utaaker Segadal

Anne-Mette Somby

Kontaktperson: Anne-Mette Somby tlf: 55 58 24 10

Vedlegg: Prosjektvurdering

Kopi: Stine Sørensen stineso@hotmail.no

Dokumentet er elektronisk produsert og godkjent ved NSD's rutiner for elektronisk godkjenning.

Arkivreferansen: 2014/09/26

OSLO: NSD, Universitetsforlaget, Postboks 1047 Blindern, 0416 Oslo. Tel: +47 22 81 19 11. nsd@uio.no
TROMSØ: NSD, Norges teknisk-naturvitenskapelige universitet, 9001 Tromsø. Tel: +47 78 91 05 00. kjemi.sorli@ntnu.no
TROMSØ: NSD, UiT, Universitetet i Tromsø, 9001 Tromsø. Tel: +47 77 51 43 26. nsd@uit.no

Appendix 4 - Questionnaire results

Question 1: Gender

Boys	Girls
5	3

Question 2: How old are you?

13 years	14 years	15 years
1	3	4

Question 3: What country did you live in before you moved to Norway?

Country	Poland	Croatia	Lithuania	Eritrea and Sudan	Syria and Turkey	Somalia	Romania
Pupils	2	1	1	1	1	1	1

Question 4: How many years did you attend school before you moved to Norway?

Years	6	7	8	9
Pupils	1	3	2	2

Question 5: How many years did you have English at school before you moved to Norway?

Years	3	4	5	6	7	8
Pupils	1	1	1	1	2	1

Question 6: In English what do you like the most?

Write	Talk	Read
1	5	2

Questions 7-10

Question	Often/Every day	Sometimes	Never
7. Do you talk English in other subjects?	3	3	2
8. Do you speak English in your school breaks?	3	3	2
9. Do you speak English with your	3	4	1

friends after school?			
10. Do you write English on the Internet or in text messages?	6	0	2

Question 11: Do you learn new Norwegian words in your English lessons?

Yes	No
7	1