



Faculty of Education

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**Master's thesis**

**High school English teachers'  
perspectives on promoting  
plurilingualism in the digital classroom**

Engelsklærere på videregående sine perspektiver  
på å fremme flerspråklighet i det digitale  
klasserommet

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## Norsk sammendrag

Denne masteroppgaven bruker semi-strukturerte intervju for å få innsikt i perspektivene til engelsklærere på videregående sine perspektiver med hensyn til det å fremme flerspråklighet i det digitale klasserommet. På bakgrunn av analyse og diskusjon av innsamlet data er det konkludert at lærere ser på flerspråklighet som en særdeles fordelaktig ressurs i det språkfaglige klasserommet som kan lede til autentisk kommunikasjon, samarbeid, og økt interkulturell bevissthet blant elever. Lærere tar selv også aktiv del i å fremme flerspråklighet gjennom klasseaktiviteter eller uformelle samtaler med elever. Derimot viser det seg at dette er bare oppnåelig i det fysiske tradisjonelle klasserommet for mesteparten av lærerne. Ifølge lærerne er det en del bekymringsfulle aspekter ved det digitale klasserommet, som tilkoblingsproblemer, enveiskommunikasjon, og mangel på oversikt. Dette ser ut til å resultere i at lærere trenger å fokusere på de teknologiske aspektene ved det digitale klasserommet, noe som betyr at det å fremme flerspråklighet blir for vanskelig, eller helt umulig, å ta i betraktning. Dette betyr derimot ikke at lærere ikke ser muligheter med å bruke det digitale klasserommet til å fremme flerspråklighet på nett, men samtidig føler de seg ukvalifiserte til effektivt å ta det digitale klasserommet i bruk, i tillegg til å mangle metoder og ressurser til å fremme flerspråklighet i den grad læreplanene oppfordrer til.

## Abstract

This thesis made use of semi-structured interviews to gain insights into high school English teachers' perspectives on promoting plurilingualism in the digital classroom. From the analysis and discussion of the collected data, it was concluded that teachers perceive plurilingualism to be a particularly advantageous resource in the language classroom that could lead to authentic communication, cooperation, and a raising of intercultural awareness between students. Teachers also actively take part in promoting plurilingualism through class activities or informal chatting with students. However, this seemed only accomplishable in the physical traditional classrooms for most teachers. According to teachers, the digital classroom brings with it worrisome aspects such as connectivity issues, a one-way communication format, and a lacking overview of the classroom. This seems to result in teachers needing to focus all their attention on technological aspects when using the digital classroom, which means that promoting plurilingualism becomes too difficult, or out of the question entirely. That is not to say teachers do not see possibilities with using the digital classroom to promote plurilingualism online, but simultaneously, they express a feeling of being unqualified to efficiently use the digital classroom, while also lacking methods and resources to promote plurilingualism to the degree that it is encouraged by curricula.

# Table of Contents

<b>Acknowledgements</b> .....	<b>i</b>
<b>Norsk sammendrag</b> .....	<b>ii</b>
<b>Abstract</b> .....	<b>iii</b>
<b>Table of Contents</b> .....	<b>iv</b>
<b>1. Introduction</b> .....	<b>1</b>
1.1 Research question.....	4
1.2 Thesis structure .....	4
<b>2. Theoretical framework</b> .....	<b>6</b>
2.1 Defining, distinguishing, and comprehending plurilingualism .....	6
2.1.1 Plurilingualism as a term in Norwegian educational contexts .....	8
2.1.2 The undecided position of the English language in Norway.....	9
2.2 The Council of Europe .....	10
2.2.1 Policy recommendations, conventions, and other initiatives .....	10
2.2.2 The Common European Framework of Reference for Languages.....	11
2.2.3 Webinar - CEFR and its online components.....	12
2.2.4 Webinar - Plurilingualism as a part of language education .....	13
2.2.5 Webinar - Assessing Plurilingualism.....	14
2.3 The presence of plurilingualism in the revised English subject curriculum .....	17
2.4 Acknowledging other relevant concepts.....	19
<b>3. Previous research</b> .....	<b>20</b>
3.1 Experiences with the digital classroom .....	20
3.2 The established effects and potential of plurilingualism .....	22
3.3 Carrying out promotion of plurilingualism through multimodality .....	23
3.3.1 Arguments for promoting plurilingualism through multimodality .....	24
3.3.2 Previous implementations of plurilingualism within multimodal teaching.....	25
3.4 Asking the question of feasibility .....	29
<b>4. Methodology</b> .....	<b>33</b>
4.1 Research Design .....	33
4.2 Participants.....	34
4.3 Data Collection .....	35
4.4 Limitations to the methodology .....	37

4.4.1 The disadvantages of utilizing semi-structured interviews .....	37
4.4.2 Ethical considerations with the role of the researcher.....	38
4.4.3 Additional limitations .....	39
4.5 Validity and Reliability.....	40
<b>5. Analysis and discussion .....</b>	<b>42</b>
5.1 Teachers' backgrounds .....	42
5.2 Teachers' understandings of plurilingualism as a term.....	43
5.2.1 Definitions of plurilingualism.....	43
5.2.2 Do teachers consider themselves plurilingual?.....	44
5.2.3 Previous emphasis on plurilingualism in the classroom.....	47
5.2.4 The presence of plurilingualism in the LK20.....	50
5.3 Teachers' opinions on the digital classroom .....	52
5.3.1 Perceived advantages.....	52
5.3.2 Perceived disadvantages .....	53
5.4 Teachers' views on promoting plurilingualism in the digital classroom.....	55
5.4.1 Is promoting plurilingualism in the digital classroom an attainable goal? .....	55
5.4.2 The digital classroom's effect on teachers' ability to promote plurilingualism.....	59
5.4.3 Does plurilingualism have space in online or physical teaching strategies?.....	60
5.4.4 Plurilingualism as a part of class activities.....	63
5.4.5 Teachers' final comments .....	65
5.5 Future research and implications.....	67
<b>6. Conclusion .....</b>	<b>70</b>
6.1 Summary of findings.....	70
6.2 Future research and study limitations .....	73
<b>Bibliography.....</b>	<b>75</b>
<b>Appendix A: NSD Approval.....</b>	<b>84</b>
<b>Appendix B: Structure of Interview Questions .....</b>	<b>86</b>
<b>Appendix C: Consent form.....</b>	<b>87</b>
<b>Appendix D: Teacher A Interview Transcript .....</b>	<b>90</b>
<b>Appendix E: Teacher B Interview Transcript .....</b>	<b>103</b>
<b>Appendix F: Teacher C Interview Transcript.....</b>	<b>113</b>
<b>Appendix G: Teacher D Interview Transcript.....</b>	<b>126</b>

# 1. Introduction

The world as we know it is becoming increasingly multicultural, meaning that several cultures, beliefs, and backgrounds are present in a society (Dwankowski & Mustad, 2018; Eagan, 2021; Pakulski & Markowski, 2014). This is partially due to globalization and immigration processes, and makes for more opportunities to connect with individuals from around the world (Dwankowski & Mustad, 2018; Pakulski & Markowski, 2014). Globalization nowadays plays a role in creating a world where both our differences and similarities as humans have become highlighted (Storey, 2003, p. 114-115), thus giving various cultures the opportunity to express themselves through music, art, clothing, traditions, norms, food, and most importantly for this thesis, language. In addition to more multicultural societies, the people of said societies are also becoming increasingly plurilingual, which can temporarily be explained as the ability to speak several languages or language varieties (the specifics and details of the term will be discussed in Section 2.1) (The Council of Europe, 2007, p. 8). As a matter of fact, Piller (2012) estimates that over half the European population can speak two or more languages, in fact making monolinguals (people who speak a singular language) a minority in Europe. However, this linguistic and cultural diversity does not appear to be necessarily reflected within current school and teaching practices, where there seems to be dominant monolingual teaching strategies still applied to language classrooms: languages are taught separately, and do not overlap in language learning (Werner & Todeva, 2022, p. 214). Even if the language classroom has various languages present (ones that are not the target language) through its many multicultural students, teachers do not incorporate these other languages for language learning purposes (Brevik & Rindal, 2020, p. 945-946). With this in mind, the main topic of this thesis is therefore the concept of plurilingualism. Plurilingualism is seen as a value and opportunity in the educational setting, and has been recently gaining more attention in the case of, for example, the revised English subject curriculum in Norway and Council of Europe documents, policies, educational aims, and implementations.

Globalization not only makes for more cultural awareness and showcasing of individual differences (Storey, 2003, p. 115), but also leads to technological advancements (Storey, 2003, p. 107). Through the creation of the internet, people around the world can easily connect with each

other, and therefore have instant access to global communication. Many people also naturally rely on technology in their daily lives, with the use of phones and laptops to keep updated with their family, friends, and other social networks. Technology has left an impression on the educational sectors, and nowadays it is common in Norway to use online websites for schools to manage classes, give out assignments, and create a space where the teacher can reach their students at any time. A few examples of such education-oriented websites are ItsLearning and Canvas, used at different levels of schooling. Through digitalization and online connectivity, and a hybridity of modes of communication in which diverse cultures can connect, an appreciation and increased awareness of cultural diversity, and thus plurilingualism, could be possible. Therefore, with digital technology having garnered an important presence within the Norwegian educational context, the second central topic to this thesis is the concept of digital teaching and learning, more specifically the digital classroom.

Digital teaching and learning can be described as using digital tools to enhance the presentation of subject content, and to engage students in autonomous, multimodal learning by letting them utilize said digital tools themselves (IGI-Global, n.d.). It is important to distinguish digital teaching and learning from the digital classroom itself. Digital teaching and learning can be carried out without necessarily engaging in a digital classroom, for instance by using laptops, iPads, or screen projectors in a traditional physical classroom. On the other hand, a fully digital classroom does not exist without its digital applications that make it function. In this way, the digital classroom is dependent on technology to exist, and the teaching and learning that takes place within these classrooms is therefore online as well. However, it is necessary to make a preliminary comment about how the concept “digital classroom” is discussed in various online articles. The digital educational platform TopHat (n.d.) describes the digital classroom as “fully immersed in technology”. Simultaneously however, Thompson (2023) discusses how the phrase “digital classroom” can be used to describe a physical classroom where digital tools are used to enhance learning, but can at the same time describe solely online classrooms (both synchronous and asynchronous ones). It is the fully online version of the digital classroom that this thesis investigates, and thus, when using the phrase “digital classroom” this thesis refers to the completely technology-dependent and online definition. With this in mind, this thesis wants to investigate if the digital classroom is seen as an alternative method to traditional classrooms that

can be used when needed, and if this online classroom can be a useful resource in promoting plurilingualism.

As it turns out, the impact of the digital classroom seems to be increasing in educational sectors. Take the United States as an example, where about a fifth of college students attended one online course or more during fall 2007 (which is arguably already a significant percentage), which then continued to increase over the years, and by fall 2012 about a third of all higher education students were enrolled in a minimum of one online course (Kentnor, 2015, p. 22). Kentnor (2015, p. 21-22) goes on to state that online education cannot be considered a temporary trend any longer, but rather a “mainstream” part of modern education with its rapid and continuing growth. Furthermore, up until recently, education done through digital means was in a phase of creating its own basis of accessibility, but has now become an affordable option for many, and should therefore be refined and given a focus to increase the quality of the education that can be provided by said technology (Kentnor, 2015, p. 30-31).

The increasing impact of the digital classroom in modern education was also noticeable during the recent coronavirus pandemic, where a vast majority of governments, schools, teachers, and students alike had to adapt to the digital classroom via applications such as Zoom or Microsoft Teams. At the beginning of the pandemic, the sudden change into online teaching and learning for schools around the world meant engaging in quite a different school environment that brought with it an entire new experience to what we could usually call an average day in the classroom. However, after two years of dealing with the coronavirus, both teachers and students might find themselves more accommodated to digital teaching environments than they were before. In 2023, Norway is one of several countries to revert back to physical classes. But the question remains if the digital classroom is here to stay after the pandemic. One thing is clear however, which is that the pros and cons of exclusively online schooling (and other types of online work environments for that matter) have been experienced across the globe. Additionally, although the digital classroom experienced a massive increase in attention, accessibility, and development due to the coronavirus (Noel, 2022), its impact was prominent even before (Kentnor, 2015, p. 22), and could have a significant (and perhaps continually increasing) presence in education in the years to come.

## 1.1 Research question

Taking a look at the researched fields of plurilingualism and the digital classroom, it is clear that plurilingualism in education has already been investigated to a very significant degree. This can also be said for the digital classroom, with all the advantages, disadvantages, challenges, and opportunities that have been documented from various teachers, students, researchers, and organizations. However, I argue that there is not sufficient research done on plurilingualism specifically within the digital classroom. These are arguably both relatively new concepts within the educational sphere, but it leaves room for the opportunity to research how teachers perceive the digital classroom nowadays as a source of promoting educational aims and values, as classes have reverted back to physical ones. Do teachers feel that the digital classroom is a mode of teaching and learning that is solely useful in restricted situations such as the pandemic, or a solution that gives additional opportunities for teaching and learning that have yet to be utilized effectively? Thus, this master thesis aims to explore plurilingualism in the educational setting through the specific lens of the digital classroom. The basis for the thesis is therefore the following research question:

*In what ways do high school English teachers perceive opportunities and challenges with promoting plurilingualism in the digital classroom?*

## 1.2 Thesis structure

The current chapter introduces the thesis, its topics of inquiry, and the research question. Chapter 2 presents the theoretical framework, examining some conceptual definitions and perceptions of plurilingualism, and manners in which it is currently promoted within education. In chapter 3, previous research on the digital classroom is highlighted, as are the established advantages of plurilingualism, and what steps have been taken to implement plurilingualism through multimodal resources and modes in education. Chapter 4 presents the method used to collect data, and documents the process of collecting said data. In chapter 5, the collected data is discussed and analyzed in light of the theoretical framework and previously presented research, while also briefly suggesting future research that could be conducted to investigate some of the

findings more in depth. Lastly, chapter 6 concludes the thesis by summarizing and answering the research question, while simultaneously acknowledging some of the weaknesses of this thesis.

## 2. Theoretical framework

The theory chapter aims to provide an understanding of the concepts at the core of this thesis, namely “plurilingualism”, “multilingualism”, and other related concepts. Additionally, this chapter will present current educational moves that are being made to promote plurilingualism as a valuable resource in education. Finally, this chapter will explore how the English subject curriculum for Norwegian students has a new perspective on what role plurilingualism will play in high school.

### 2.1 Defining, distinguishing, and comprehending plurilingualism

The concept of plurilingualism is complex and nuanced, as it is a multilayered term. The Common European Framework of Reference for Languages (CEFR) explains being plurilingual as utilizing several languages for purposeful and intercultural communication, and so with this plurilingual competence one gets to converse, observe and be part of multiple cultures simultaneously (Council of Europe, 2007/2020e). Being able to communicate not only with different languages, but with different language varieties, also makes a person plurilingual (Council of Europe, 2007, p. 41). Cuccurullo & Cinganotto (2020) add to the definition of plurilingualism by stating that an individual being able to interact and engage with other multicultural groups by using their acquired competence level of a language, is also considered plurilingual. Therefore, for someone to “count” as a plurilingual, it is not necessary for them to be perfectly fluent in all the languages present in their language repertoire (Haukås & Speitz, 2020, p. 63). If we are able to achieve communication to a certain degree with various languages and/or language varieties, the status as plurilingual still stands (Haukås & Speitz, 2020, p. 63). With this in mind, to exemplify the concept of plurilingualism, most if not all Norwegians would be considered plurilingual under these definitions, as Norwegians are taught the language varieties *nynorsk* and *bokmål* (in addition to English as a mandatory subject). Additionally, some Norwegians can study the language of the Sami (an indigenous people located in mostly Scandinavian countries), and can be able to communicate and experience new cultures with these people as well (and vice versa).

This thesis has used both “multilingualism” and “plurilingualism” in relation to discussing the developing linguistic diversity around the world. However, the term “plurilingualism” has been used in the research question, and not “multilingualism”. Thus, it is crucial to distinguish these two concepts and understand their differences. The Council of Europe (2007, p. 8) defines “multilingualism” as a concept that encompasses several languages and/or language varieties being present in a specific geographic area, such as a town, state, city, or country. Language varieties are explained by The Council of Europe (2007) as “the mode of speaking of a social group whether it is formally recognized as a language or not” (p. 8). In regards to the definition of “multilingualism”, it bears the idea that a certain area may have many monolingual speakers, as long as there are speakers of other languages (or language varieties) present in the same geographical area (The Council of Europe, 2007, p. 8). The Council of Europe (2022e) adds that multilingualism perceives languages as “separate and somehow static entities”. In contrast to this, the term “plurilingualism” is used in relation to individual speakers and their knowledge of languages and language varieties (Haukås & Speitz, 2020; The Council of Europe, 2022e). If a person's language repertoire consists of more than one language and/or language variety, they are considered to be plurilingual, and everyone's mother tongue counts towards this definition (The Council of Europe, 2007, p. 8). Generally, the term “multilingualism” is more concerned with the aspect of what languages are present in particular locations. On the other hand, “plurilingualism” is concerned with each and every individual, and what languages and language varieties they can use to communicate with others.

It is also worth mentioning that plurilingualism distinguishes itself from the term “bilingualism”. Both concepts are involved with one's language repertoire. However, someone who is bilingual is considered to be equally competent in using two languages to communicate (Cambridge Dictionary, 2022), for example speaking English just as fluently as Norwegian. In comparison, plurilingualism simply refers to the ability to utilize multiple languages and/or language varieties to communicate with others. As was mentioned before, one does not have to know two languages fluently to be plurilingual. A person can know several languages, or know several varieties of one language (such as *bokmål* and *nynorsk*) and is still by definition a plurilingual. The fluency in said language varieties can also vary or even completely disappear. For example, an English student can be moderately competent in Spanish at one point, by definition then being plurilingual. If, after some years have passed, the same person has forgotten how to

communicate in Spanish, but has learnt about different English varieties (or perhaps other languages), they would still be considered plurilingual. This would not be the case if this person was bilingual. In this way, being a plurilingual can be described as a dynamic process (Haukås & Speitz, 2020; The Council of Europe, 2007), as our language repertoire changes in size and fluency throughout life.

Generally, although plurilingualism is arguably quite similar to its related linguistic concepts, there are still characteristics of plurilingualism that make it different from the rest. Because this thesis investigates the promotion of several languages in the digital classroom, plurilingualism is by its definition therefore the linguistic term that best covers the goals and scope of this thesis. The thesis is not looking to compare specific geographical locations, nor to consider bilingual fluency and/or competency, but rather to focus on the idea of the people's dynamic language repertoire, which has been shown to be advantageous in the educational sector (Council of Europe, 2007/2022c; Council of Europe OP Services, 2022a/2022b), but also in other aspects of life as well (Alban-Gonzales & Ortega-Campoverde, 2014; Glaser, 2005; Kim et al., 2019).

### 2.1.1 Plurilingualism as a term in Norwegian educational contexts

Considering that this thesis analyzes data from Norwegian teachers, it is relevant to briefly present how the term plurilingualism is being used in Norwegian educational contexts. This is because it seems that its use can be potentially problematic in the sense that “plurilingualism” is used with different definitions by both teachers and institutions (Haukås & Speitz, 2020, p. 64-65). In fact, according to Haukås (2020), people who are learning Norwegian as their second language are often those who would be referred to as “plurilingual” in Norwegian educational contexts. Although it is not necessarily incorrect to refer to such people as plurilingual, the term encompasses significantly more complexities than simply learning another language, or speaking minority languages. Another example of plurilingualism having varying meanings in Norwegian educational contexts comes from Sickinghe (2016), who discovered that describing someone as a plurilingual student in actuality alludes to “immigrants with a noticeably foreign background and deficient Norwegian skills” (p.7). Once again, this way of using the term is different from those in Haukås (2020) and Haukås & Speitz (2020), as well as the previously established definitions by the Council of Europe (2007, p. 8). Additionally, it is clearly problematic to use “plurilingual”

as a potentially derogatory term for certain groups of people such as immigrants, or people that have different levels of proficiency in a national language.

Haukås & Speitz (2020, p. 64-65) argue that the fact that “plurilingualism” is defined differently can also be spotted in the revised curriculum (LK20), where “multilingualism” functions as an umbrella term for the two concepts simultaneously. Haukås & Speitz (2020) explain that the LK20 “seems to use multilingualism in the sense of both multilingualism and plurilingualism as defined by the CEFR. In other words, it is used both at the societal level and the individual level” (p. 65). Although there is not necessarily an issue with using multilingualism and plurilingualism in this way, it is a distinct use of these terms that is important to be aware of while discussing the LK20 and its goals, as well as in the context of this thesis, where the concept of plurilingualism is to be discussed with teachers. Teachers' definitions of plurilingualism is therefore a piece of information that is crucial to establish, before further inquiring about their beliefs and attitudes towards plurilingualism in physical and digital educational contexts.

### 2.1.2 The undecided position of the English language in Norway

Before looking at more of the theory and previous research relevant to this thesis, it is necessary to describe the position that the English language holds within Norwegian education. This is necessary, because unlike most countries, English as a language in Norway is arguably not clearly defined as a second language or as a foreign language. Rather, Rindal & Brevik (2019, p. 434-437) explain that English in education is perceived as a second language (English as a Second Language, ESL) by some, but as a foreign language (English as a Foreign Language, EFL) by others. It is important to acknowledge this ambiguous state of English in Norway, to attempt to describe to what degree the terms “ESL” and “EFL” are applicable to Norwegian students. Another reason why the use of “ESL” or “EFL” could be problematic in Norway, relates to the constantly evolving globalized world, where English is today considered a lingua franca, and is a language we are constantly exposed to when using the internet. Norwegians also have “English” and “Norwegian” as compulsory subjects for over 10 years, therefore learning these languages side by side (even if the Norwegian subject steers more towards history and culture in later years compared to actual language learning), meaning a majority of Norwegians will have a certain degree of English communicative competency. Therefore, calling English a

“foreign” language in Norway might not seem appropriate. Furthermore, it is not necessarily correct to label English as a second language in Norway either, as it is not recognized as an official language in the country. Thus, “Due to the inconsistency of terminology usage referring to the same context of learning English in Norway” (Rindal & Brevik, 2019, p. 435), Rindal & Brevik (2019) suggest the use of the term “L2 English”, to eliminate confusion between different descriptions of the English language in Norway. Using “L2 English” is supposed to acknowledge “that language proficiency is often developed in more than one language simultaneously” (Rindal & Brevik, 2019, p. 435), thus emphasizing that peoples’ English competencies can be at varying levels at different points in life. There are other means of referring to the teaching and learning of English within a country as well, such as “English as an Additional Language” (EAL) or “English to Speakers of Other Languages” (ESOL). However, for the purpose of clarity and minimizing confusion in regards to discussing the English language, and all the concepts that interact with this language (such as the digital classroom), this thesis uses “L2” when referring to English where individuals learn it as a language that is not their mother tongue.

## 2.2 The Council of Europe

As was briefly mentioned, several countries and communities have made steps towards emphasizing and promoting more acceptance and equality regarding plurilingualism. One organization that plays a key role in illustrating the value of plurilingualism is the Council of Europe, which is described as Europe’s “leading human rights organization”, with almost all European countries joined as members (Council of Europe, 2022f). The purpose of the Council of Europe is explained on their website to be “to achieve a greater unity between its Members for the purpose of safeguarding and realizing the ideals and principles which are their common heritage, and facilitating their economic and social progress” (2022a). Multiple sources from the Council of Europe’s website were accessed in 2022, and so that is the year given in the references, although these same sites are accessible today in 2023. With that said, how is this international organization concerned with the concept of plurilingualism?

### 2.2.1 Policy recommendations, conventions, and other initiatives

One of the ways in which the Council of Europe tries to emphasize the value of plurilingualism and develop people’s language repertoires, is through policy recommendations and conventions

(Council of Europe, 2007, p. 17). These conventions and policy recommendations are a source of emphasizing diverse language learning to establish and maintain people's plurilingual competencies (Council of Europe, 2007, p. 17). The Council of Europe also states that it is of importance to engage in learning languages aside from English; languages that are less spoken and not considered as dominant globally (Council of Europe, 2007, p. 17). According to the Council of Europe (2007, p. 17), it is exactly because of the fact that many minority languages are part of people's repertoire of languages, that said languages need to have a greater focus in educational settings. The CEFR (discussed in the upcoming subchapter) is a key component of these policy recommendations and initiatives, and shapes the way in which the Council of Europe promotes plurilingualism (Council of Europe, 2007, p. 18). With this in mind, the Council of Europe (2007, p. 33) has pointed out that language learning at a young age has been proven to be an exceptionally effective way of expanding one's language repertoire. Additionally, implementing language learning early in pupils' lives functions as a cornerstone for the argument of promoting minority language learning compared to the languages that are more dominant, such as English.

### 2.2.2 The Common European Framework of Reference for Languages

One of the many ways in which the Council of Europe wants to promote plurilingualism is through the Common European Framework of Reference for Languages (CEFR). The aim of the CEFR is to “provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency” (Council of Europe, 2022b). Specifically, the CEFR addresses its aims regarding plurilingualism in the CEFR Companion Volume, which was revised in 2020. In comparison to the previous version from 2001, the 2020 Companion Volume expands its goals to include topics such as online interaction, intercultural interaction, and pluricultural- and plurilingual competence (Council of Europe, 2022b).

The CEFR Companion Volume dedicates a chapter on the topic of plurilingualism in the form of plurilingual- and pluricultural competence. This chapter emphasizes that language learners should see themselves as “social agents”, using their previous “linguistic and cultural resources and experiences” to expand these repertoires (Council of Europe, 2022c, p. 123). According to

the CEFR, this will help language learners gain opportunities to develop relationships with other people from different cultures, which is advantageous for language learning and one's ability to experience other cultures (Council of Europe, 2022c, p. 123).

### 2.2.3 Webinar - CEFR and its online components

The Council of Europe has also published a series of digital seminars, or “webinars”, called the CEFR Webinar Series, that contains in-depth explorations and discussions of some of the topics in the revised CEFR 2022 Companion Volume in the shape of videoconferences. These videoconferences cover topics such as plurilingualism in the classroom and online teaching, both which are central to this thesis. For this reason, exploring some of these videoconferences is relevant to give a more extensive idea of how the Council of Europe wants to promote and emphasize the value that plurilingualism and the digital classroom might have for education, and further illustrate how the CEFR is relevant as a part of the theoretical framework for this paper. The CEFR Webinar Series is also relevant as it summarizes and emphasizes the important changes and the new focal points of the revised Companion Volume 2020. The videoconferences were only publicly released recently on the video-streaming service Vimeo, in the last weeks of 2022, and thus makes for an up-to-date resource on understanding the scope and aims of what the Council of Europe wants to achieve in regards to plurilingualism, the digital classroom, and the combination of these two. All the webinars that are discussed in the following sections are available on the official website of the Council of Europe (see Council of Europe, 2022d).

One of the videoconferences goes into detail about the aims that the revised CEFR Companion Volume has in regards to the category “Online Interaction & Transaction” (Council of Europe OP Services, 2022b). Firstly, there is background and reasoning given as to why the digital medium has now become a subject of increased importance for the Council of Europe. This is a result of digital tools and technology being integrated in contemporary society, and therefore something that the current and future generations of learners will be able to use efficiently (Council of Europe OP Services, 2022b, 01:03). Because technology has become such a natural part of our everyday lives, and because we are so used to absorbing information through various means digitally (be it news, entertainment, research, or socializing), it is described as “normalized” (Bax, 2003), and therefore it has the potential to be utilized efficiently in the

educational context (Bax, 2011), as a platform for unique teaching and learning approaches. With regards to the pandemic, it was argued that the current aims of language learning and teaching needs to be tuned and addressed to the new digital era where we see that schools can function online (to a certain degree) in situations such as immediate lockdowns and a change of environment (Council of Europe OP Services, 2022b, 01:39). Thus, with a change in context from physical to digital, comes the necessity of teacher and learner competencies to adapt to this change as well. For efficient teaching to take place, everyone needs to have experience and be able to properly utilize the digital tools for an effective teaching and learning environment (Council of Europe OP Services, 2022b, 01:39). This, as we will see through previous research done on teachers' and students' perceptions of online teaching and learning, might be more of a hurdle than perhaps anticipated.

Bernd Rüschoff (the presenter) emphasizes that using the digital classroom is a good opportunity to implement action-oriented teaching and learning approaches into the classroom (Council of Europe OP Services, 2022b), which the Companion Volume defines as creating syllabi that are “based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions” (Council of Europe, 2022c, p. 28). Specifically, it is argued that the digital classroom is an opportunity for students to develop aspects such as agency and authentic learning, where online classes can be executed synchronously or asynchronously, and that student interaction has flexibility (Council of Europe OP Services, 2022b, 03:23). Flexibility comes (for example) in the shape of “breakout rooms”, in other words online group discussion rooms, which can be done textually with chat rooms, audibly with microphones, and also visually with cameras, all on apps such as Zoom or Microsoft Teams. A combination of all these modes of communication is perhaps what is most utilized in breakout rooms: talking to each other via cameras while also noting down things in the chatroom. The point being that various modes of communication are available in the breakout rooms, giving flexibility and agency to the students in how they as a group want to approach discussions and subject content.

#### 2.2.4 Webinar - Plurilingualism as a part of language education

As has been previously established, the Council of Europe (2007, p. 8) views plurilingualism as a dynamic concept where people's language repertoire and competency levels of various

languages will change over time and overlap, which is reinstated in the following videoconference as well: *Plurilingualism/pluriculturalism and (language) education* (Council of Europe OP Services, 2022a, 0:20). One of the first points made is that the previous version of the CEFR Companion Volume (2001) already wanted to emphasize linguistic and cultural diversity through plurilingualism, at least to a certain degree (Council of Europe OP Services, 2022a, 03:05). Enrica Piccardo (the presenter) explains that the plurilingual point of view is very different from the monolingual (Council of Europe OP Services, 2022a, 06:05), which still dominates the educational sector (Council of Europe OP Services, 2022c; Gasson, 2021; Källkvist et al, 2017; Werner & Todeva, 2022). Additionally, from the multilingual view of teaching languages, languages are seen as separate entities (Council of Europe, 2022e), whereas the opposite is true for the plurilingual view, where we draw on our language repertoire and linguistic competencies when learning a new language (Council of Europe OP Services, 2022a, 03:22).

The takeaway from this videoconference is that the contemporary goals of the Council of Europe reflect an approach designed around plurilingual competencies, where previous language competencies, cultural diversity and inclusive educational contexts are at the center of attention. Piccardo adds that there is an increased focus to support future educational policymaking, curricula, research, and teachers, to create schooling where plurilingualism functions as an improved and inclusive educational value (Council of Europe OP Services, 2022a, 15:22). A final note to keep in mind from this videoconference, is that the plurilingual competence descriptors presented are not a means of assessing students, but rather an invitation for the teachers to be inspired to implement plurilingualism into their classrooms one way or another (Council of Europe OP Services, 2022a, 14:00). The descriptors thus function as tools for teachers to utilize and plan, not necessarily as a formal assessment guide.

### 2.2.5 Webinar - Assessing Plurilingualism

The third and final videoconference of the Council of Europe that will be described in this thesis also revolves around plurilingualism in education, but this time in a more formal context. This conference gives a detailed exploration of the possibility for plurilingualism to have a more influential role for teaching and learning, specifically in the shape of plurilingual lessons and

even plurilingual exams (Council of Europe OP Services, 2022c). In fact, plurilingual assessment has already been introduced in upper-secondary vocational colleges in Austria, according to the presenter, Belinda Steinhuber (Council of Europe OP Services, 2022c, 02:30). In these colleges, English as an L2 is part of all the courses, and the implemented plurilingual exams combine the students' L1 (first language), L2 (in the case of the plurilingual colleges, this is English) and L3 (self-chosen second languages the students have to learn in addition to English) (Council of Europe OP Services, 2022c, 09:00). In fact, Steinhuber explains that these exams are plurilingual oral graduation exams, in which the students can choose if they want this exam as their final exam or if they prefer one of the other available exam formats (Council of Europe OP Services, 2022c, 09:00).

With a plurilingual approach to exams, there naturally needs to be adapted supporting resources in regards to these exams as well. Such support was illustrated as online support activities, where both teachers and students could find use in these resources (Council of Europe OP Services, 2022c, 09:30-11:24). Additionally, in-service teacher training is thought to be necessary, because with a new exam format, teachers need to be familiarized with this approach to examinations to be able to grade students and create different exam tasks that align with the subject aims (Council of Europe OP Services, 2022c, 11:30). The in-service training consists of national and local seminars for teachers to attend, where they learn how to act as interlocutors, plan out the format and executions of the new plurilingual lessons and exams, and create new teaching materials for plurilingual assessment (Council of Europe OP Services, 2022c, 11:50). It is especially important for the teachers to become experienced in their role as interlocutors, due to the plurilingual exam format where there is one student and two interlocutors (one teacher assesses L2 competencies and the other assesses L3 competencies) (Council of Europe OP Services, 2022c, 16:40).

The assessment itself of plurilingual exams revolves around students' ability to communicate and mediate information between two teacher interlocutors who speak different languages (English and an L3) (Council of Europe OP Services, 2022c, 26:30). Students are tested in hypothetical real-life scenarios where they have to utilize their language competencies in all three languages (their L1, English as the L2, and the self-chosen L3) to reach the set competency aims (Council of Europe OP Services, 2022c, 09:16). Although the plurilingual exam and its goal descriptors

were originally based on the 2001 Companion Volume, it was revised to fit contemporary situations (such as the pandemic at the time of 2020), and had new goals included that were not covered in the 2001 version, which are more closely aligned with the aim descriptors of the 2020 Companion Volume (Council of Europe OP Services, 2022c, 22:58). Steinhuber gives examples of how the descriptors have adapted a more plurilingual approach to assessment. For example, students are assessed to what degree they “Can, in both languages, invite others to express their opinions and can then briefly comment on these points of view” (Council of Europe OP Services, 2022c, 25:00). Descriptors like these show that the plurilingual exam does not solely focus on the ability to communicate with a singular L2, but rather that mediation and use of several languages are of importance. Additionally, Steinhuber emphasizes this new focus by specifying that if you are excellent in one language (say English) but fail to communicate in the L3 (say French), you fail the exam, putting emphasis on the interplay between languages, and on the fact that the plurilingual component is at the center of assessment (Council of Europe OP Services, 2022c, 31:45). Steinhuber also illustrates how a plurilingual oral exam would work in practice, with a recording of a student’s actual exam taking place, where she is tasked to switch between speaking English and an L3 to the respective interlocutors (see Council of Europe OP Services, 2022c, 32:50-36:45). Thus, the participants of the webinar, in addition to teachers and students who later would want to visually observe the exam procedure, are able to do so.

With the plurilingual lesson and exam formats having been explained in detail, it is appropriate to highlight implementation reasoning, in addition to the impact that these exams could have on education. Some of the reasons behind implementing these plurilingual exams are to further emphasize plurilingualism as an educational value, and to give students the opportunity to express (and improve) their communicative abilities in several languages (Council of Europe OP Services, 2022c, 06:08). Steinhuber states that the Council of Europe argues for plurilingual exams as giving further opportunity for the students to show initiative during oral exams with this format, which then again focuses more on general communicative abilities compared to communicative ability in a single language (Council of Europe OP Services, 2022c, 38:15). Authentic communication is also mentioned as another positive outcome of the plurilingual exam format (Council of Europe OP Services, 2022c, 37:07). As for the exam’s impact on teaching and learning, it is argued that the plurilingual exam format offers increased language awareness,

and increased attention given to theoretical, plurilingual and intercultural competencies (Council of Europe OP Services, 2022c, 40:05).

Simultaneously (and perhaps most importantly), the exam showcases a structured and officially implemented example of actually assessing plurilingualism within education, as compared to plurilingualism as a role where it is only an additional resource not within the main learning objectives of the subject (Council of Europe OP Services, 2022c, 40:05). Still, the plurilingual lesson and exam formats are novel concepts, where learners and teachers are both experiencing its development. Because of the novelty of assessing plurilingual competencies, teachers and students are argued to need more time with familiarizing themselves with this new format, as continuing support on plurilingualism in education is still progressing (Council of Europe OP Services, 2022c, 41:18).

### 2.3 The presence of plurilingualism in the revised English subject curriculum

In 2020, a revised English subject curriculum for Norwegian pupils and students was established. This curriculum is based on its “Core elements”: Communication (involving the creation and use of language in various contexts), Language learning (emphasizing the growth of students’ linguistic awareness, linguistic knowledge and language learning strategies), and Working with texts in English (emphasizing linguistic and cultural diversity through textually based activities) (Utdanningsdirektoratet, 2020d). The presence of plurilingualism in these core elements can be exemplified in the “Language learning” component, where the following is specified: “Language learning refers to identifying connections between English and other languages the pupils know, and to understanding how English is structured” (Utdanningsdirektoratet, 2020d). This shows that it is not solely the English language that should receive attention in the English subject classroom, but that the connection between English and other languages in the students’ repertoires is in focus. Additionally, the presence of plurilingualism can also be pointed out in the core element of “Working with texts in English”. LK20 states that students get to “build the foundation for seeing their own identity and others’ identities” (Utdanningsdirektoratet, 2020d). In this way, the LK20 paves the way for students to realize how their identity as plurilingual (and how others’ identities as plurilingual) affect them and how they can communicate with a variety of individuals and cultures. A final point to make is in regards to the core element of “Language

learning”. In this core element, the term “English texts” refers not only to British English and American English texts, but to other varieties of English as well, which opens up additional possibilities for students to experience cultural diversity (Utdanningsdirektoratet, 2020d), and highlights the importance of the pluricultural and plurilingual world.

Moving away from the core elements of the LK20, there is another section of the curriculum, named “Basic skills”, consisting of oral-, written-, reading- and digital skills, where plurilingualism is a present focus as well (Utdanningsdirektoratet, 2020a). For example, it is stated that oral development involves communicating “on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds” (Utdanningsdirektoratet, 2020a). As such, through communicating with people of different linguistic and cultural backgrounds (whether they speak a different language, language variety, dialect etc.), it creates opportunities to utilize one’s language repertoire to experience other cultures.

With plurilingualism being such a valuable resource of language learning in the LK20, it is also possible to see how several competence aims for English students are affected and built on this focus on plurilingualism. The following are some examples of competency aims in the English subject curriculum for Vg1 General Studies that students are expected to achieve by the end of their school year:

- “use knowledge of similarities between English and other languages with which the pupil is familiar in language learning”
- “explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts”
- “discuss and reflect on form, content and language features and literary devices in different cultural forms of expression from different media in the English-language world, including music, film and gaming”

(Utdanningsdirektoratet, 2020b).

Additionally, if students choose to study English as an elective subject in their final year of high school (Vg3), there are further curriculum goals in which plurilingualism plays a role, such as:

- “explore and discuss the language, cultural and international political influence of some English-speaking countries”
- “compare and convey some social and political affairs in two English-speaking countries based on historical contexts”

(Utdanningsdirektoratet, 2020c).

Thus, it is not unreasonable to argue that the revised English subject curriculum (whether it be the mandatory English for Vg1 students, or the elective subject for Vg3 students) encourages for the English subject to include the use of students’ language repertoires to accomplish the curriculum goals. However, to what degree teachers are in fact able to give students the opportunity to exercise their language repertoires to achieve said goals (and thus to promote plurilingualism), is another issue.

## 2.4 Acknowledging other relevant concepts

There are several linguistic- and cultural concepts that could prove relevant to this MA thesis, such as translanguaging and code-switching. For example, in a plurilingual context, one could assume that a fair bit of translanguaging takes place, such as in the plurilingual exam format (see Council of Europe OP Services, 2022c). Additionally, in regards to the concept of translanguaging, defined as the usage of different languages to enhance communication (EAL Journal, 2016; García, 2009), it will be frequently utilized when discussing the upcoming data and its parallels to theory and previous research. However, due to this thesis already concentrating on complex and extensive concepts such as plurilingualism and the digital classroom, these other linguistic concepts will not be given independent focus in theory sections, as there is not enough time or space within a singular MA thesis to cover all these linguistic concepts simultaneously.

### 3. Previous research

This chapter will shed light on what research has been conducted on the digital classroom. Additionally, this chapter presents what research has been done on plurilingualism in different educational contexts, and what said research can tell us about the position plurilingualism currently has in education, specifically online. Plurilingualism and its use in multimodal teaching and learning will also be explored.

#### 3.1 Experiences with the digital classroom

The shift from physical to online teaching due to the spread of the coronavirus can be argued to have been quite a sudden change. COVID-19 and its effects have been around for three years now, so it is important to identify what research has been done to explore how digital teaching and learning has been perceived by teachers and students, and what potential results have been showcased so far.

Rahayu & Wirza (2020) investigated teacher perceptions of online teaching during the pandemic in the shape of three questions: how useful teachers found online teaching to be, how easy the online format was to use, and “their attitudes toward online English language learning” (p. 392). Overall, the study found teachers to have a positive attitude towards the concept of online teaching. However, teachers had split opinions on whether they perceived the digital classroom to be a generally effective way of teaching. The main issues that teachers had with the effectiveness of online teaching were in regards to lack of authentic communication with the students, and also student motivation seemed to be missing during online classes when compared to the traditional physical classroom (Rahayu & Wirza, 2020, p. 403-404). In fact, lacking student motivation has been identified to be one of the most important obstacles to be aware of in regards to the digital classroom (Savenye, 2005).

There has also been research on advantages from the learner’s side regarding online classes. Pre-COVID studies have found that online learning could lead to additional opportunities for student reflection and cognitive development (Westberry, 2009, p. 296). A point has also been made about how digital classrooms can be an opportunity for more students to be active in class, due to the digital classroom seemingly making it easier for all students’ views to be shared among each

other (Palmer, 2023, p. 32). On the other hand, online learning can lead to students feeling isolated, and feeling unable to engage in authentic communication with their peers (Mizani et al., 2022).

Ally (2008, p. 17) argues for an alternative way of doing online teaching and learning: asynchronous digital learning, where the students are able to access their content at any time, where they can study at their own pace, and can have independent conversations about subject content with their teachers. As for the advantages of teachers in asynchronous teaching and learning, teachers can post lectures, update materials, make announcements, group projects, discussions etc. at any time they wish (Ally, 2008, p. 17). Another advantage to online learning that could be applied to Ally's (2008) idea of asynchronous online teaching and learning is saving both time and money for both teachers and learners (Aithal & Shubhrajyotsna, 2016, p. 227-229). That is not to say that online synchronous teaching and learning should be removed, as Ally (2008, p. 17) argues this mode of digital teaching and learning is also crucial, because of teachers' and learners' need for authentic, real-time communication.

Another study that highlights the attitudes and beliefs of teachers towards online teaching and learning during the coronavirus pandemic, is Noor et al., (2020). They investigated teachers' online teaching experiences during lockdown periods. The data revealed that there were a multitude of problems identified by the teachers regarding conducting class over Zoom, Microsoft Teams, and other online platforms, which were divided into four categories: Online Teaching Culture, Implementation Process, Issues, and Challenges (Noor et al., 2020, p. 173-175). Overall, teachers highlighted struggles with restructuring the subject content when there was not enough time to do so, not having enough digital competence or familiarity with online platforms, lack of communication with both students and their parents, as well as lacking resources (explained in terms of internet access and connectivity) (Noor et al., 2020, p. 169). Noor et al., (2020, p. 175) emphasize how students who live in rural areas are at a special disadvantage when it comes to doing online school, as they might not have the necessary resources to be able to attend classes, which relates to another issue that every teacher was experiencing: low class attendance. Connectivity issues were also an identified issue among teachers in Rahayu & Wirza's (2020) study. Another of the largest concerns that came from the data was "uncooperative learner attitudes" (Noor et al., 2020, p. 178), which could correlate with

other issues that teachers mentioned, such as low confidence in their ability to properly teach, manage and navigate an online class (Noor et al., 2020, p. 175). Generally, what is clear is that there is an abundance of issues that potentially affect the experiences of both teachers and learners in regards to conducting a functional and effective digital classroom.

### 3.2 The established effects and potential of plurilingualism

Various research has been done on the topic of plurilingualism, and what potential advantages there are to being or becoming plurilingual, but some of the following research talks about bilingualism. The reason for highlighting data on bilingualism, even though it is conceptually different from plurilingualism as established, is that any “bilingual” person is also “plurilingual” by definition. Therefore, documented advantages of bilinguals are applicable to plurilingualism as well.

Alban-Gonzales & Ortega-Campoverde (2014) showcase various studies done on the connection between Alzheimer’s disease and bilingualism, and explain how these two are closely related. The conclusion was that bilingualism, both in the case of individuals who have been bilingual from birth, and of people who have learned a second language much later in life, seems to be a factor in delaying the development of Alzheimer's disease (Alban-Gonzales & Ortega-Campoverde, 2014). Alban-Gonzales & Ortega-Campoverde (2014) argue that a globally increased focus on bilingualism is essential, considering its advantages, and they point out that over half of Europe is already bilingual, making this a feasible objective. One study that delves into how a bilingual brain is more “strengthened” than its monolingual counterpart, is Kim et al. (2019). They argue, on the neurological level, how bilingualism is also an inhibitor regarding the development of dementia, by showing how bilingualism potentially protects white matter and gray matter, among other neurological advantages. Overall, the study illustrates that bilingualism “contributes to cognitive reserve and promotes healthy cognitive aging” (Kim et al., 2019).

Glaser (2005) argues that plurilingualism is not only advantageous for the development of one’s creativity and ability to problem-solve, but also aids in breaking down cultural barriers. According to Glaser, plurilingualism also helps Europeans develop their identity, which is consistent with how the Council of Europe also presents plurilingualism as a valuable resource (Council of Europe, 2007; Council of Europe, 2022b). Consequently, Glaser (2005) takes a

similar position to Alban-Gonzales & Ortega-Campoverde (2014) on introducing plurilingualism to pupils early on in their lives, given the numerous positives demonstrated in research.

In an increasingly plurilingual and pluricultural world, being experienced in several languages certainly seems like an advantage for both young and adults regarding their futures, and specifically, what future roles they will take on in the job market. Although it appears true that learning several languages early on seems to be advantageous, Bijeikienė & Meškauskienė (2020) argue that it is not necessarily “too late” for adults to acquire plurilingual competence either, and reap its advantages. They argue that the contemporary job markets are continuously expanding their needs for individuals with different language competencies (Bijeikienė & Meškauskienė, 2020, p. 140). Bijeikienė & Meškauskienė (2020, p. 139-141) explain that active and continuous exposure to (and practice with) various languages is advantageous both for adults, in the sense that the expanding job market might require it, and naturally for children; thus, children should be exposed to several languages at an early age so they are better fit later in life to deal with multilayered language contexts. This idea of the job market evolving together with globalization and a more multicultural world (thus also various languages interacting and becoming part of various cultures than has been the case before) was also mentioned in the Council of Europe webinar about assessing plurilingualism, as one of the background ideas for creating plurilingual exams as a way to formally assess students’ plurilingual competencies (Council of Europe OP Services, 2022c, 07:43). This once again shows that it would be advantageous not to undermine the potential advantages that plurilingualism can have, regardless of age. Moving away from the adult job market, Bijeikienė & Meškauskienė (2020) state that language learning for individuals of all ages is beneficial in regards to cognitive improvements, and as a source of fighting later-developing dementia, which was another positive development of plurilingualism mentioned by other previous research as well (Kim et al., 2019).

### 3.3 Carrying out promotion of plurilingualism through multimodality

This section wants to explore to what extent plurilingualism has been promoted in the educational setting through specifically multimodal means. Research on multimodal teaching has shown it to be advantageous in language learning and acquiring plurilingual competencies (Kelly-Holmes, 2019; Prasad, 2018; Stille & Cummins, 2013; Wu et al., 2014). Therefore,

discussing how plurilingualism has been utilized and promoted through multimodal means and methods is relevant for this MA thesis, so as to enable later discussions of what potential multimodal teaching strategies can be implemented into the digital classroom to promote plurilingualism. However, before delving into the relationship that plurilingualism and multimodality could have, it is important to give a brief explanation of the term “multimodality”. The idea of “multimodality” involves using multiple modes (or means) of communication (such as audio, visual, or textual components) to convey meaning (Skulstad, 2020, p. 261). Thus, using plurilingualism as a part of multimodal practice in the educational setting would mean utilizing it through various modes. The purpose of looking at how plurilingualism has been used through the lens of multimodality, can be explained as relating to what opportunities teachers, organizations or researchers have found by combining these two concepts in class. After all, the digital medium is a mode in itself, which also includes a plethora of multimodal teaching, for example in the case of visual- and audio components. Therefore, it is relevant to see what opportunities, missed opportunities and disadvantages have been identified, in order to discuss what the participants of this thesis think of the digital classroom.

### 3.3.1 Arguments for promoting plurilingualism through multimodality

Werner & Todeva (2022, p. 214) argue that changing the mindsets of teachers and students alike, to have increased language awareness and openness towards multimodal teaching and learning, is crucial to achieve education where plurilingualism and multimodality play bigger roles. This is especially true, as the dominant monolingual teaching strategies are less and less applicable in a world where plurilingualism has become the norm (Council of Europe OP Services, 2022c; Gasson, 2021; Källkvist et al, 2017; Werner & Todeva, 2022). Cummins (2007, p. 221) explain that these “monolingual instructional strategies” are based off of the assumptions that students’ L1 is irrelevant for learning a target language in a language classroom, that students should not translate between a target language and their L1, and that all in all, languages should be thought of as separate entities that do not benefit from interacting with each other. To reiterate, this idea of languages as separate entities also aligns with the multilingual view of languages (Council of Europe, 2022e). Furthermore, Werner & Todeva (2022) argue that, even though there is plenty of research that supports plurilingual communication and language learning, it has not been properly acted upon as the “monolingual instructional ideologies” (p. 214) still are the most

influential. This, in turn, creates a division between the reality of our plurilingual and multimodal world compared to the restrictive educational sector where languages are taught without any overlapping use (Cummins, 2007; Werner & Todeva, 2022). To prevent this issue from continuing, Werner & Todeva (2022) promote a change in mindset “towards linguistic and modal plurality” (p. 214). There is also emphasis on the fact that the languages and modes we use to teach these languages should not be conceived as separate, but instead as a bidirectional learning process “in which languages interact with other semiotic modalities to form richly embedded expressions of meaning” (Werner & Todeva, 2022, p. 215). This lays the foundation for a restructuring of language learning, where teachers are described as learning along the way with the students, by integrating various languages and modes, and as such focusing on broader means of achieving individual expression in the classroom (Werner & Todeva, 2022, p. 215-216). With the world becoming increasingly plurilingual and pluricultural (Dwankowski & Mustad, 2018; Eagan, 2021; Pakulski & Markowski, 2014), and digital media being described as a natural part of our daily lives (Bax, 2003/2011), it becomes all the more important to make the effort to change the monolingual ways of teaching.

### 3.3.2 Previous implementations of plurilingualism within multimodal teaching

One example of an extensive attempt to implement plurilingualism in the digital classroom comes from Noel et al. (2022). In this article, teachers’ perceptions of the digital classroom were collected both before and after the researchers presented the teachers with new approaches and ideas to achieve a better educational experience online. After teachers were presented with ideas to include “action oriented and plurilingual scenarios” (p. 16), Noel et al. (2022) show that the teachers had a change of heart regarding the perceived usefulness of the digital classroom. Initially, teachers were of the opinion that deemed online projects and collaborations as not viable, but after being presented these “action oriented and plurilingual scenarios” (p.16), teachers had the complete opposite perspective, where these approaches to online teaching and learning were deemed the most efficient strategy to conduct online classes (Noel et al., 2022, p. 9). Noel et al. (2022) also highlight that using plurilingual resources in the digital classroom makes for unique learning opportunities between students with different backgrounds, which paves the way for “authentic and inclusive collaboration” (p. 9) between said students. Therefore, this research argues for continued educational support and exploration in the field of

the digital classroom where, through specific approaches to teaching, plurilingualism can be applied to fit within online frameworks (as well as physical ones). However, even though the teachers practiced using digital tools with adaptive approaches to include plurilingualism in the classroom, they might not be as educated as they could be in regards to utilizing the digital classroom to the potential that research documents that plurilingualism has (Bijeikienė & Meškauskienė, 2020; Glaser, 2005; Kim et al., 2019; Mehmedbegovic & Bak, 2017). At the same time, it is important to once again remember that research such as Noel et al. (2022) addresses the online teaching that developed as a result of the coronavirus pandemic, where many teachers explained that they were suddenly thrown into a teaching environment they were neither prepared to utilize, or familiar with. Thus, we should not necessarily conclude that most teachers have unreasonably negative biases towards online teaching and learning, because the manner in which many teachers were exposed to this type of classroom, was in a very specific context with little preparation. Overall, the significant takeaway from Noel et al. (2022), is that the value of plurilingualism is not lost within the online educational discourse, even if the digital classroom might seem initially restrictive for both teachers and learners. Rather, it is possible to promote plurilingualism through distinct instruction of learning teachers how to utilize unique tools at their disposal in the digital domain (Noel et al., 2022).

Sánchez-Pérez & Salaberri-Ramiro (2017) also differentiates between moving forward with a “bilingual or multilingual plan-” (p. 141) on the one hand, and a plurilingual plan on the other, the plurilingual plan being the one they argue is the most appropriate way to advance (p. 141-142). The reason for this argument is that, while a multilingual/bilingual plan would allow students to develop communication skills within several languages, it would be approached with a mindset where languages are thought of as separate entities (Sánchez-Pérez & Salaberri-Ramiro, 2017, p. 141-142), which stems from the definition of the term “multilingual” in comparison to “plurilingual”. To reiterate, multilingualism is concerned with the idea of multiple (but separate) languages that are present in a certain geographical area (The Council of Europe, 2007, p. 8). In comparison, plurilingualism can be explained as individuals utilizing our language repertoire to communicate in different languages or language varieties, thus developing our intercultural knowledge and awareness (Council of Europe, 2007/2022b/2022e). Therefore, Sánchez-Pérez & Salaberri-Ramiro (2017, p. 141-142) state that a plurilingual approach to language learning would be a better solution, as it would allow for students to grow their

intercultural awareness and cultural knowledge while simultaneously participating in learning various languages. This is the manner in which the teacher also becomes a learner together with the students, as they ultimately will learn about other cultures and languages as well.

Potts (2013) is another researcher who stresses the potential of properly integrated plurilingualism and multimodality in education. She states that although it is important to distinguish plurilingualism from other language terms, the real current issue lies in actually constructing official pedagogies that directly implement plurilingual language teaching in education, together with a use of multiple modes (2013, p. 626). Potts (2013, p. 626-627) argues that fully realizing plurilingual teaching means we must utilize a variety of modes available to us, which in turn means going beyond a heavily textually based syllabus. She exemplifies this by referring to “the everyday work of plurilingual students to see how inseparable language is from the other semiotic resources” (2013, p. 627). In the example Potts (2013, p. 627) refers to, pupils use writing, visual and spatial communication (in the shape of a digital presentation), and audio-communication through recorded additions to their presentation. This was all done while simultaneously using several languages: English was used for the textual parts, and the audio portions included the same information as the presentation, but in Chinese (Potts, 2013, p. 627-628). Potts (2013, p. 627-628) adds that although one might initially conceive the language component of such activities as arguably small, the opposite is true because of the translanguaging that goes on between the pupils during the process of creating their presentation and texts. Additionally, translating the texts into visuals with more compressed information and audio logs is another layer of utilizing both plurilingualism and multimodality simultaneously, developing the pupils’ language awareness as well as their decision-making skills (Potts, 2013, p. 628). Generally, Potts (2013, p. 628-629) wants to emphasize that the promoting of plurilingualism and the values it brings to the educational field, cannot be conceived separately from multimodal teaching and learning either, as it is the creativity of the pupils’ choices and modes of communication in their work, together with translanguaging, that create the optimal learning contexts. Therefore, if pedagogies are to directly address plurilingualism in assessment and curricula, it cannot be done without multimodal aspects (such as in the showcased example), as it is through multimodality that the individuality, cultural diversity, and use of one’s total language repertoire can receive proper promotion (Potts, 2013, p. 628-629).

There are other ways in which language learning and multimodality have been applied that are worth mentioning. For example, Wu et al. (2014) argue that digital board games can be a platform for improved digital communication for learning English as an L2. Another example comes from Prasad (2018), who asked children to draw their answer to the question “How does it look and feel to be a plurilingual?”, arguing that such use of multimodal language learning through art creation gives opportunities for learners to have an increasingly active role in learning. Furthermore, Stille & Cummins (2013, p. 632-636) argue that, for young learners, multimodal storytelling (with the use of both drawing, writing, and coloring to express themselves) develops literacy and linguistic competencies when used together with the learners’ entire language repertoire, not simply the language(s) learnt at school.

Prasad (2014) has done other relevant research, shedding light on the fact that the contemporary educational system does not create opportunities for plurilingual students to and develop plurilingual competencies, but instead ignores the potential that plurilingualism can bring into the field of education. Prasad (2014, p. 52) thus asks how students are supposed to develop these competencies further if the school does not assist them in doing so. As an answer to this, she investigates the potential of developing students’ cultural and linguistic repertoire via mainly visual modes of engagements. This is done by asking the students to draw and color portraits of themselves that represent their plurilingual selves. The results showed that students used various colors and “different body metaphors” (Prasad, 2014, p. 68) to express their own plurilingual identity and repertoire. The students attend an international French school in Canada, and Prasad (2014) highlights how one third of the students identified themselves as French, and the other two thirds identified themselves as English, which shows “plurilingualism in action” (p. 68-69). Thus, we can gain insight from each individual student in how they perceive plurilingualism (and their language repertoire) as part of their identity (Prasad, 2014, p. 68). Prasad (2014) also argues that these kinds of visual portrait activities let students materialize their plurilingual repertoire and competence on paper, where they consciously map out what languages and varieties are the bigger and smaller parts of themselves, and how they use said languages. This was exemplified by one of the students who drew the Canadian leaf on the heart of her portrait, while simultaneously coloring it with the Romanian flag’s colors: “She underscores that despite being born in Canada, she feels a deep connection to Romania” (p. 68). Prasad’s (2014, p. 70) overall argument is that, by using multimodality through self-portraits, students are able to develop their

self-awareness by mapping out their cultural background and linguistic repertoires, which in turn can develop their identities. Multimodal activities such as these are realized strategies to promote plurilingualism, while also appearing advantageous in developing other student competencies as well. Therefore, this is one way to combat the dominant monolingual educational system, and rather develop competent plurilingual speakers.

Ultimately, what can be deduced by all these conceptualizations and attempts at creating a plurilingual and multimodal educational environments, is that not only has it been attempted at various levels of education (primary, secondary and tertiary education, as well as at the university level), but that plurilingualism and multimodality continue to be topics of great importance and relevance that are still being researched today (Council of Europe OP Services, 2022c; Prasad, 2014; Prasad, 2018; Potts, 2013; Stille & Cummins, 2013; Wu et al., 2014)

### 3.4 Asking the question of feasibility

Although this chapter has argued for the potential of plurilingualism in education, and has shown some of the efforts that are being made to ensure promoting plurilingualism, whether it be through organizations, research, policies or curricula, there will always be the question of whether it is realistic and reasonable to make space for plurilingualism within the education systems of various countries. It is no simple matter to change the ways of education, and with monolingual language learning strategies still dominant (Council of Europe OP Services, 2022c; Gasson, 2021; Källkvist et al., 2017; Prasad, 2014; Werner & Todeva, 2022), it is relevant to ask the question of if promoting plurilingualism is feasible.

One of the more recent attempts at assessing whether plurilingualism can be realistically implemented within education was done by Gasson (2021), who investigated plurilingualism in light of the English subject curriculum in Sweden. Gasson (2021, p. 16) points out that even though the English subject curriculum in Sweden was revised in 2018, this curriculum does not directly refer to plurilingual promotion or assessment. Additionally, developing young learners' language competencies are further limited, as the current curricula for Swedish and English do not offer students a chance to exercise additional languages that might be part of their repertoire, for comparative opportunities (Gasson, 2021, p. 16). These confined means of executing language learning supports the already overinfluential monolingual teaching strategies (Gasson,

2021, p. 16). On the other hand, that is not to say it is impossible for teachers to implement possible language activities that promote plurilingualism in their classrooms. As Gasson (2021) points out as well, the revised English curriculum in Sweden states that students will learn about geographical locations where the English language is used (Skolverket, 2018, p. 34), meaning the curriculum does not restrict itself to American English and British English, but leaves room for other English varieties to be explored. As we have seen, this is also a change that is present in the LK20 in Norway (see Utdanningsdirektoratet, 2020d). Gasson (2021, p. 17-18) adds that, since plurilingualism is a growing component within education, it is currently and ultimately up to the individual teachers to what degree plurilingualism will be a part of the classes, and encourages them to establish plurilingualism as a part of their syllabus.

The challenges of implementing plurilingualism efficiently into education seems to be many, and even if plurilingualism were to receive additional foci in curricula, Gasson (2021, p. 18-19) states that it remains to be seen if there could be allocated enough time within the English subject, as he argues the English subject already has a limited presence in the average school week for a student. Previous research on the subject of plurilingualism has advocated for utilizing multiple languages in other or all school subjects as well, making language learning a constant process during the entire school experience, as it would create for opportunities for students to constantly develop their expanding language repertoires (Council of Europe OP Services 2022c; Potts, 2013). Furthermore, while we have seen encouragement for teachers to promote plurilingualism in their classrooms, as well as training being offered to develop their experience and familiarity with plurilingualism (Council of Europe OP Services 2022c), other research shows that teachers are not being taught how to properly apply effective teaching and learning practices to a plurilingual classroom setting (Coyle et al., 2010). Hegna & Speitz (2020) determined that, among Norwegian in-training teachers, although the idea of plurilingualism as a bigger part of schooling is met with positive reactions, teachers are not being exposed to sufficient examples of exactly how to methodically implement plurilingualism as an educational resource into their classrooms. There is also data suggesting that even in English subject classrooms where both Norwegian and English are used to enhance the language learning strategies and opportunities (thus creating a kind of plurilingual space in the sense that both the mother tongue and target language are being utilized to further the language learning), other languages that are part of students' repertoire, and that are available as subjects in high school

(for example Spanish), are not being nearly as emphasized or utilized in said classrooms (Brevik & Rindal, 2020, p. 938).

Brevik & Rindal (2020, p. 945-946) argue that minority languages are less spoken and highlighted in classes because of their status. Because the English language has gained status through being the lingua franca, and being a language that exerts its massive exposure throughout the internet, it has been increasing in Norway, and therefore English could be argued to have a higher status than other minority languages (Brevik & Rindal, 2020, p. 945-946). Therefore, Brevik & Rindal (2020, p. 945-946) argue that teachers' feel that it is more appropriate to emphasize English (and naturally Norwegian) in plurilingual language classrooms, rather than other minority languages that do not have the same status, and are not used as frequently in the country. Still, these minority language subjects that are available as subject courses in high school (Spanish, German, etc.) and thus give students and teachers exposure to them. However, because of said languages being overshadowed by English and Norwegian, these minority languages can be said to have less status in education this way (Brevik & Rindal, 2020, p. 945-946). In this way, the status of languages becomes a hindrance for developing a truly plurilingual classroom environment, where all cultural backgrounds and linguistic repertoires can be fully developed and utilized.

There are clearly issues with how realistic it seems to implement plurilingualism properly into education. If English is already one of the smaller subjects in regards to time and attention given at school, what expectations can we set for allocated time to promote plurilingualism in these classrooms? Additionally, if the English language is so dominant that teachers do not feel confident in emphasizing "smaller" languages, this could be another factor which keeps the monolingual teaching strategies afloat. Finally, even though teachers are encouraged to promote plurilingualism in their classes, they are not given methodically explicit ways to do so, thus making the entire concept of promoting plurilingualism much harder to execute. This is not even considering the digital classroom as an additional challenge, so it is arguable that promoting plurilingualism in the digital classroom is (and could continue to be) significantly easier said than done. Issues like these are important to overcome if plurilingualism were to be implemented effectively, and thus it is of importance to discuss with the teachers in what ways they have been

encouraged to promote plurilingualism, and in what ways they actually have been able to achieve this, going beyond just simple encouragement.

## 4. Methodology

### 4.1 Research Design

Because this thesis revolves around how teachers perceive plurilingualism in the digital classroom, qualitative interviews were chosen as the method to explore in-depth perspectives of the teachers and their first-hand experiences with the concept of plurilingualism in this (arguably) new digital classroom environment. With personal insight from teachers on the topic, it could be possible to gain perspective on what kind of activities teachers provide for a plurilingual classroom digitally (if any), and to what degree they are able to carry out the activities and plans for the class that they want. On the other hand, if teachers feel constricted by the digital environment and feel unable to let plurilingualism be a part of the class due to digital aspects, it can be relevant to look at what obstacles they face, and particularly what challenges are unique to the digital classroom when compared to how the teacher is able to (potentially) promote plurilingualism in physical classrooms.

Interviews can be categorized into three different types: unstructured, structured, and semi-structured (Mueller & Segal, 2015). Unstructured interviews can be explained as an open-ended and continuous conversation between the interviewer and interviewee, where there is no previously planned structure for how the interview is supposed to progress (Mueller & Segal, 2015, p. 1). Structured interviews function as the opposite, where the idea is to conduct a pre-planned interview with the topic(s) and questions being formulated ahead of time (Mueller & Segal, 2015, p. 1). Finally, semi-structured interviews can be seen as a middle ground in-between the two previously mentioned interview types. Semi-structured interviews (SSIs) combine aspects of both ends of the interviewing spectrum. SSIs include a previously planned topic to some degree, and have a mixture of both open-ended and closed questions (Adams, 2015; Drever, 1995; Mueller & Segal, 2015). This interview format functions as a flexible conversation, where the participants do not strictly have to keep their answers and reflections closely related to specifically what each question asks, but rather have the opportunity to convey their perspectives in a more open-ended manner, and can choose what focal points they want to give the most attention with their answers (Adams, 2015; Drever, 1995; Mueller & Segal, 2015). This gives the participants room to express their opinions on other potential issues related to the

interview questions, which could give unforeseen and unique data that the interviewer did not necessarily plan for, but could be valuable nonetheless.

The reason behind choosing semi-structured interviews specifically as the research method is explained by the numerous advantages that come with utilizing this approach. Firstly, a clear advantage with SSIs is the ability to gather data through a combination of both open-ended and closed questions (Adams, 2015; Drever, 1995). Being able to ask various types of questions gives more options in how to structure the interview, and in what manner the questions can be asked. Comparing SSIs to quantitative methods, SSIs gives more of an opportunity for the participants to express their beliefs and attitudes (Drever, 1995), which is advantageous for the specific goals of this thesis. Another advantage is that SSIs give great amounts of flexibility for both the interviewer and interviewee (Adams, 2015; Drever, 1995). The interviewer has freedom to choose what kind of questions they ask, as they are not constrained to only open-ended or closed survey-type questions (Drever, 1995). Additionally, it is up to the interviewer to what degree they themselves want to delve into detail on each question, meaning the collected data could see great variety in what topics or issues each of the teachers find to be of importance (Drever, 1995). Should the interviewer keep quiet and function as a listener, or should they actively respond to their participant, creating a back-and-forth environment in the interview? In general, the idea is to create the most comfortable atmosphere for the interviewee so they are able to give detailed answers to questions and provide perspectives on the different aspects of the topic (Boyce & Neale, 2006, p. 3).

## 4.2 Participants

The participants in this thesis consists of 4 high school English teachers from different schools across Norway. The teachers were contacted either through email or phone messages. The emails/messages were written in Norwegian. In the initial process of reaching out, teachers were informed about the topic, scope, and length of the interview. The research question was referred to at the very beginning of the information, to immediately let the teachers know about the main focus of the thesis. Teachers were also informed that the interviews could be conducted at any time which was convenient for them, both physically or digitally through apps such as Zoom or Microsoft Teams. This was done to ensure that the teachers were being interviewed at the most

convenient time and place for themselves, so as to not feel forced into an environment or time slot that could seem inconvenient or unsuitable for them, as that could take away from the validity/reliability of their responses. Finally, the email/message ended by informing teachers that the interviews would not take place in the days or weeks immediately after they received it, due to the project needing time to be approved by the Norwegian Center of Research Data (also known as NSD). The process of NSD accepting the methodology of a project is detailed, and usually takes up to a month to complete in most cases, but it depends on the complexity of the project (Sikt, n.d.). This also allows teachers to have significant time to both think over if they want to participate, and at what time they potentially would want to be interviewed. Additionally, it gives time for teachers to change their mind about the time slot or the interview entirely with good margins, which ends up as advantageous, as it could be problematic if the opposite situation was the case, where the interviewer/interviewee feels that the process would be potentially rushed, once again leading to questions regarding the validity of the project.

In regards to the process of selecting the participants, teachers from different high schools were contacted without any prerequisites in mind, with the obvious exception of the teacher having to be a high school English teacher. This was to remove the bias of picking only very competent and well-known teachers on the subject of plurilingualism. It was also avoided having more than one teacher from the same school participate, so as to steer clear of situations where anonymity could be breached by teachers knowing each other, or also having similar biased opinions based on the fact that they come from the same school environment. Aside from this, all other factors at play with reference to selecting participants, were left untouched. This means that their sex, age, ethnicity, and most importantly their workplace experiences could be totally different, depending on which teachers accepted taking part in the project, thus laying the groundwork for potentially unique data.

### 4.3 Data Collection

The process of finding and contacting teachers, setting up interviews, as well as conducting them, spanned from September 2022 to October 2022. Before the interviews were conducted, some formalities regarding the interview process and the participants' rights were reiterated through the consent form (see Appendix C). First of all, the participants were handed the consent

form and asked to take the time they needed to read through it, before signing. The participants who decided on a digital meeting and interview were asked to read the form before the interview so they would be aware of the interview contents, as well as potentially making the interview process smoother for the teachers in regards to not taking up more time than necessary from their work. The interviewer also reiterated to all participants that the interview is estimated to last approximately 15-40 minutes depending on how much the teacher wishes to elaborate on the questions, and where the conversation could lead. On average, the interviews proved to be on the shorter side, lasting between 15-25 minutes, but the estimation was set to give the teachers an idea of how much they could extend and elaborate upon their discussions during their interviews, as to not make them feel the need to be “in a hurry” if the interviews had been conducted within a more constricted timeframe. The teachers were also given a choice of the interview being conducted in either Norwegian or English. Once again, this was to achieve comfort for the teacher, so they could pick the language they felt they were most comfortable discussing the questions in. Ultimately, all the teachers ended up speaking in Norwegian, although two of them added that they did not mind either option, and asked for the opinion of the interviewer. Of course, the interviewer’s role is to not interfere, which was then again emphasized, leading all the teachers to speak Norwegian in the end. Teachers were also informed that they could gain access to their transcripts at any time, and could always ask to have parts of the conversation removed if they so wished for any reason, which they also need not disclose to the interviewer if they did not wish to (for more information, see Appendix C). Additionally, if the teachers were to use names of identifiable individuals or locations, this information would be anonymized. In this way, teachers did not have to be wary of their wording and afraid to let information that could identify them slip out.

In regards to the actual transcribing of the interviews after they had been conducted, the speech of all the participants was attempted to be kept at the same dialect of Norwegian *bokmål*, so as to not let the accent or dialect of any participant be a factor in which could reveal their identity in any capacity. The transcriptions also did not include additional audio-cues such as laughter, coughing or other small sounds, as the goal of this thesis is to focus on the teachers’ beliefs, opinions, and perceptions. As for moments of silence, only what the researcher considered to be lengthy pauses where the teacher was thinking, were included, meaning small pauses and sounds such as “uh” or “uhm” are usually not included, as once again the goal of this thesis is not related

to the analysis of speech patterns or pragmatics (turn-taking, overlaps, etc.). Finally, at the end of each interview, teachers were thanked for their participation and cooperation in realizing this MA thesis.

#### 4.4 Limitations to the methodology

Although thus far I have given reasons for the choice of method and emphasized its advantages, there are still several potential disadvantages to be aware of, outlined below.

##### 4.4.1 The disadvantages of utilizing semi-structured interviews

Although the advantages of semi-structured interviews are clear, no type of interview is without its flaws. One disadvantage of using not only semi-structured interviews, but interviews in general, is the possibility of the interviewer having a bias going into the interviewing procedure (Hofisi et al., 2014, p. 62). For example, pre-planned questions can be worded in a specific way to gear the answers towards a certain viewpoint. Additionally, Hofisi (et al., 2014, p. 64) points out that the interviewer is part of the interviewing process the whole way through: planning the questions, responding to the interviewee's questions and/or statements, as well as deciding what information should be given importance and what should be put aside during the analysis of the data. In all these steps, it is possible for the researcher to show bias that could invalidate the findings. In connection to the interviewing procedure, it is also important that the interviewer is professional by showing proper body language that does not distract or lead the participant towards certain answers, and does not ask questions that leave little room for the participant to explain their perspectives and experiences to the extent that they want (Boyce & Neale, 2006, p. 4). Other disadvantages that are worth mentioning pertain to these types of interviews being potentially extremely time-consuming in relation to finding participants, conducting interviews, and transcribing and analyzing the material (Adams, 2015; Boyce & Neale, 2006). With that said, I believe the advantages of SSIs outweigh the drawbacks, and as such are an efficient way to answer the research question of this thesis.

#### 4.4.2 Ethical considerations with the role of the researcher

Naturally, as with any methodology, there are ethical considerations to be aware of both before, during and after the execution of the data collection. Additionally, in interviews, regardless of the type of interview, there will arguably always be a certain dynamic present between interviewer and interviewee where the interviewer can be said to have more control due to their position as the one who conducts, and mostly steers, the direction of the interview, regardless whether or not there are open questions (DeCarlo, 2018, p. 375). This is what is referred to as the “role of the researcher” (Anker, 2020; The National Research Ethics Committees, 2019).

The role of the researcher is something that needs to be discussed in relation to how I conducted myself as a researcher when reaching out to, and interviewing, the participants. In qualitative research, Anker (2020) puts an emphasis on the informed consent and anonymity of the participants. Informed consent encompasses that precise and comprehensible information is given to the participants so they understand what their involvement in the project entails for them (Anker, 2020, p. 106). As was explained in previous sections, all the participants were given an extensive consent form to read through and fill out before the interviews began. Additionally, I gave the participants an additional rundown of their rights before interviewing, so as to make them more comfortable with sharing their perspectives on the upcoming topics, without worrying that they might say something that could identify them. Therefore, I argue here that the anonymity of the participants has been completely ensured throughout this project.

The National Research Ethics Committees (2019) point out that it is essential that the researcher has previous knowledge of the field they are researching, while simultaneously reflecting on their role in their own research as they collect and analyze data. Needless to say, I need to be conscious about my background in the field of didactics, plurilingualism and digital classrooms in all steps of dealing with my methodology and data. This way I consciously strive to not let my potential biases or personal opinions on this subject somehow affect the results (for example in the hypothetical event of a researcher’s biases coloring the wording of interview questions). Furthermore, I am aware that I am inexperienced as an interviewer (even if I have some previous familiarity with interviewing procedures), and this is obviously something I keep in mind throughout the interview process as well. Although I discussed the interview questions in several

stages with my supervisor, and in the end being satisfied with the result, it does not mean that it is not possible for teachers to perceive certain questions as leading. Finally, another reason why it is necessary to consider the ethics of qualitative research, has to do with the fact that it is the researcher who picks and chooses what to analyze, and what to leave out of discussion and analysis (Anker, 2020, p. 111). I have given special emphasis to those answers that relate directly to my research question, to develop an expansive answer to it.

#### 4.4.3 Additional limitations

Before moving on, there are other limitations that are briefly worth mentioning as well. For example, in the field of qualitative studies there is always the question of whether the research done can be said to be generalizable (Boyce & Neale, 2006; Carminati, 2018). Qualitative research methods also receive negative critique because they have been accused of lacking validity and reliability, and simply gather “personal opinions subject to researcher bias” (Noble & Smith, 2015, p. 34). In the case of this thesis, a question to ask might be how interviews with four different teachers could give insights into the different fields of education as a whole that this thesis attempts to examine? Boyce & Neale (2006) argue in regards to qualitative interviews “that when the same stories, themes, issues, and topics are emerging from the interviewees, then a sufficient sample size has been reached” (p. 4). Additionally, Carminati (2018) argues for the possibility of generalizability in the field of qualitative studies within specific frameworks of research. So, while some argue it might be possible in certain contexts to conclude that qualitative research is generalizable or significant, there still needs to be careful consideration on the researcher’s part when concluding themes or connections of the teacher’s perspectives, to see if they really align and show potential for further research (especially since the group of participants is small). On the other hand, because of the randomized sample of teachers, there might not be any reason to think that these teachers are not “average” in their experience and perspectives. Therefore, one could argue that the findings in this thesis are (to an extent) generalizable, because it would not be realistic to interview all high school English teachers in Norway regardless.

## 4.5 Validity and Reliability

As with any research, it is important to maintain the highest possible level of validity and reliability in the collected data. Validity is commonly referred to in the field of research as the concept of when research investigates what it is supposed to, and that the data manages to answer the questions that were being investigated (Anker, 2020, p. 109). In other words, validity revolves around the fact that the research achieves exactly what it sets out to do. In the specific context of qualitative research, validity is said to be concerned with “careful recording and continual verification of the data that the researcher undertakes during the investigative practice” (Cypress, 2017, p. 259). Therefore, evaluation and reflection at all stages of the interviewing process is necessary to maintain the validity of the data. The recordings of the interviews have been contained within the app Nettskjema, described as “a powerful and secure data capture tool that offers a range of features for collecting, storing, and analysing data from the desired audience” (Nettskjema, n.d.). In this way, the confidentiality of the participants as well as the data itself were being kept on a highly secure website, thus making sure the validity in terms of “careful recording” (Cypress, 2017, p. 259), was taken care of. Additionally, as previously mentioned, the “continual verification” (Cypress, 2017, p. 259) was achieved through informing teachers of the scope and goals of the research both in the introductory messages/emails, the consent form, and then audibly in the conversation immediately prior to the interviews themselves. Furthermore, teachers were also given opportunities to look at the transcripts, add or remove comments or commentary in the interview if they so wished, as to keep their responses as valid and accurate to their perceptions and beliefs as possible, as that is precisely what the thesis aims to investigate.

There is also the concept of reliability to account for in one's research. Research can only be classified as reliable if it has been completed in a proper manner, not using underhanded shortcuts or invented data simply because the researcher(s) want or need certain data or results (Anker, 2020, p. 108-109). We should be able to use a (mostly) identical sample and research method to be able to replicate findings that other individuals have used in their research, and to find the same results, if we are to call those results reliable (Anker, 2020; Cypress, 2017). With this in mind then, we might ponder the question of how reliability fits in the framework of qualitative research such as interviews, where the general idea is to discover unique and personal

perceptions of specific individuals. How could we explain qualitative research as reliable? Since reliability revolves around the idea of securing the quality of data through its ability to be replicated, qualitative research such as interviews, where the data from each participant will always be different in small and/or significant ways, applying the concept of reliability in qualitative research is clearly not without its issues (Anker, 2020; Cypress, 2017). Therefore, it is often argued that using the term “reliability” is not possible in qualitative research, thus leading researchers to come up with alternative ways in which to make sure the qualitative research stays trustworthy (Anker, 2020; Carminati, 2018; Cypress, 2017). Noble & Smith (2015) propose combining the two concepts of validity and reliability into “credibility” when discussing qualitative research, as a way to discuss its trustworthiness and soundness. They refer to a list of exemplary requirements of how qualitative research remains credible, for example that the researcher/personal biases need to be strictly and critically reviewed in all parts of the research process, that recorded data should be verified by those who were recorded (in this thesis meaning the teachers), and that the “interpretations of data are consistent and transparent” (Noble & Smith, 2015, p. 35). By examining Noble & Smith’s (2015, p. 34-35) criteria, we can conclude that most of said criteria have already been discussed and emphasized in this method chapter, laying the foundation for the analysis and discussion of the data.

## 5. Analysis and discussion

This chapter will analyze and discuss the collected interview data in light of the previous theory and research that has been presented in this thesis, to attempt to answer the research question, and investigate further potential takeaways from this data. The interviews were roughly divided into four sections: “General Information/Background”, “Teachers’ Perceptions of Plurilingualism”, “Opinions on Online Teaching”, and “Opinions on Plurilingualism in the Online Classroom” (see Appendix B). These sections are discussed within their own subchapters here. Additionally, each teacher has been anonymized and are referred to as “Teacher A” through “Teacher D” respectively, for my four informants.

One thing to note before discussing their perspectives, is that some teachers asked for an explanation on the difference between “digital teaching and learning” and “the digital classroom”. This thesis exclusively tackles the online educational environment in the shape of classes through (for example) Zoom or Microsoft Teams, thus the digital classroom. This is different from teaching and learning that simply utilizes digital tools in the physical classroom, such as using apps like Kahoot or Canvas in class to enhance or aid with learning. Therefore, this differentiation was made clear to all teachers, so there was a mutual understanding between interviewer and interviewee, as there is arguably an abundance of similar terms regarding both plurilingualism and digital teaching that could be confusing when discussing them all in tandem.

### 5.1 Teachers’ backgrounds

The purpose of the first few questions was to uncover the teachers' background and teaching experience, exposure with the digital classroom, and their understanding of plurilingualism in their classes (or other ways in which the teachers are exposed to plurilingualism as part of their educational environment). The teachers had varying degrees of experience with their occupation: Teacher A has recently completed her training, while Teacher D has been in the field for over 30 years. As for their previous experience with the digital classroom (once again, this specifically refers to purely online classes, not physical classes with digital assisting tools), all the teachers stated that they had no experience with the digital classroom prior to the 2020 coronavirus pandemic. Teachers’ reflections upon the initial change into the digital classroom seemed quite

negative for various reasons. For example, Teacher B quickly realized he was inexperienced in conducting digital classrooms such as these, which was a concern raised by other teachers across the globe during the pandemic as well (Noor et al., 2020; Rahayu & Wirza, 2020). As for their backgrounds with plurilingualism, this will be dealt with in the upcoming subchapter as a separate topic, because of the complexity of the concept.

## 5.2 Teachers' understandings of plurilingualism as a term

The teachers were asked to describe their perception of the concept “plurilingualism”, and how they define it. The reason for asking this question and analyzing it links back to how the Council of Europe (2007/2022b/2022e) and other previous research (see Cuccurullo & Cinganotto, 2020) have defined the term, and have used said definitions as foundations for research, policies and educational implementations. Therefore, it is relevant to collect the teachers' opinions on the concept of plurilingualism itself, so their understanding of plurilingualism can be compared to those of the Council of Europe and previous research, thus laying the groundwork for the teachers' perception and use of the term in the future questions and reflections.

### 5.2.1 Definitions of plurilingualism

All the teachers explain that plurilingualism, or being plurilingual, involves the ability to use multiple languages in various contexts. Both Teacher A and Teacher C seemed to think of all their students as plurilingual. According to Teacher C, this is because by the time students attend high school, they will all be speakers of both Norwegian and English, and have had years of experience with both languages as school subjects. Teacher C adds that the students who are speakers of minority languages are plurilingual too, even if their English is potentially less developed because of their background. The idea of plurilingualism as something that sticks with the student is also brought up: even if one's competencies in an L2 or L3 are limited because of (for example) solely learning said language in high school, the language learning lessons and experience that come with that exposure, can stay with the student and be useful in life in general, according to Teacher C. She states: “Of course, the student will not find themselves as competent in Spanish, French or German after learning it for only three years, but the value of learning multiple languages, that is something they will bring with them” (Appendix F, my translation). In this way, Teacher C refers to plurilingualism as something the students will carry

with them and continuously develop, where language competencies are dynamic and changing, but also where the language learning experiences students have, will help them become more efficient language learners in the future, and make it easier to form connections between languages. Teacher A and Teacher B both share a similar view of plurilingualism, saying that being plurilingual means to be able to use one's language repertoire as an advantage in making connections and better our understanding of other languages as well. These views of the concept align with the descriptions of the CEFR and other research, explaining plurilingualism as using our language repertoire in meaningful and intercultural communication, where it is not of importance being able to speak multiple languages fluently, but rather that competency (to varying degrees) in both languages and language varieties will fluctuate over time (Council of Europe, 2007; Council of Europe, 2020b; Cuccurullo & Cinganotto, 2020).

However, not all the teachers were confident in describing their classes as plurilingual when reflecting on their definition of plurilingualism. Teacher D worded it as such: "I do not teach plurilingual classes other than in the sense that I have individual pupils with a different mother tongue" (Appendix G, my translation). Teacher D puts more emphasis on cultural background when defining plurilingualism, stating that plurilingualism involves speaking several languages specifically in one's home environment, therefore emphasizing that other contexts than school are the ones to consider when discussing what it means to be plurilingual. Teacher D's understanding of plurilingualism is arguably in line with the teachers in the study of Sickinghe (2016), where plurilingualism was perceived to be a concept relating to immigrants in Norway who are not particularly competent with speaking Norwegian (p. 7). What is apparent, is that all the teachers have different ideas of plurilingualism and what they understand by the concept when asked to define it, even if there are some commonalities, such as plurilingualism involving the usage of multiple languages.

### 5.2.2 Do teachers consider themselves plurilingual?

After the first interview with Teacher A had finished, she mentioned through small talk that she considers herself to be plurilingual (even though during the interview she rather referred to herself as bilingual). This was a piece of information about that teacher's perception of plurilingualism that was not thought about in the process of creating interview questions, but

gave me the idea of asking the rest of the teachers about this information as well, as it could prove useful in gaining further insight into their personal understanding of the term, thus giving an even more detailed picture of their different perceptions of plurilingualism. For example, Teacher C would classify all her students as plurilingual by default because of their ability to be competent speakers in both the Norwegian and English language. Meanwhile, Teacher B pondered whether dialects (as well as being competent in both *bokmål* and *nynorsk*) would make someone plurilingual. As we have seen, language varieties are in fact considered a part of the plurilingual identity, meaning that dialects add to one's language repertoire and plurilingual identity (Council of Europe, 2007; Council of Europe, 2020b; Cuccurullo & Cinganotto, 2020). Therefore, asking the rest of the teachers if they see themselves as plurilingual became a thought of interest during the interviewing process.

While, by her definition of the term, Teacher C describes herself (and her students) as plurilingual, and while Teacher B is confident that he is plurilingual because of his language repertoire (even if he has significantly varying competency levels in the different languages), Teacher D did not share this certainty. When asked if she sees herself as plurilingual, Teacher D initially stated that she is not plurilingual by her own definition of the term, but started wondering if her definition made sense: "By that definition I am not [plurilingual], but in the sense that if one speaks multiple languages, and if that is what is a part of the term plurilingual, then yes" (Appendix G, my translation). Teacher D emphasized that being plurilingual involves speaking several languages at home, but seemed to question herself about this perception of the concept. Later in the interview, Teacher D also comments on her understanding of plurilingualism again, stating that she tends to think of "plurilingual" and "English speaking" as similar terms, perhaps signaling that she is not necessarily very familiar with plurilingualism and its distinctions from other similar language terminology.

One way to look at this instance of a teacher not being sure of identifying whether they are plurilingual or not, is through the study of Werner & Todeva (2022). As previously explained, this study claims that monolingual teaching and learning methods are still dominant in education, even though our world is becoming increasingly plurilingual and pluricultural, thus creating a situation where language teaching and learning in school does not reflect real world circumstances (Werner & Todeva, 2022, p. 214-215). One could argue this division hinders

implementation of plurilingualism in education. In the case of Teacher D, if she is accustomed to the monolingual teaching and learning methods in education, perhaps such school environments prevent her from being completely aware of the terminology regarding today's cultural and linguistic diversity.

Another angle from which to look at Teacher D's answer, is simply potential terminology confusion. First of all, there is the position of the English language in Norway not fitting completely within the definitions of either "ESL" or "EFL" (Rindal & Brevik, 2019).

Furthermore, the terms "plurilingualism" and "multilingualism" could perhaps cause confusion due to the fact that in the Norwegian language, it might be quite common to use the expression *flerspråklighet* about both plurilingualism and multilingualism. In fact, since all the interviews were conducted in Norwegian, *flerspråklighet* was the Norwegian term that was used in place of "plurilingualism" when asking the interview questions as well. In hindsight, asking teachers what differences they perceive between the English terms might have produced different answers than those collected for this thesis. Although one could perhaps argue that this invalidates the data in some way, I argue that given the format of semi-structured interviews, teachers were freely able to describe what they perceive *flerspråklighet* to be, shedding light on whether they perceive it to correspond with multilingualism or plurilingualism. Additionally, the distinctions between "multilingualism" and "plurilingualism" are arguably of recent date. The Norwegian term *flerspråklighet* currently fits to describe both the English terms, but it would not be surprising if the distinctions between the English terms will be more emphasized to a greater degree in the coming years.

Generally, every teacher mentioned to some degree that plurilingualism entails knowing multiple languages. Still, only Teacher B mentioned dialects and the Norwegian language varieties *bokmål* and *nynorsk*, when reflecting upon what it takes to qualify as a plurilingual. As Rindal & Brevik (2019, p. 435) articulate about English being in a "transitional status", and schools being stuck in their monolingual teaching ways, teachers' grasp on the concept of plurilingualism might not be as easily developed as is the aim of organizations such as the Council of Europe. Whether it is its relationship with cultural background, or the complexities of what really "counts" as being plurilingual, what is clear is that plurilingualism needs to be more clearly

defined and distinguished. This is so teachers have a clear notion of the concept, in order to begin planning how to implement and emphasize it in their classes.

### 5.2.3 Previous emphasis on plurilingualism in the classroom

After having reflected on their definition and previous experiences with plurilingualism, teachers were asked to what degree they have been able to promote plurilingualism (as a value and resource) in their classrooms. Teacher A stated that as she was fairly new to the job, her teaching (and in-training) experience was mainly digital due to the coronavirus pandemic. Thus, it felt natural asking her to what degree she has been able to promote plurilingualism previously in her digital classrooms instead. This particular limitation was not the case with the other teachers, as they had more years of experience (in physical classrooms especially). It therefore seemed reasonable to ask them the same question, but in regards to the physical classroom at first, to gain a basis for later comparisons between the physical and digital classroom in regards to promoting plurilingualism.

With that said, Teacher A feels she has yet to have the opportunity to promote plurilingualism to any significant degree. Rather, she recognizes that it is the language interplay between students with different L1's (in the case of Teacher A's class, many students' L1 being Arabic) that seemed an effective way of promoting plurilingualism and authentic communication, while simultaneously giving students space to assist each other in understanding the target language (English). Thus, Teacher A shows a clearly positive stance towards the idea of letting other languages than Norwegian and English be a part of the English subject classroom to ensure efficient teaching and learning. However, it seems Teacher A also might be in a similar position as the teachers in Hegna & Speitz's (2020) study: although positive towards plurilingualism in her classroom, Teacher A perhaps completed her teacher training without having developed concrete plans or methods to promote plurilingualism formally. Similarly, the teachers studied in Coyle et al. (2010) were not given proper methods to promote plurilingualism in their classes either, so in hindsight it would have perhaps been relevant to ask Teacher A what degree of emphasis plurilingualism was given in her recently completed teacher training (if any). If the issue of not feeling qualified to promote plurilingualism continues happening with Norwegian teachers, it could prove a significant hurdle in realizing English subject classrooms where

students' entire language repertoires are used to support the language learning process. Although allowing students to utilize their minority L1's is a major step towards countering the dominant monolingual instructional teaching strategies that exist (Council of Europe OP Services, 2022c; Gasson, 2021; Källkvist et al, 2017; Werner & Todeva, 2022), the teachers themselves can also play an active role in promoting plurilingualism as something advantageous for students. It is important to note that the point is not to blame the teacher in an instance like this, but rather highlight the insufficient training teachers may receive, if they are also expected to promote plurilingualism as a part of the curriculum according to the LK20 (see Utdanningsdirektoratet, 2020a/2020b/2020c/2020d/2020e), but feel unable or ill-equipped to do so.

Both Teacher C and D claim to have a more direct approach towards promoting plurilingualism in their classrooms, specifically through conversing with students and assisting them in understanding how different languages have similarities, or how having a broader language repertoire could be a help in the future. Teacher C particularly emphasizes that the “casual chats” which can take place between teacher and student(s) is the most valuable opportunity in this regard, because it helps students see connections between their L1 and English, thus making them more confident in their ability to learn languages. Teacher C also mentions that seeing the connections between languages could prove especially valuable to students who speak minority languages in Norway. She reasons that giving students the opportunity to utilize their minority languages could not only make them feel that their own language repertoire has importance, but also makes a difference in their own language learning. By engaging in such metalinguistic casual conversations, Teacher C's way of promoting plurilingualism in (physical) classrooms might also aid students' development of identity construction (Council of Europe, 2007; Glaser, 2005) by helping students realize the importance of their own language repertoire. After all, the LK20 states that students “shall build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context” (Utdanningsdirektoratet, 2020d), while also putting a stop to prejudicial thoughts and actions against other cultures (Utdanningsdirektoratet, 2020e). Thus, Teacher C not only creates opportunities for students to develop their language learning and identity, but promotes inclusivity in the classroom by recognizing different cultural backgrounds instead of sticking to monolingual ideologies where minority languages (or other languages with less status in the country) are overshadowed (Brevik & Rindal, 2020). This way of promoting plurilingualism also aligns with how the Council of Europe describes its

plurilingual view of education, where instead of treating languages as separate entities, it recommends that we should use them in an overlapping manner and draw from our language repertoire to expand said repertoire (Council of Europe OP Services, 2022a). Thus, Teacher C aiding students to see connections between English and their L1's (regardless if that L1 is Norwegian or a minority language), accomplishes exactly this.

Teacher D acknowledges that the world is now much smaller due to globalization, thus making communication between widely different people a more regular occurrence; she therefore feels it is important for all Norwegians to widen their language repertoires. According to LK20's central values of the English subject, "pupils shall experience that the ability to speak several languages is an asset at school and in society in general" (Utdanningsdirektoratet, 2020e), and this value is reflected in Teacher D's comments, who as revealed earlier, also talks with her students about why learning English and widening one's language repertoire will be useful in the future, both in an educational context (seminars or readings for class) and job context (pluricultural work contexts or working abroad). In fact, the Council of Europe (2007/2022c) emphasizes this same sentiment. Furthermore, if plurilingual competencies are truly sought after in contemporary job markets, as Bijeikienė & Meškauskienė (2020) argue, then an increased awareness of plurilingualism as an educational value (and overall advantageous life skill), could be beneficial for all people of all ages, as plurilingual competencies could lead to new job opportunities.

Looking at all the teachers' responses collectively, it is clear that they are positive towards plurilingualism being promoted in school, and to varying degrees try to promote plurilingualism themselves in their physical classrooms. Although mine is a small sample of English teachers in Norway, these four are aware of the benefits of an expanded language repertoire, and as such might not be too influenced by the dominant monolingual approaches to teaching and learning (Werner & Todeva, 2022, p. 214). It seems quite the contrary, that these Norwegian teachers rather are working towards the change of mindset that Werner & Todeva (2022, p. 214) call for as the way forward to break down monolingual ideologies in education. Simultaneously, Teacher A's thoughts about letting the students be more autonomous and collaborate with each other by translating between English and minority L1's to enhance comprehension, seems to contradict Brevik & Rindal's (2020, p. 938) argument that minority languages are not being utilized for language learning purposes as much as Norwegian or English in English subject classrooms. As

for Teacher B, he said that he only recently started promoting plurilingualism in his classrooms in the last two years of school, the driving force being that Teacher B is learning more in-depth about plurilingualism in a master degree he is pursuing. If it was only continued education that made Teacher B make an effort in promoting plurilingualism in class, we might ask what part the LK20 had to do with this. Thus, going forward, the interviews inquired about teachers' perceptions of how the LK20 promotes plurilingualism.

#### 5.2.4 The presence of plurilingualism in the LK20

Teachers were asked to what degree they think the LK20 emphasizes plurilingualism. Overall, three out of the four teachers (Teacher A being the exception) felt that plurilingualism was either emphasized, promoted, or explicitly mentioned as a goal in some way. Teacher B thinks that because of plurilingualism being explicitly mentioned in the LK20, he feels he needs to implement it in some way in his classes now. According to Teacher D, the LK20 gives teachers an idea of how important it is now to learn languages, and that the importance of language learning is related to current societal circumstances (society now being more plurilingual because of globalization). Teacher C recounts one of the goals of the LK20, stating that students should be conscious of their language learning and what language resources are available to them, perhaps referring to the following aim for students in Vg1 General Studies: “use knowledge of similarities between English and other languages with which the pupil is familiar in language learning” (Utdanningsdirektoratet, 2020b).

As for Teacher A, who disagrees with the other teachers, she feels that plurilingualism is in fact not emphasized enough, especially because there is no effort made to have other languages than Norwegian be used to teach classes. Thus, with Norwegian (and English in its own subject) being the only languages, Teacher A does not consider LK20's emphasis of plurilingualism sufficient. As was revealed in previous research, there are attempts at utilizing other languages in various subjects at school to create a more constant language learning process for all students (Council of Europe OP Services 2022c; Potts, 2013), but research has also found these attempts at emphasizing other languages than the ones dominant in the country to be unsuccessful (Brevik & Rindal, 2020). We might wonder if the issue lies with the status of minority languages being such that they cannot be efficiently utilized in various school subjects (Brevik & Rindal, 2020, p.

938). However, from LK20 goals that have been highlighted earlier (or the one mentioned by Teacher C), the revised curriculum clearly opens for students to have some freedom in expressing themselves using various parts of their language repertoire; in fact, students are even encouraged to do so (Utdanningsdirektoratet, 2020a/2020b/2020c/2020d/2020e). When talking about “Digital Skills”, the LK20 even emphasizes that students are to investigate different English-language online sources, further opening for exploration of various English varieties (Utdanningsdirektoratet, 2020a). Additionally, in several of LK20’s goals, phrases such as “the English-speaking world” or “English-speaking countries” are used (Utdanningsdirektoratet, 2020b/2020c). Thus, the English subject does not solely revolve around British English and American English, but rather allows students to promote and utilize other language varieties of English, making for an increasingly culturally inclusive environment that combats the dominant monolingual instructional ways of language learning.

A small note to make before advancing to the next topic, is that although it is a major step in the right direction if students get to use the full range of their language repertoires in various classes (not simply the English subject), a problem arises when we consider the position of a teacher in such classrooms. If a whole class of around 30 students use various languages simultaneously in a translanguaging manner to assist each other on content in a certain subject (for example history or math), how is the teacher of said subject supposed to know that the conclusions the students come to are actually correct? Additionally, how is the teacher supposed to know that such conversations are class-related at all? In this way, we see the appearance of a conundrum in this hypothetical educational context where language repertoires are used to their full potential in a classroom. Even if this freedom of language utilization was allowed in language classrooms (English, Norwegian, Spanish etc.), it still does not remove these potential issues where the role of the teacher arguably loses some of its meaning, namely to teach. Although it is good for students to engage in autonomous learning, the teacher is the most knowledgeable individual in the classroom about the subject content, thus meaning that they should also be part of the learning experience for students to a degree. Problems like these illustrate the complexity of how implementing plurilingualism (whether physically or digitally) is not as easy as we want it to be.

### 5.3 Teachers' opinions on the digital classroom

Teachers were asked what advantages and disadvantages they perceive with the digital classroom as a means of teaching and learning.

#### 5.3.1 Perceived advantages

Generally, when asked what advantages the teachers think there are with teaching through the digital classroom, there was an almost unanimous consensus that there are not many such. As for the actual advantages, Teacher A mentioned that the digital classroom could be a good learning space for certain students, namely “those who manage to work on their own, who do not like to be observed by the teacher” (Appendix D, my translation). Both Teacher B and C describe the digital classroom as a serviceable alternative to the physical classroom whenever conditions occur to make the physical classroom unavailable (like with the coronavirus pandemic, or when students need to take an extended leave from physical class).

Teacher D was the only one who had instant examples of significant advantages with the digital classroom. Firstly, Teacher D mentioned that “the quieter students also get a voice” (Appendix G, my translation). Thus, students who are not as comfortable with actively participating in physical class can find it easier to play a bigger part of class in the digital classroom, in Teacher D's experience. She also explains how oral assessment of students is notably easier (and better suited) to conduct online, because of the ability to record students' oral tasks. Teacher D reasons that in a physical oral assessment context, it is quite difficult for a teacher to listen to the student, take notes, keep the conversation going and then give a grade and feedback all at the same time. With online recording software, Teacher D argues that being able to re-listen to conversations makes for more accurate assessments of assignments, as one can rewind and reflect over certain parts of the conversation if needed, which then again makes for better feedback to the student and better reasoning behind specific grading. One could argue that if it is easier for shy or nervous students to participate in online class, it might also be easier for said students to show their language competencies in online oral assessment, when speaking from the comfort of their own homes. Further research should be carried out to identify students' perceptions of oral exams/assessments online compared to physical ones, to discern if there is untapped potential in the digital classroom to help students show their skills and knowledge in a subject.

From Teacher A and D's statements, it seems the advantages they acknowledge are similar to those made by Ally (2008) and the Council of Europe OP Services (2022b) for a mixture of synchronous and asynchronous digital teaching and learning. If classes that are conducted through digital means are to include more asynchronous aspects, worries about student presence and focus during digital classes could be prevented/lessened. This could prove useful as student presence and participation online are some perceived disadvantages among the teachers with the digital classroom as a means of teaching and learning, which we will now delve into.

### 5.3.2 Perceived disadvantages

Perhaps not surprisingly, the teachers state that the digital classroom is not their preferred mode of teaching (Teacher A found out that her students also preferred physical classes). The one disadvantage that seemed to be a problem for all the teachers, was the fact that the digital classroom seemed to only provide a one-way communication format in the lessons. For example, Teacher D who argued that digital classrooms give some students a better opportunity to be active in class, explained that the opposite is unfortunately true as well, where some students who are usually silent in class are even more absent in these digital classes. Thus, even though Teacher D emphasizes the same advantages of online learning as Palmer (2023), namely that it is easier for quieter students to participate online, Teacher D's comments also show that we cannot simply view the listed advantages of the digital classroom as easily attained, but something that needs careful consideration and planning to become actualized in these classrooms; otherwise, it turns into a disadvantage for certain students, as in the case of Teacher D's experiences.

Additionally, Teacher C who earlier explained how she manages to promote plurilingualism through casual conversations with students, voiced her worries about how impossible this was to achieve in the digital classroom. Another reason that casual, personal conversations (both those between students, and those between student and teacher) could be hindered has to do with what Teacher B refers to as "camera culture" (Appendix E, my translation). Teacher B states that in a digital space with one-way communication from the teacher to the students, students become resistant towards being on camera in class. Teacher B hypothesizes that this kind of culture exists because students are scared to have the camera on, or that students simply log on to class and then have the freedom to do non-related class activities unnoticed. As such, a culture where

students have the camera off becomes appealing for various reasons. Although Teacher D mentions how the quieter students can get a stronger voice online, poor “camera culture” could result in students having problems with the digital classroom. For example, Mizani et al. (2022) explain that students struggled with having authentic communication with their peers in the digital classroom, in addition to feeling isolated. Digital classrooms where all students’ cameras are off, and where perhaps many are sitting alone, might be sources of this issue. Additionally, in physical class there is always recess to engage in leisurely talk with peers, but that might not be as easily achieved if all students are separated in the online domain with no cameras on. Digital classrooms also do not have physical space in between students, making it potentially difficult for students to talk with their classmates privately, since speaking in the digital classroom sometimes means that other students can listen in. Although there are “breakout rooms”, small online group rooms used for discussion or group work, there is no guarantee that students are grouped with peers they get along with. This could hinder relationship-building with peers and add to the feeling of isolation that has already been documented (Mizani et al., 2022). Even though these are hypothetical examples, it is clear that various students, such as those in Teacher A’s classes, do not view online classes and the culture within them as positive, showing another troubling obstacle if digital classrooms are to become increasingly normalized in education. If the digital classrooms are not to the students’ liking, it would arguably not be surprising if documented “uncooperative learner attitudes” among students (Noor et al., 2020, p. 178) continue. Additionally, if plurilingualism is supposed to be promoted within said digital classrooms, students need to feel like they can have authentic conversations with their peers for this to even be possible.

Teacher A summarizes the issues of the digital classroom as resulting in “lost learning potential” (Appendix D, my translation), but also reflects on whether she could have done a better job herself as a teacher when dealing with the circumstances to create a better learning experience. Furthermore, Teacher A feels that her digital competencies were not sufficient to execute effective online classes at the time. These sentiments are similar to those of teachers in previous research who listed negatives with the digital classroom (Noor et al., 2020), and of teachers who feel an inability to properly promote plurilingualism as well (Coyle et al., 2010; Hegna & Speitz, 2020). In addition to digital competency issues such as these, there are also the purely technical online issues that potentially have to be dealt with simultaneously in online classes (digital

programs not working, students not being able to connect, etc.), which seemed like another troublesome aspect of digital teaching for the teachers. Likewise, teachers in previous research also emphasized the technical issues with conducting classes as a discouraging and interfering factor in class (Noor et al., 2020; Rahayu & Wirza, 2020). Thus, for the digital classroom to become an appropriate working space for promoting plurilingualism, it would be necessary to improve the accessibility and consistency of the connectivity of digital apps used for educational purposes, so lost learning potential can be minimized (or optimally completely removed) in the digital space.

The teachers seem to be of the same opinions as the teachers in Rahayu & Wirza's study (2020), namely that they have a generally positive view on digital education and its potential, but that they simultaneously struggle with a lack of meaningful communication with the students; thus, their ability to promote plurilingualism becomes impeded. The fact that Teacher A's students have also expressed dislike of the digital classroom could mean they have a decreased motivation to learn during these classes, as did the students in Rahayu & Wirza (2020). Furthermore, with Savenye (2005) putting emphasis on how student motivation is one of the most important obstacles to overcome with online teaching and learning, it is apparent that student motivation in online classes still in all likelihood remains a significant hurdle to overcome today.

#### 5.4 Teachers' views on promoting plurilingualism in the digital classroom

At this point, teachers' beliefs and opinions on both the concepts of plurilingualism and the digital classroom have been discussed in detail. Thus, the next step is to combine these two concepts in the discussion and investigate in what ways the teachers think plurilingualism can be promoted in the digital classroom.

##### 5.4.1 Is promoting plurilingualism in the digital classroom an attainable goal?

Firstly, teachers were asked in what ways, if any, they think plurilingualism (as a valuable educational resource present in the LK20) can be emphasized in the digital English classroom. Taking into consideration their previous experiences with the digital classroom, most of the teachers think of promoting plurilingualism in the digital classroom as a difficult or impossible task (Teacher D being the only exception). Between Teacher A, B, and C, the common

denominator as a factor that prevents promoting plurilingualism in the digital classroom, is the lack of authentic communication. By this, the teachers refer to various aspects of communication, such as body language, eye contact, and being able to tell whether students are really grasping the contents of the current lesson. These aspects all disappear in the digital classroom, thus making it much harder to begin to think of how plurilingualism can be emphasized online. Teacher B explained that the thought of promoting plurilingualism in the digital classroom never crossed his mind, seemingly because of all the other (new) aspects of the digital classroom, such as connectivity issues and “camera culture”. Significant amounts of body language disappears behind the screen when students do not like to have their cameras on in class, but Teacher A feels like she cannot demand that students have the cameras on either, perceiving it as a breach of privacy. Thus, as a teacher it becomes difficult to know if the students are paying attention, which then leads to an online classroom environment where promoting plurilingualism is out of the question. Rather, the focus is on trying to present the subject information as best they can, with the minimum amount of technical difficulties. Although Teacher A mentions online translation tools as viable options to promote plurilingualism, she worries it is not necessarily an efficient method of teaching and learning the target language. Thus, in the end, Teacher A finds that there is a “disconnect” between plurilingualism and the digital classroom because of these issues.

Teacher C is of a similar opinion, that while the physical classroom gives the teacher an active role in helping various students while also promoting the use of multiple languages in the classroom, the digital classroom removes this flexibility. Physically, you can perceive what struggles students have with the English subject, and thus personally help them with terminology or other tasks. These aspects that engage students in the subject disappear digitally. Due to such a lack of communication, Teacher C does not see it as possible to promote plurilingualism in the digital classroom. With teachers in previous research also voicing their worries about this disadvantage (Noor et al., 2020; Savenye, 2005), it is clear that digital communication in general might be one of the biggest obstacles that hinder the digital classroom from being an efficient and enjoyable mode of teaching and learning, but also an obstacle in making it easier to promote plurilingualism. After all, if students cannot have authentic conversations, and the teacher cannot communicate properly with their students in regards to the subject content, achieving curriculum goals becomes exceptionally difficult. One way to potentially counteract this issue of the digital

classroom so plurilingualism can be promoted online, is to address the so-called “camera culture”. For authentic communication to take place to begin with, students need to feel comfortable in expressing themselves freely, thus with various body language. If no cameras are on during class, the teacher will be stuck with the one-way communication format, and no such authenticity can be accomplished. However, overcoming camera culture is easier said than done, and making students feel comfortable in sharing experiences and having conversations with peers is an even further step that would be no easy feat to achieve in the digital classroom.

Teacher B feels that although it is possible to give comparisons and illustrate connections between languages online (as a way of promoting plurilingualism), not only is this easier to conduct physically, but in physical classrooms students themselves are able to express much more of their own pride in regards to their identity, cultural background, and language repertoire. He explains that promoting plurilingualism in class through students getting to present something about their cultural backgrounds is already a small element of class (which he implements about once a month). Thus, in the digital classroom, this implementation gets no attention or focus at all. Teacher B emphasizes that in the digital classroom, he is too occupied with the technical aspects of class: to make sure audio, videos, and the presentations are working for all students, so the class can function on at least the basic level. He also worries that “there is a stereotype, when you are a teacher, that [digitally related] things will go wrong” (Appendix E, my translation), thus completely taking his attention away from plurilingualism which is already a small part of the class.

Whilst Teachers A, B, and C all clearly think of promoting plurilingualism in the digital classroom as incredibly difficult or outright impossible, Teacher D disagrees with this thinking. She is of the opinion that the LK20 facilitates plurilingualism: it is regarded as a value in education that can and should be promoted, regardless of domain, even if there is much less use of digital classrooms now after the coronavirus pandemic. Although Teacher D recognizes some limitations of the digital classroom (such as the lack of authentic communication and connectivity issues), she also mentions how certain activities take up much more time than necessary in physical classes. Specifically, Teacher D refers to any sort of one-on-one conversation with students regarding grading, which takes place during class hours. According to Teacher D, having conversations with students one by one about their gradings for various

assignments wastes a lot of valuable class time, because the rest of the 20+ students in the classroom are simply waiting for class to end and do not engage in subject-related activities. Therefore, Teacher D suggests that the digital classroom is a better fit for such one-on-one conversations about grading. Not only is the digital classroom advantageous because of the flexibility of meeting online from *anywhere*, but also at any *time* (Council of Europe OP Services, 2022b). In fact, Teacher D's experiences and perceptions is a concrete example of Aithal & Shubhrajyotsna's (2016) argument that the digital classroom can save education time and money. If class time is saved by using the digital classroom for assessment discussion purposes, there could be more time to engage in other meaningful subject content during physical classes, namely promoting plurilingualism. This solution would also be beneficial in introducing teachers to the digital classroom with a more carefully planned approach, where the teacher will potentially become familiarized with the digital classroom and its tools in a more efficient manner, in comparison to the abrupt change of environment caused by the pandemic. From what research has shown, action oriented methods could be the most beneficial training to give teachers in order to develop generally more positive attitudes towards the digital classroom (Council of Europe OP Services, 2022b; Noel et al., 2022) Potentially, teachers could become familiarized with the digital classroom to the point where both asynchronous and synchronous classes could become more normalized (and their potential utilized to a greater degree), and where the interplay between digital classroom lessons and physical ones could enhance teaching and learning further. Overall, if Teacher D's argument of giving the digital classroom a bigger role in the assessment of students is done effectively, it could make room for the English subject classroom to devote increased time towards plurilingualism, in turn enhancing students' learning. However, even though Teacher D states that it is in fact possible to promote plurilingualism online, it sounds as if she wants to relegate certain physical classroom tasks to the digital classroom, but not ones necessarily involving plurilingualism.

Generally speaking, there are several aspects of the digital classroom that need some refining, before considering whether plurilingualism can be meaningfully promoted by students and teachers. Even if the Council of Europe, the LK20, and various researchers advocate for both the digital classroom and plurilingualism as resources we should implement in education, if teachers are skeptical to teach with digital tools (Noor et al., 2020), or unsure of how to properly go about using plurilingualism as a means of enhancing students' language learning (Coyle et al., 2010;

Hegna & Speitz, 2020), we could say that there is in fact a “disconnect” present. A disconnect where educational goals and the reality of how classrooms are taught, are not connected enough to carry out such complex aims, even if they are quite advantageous for students. On the other hand, research has also illustrated how, if given the proper preparation via “action oriented and plurilingual scenarios” (Noel et al., 2022, p. 16), teachers find the digital classroom a desirable mode of teaching and learning. Additionally, in regards to promoting plurilingualism, Sánchez-Pérez & Salaberri-Ramiro (2017) encourage “teacher training programs that enable teachers to improve their linguistic and methodical competence” (p. 139). Thus, if proper training in the digital classroom, in addition to intricately developed methods to promote plurilingualism in such a multimodal context exist, perhaps teachers who struggle finding value in the digital classroom could have a change of heart as well, if exposed to the same training as was executed in Noel et al. (2022).

#### 5.4.2 The digital classroom’s effect on teachers’ ability to promote plurilingualism

After hearing teachers’ initial conclusions of how unattainable (for the most part) promoting plurilingualism in the digital classroom seems to be, the next question aimed to find out specifically how the digital classroom plays a role in this unattainability. Thus, teachers were asked how the digital classroom affects their ability to promote plurilingualism. As previously established, Teacher B does not think about plurilingualism at all in the digital classroom, and Teacher C feels it is impossible to promote plurilingualism digitally too. Teacher C adds that even though breakout rooms exist to create more personal communication between smaller groups, if the teacher is present in one breakout room, it leaves the rest of the students completely unsupervised, thus disorganizing the class and leaving no time to worry about promoting plurilingualism in these instances.

Teacher A feels that the digital classroom negatively impacts her ability to promote plurilingualism to any degree. Plurilingualism is already difficult for a teacher who only knows Norwegian and English, referring to her pluricultural classrooms where students help each other with target language comprehension by utilizing their shared L1’s. Teacher A can only verbally encourage plurilingualism as a valuable resource, due to the language barrier between students and herself, even if the classroom benefits from the plurilingual environment. In this instance,

the previously hypothesized problem of having students' full language repertoires be active in class, is actualized. Although Teacher A describes plurilingual competency as a great resource for students to be able to use their various languages, such as the Arabic L1 in this case, where does it leave the teacher? Obviously, a teacher cannot be expected to know all the languages present in their class, so finding a solution to situations like this where there is a language barrier between the students and the teacher, seems difficult. If this is a common problematic situation among language teachers, further research should investigate it, so the problem receives increased awareness, which then again could lead to progress towards combating such issues, to improve the environment of plurilingual language classrooms.

In contrast to the other teachers, Teacher D believes the digital classroom to be more convenient in regards to promoting plurilingualism; that is, she views the digital classroom as a positive resource to promote the value of plurilingualism to her class. The reason for this is based on the function of "breakout rooms", where Teacher D feels it is easier to communicate with students in pairs or smaller groups as a way of achieving authentic communication where students might be more comfortable to participate in conversation. Another advantage mentioned is that using the breakout rooms to divide students into smaller groups counteracts the issue of silent students disappearing in physical class and not participating at all.

Generally, what is clear from the various responses collected is that the digital classroom (in most cases) negatively impacts the teachers' ability to promote plurilingualism. Specifically, there is a mixed perception on whether breakout rooms assist or restrict not only plurilingualism, but the execution of digital classes overall.

#### 5.4.3 Does plurilingualism have space in online or physical teaching strategies?

Although at this point, one could argue that a full understanding of these teachers' perception of promoting plurilingualism in the digital classroom has been gathered, I wanted to ask them a few more questions. Specifically, even though teachers feel that the digital classroom is (for the most part) not a preferable mode of teaching, I wanted to find out to what degree they included plurilingualism in their teaching strategies ahead of digital classes. It was additionally interesting to see how this compared to the physical classes, if there was a difference in planning, to determine if plurilingualism truly can be included in teachers' pre-class planning.

Teacher A feels that including the online translation tools is beneficial in digital classrooms, as it helps relieve some of the lost communication between teacher and students, while simultaneously giving students an opportunity to ensure that they understand the subject content. In this way, Teacher A plans her classes in a sense where translanguaging practices take effect, where students use their language repertoire to understand subject content. She also encourages students to use academic sources that are part of their language repertoire as a way to better understand the subject content in digital classes, where she cannot follow up with her students and easily clarify questions, as compared to the physical classroom where she can observe if students are understanding the content or not. Ultimately, Teacher A thinks that digital tools are a great way to enhance target language comprehension, but that they should be utilized in the physical classroom, instead of solely digitally, where previously mentioned aspects of class communication are lacking or deficient.

To Teachers B and C, as aforementioned, plurilingualism is not a part of their digital classrooms at all, and thus has no space to be included in their online teaching strategies either. Teacher B states that plurilingualism has a much more prominent part in his teaching strategies for physical classes, as he describes plurilingualism as a good resource for team building and developing connections between students. Additionally, he previously mentioned how students being allowed to speak about their L1 and cultural background can build their confidence and pride in said background. As for Teacher C, her planning is focused around giving different students difficulty-tailored tasks to work with in English. Because some students do not have the same experience with English teaching and learning as Norwegian students (who learn English from their first year of school), Teacher C wants to make sure all students can get some value out of the digital classes, where communication is significantly restricted, according to her.

For Teacher D, there is also a clear difference in so far as plurilingualism has a much bigger part in planning physical classes. Physically, she can perceive more of the students' comprehension of terminology and subject content, thus making it easier for her to approach individuals who are struggling with the target language. When she cannot see the students' digitally, this approach to promoting the value of plurilingualism to her class, does not work. Once again, these circumstances pose the question of what the teachers (and students) would think of the digital

classroom if cameras would be on frequently, and where students would be confident in using their cameras to communicate with each other.

As has been the case with previous questions, Teacher D seems to be the outlier in her responses. She thinks that, regardless if the teaching happens physically or online, teachers should always keep plurilingualism in mind, as part of their teaching. She exemplifies this by explaining how she must adapt her language use depending on the grade and the level of English competencies in the class. Teacher D illustrates this by explaining how, in vocational English subject classrooms (in comparison to general studies), she utilizes Norwegian language more frequently to clarify English terminology. Another way in which Teacher D emphasizes plurilingualism is through educational videos, namely *CNN 10*. Teacher D states that these videos expose students to authentic American English language, while also highlighting news from around the world. These videos also include trivia questions and exposure to several English varieties as well, for example in the case of *Voting In Africa's Most Populated Nation*, with a reporter speaking Nigerian English (CNN 10, 2023, 5:21-6:46), and with trivia about African countries (CNN 10, 2023, 4:23). Additionally, by showing these educational videos, students could increase their intercultural awareness and competence, which is encouraged by both the Council of Europe (2022c) and the LK20 (Utdanningsdirektoratet, 2022d). Simultaneously, videos such as these can be used both digitally and physically, thus providing a way to integrate multimodality into the promotion of plurilingualism through various means (Potts, 2013, p. 628-629). After all, Potts (2013) argues that to properly promote plurilingualism in education, all modes of communication and expression need to be used. Only through multimodal teaching and learning can complex aspects such as cultural diversity, language awareness and individuality be emphasized to a significant degree (Potts, 2013, p. 628-629). Furthermore, if students regularly engage with several English varieties and trivia related to said content, this could improve their active listening skills. The steps taken by Teacher D to ensure that multimodal learning and promotion of plurilingualism takes place in her classes, regardless of teaching domain, illustrates that what Potts (2013) advocates for is in fact possible, if teachers are able to strategize how to do so. Finally, with thinking that plurilingualism should be considered regardless of the mode of teaching and learning, Teacher D feels there is no difference in how she plans digital or physical classes. Her mindset can thus be described as in line with the mindset of “linguistic and modal plurality” that Werner and Todeva (p. 214) advise. Utilizing Teacher D’s strategy of showing

online videos for learning purposes, one could argue that videos from the Council of Europe, for example in the case of the webinar series (see Council of Europe, 2022d), could be additional useful sources to aid online teaching and learning. Apart from Teacher D though, teachers do not seem to have space for plurilingualism as a part of their digital teaching strategies, but definitely as part of their teaching strategies for physical classrooms.

#### 5.4.4 Plurilingualism as a part of class activities

To dive deeper into potential ways in which teachers do or do not utilize plurilingualism in their digital classrooms, they were asked if plurilingualism plays any part in their online class activities. Additionally, similar to the case of asking teachers about their teaching strategies, a comparison between plurilingualism in online and physical class activities was investigated.

Teacher A does not think of plurilingualism as having a part in her online class activities, with the exception that students are freely allowed to use L1 sources, thus not restricting students to only using sources in the target language (English). As for physical class activities, Teacher A emphasizes one of her earlier points, with students being able to help each other and interact using various languages. She reasons that there is a better chance of students interacting physically as opposed to in digital class activities, therefore making the physical classroom a better space where plurilingualism can be promoted through class activities.

As previously established, neither Teacher B nor C actively promotes plurilingualism to any degree digitally. However, they do give plurilingualism a significant role in physical class activities. Firstly, Teacher B likes to give his class translation activities where they have to translate a given phrase/word into all the languages in their language repertoire. Teacher C lets her students participate in a similar activity, where they can use their full language repertoires to translate subject content and thus assist each other with this, making for authentic communication. Teacher C also feels that by generating authentic communication and plurilingual discourse through physical class activities, a lot more dialogue between students is achieved in comparison to the digital classroom. Teacher B mentions another type of language activity, where the students have to guess what a given word/phrase means, based on their linguistic knowledge. This, once again, makes the students actively think and draw from the full extent of their language repertoires. Not only do these activities promote plurilingualism in class,

but students are also actively engaged in these instances. Furthermore, by requiring the usage of a variety of languages, these activities promote intercultural awareness as well.

As for Teacher D, although her general stance is that she prefers the physical classroom overall, she does not believe there is any difference in the way she includes plurilingualism as a part of her class activities whether class is physical or digital. Whether it is reading, listening, or communication tasks, the ability to translate (between English and Norwegian) is utilized regardless of domain, according to Teacher D. In other words, she lets translanguaging practices be a part of all class activities. In this way, Teacher D enables language learning where multiple modes of communication are used as a variation tool in class, while simultaneously giving students the freedom to translanguage and develop their language competencies in various class scenarios (whether it is through CNN 10 videos, textual assignments, or other tasks).

Furthermore, the digital classroom can be a platform where cultural diversity and plurilingualism can thrive, be celebrated, and promoted, and perhaps Teacher D could achieve this to even greater degrees if she was given methodological training in the shape of action-oriented teaching approaches (Council of Europe OP Services, 2022c; Noel et al., 2022).

What is apparent from all the teachers' answers, is that there seems to be a constant emphasis on, and use of, translanguaging practices, even if mostly in physical classes. Whether it is intended by the teacher as a part of the activity (as in the case with Teachers C and B) or simply students communicating with each other in various languages to translate and enhance their work with the activities (as in the case of Teachers A and D), plurilingualism is clearly a part of all these teachers' class activities. Based on how the teachers cooperate with students in these class activities to promote the use of various languages to enhance the learning of the target language and subject content, they arguably conduct these activities in line with Sánchez-Pérez & Salaberri-Ramiro's (2017, p. 141-142) plurilingual plan to language learning. To reiterate, this plan advocates for plurilingualism as opposed to bilingualism and/or multilingualism to be emphasized in education, as plurilingualism leaves room for increased intercultural awareness and wider spread of cultural knowledge among students (Sánchez-Pérez & Salaberri-Ramiro, 2017, p. 141-142). Additionally, in this plan, the teacher becomes a learning agent as well, because of the exposure to various languages outside of the teachers' language repertoire, thus resulting in them also potentially increasing their connections between foreign languages and

cultures. Clearly, the teachers did not take advantage of digital resources to enhance learning experiences or to promote plurilingualism such as with digital board games, digital storytelling, or digital drawing tools (Prasad, 2014; Prasad, 2018; Stille & Cummins, 2013; Wu et al., 2014), but simultaneously we should not expect this of the teachers either, whose only exposure to the digital classroom was the abrupt change of school environment that came as a result of the coronavirus pandemic. However, making our current and future teachers aware of such digital possibilities for language learning and class activities could be advantageous for promoting plurilingualism going forward, regardless if these digital activities are utilized through tools in traditional classrooms or exclusively online.

#### 5.4.5 Teachers' final comments

Before thanking the teachers for their participation and cooperation, they were asked if there were any other comments on the topic of plurilingualism, the digital classroom, or a combination of these two, that they wanted to express. In fact, each teacher had a point they wanted to put extra emphasis on. Teacher A expressed that ever since being contacted about participating in this thesis, she had been reflecting on how the concept of plurilingualism in education is quite challenging, although not necessarily in a negative sense. This is especially true for her, as a relatively new teacher, who feels that she has not been prepared for the complexity that plurilingualism can bring to the English subject classroom. She goes on to state that there are situations where students with minority L1's do not use academic sources when writing English texts, and this is because they are not used to exploiting such sources in written work due to their L1 not having sufficient amounts of online articles on the subject. Additionally, in cases where these students do not have great Norwegian language competency, it becomes difficult for Teacher A to find a way to help said students with the assigned work. Furthermore, she explains that although she has had personal follow-ups with some of these students, and they see the effort she puts in to try to help them, Teacher A personally feels a little helpless in regards to how to efficiently handle such complex linguistic situations. Thus, even if plurilingualism has proven to be a great resource in her classes, it does come with challenges to which Teacher A does not feel she has an immediate answer. Perhaps due to English (as a lingua franca) being a language of great status and importance in education when compared to minority languages (Brevik & Rindal, 2020, p. 945-946), it leaves minority languages in a situation with less

research and online exposure. This could add to the problem that Teacher A is experiencing, with students lacking online resources in their L1 to use, thus resulting in these students not relying on the same study methods as those who are used to citing English/Norwegian sources.

In hindsight of the interview, Teacher B realizes that the topic of plurilingualism in the digital classroom needs serious and increased attention to achieve meaningful results, as he does not know how to continue promoting plurilingualism after just a few Zoom lessons. In other words, even though he wants to, Teacher B feels he lacks actual means to promote plurilingualism in the digital classroom, at least to the degree that plurilingualism is emphasized as an educational value in the LK20. He states that promoting plurilingualism is more of a means of class variation, where students get to discover connections between different languages. Teacher B ends his comments with the following statement: “I wish that more resources [to promote plurilingualism] will become available to both teachers and students” (Appendix E, my translation). It is clearly difficult for a teacher to develop classroom plans and activities that efficiently integrate the promotion of plurilingualism. Furthermore, it seems difficult for teachers to promote plurilingualism regardless of domain, if said teachers do not feel that they have the competence and resources to do so. Arguably, specialized teacher training that targets plurilingualism, such as in the case of Noel et al. (2022) and Council of Europe OP Services (2022c), could be vital in giving teachers the training and assets they need to efficiently enact plans to promote plurilingualism.

Teacher C had one main argument to express after all the reflections, i.e., that since plurilingualism seems so difficult to promote digitally, this fact becomes an argument to leave digital classes behind, because you lose so many opportunities (to promote plurilingualism) that are available physically. Teacher C thus brings up a difficult question to answer, that is, if we should focus all our resources on promoting plurilingualism physically, or if promoting it digitally too would be beneficial. After all, the established potential and advantages of plurilingualism are many, such as inhibiting the development of Alzheimer’s disease and dementia, and improving problem-solving skills (Alban-Gonzales & Ortega-Campoverde, 2014; Glaser, 2005; Kim et al., 2019). Therefore, we need an even greater emphasis of the value of plurilingualism, but perhaps we must ask ourselves in what educational setting this should be carried out to begin with.

As for Teacher D, she reemphasizes her point of silent students getting a voice as the biggest advantage with the digital classroom. The practicality of the digital classroom is also not to be undermined, as she feels like digital presentation hand-ins and homework can give the physical lessons a much more meaningful learning impact for the students. Additionally, those students who gruel over speaking aloud in class or presenting, because they are scared or feel their English is not impressive, can be given a platform to showcase their English competencies through digital assignments, whether textual or audio-based.

## 5.5 Future research and implications

Now that the data has been analyzed in detail, it is necessary to discuss how some of the main takeaways from the interviews can pave the way for future research in the field of plurilingualism and digital education.

First and foremost, based on the responses, it is clear that defining and distinguishing plurilingualism (or in the Norwegian case, *flerspråklighet*) from its related language concepts should be a focus going forward. I argue that if plurilingualism is to be efficiently promoted in high school (especially in the digital classroom, where teachers feel their resources and possibilities to be more limited to teach in general), it is necessary that English teachers are familiar with the concept and what it entails. With research telling us that “multilingualism” is used as an umbrella term in the LK20 for both “plurilingualism” and “multilingualism” (Haukås & Speitz, 2020, p. 64-65), and some teachers (in addition to Teacher D in our sample) thinking that plurilingualism is closely related to cultural background and immigrants in Norway (Sickinghe, 2016, p. 7), there is a difference of perception on various levels of education of what exactly plurilingualism is. Additionally, English not fitting within the descriptions of “English as a Second Language” or “English as a Foreign Language” (Rindal & Brevik, 2019, p. 435) arguably only raises more questions, specifically in the sense that English might be considered as a language that “does not count” towards being plurilingual. Therefore, we cannot expect that plurilingualism can be properly promoted if there is terminology confusion within the field of education in Norway. This is why further research and initiatives that focus on plurilingualism should make it accessible to all (teachers, students, researchers, institutions), to understand the

definition of plurilingualism, and how it is both similar to, and different from, its other related language concepts such as multilingualism, bilingualism and so on.

Secondly, even though previous research and initiatives highlight the potential and educational advantages of the digital classroom (Ally, 2008; Council of Europe OP Services, 2022b; Noel et al., 2022; Palmer, 2023; Westberry, 2009), based on the findings of this thesis, the digital classroom needs significant refinement and additional resources allocated to it, if it is to function as a sufficient mode of teaching, learning, and promoting plurilingualism. It is not merely the case of improving the digital classroom on a technological level, but also giving the teachers themselves more time to prepare and familiarize themselves with the domain, so they are more confident in using the resources that are already available. After all, teachers from previous research (Noor et al., 2020; Rahayu & Wirza, 2020) and the teachers in this study, have all echoed these worries. Furthermore, digital resources have become widely accessible and may be considered “mainstream” as opposed to a rarely seen alternative in education (Kentnor, 2015). Thus, we cannot simply ignore the presence that the digital classroom has in education. Only when the digital classroom has been improved (for educational purposes), and when teachers have received sufficient digital training, is it attainable to promote plurilingualism to an academically significant degree, where teachers also feel like their planning and work is effective. Thus, further research should be carried out on investigating how the digital apps that are used for classroom purposes can be enhanced to appeal more to teachers and the educational field as a whole. Alternatively, further research should investigate what resources are given to prepare teachers for both promoting plurilingualism and for steering a digital classroom, as it seems (based on this sample) that the resources and training currently given to teachers is insufficient to give them the knowledge, digital skills, and confidence they need to execute their tasks.

If we are to analyze how the aspect of promoting plurilingualism disappears in the online classroom, one perspective is in regards to how teachers were initially unprepared to switch to digital classrooms going into the coronavirus pandemic. As all the participants’ experiences with the digital classroom come from this pandemic, it could be interesting to investigate teachers’ perceptions of the digital classroom (and the ability to promote plurilingualism digitally) if teachers receive sufficient methodical and instructional training and preparation (in other words

being familiar with how to operate the digital classroom). It is clear that all the teachers are actively involved in promoting plurilingualism as a valuable resource to their students, even if mostly in traditional physical classrooms. Additionally, the encouragement to promote plurilingualism is indeed present in the LK20. Teachers have picked up on this fact, and have started to think of ways to actively implement it into class. However, encouragement is arguably not enough. Needless to say, the teachers themselves feel there is ample room for improvement, elaborating that they are not trained to promote plurilingualism (nor use the digital classroom effectively), and that more time and resources are needed to do so. After all, both the digital classroom and plurilingualism are established as valuable educational resources (Council of Europe, 2007; Council of Europe OP Services, 2022a/2022b; Palmer, 2023; Westberry, 2009), which in many cases are underused and are not given sufficient time to be planned and executed, so that it could reach its true potential for teaching and learning (Council of Europe OP Services, 2022b; Potts, 2013; Prasad, 2014; Werner & Todeva, 2022).

## 6. Conclusion

### 6.1 Summary of findings

Due to globalization and immigration, Norway is today an increasingly pluricultural and plurilingual place. Although, by definition, Norwegian citizens can be said to have been living in a plurilingual society for a long time (due to learning English, *bokmål*, *nynorsk*, and potentially Sami). With cultural diversity and awareness becoming more apparent in society, an increasing number of languages and language varieties will thus find their way into the classrooms.

Plurilingualism is also the European norm now, and clearly more present than ever before.

Despite this, dominant monolingual instructional strategies and ways of teaching are said to continue to treat languages, and the learning of said languages, as separate processes without any overlap. Simultaneously, the use of digital resources is a relatively new and increasingly present part of everyday education in Norway as well. After the reliance on the digital classroom to conduct classes during the coronavirus pandemic, questions remain whether the digital classroom will continue to be used as a mode of teaching and learning going forward.

This thesis based its research question on the discovery that even though plurilingualism and the digital classroom have both been researched extensively as separate educational concepts, a combination of these two, where plurilingualism is an emphasized part of the digital language classroom experience, has not received academic attention to the extent that it could, although such an approach might provide advantages for education as a whole. It might be argued that this qualitative study is not generalizable enough to craft solid hypotheses and conclusions from.

However, since the increasing importance put on both plurilingualism and digitalization is relatively novel in Norway, and the two concepts continue to be promoted in the revised English subject curriculum, I argue that this research can prove relevant for the future of Norwegian high school language education, which is (based on the teachers' responses) already an environment with significant amounts of pluricultural and plurilingual students. With this in mind, the thesis has answered the research question posed in the introductory chapter: *In what ways do high school English teachers perceive opportunities and challenges with promoting plurilingualism in the digital classroom?*

Plurilingualism is undoubtedly an educational value and resource that teachers want to promote, and is something they perceive to be beneficial in the English classroom. Teachers are clearly aware of our increasingly plurilingual and pluricultural classrooms, and are positive towards this diversity. From teachers' perspectives, plurilingualism functions as a means of making students cooperate with each other to deepen their understanding of the subject content, while utilizing their entire language repertoires to aid with these tasks. Teachers' informal conversations with students make for a joint learning environment where both students and teachers are taking part in language learning through exposure to various cultures and languages. Even in the cases of students not feeling motivated to learn English, some teachers actively advocate for acquiring plurilingual competencies, as they could be useful in future job endeavors and perhaps identity construction. Plurilingualism was also described as helpful in making students strengthen their bonds with their backgrounds, when they are asked to tell their peers about their L1 and cultural ties.

However, these positive interactions and effects are mostly only seen in the traditional physical classroom. In the digital classroom, teachers established that there is little or no time to promote plurilingualism at all, due to the digital environment requiring their full attention on a technical level. With hindrances like connectivity issues, and the lack of students' camera use resulting in a one-way communication format, teachers feel that it is hard to connect with the students online, and to tell if they really are following along, or are simply doing something else entirely. Even though there are functions like breakout rooms to engage the class in more dynamic ways of working with the English subject, teachers are unable to control whether the different student groups are actively studying or not. Issues such as these thus take away any time that teachers have to promote plurilingualism through informal conversations or class activities online. That is not to say that teachers do not want to promote plurilingualism digitally, or cannot do it (for example Teacher D being the only teacher that feels she can promote plurilingualism just as well digitally as physically). The digital classroom was described as advantageous for saving class time, and for giving some students a better chance at class participation. Ultimately though, the digital classroom does not appear from teachers' perspectives to be a good option for promoting plurilingualism. The teachers feel the LK20 wishes to promote plurilingualism to a significant degree, but that encouragement and emphasis is where it stops, and where the teachers are left with no further guidance as to how to promote plurilingualism, physically or digitally. Various

technical issues, lack of familiarity, and a lack of methodical approaches and resources, make the digital classroom an incompatible environment for promoting plurilingualism effectively.

Another challenge that needs serious consideration when discussing the promotion of plurilingualism, not only online, but in general, is in regards to how we define and distinguish the concept from other language-related terminology. Can teachers be expected to promote plurilingualism if they are not filled in on what it is, or how to do so in an instructional manner? Is it simply translanguaging, is it culturally specific, and are Norwegians plurilingual or not? If teachers, schools and institutions are not on the same page regarding what defines plurilingualism, how can we expect them to promote such a concept, let alone in online settings? Teacher D would several times question her own understanding of the term. Furthermore, Teacher B reflects greatly on how the definition of plurilingualism will vary individually, and to what degree we can include the Norwegian varieties *bokmål* and *nynorsk* in addition to Norwegian dialects as part of being plurilingual. Even more factors that could lead to plurilingualism being defined so differently amongst teachers involves (1) the unique position of the English language as not fitting within ESL or EFL definitions, and (2) the Norwegian term *flerspråklighet* encompassing both definitions of “multilingualism” and “plurilingualism”. Thus, not only is there a lack of resources for teachers to actualize promoting plurilingualism digitally, but there is also a lack of aid in understanding the topic in general. As we have seen, teachers employ their own teaching strategies and planned class activities where plurilingualism and the usage of students’ full language repertoires are utilized to accomplish language learning. Once again however, this is only in traditional physical classrooms. Therefore, if teachers were to gain a deeper understanding of plurilingualism, and how it can be efficiently promoted through multimodal means, perhaps teachers could gain new insight into the role of the digital classroom and in what ways it may be efficient in promoting plurilingualism through its own distinct assets.

The teachers also tell us that translanguaging is the most significant manner in which plurilingualism is emphasized, both digitally and physically. By gathering information from academic sources in their L1’s, or by using the full extent of their language repertoires in translation activities or peer communication, the English high school classroom becomes a place of highlighted cultural and linguistic diversity where plurilingualism can develop naturally among students. However, a language classroom such as this does not come without its

challenges either. On the advantageous side, such a diverse classroom could create an environment more accepting of autonomous student learning where students actively translanguage and potentially develop their metalinguistic and intercultural awareness. On the other hand, as was experienced by Teacher A, if an unknown number of languages are allowed to be used for language learning purposes, or even in other subjects too, where does that leave the teachers and their role in the classroom?

From this sample of teachers, we can conclude that teachers actively engage in promoting plurilingualism in the traditional classroom, but the same cannot be said for the digital classroom as too many other issues are at play. Thus, in a sense, we can discern that the challenges of the digital classroom outweigh the opportunities in regards to promoting plurilingualism through exclusively online formats. Perhaps one of the most intriguing findings of the interviews can be phrased the following way: do we abandon the idea of promoting plurilingualism online, in favor of refining the process of increasing awareness, knowledge and resources towards promoting it in the physical classroom? It is quite apparent that Norwegian high school English teachers are making deliberate efforts to ensure that students are aware of the advantages of an expansive language repertoire. Promoting plurilingualism as a value in only traditional physical classrooms is an idea that perhaps could bear some weight, as we cannot simply overlook the established benefits of plurilingualism, not only for students, but for people of all ages. This brings us to a conundrum where we must discuss if trying to promote plurilingualism in the digital classroom is a task too difficult in the current educational environment, and one that only entails more worry and work for the teacher, and poses impossible expectations regarding what a single teacher can achieve with a class.

## 6.2 Future research and study limitations

Even though this thesis has provided an extensive investigation into teachers' perceptions of promoting plurilingualism in the digital classroom, more avenues for future research opened up during the process of discussing and analyzing the data. Based on the findings, the concept of plurilingualism continues to cause various interpretations regarding its definition among teachers. Therefore, future research should be conducted on how to counteract this issue, and how much presence this terminology confusion has among other teachers and students in

Norway. Another topic that should receive further inquiry is the potential barriers of the digital classroom, and the suitability of the digital classroom to promote plurilingualism. Teachers clearly struggle to efficiently use the digital classroom. For that reason, future research should look at how to improve digital applications to be more appropriate for educational use, or alternatively, to improve available resources and digital training for teachers.

It is important to restate that this thesis is not without its weaknesses. Although I have argued that qualitative data is generalizable, caution must be exercised in regards to using this data to draw hard conclusions on the general beliefs and attitudes of high school English teachers. The fact that a student must act as interviewer could also raise questions regarding the credibility of the data. Due to my lack of experience in the role as an interviewer, it is unknown whether the teachers perceived the interviews to be conducted in a professional manner, where the interviewer did not show any biases or affected the teachers' answers, even if the necessary steps were taken during the interviewing process to ensure the objectivity of the interviewer.

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# Appendix A: NSD Approval

## Vurdering av behandling av personopplysninger

Skriv ut

23.09.2022

**Referansenummer**

102080

**Vurderingstype**

Standard

**Dato**

23.09.2022

**Prosjekttittel**

Intervjuing av engelsklærere på videregående om flerspråklighet i det digitale klasserommet

**Behandlingsansvarlig institusjon**

Høgskolen i Innlandet / Fakultet for Lærerutdanning og pedagogikk / Institutt for pedagogikk og samfunnsfag - Hamar

**Prosjektansvarlig**

Gjertrud Flermoen Stenbrenden

**Student**

Daniel Imsrud

**Prosjektperiode**

01.09.2022 - 01.06.2023

**Kategorier personopplysninger**

Alminnelige

**Lovlig grunnlag**

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.09.2023.

[Meldeskjema](#)

**Kommentar**

OM VURDERINGEN

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

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

**VIKTIG INFORMASJON TIL DEG**

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

**TYPE OPPLYSNINGER OG VARIGHET**

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

**LOVLIG GRUNNLAG**

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

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

#### PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

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

#### DE REGISTRERTES RETTIGHETER

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

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

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

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

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

#### MELD VESENTLIGE ENDRINGER

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

Du må vente på svar fra oss før endringen gjennomføres.

#### OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

## Appendix B: Structure of Interview Questions

### **General Information/Background**

- For how long have you been teaching English?
- What, if any, background do you have with teaching plurilingual classrooms?

### **Teachers' perception of plurilingualism**

- How do you understand the concept of plurilingualism/multilingualism?
- To what degree have you previously been able to emphasize plurilingualism as a value in the English classroom?
- In your understanding, in what ways does the LK20 cover/emphasize plurilingualism?

### **Opinions on online teaching**

- Based on your experience, what advantages do you perceive there to be with online teaching?
- Based on your experience, what disadvantages do you perceive there to be with online teaching?

### **Opinions on plurilingualism in the online classroom**

- In what ways do you think plurilingualism as a value in the LK20 can be emphasized in the online English classroom?
- In your experience, how does online teaching affect your ability to promote plurilingualism?
- In what ways do you incorporate plurilingualism into your online teaching strategies, if at all?
  - How does the presence of plurilingualism compare to the presence of plurilingualism in your teaching strategies for the physical classroom?
- In what ways do you incorporate plurilingualism into your online class activities, if at all?
  - How does the presence of plurilingualism in the online class activities compare to the presence of plurilingualism in your physical class activities?
- Finally, is there anything else you would like to add on the topic of plurilingualism in the digital classroom?

## Appendix C: Consent form

### **Vil du delta i forskningsprosjektet “High school English teachers’ perspectives on promoting plurilingualism in the digital classroom”**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke perspektivene og formeningene til engelsklærere på videregående nivå om rollen til flerspråklighet i det digitale klasserommet. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Prosjektet er et mastergradsstudie som undersøker hvordan engelsklærere på videregående oppfatter flerspråklighet som en verdi i det moderne digitale klasserommet. Problemstillingen går ut på å undersøke hvilke formeninger lærerne har om hvordan flerspråklighet kan bli/blir fremmet i det digitale klasserommet, og spørsmålene går inn på bl.a. lærerens tidligere opplevelser og bakgrunn med flerspråklighet skolens kontekst, og hvordan læreren har opplevd fordeler, ulemper, muligheter og restriksjoner i forhold til å kunne fremme flerspråklighet i deres digitale undervisning.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Høyskolen i Innlandet er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Utvalget baseres på at studenten har kontaktet deg gjennom digitale metoder. Utvalget består av 3-4 engelsklærere på videregående skoler i Norge.

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet, innebærer det at du deltar i et semistrukturert intervju. Det vil ta deg ca. 15-40 minutter. Intervjuet inneholder spørsmål om ditt forhold til flerspråklighet på videregående nivå, og dine formeninger om hvordan du som lærer forholder deg til flerspråklighet i digitale skolekontekster. I tillegg vil du bli spurt om kontaktinformasjon, og dette blir så klart anonymisert og oppbevart. Dine svar blir registrert via lydopptak og blir deretter transkribert elektronisk på et dokument.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

#### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Bare student og veileder vil ha tilgang til opplysningene fra intervjuet. Navnet og kontaktopplysningene dine vil erstattes med en kode (for eksempel Deltaker A eller Deltaker B) som lagres på egen navneliste adskilt fra øvrige data. Datamaterialet og opplysningene vil bli lagret på appen «Nettskjema» fra Universitetet i Oslo for å bli sikret fra tilgang fra uvedkommende. Som deltaker vil du ikke kunne gjenkjennes i publikasjon av forskningsprosjektet.

**Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**

Prosjektet vil etter planen avsluttes i Mai 2023. Etter prosjektslutt vil datamaterialet med dine anonymiserte opplysninger bli slettet i løpet av 1. September 2023. Lydopptakene vil bli slettet fra enhetene der lydfilene er lagret og alle andre former for notater om dine opplysninger vil også bli slettet når prosjektet er fullført.

**Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Norsk Senter for Forskningsdata har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

**Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- Høgskolen i Innlandet ved Gjertrud Flermoen Stenbrenden: [REDACTED]
- Vårt personvernombud: Usman Asghar, [REDACTED] hos Høgskolen i Innlandet

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Gjertrud Flermoen Stenbrenden  
(Forsker/veileder)

Daniel Imsrud  
(student)

## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "*High school English teachers' perspectives on promoting plurilingualism in the digital classroom*", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

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(Signert av prosjektdeltaker, dato)

## Appendix D: Teacher A Interview Transcript

I: Så litt først om den generelle bakgrunnen din, hvor lenge har du undervist i engelsk?

T: Jeg startet i august i fjor.

I: Ja. Hva slags, hvis noe i det hele tatt, har du i forhold til bakgrunn med å undervise i flerspråklige klasserom ville du sagt?

T: Veldig lite. Har hatt praksis under lektorutdanninga i en del skoler der det har vært mange forskjellige nasjonaliteter så jeg har fått litt der, men der har det vært veldig veileder-tungt ...

I: Ja ikke sant.

T: ... så det har ikke vært så mye undervisning som sådan kanskje.

I: Mhm. Ja. Så hva slags bakgrunn har du med nettundervisning generelt, hvis noe i det hele tatt også?

T: Kun det som foregikk under "lockdown" ...

I: Mhm.

T: ... etter at jeg begynte å jobbe så var det en kort periode på et par måneder der hvor det var Zoom-basert og Teams-basert undervisning ...

I: Mhm.

T: ... men mer enn det er det stort sett som deltaker og ikke som underviser.

I: Ja, ikke sant. Så over til sann oppfatning om flerspråklighet, din oppfatning på en måte, hvordan forstår eller oppfatter du begrepet flerspråklighet? Hva ligger det i det for såvidt?

T: Det første jeg tenker på er jo det å ha flere språk i samme klasserom, for eksempel det at man har samlet mange elever som har ulike morsmål i det samme rommet ....

I: Mhm.

T: ... eller det at man klarer å bruke forskjellige i samme undervisnings-setting, for eksempel at man kan bruke grammatikk fra et annet språk for å forklare grammatikken i ... nå holdt jeg på å si target language da.

I: Mhm. Ja, så klart. I hvilken grad har du tidligere hatt muligheten til å fremme flerspråklighet som en verdi i det digitale klasserommet ville du sagt?

T: Ikke i så veldig stor grad. Vi har hatt ... det var spesielt da jeg var i praksis, var det situasjoner hvor vi hadde mange elever med arabisk som morsmål ...

I: Mhm.

T: ... der hvor de var flinke til å simultanoversette hverandre ...

I: Ja.

T: ... hvis de ikke forsto hva som foregikk på Engelsk i klasserommet da, men det foregikk da utenfor min forståelse fordi at jeg selv ikke kan arabisk.

I: Mhm.

T: Men det funka fly!

I: Ja. I din forståelse, hvordan fremmer Læreplanverket flerspråklighet?

T: Ikke i veldig stor grad sånn som det er formulert nå, synes jeg, fordi det er veldig liten ... mulighet for å bruke andre språk enn norsk ...

I: Ja.

T: ... for å på en måte drive undervisning i det hele tatt fordi at det at man skal drive norskopplæring i alle fag ...

I: Mhm.

T: ... så jeg synes vel kanskje det ikke er sånn ... det er ikke understreka veldig tydelig da i hvert fall.

I: Mhm. Nei ... Uhm, så litt sånn om formeninger om nettundervisning da ... Basert på dine egne erfaringer, hvilke fordeler ville du sagt det er med nettundervisning?

T: Uh ... jeg tror egentlig ikke jeg kan komme på så veldig mange.

I: Nei.

T: Jeg synes nettundervisning er utrolig vanskelig.

I: Mhm.

T: Det funker dårlig for meg og det funker dårlig for elevene ...

I: Ja.

T: ... og i samtalene vi hadde i etterkant, etter på en måte den forrige runden vi hadde så kom det vel på en måte egentlig fram at de fleste elevene ikke likte det.

I: Mhm.

T: Fordi at de følte ikke at de fikk god nok oppfølging.

I: Ja.

T: Om noe så kan det jo kanskje være at noen av de elevene som er selvgående, som klarer å jobbe på egenhånd, men som ikke liker å bli observert av læreren. Det er jo noen av de og ...

I: Mhm.

T: ... vil da kanskje ha større mulighet til å klare å jobbe på egen hånd da, uten å føle det derre kontinuerlige overvåkningspresset ...

I: Mhm.

T: ... men det gjaldt ikke noen av de jeg hadde i den omgangen.

I: Nei, ikke sant. Da går det jo litt inn i det neste jeg skulle spørre om, hvilke ulemper føler du har erfart med nettundervisning i forhold til klassene dine?

T: Nei det er jo det med rett og slett tapt læringspotensial ...

I: Mhm.

T: ... og det kan også ha mye med å gjøre at jeg ikke er vant til å undervise på den måten sånn at jeg klarte ikke på en måte å ikke tilpasse meg raskt nok da ...

I: Mhm.

T: ... for at det kom så fort på ...

I: Ja.

T: ... så det ble, det ble en del sånn, "jobb med dette så skal jeg sitte og følge med på i OneNote'n min og se at du faktisk jobber" ...

I: Ja.

T: ... og det ... det var mye kommunikasjon som gikk tapt og jeg tror egentlig ikke de lærte så mye av det.

I: Nei.

T: De som var selvgående, de lærte av det fordi de klarte å ta til seg fint det at de fikk i skrift, men de som allerede var, ikke nødvendigvis svake, men kanskje under gjennomsnittet da ...

I: Mhm.

T: ... tror jeg endte opp med å tape en del på det.

I: Ikke sant. Ja. Så ... litt sånn blande formeninger om flerspråklighet sammen med det digitale klasserommet da, på hvilke måter tror du flerspråklighet som en verdi i Læreplanverket kunne fremmes i det digitale klasserommet? ... Hvis i det hele tatt?

T: Det synes jeg er litt vanskelig å svare på ... jeg kan ikke se liksom noe løsning på det som går på stående fot egentlig.

I: Nei. Så syns du det på en måte ikke passer inn i det digitale klasserommet kanskje? At den ... den "disconnecten" da mellom lærer og elever i sånn fysisk sammenheng er det som du trenger på en måte, for å kunne-

T: Ja jeg ... åssen skal jeg forklare det? Bakgrunnen av, som jeg har opplevd å ha elever, som verken ikke har norsk eller engelsk morsmål ...

I: Mhm.

T: ... uh ... så synes jeg det er lettere å hjelpe de med å lære seg målspråket når jeg kan for eksempel bruke kroppsspråket i tillegg, for da er det lettere for meg å se på ansiktsuttrykket og sånn, og "har du egentlig forstått hva jeg prøver å fortelle deg nå?".

I: Ja ikke sant.

T: Og det visuelle aspektet, det forsvinner veldig fort bak en skjerm da.

I: Mhm.

T: For, for det første er det ikke alle elever som synes det er ålreit å ha på kameraet, og jeg føler ikke at på grunn av personsvernshensyn at jeg kan tvinge de til å ha på kameraet.

I: Mhm.

T: Så det forsvinner.

I: Mhm.

T: Og ... altså det eneste jeg på en måte kan komme på er at det er en del sånn hjelpeverktøy digitalt for oversetting og sånn, men det sier vi jo helst at de ikke bruker.

I: Mhm.

T: Så nei det ... Jeg synes det er en liten, foreløpig høres det ut som det er liten disconnect mellom det her med flerspråklighet og bruk av utelukkende digitale klasserom da.

I: Mhm. Ja.

T: Jeg tror det er lettere å inkorporere det i et fysisk klasserom.

I: Ja. Mhm. Så, det blir jo litt sånn akkurat det du akkurat sa, men fra dine opplevelser hvordan påvirker nettundervisning din evne til å kunne fremme flerspråklighet da?

T: Ja jeg skulle si det påvirker, altså det, det er jo ikke en positiv påvirkning ...

I: Nei.

T: ... altså det er mer at det tar bort fra det.

I: Ja ikke sant.

T: Men det skal også sies at jeg synes det er vanskelig å fremme flerspråklighet i det hele tatt fordi at jeg kun er tospråklig. Jeg har ingen flere språk jeg kan bruke for å hjelpe til med å fremme den flerspråkligheten på en måte ...

I: Mhm.

T: ... og jeg oppfordrer jo elever som har samme morsmål til å kunne hjelpe hverandre på morsmålet. Det synes jeg er kjempe verdifullt ...

I: Ja.

T: Men, det er ikke, jeg får ikke gjort noe mer enn å på en måte bare si at "jeg synes det er bra om dere gjør det her" ...

I: Mhm.

T: ... og at det ikke får noe negative konsekvenser, jeg kan ikke bidra til å ... det er litt vanskelig å forklare.

I: Ja, nei jeg skjønner det. Det er jo veldig, på en måte komplisert tema hvert fall ...

T: Mhm.

I: ... og posisjon sikkert for deg som lærer og være i når du hvert fall har den overgangen, og i tillegg ikke føler at du kanskje har den ... uh ... den relasjonen til de som har mange andre språk som du sikkert ikke kan.

T: Mhm. Men jeg har, jeg har for eksempel en kollega som, hennes morsmål er arabisk ...

I: Mhm.

T: ... og hun har veldig mange elever som har arabisk morsmål for det er mange arabiske elever på den skolen her, og hun har sagt at det er veldig ofte at hun, hvis elever sliter med å forstå grammatiske konsepter for eksempel, så kan hun koble på hvordan det foregår på arabisk fordi at hun selv er stødig i arabisk.

I: Mhm.

T: Og hun synes det har vært en veldig verdifull måte å lære litt ting på da.

I: Ja.

T: Men det faller bort fra meg som ikke er flerspråklig.

I: Ja, ikke sant. Ja. Mhm ... På hvilke måter ville du sagt at du har klart å innarbeide flerspråklig inn i dine undervisningsstrategier på nett, hvis i det hele tatt? Altså det med undervisningsstrategier så tenker jeg da hvordan du har lagt opp timene da på forhånd ikke sant. Hvordan du har tenkt at timen skal bli satt og dette er det dere skal gjøre et cetera et cetera. Har du på en måte fått rom til å legge inn flerspråklig som en verdi i de nettimene ville du sagt?

T: Nei, jeg vil vel egentlig ikke si at jeg har det.

I: Nei. Er det en viss grunn til det, kan du komme på en grunn til det eller er det fordi-

T: Nei, altså det er det at nå tror jeg kanskje jeg har misforstått deg litt, men jeg ser ikke helt hvordan det å ... oppfordre til flerspråklig hva det har med selve engelskundervisningen å gjøre.

I: Nei, det er liksom fordi læreplanverket har, kan man argumentere til en viss grad eller til en liten grad eller til en stor grad, fremmet flerspråklighet i sin nye visjon som kom i 2020 tror jeg. Og da liksom mener jeg sånn, tror du, hvordan tror du du kan fremme dems bruk av, for eksempel får de brukt masse språkressurser som de har til, til undervisningen-

T: Og sånn! Ja.

I: Ja, til hvilken grad får de muligheten da, kan man si ...

T: Ja.

I: Hvordan har du planlagt det på fremtiden eller har du, får du liksom ikke tid til det siden nettundervisning er et annet domene og-

T: Nei, for akkurat da tror jeg kanskje jeg forstår deg litt bedre.

I: Mhm.

T: For det vi har gjort er at i de klassene der hvor jeg har en del elever med andre morsmål enn norsk ...

I: Mhm.

T: ... så har jeg anbefalt de å bruke kilder som er skrevet på morsmålet ...

I: Ja.

T: ... og oversette sånn at de kan innhente informasjon på morsmålet sitt.

I: Mhm.

T: For da får de også øvd seg på oversetting samtidig som de på en måte være hundre prosent sikre på at de har forstått informasjon da.

I: Ja.

T: Og i hvert fall da for de elevene som da, si at de har polsk som morsmål ...

I: Ja.

T: ... også snakker de også godt norsk ...

I: Mhm.

T: ... så har vi på en måte tre språk vi kan bruke for å innhente og videreføre informasjon ...

I: Mhm.

T: ... og det har funka ganske greit.

I: Ja! Ikke sant. Hvordan ville du sagt at tilstedeværelsen av flerspråklighet i dine undervisningsstrategier kan sammenlignes fra nett til fysisk, da for eksempel, jeg tror du på en måte allerede svarte på det på en måte, hvordan, får du mye mer tid til det å planlegge timer hvor elever får tid til å utvikle sine språkferdigheter fysisk eller synes du det også er muligheter på nett også som du kanskje er, som du ville sagt er unikt til nett, for eksempel?

T: Jeg ville heller kanskje sagt at det er en kombinasjon, for at det der med kildeinnhenting og sånn det der desidert lettere på nettet ...

I: Ja.

T: ... men jeg synes også det er enklere å gi de god oppfølging hvis de jobber på nettet, men i fysiske klasserommet.

I: Mhm.

T: At de på en måte er påkoblet, men også er fysisk til stede.

I: Mhm.

T: For det er et eller annet men den person-kontakten som jeg føler forsvinner når man ikke har de fysisk foran seg da.

I: Ikke sant, på Zoom og Teams og ...

T: Ja.

I: ... alt det der.

T: Også er det lettere å passe på at man får fulgt opp alle elevene også ...

I: Mhm.

T: ... når man er fysisk til stede enn når man sitter på nett.

I: Mhm.

T: For det merka jeg selv at jeg kunne fort på en måte glemme å sjekke inn på de elevene som jeg visste var sterke, for jeg visste at de klarer seg selv og da blir jeg mer opphengt i å sjekke på de som kanskje var litt svakere da ...

I: Mhm. Ja.

T: ... mens når jeg er til stede i klasserommet så ser jeg ... jeg blir hele tiden minnet på elevene på en måte fordi jeg fysisk ser alle sammen samtidig ...

I: Mhm.

T: ... og da synes jeg det er lettere å gi en god oppfølging da.

I: Ja.

T: Så jeg ser heller at de bruker digitale ressurser, men i det fysiske klasserommet.

I: Mhm, ikke sant. Enn at det bare skal være helt på nett.

T: Mhm.

I: Ja. Mhm. Nå blir det på en måte det samme type spørsmålet, men bare at vi snakker om klasseaktiviteter istedenfor da. På hvilke måter innarbeider du flerspråklighet inn i klasseaktiviteter på nett, hvis i det hele tatt?

T: Jeg har dessverre ikke vært veldig god på å gjøre det.

I: Nei det, du må ikke, for min del så er det ikke noe du men-

T: Nei, det er ikke noe som jeg har, jeg har egentlig ikke tenkt så aktivt på det her med flerspråklighet ...

I: Nei.

T: ... i utgangspunktet. De eneste gangene det har kryssa tankegangene mine i det hele tatt er hvis det har kommet, for eksempel i situasjoner der hvor de har spurt "Kan jeg få lov til å bruke en kilde som er på polsk?".

I: Mhm.

T: Og jeg har sagt "Åja herregud det går helt fint for da får du øvd deg på oversettelse" ...

I: Mhm.

T: ... så det har blitt mer sånn spontane ting som har skjedd i klasserommet der og da ...

I: Ja.

T: ... og ikke ting jeg har gjort med overlegg da.

I: Ja, skjønner. Så hvordan ville du sagt da at tilstedeværelsen av flerspråklighet i klasseaktivitetene er forskjellig fra nett til fysisk da, for eksempel er det, merker du noe forskjell i hvordan du kan på en måte ha flerspråklighet som en del av aktivitetene på nett til fysisk, er det noe stor forskjell?

T: Det er jo igjen det der med person-kontakt da ...

I: Ja.

T: ... at jeg tror det er lettere for elevene å huke seg på hverandre, for eksempel da de som har samme morsmål at de kan hjelpe hverandre for å styrke kompetanse i målspråket hvis de sitter ved siden av hverandre kontra hvis de sitter hjemme på nett ...

I: Ja.

T: ... for jeg tror det er mindre sannsynlighet for at to elever kommer til å kontakte hverandre på nettet ...

I: Ja.

T: ... og spørre “Kan du hjelpe meg med dette?” enn at de snakker sammen hvis de sitter ved siden av hverandre i klasserommet da.

I: Mhm, ikke sant.

T: Selv om, nå holdt jeg på å si “medelevhjelpa” ...

I: Ja.

T: tror jeg også forsvinner litt, og ikke bare den lærer-elev kontakten da.

I: Mhm. Ja. Til slutt er det noe du ønsker å legge til angående flerspråklighet i det digitale klasserommet eller?

T: Ja det eneste som på en måte, det jeg har tenkt mest på etter at du sendte meg den forespørselen i det hele tatt er at jeg synes i det store og det hele at flerspråklighet kan være en utfordring, ikke nødvendigvis negativ, men på grunn av at jeg har såpass liten erfaring som lærer som jeg har, så har jeg for eksempel støtt på utfordringer der jeg har hatt elever som for eksempel konsekvent ikke bruker artikler når de skriver engelsk, bruker ikke artikler i det hele tatt.

I: Mhm.

T: Også finner jeg ut at “Åja det er jo fordi at morsmålet ditt har jo ikke artikler.”, også snakker de ikke godt nok norsk til at jeg kan bruke norsk som språk til å forklare hvordan man bruker artikler, og da har jeg stått der litt sånn “Hvordan skal jeg klare å forklare deg hva en artikkel er og hvordan du bruker det hvis du ikke mestrer et språk hvor det brukes artikler?”.

I: Ja.

T: Så det har på en måte vært litt utfordrende ...

I: Mhm.

T: ... men heldigvis så har det vært elever som er veldig imøtekommende og hyggelige og vi har på en måte hatt en ordentlig samtale om det da ...

I: Mhm.

T: ... sånn at de har virkelig skjont at jeg har prøvd å sette meg inn i det, men da føler jeg meg litt sånn ... det ender opp med at man føler seg litt som en dårlig lærer for man blir litt sånn ...

T: Mhm.

I: ... maktesløs. Fordi man vet ikke helt hvor man skal starte for å ta tak i problemet liksom.

T: Mhm. Ja.

I: Hvis det ga noe mening?

T: Ja, absolutt jeg skjønner hva du mener. Ja nei, men ellers har jeg ikke noen andre spørsmål, så tusen takk.

## Appendix E: Teacher B Interview Transcript

I: Så hvor lenge har du undervist i Engelsk?

T: I fjorten år.

I: Ja. Hva slags bakgrunn ville du sagt du har med å undervise i flerspråklige klasserom?

T: De siste tolv åra har jeg jobbet i en kommune rett ut forbi [navn på område] ...

I: Mhm.

T: som har en av de høyeste andelene med ... la oss si flerspråklig bakgrunn i Norge.

I: Mhm.

T: Så, ja det er forholdsvis høy andel av de jeg underviser som har et annet morsmål eller det at de kommer fra hjemmene sine.

I: Ja, ikke sant. Hva slags bakgrunn har du eventuelt med nettundervisning?

T: Kun i en periode oppi den tiden hvor man var under COVID-restriksjoner.

I: Mhm.

T: Da gikk vi ifra å ikke ha noe erfaring til å ha litt mer erfaring etter hvert, så min erfaring med nettundervisning er litt blandet.

I: Mhm.

T: Følte en del på å ikke mestre ting da ...

I: Ja.

T: ... men så ble det litt bedre mot slutten da kanskje.

I: Ja. Så går vi litt over på oppfatningen din av flerspråklighet da, hvordan forstår du begrepet flerspråklighet? Hva legger du i det liksom?

T: At en person kan flere enn ett språk og bruker, kan bruke de språka de har til å lære, å se sammenhengen med et annet språk.

I: Mhm. Ville du sagt at du er flerspråklig?

T: Ja, jeg er flerspråklig.

I: Ja.

T: Ja. Jeg tror at man kan kanskje bruke ... definere det som at ... jeg har jo, jeg vet ikke om man kan gå så langt som dialekt, men man har jo både nynorsk og bokmål skriftspråk i Norge, og vi har god tilgang på Engelsk, og ja jeg har jo, kan jo noe spansk og litt polsk og noe singalesisk ...

I: Mhm. Ja jøss.

T: ... så ja.

I: Ja. I hvilken grad har du tidligere hatt muligheten til å fremme flerspråklighet som en verdi i det fysiske klasserommet ville du sagt?

T: Jeg har ikke benyttet meg av det i særlig grad, bortsett fra de siste to årene ...

I: Mhm.

T: eller i forrige skoleår og dette skoleåret.

I: Mhm.

T: Dette var i forbindelse med at jeg påbegynte masterstudiet i [navn på område] ...

I: Mhm.

T: ... og at jeg hadde en forelesning om flerspråklighet, og som gjorde at jeg prøvde ut noen elementer i klassen da.

I: Mhm, ikke sant. Ja. I din forståelse, hvordan ville du sagt at læreplanverket fremmer flerspråklighet, hvis i det hele tatt?

T: Nå gjør jo LK20 det eksplisitt da.

I: Mhm.

T: Så derfor er det jo helt relevant at jeg i større grad trenger å bruke elementer av det i undervisninga mi.

I: Mhm. Ja. Så skal vi snakke litt om formeningene dine om nettundervisning og. Basert på dine egne erfaringer ville du, hvilke fordeler ville du sagt det er med nettundervisning?

T: Det er vel relativt få fordeler, ville jeg si.

I: Ja. Ikke sant.

T: Fordelene er jo at man ikke blir smittet av noe som kan potensielt drepe deg hvis trusselen er såpass sterk som den var under ...

I: Mhm.

T: ... sånn som eventuelt med COVID da.

I: Ja.

T: Så det var jo en veldig positiv ting at man fortsatt kunne holde kontakt med elever. Det som kan være en fordel nå, det er jo hvis noen elever opplever at de må være borte ifra skolen over tid ...

I: Mhm.

T: ... at man kan ringes og se hverandre ...

I: Ja.

T: ... som du og jeg gjør nå.

I: Ikke sant.

T: Men, så den er god for relasjonsbygging hvis at det ikke er mulig.

I: Mhm. Ja.

T: Jeg har ... ikke opplevd nettundervisning som bedre ...

I: Nei.

T: ... enn fysisk undervisning, men det er noen timer som jeg har opplevd at “detta har funka veldig bra”, og det har vært, det er fin variasjon enn vanlig undervisning.

I: Mhm.

T: Ja.

I: Ja.

T: Det er et alternativ da.

I: Ja. Så er det jo også relevant å spørre deg om hvilke ulemper du ser med nettundervisning, basert på erfaringene dine.

T: Ja. Ulempene er jo at jeg er avhengig av tilbakemeldinger hele veien ...

I: Mhm.

T: ... at jeg trenger at noen viser med kroppen sin at de følger med, viser det med øyne, blikket og hele holdninga, kanskje et eller annet ...

I: Mhm.

T: ... at du forstår hva jeg mener, eller at du skjønner hva jeg sier, eller ...

I: Ja.

T: ... et eller annet sånt.

I: Mhm.

T: Ellers ser det ut som et spørsmålstegn som jeg kan høre hva det er for noe.

I: Ja.

T: Man opplever jo ofte også å snakke ut i et tomt rom med nettundervisning, spesielt der det utvikler seg kultur for at det er skummelt å ha på kameraet ...

I: Ja.

T: ... og at man ofte ikke har på kameraet fordi da blir det dårlig internettforbindelse hvis alle har på kameraet.

I: Mhm.

T: Og da blir det, det blir mer sånn fremmed, når man kan egentlig ligge i senga og ikke si noe, så går det greit.

I: Mhm.

T: Det oppleves som vanskelig som lærer. For at du legger mye energi i det, også ikke få noe tilbake igjen, og jeg tror vi er avhengig av den energien som kommer tilbake, så at det blir en sånn dynamikk.

I: Mhm. Den fysiske kontakten rett og slett.

T: Ja.

I: Ja. Mhm. Så da kan vi ta og snakke om dine formeninger om flerspråklighet da, i det digitale klasserommet, eller på en måte blande de to temaene. På hvilke måter tror du flerspråklighet som en verdi i læreplanverket kan fremmes i det digitale klasserommet? Hvis i det hele tatt?

T: Jeg vet ikke om det gjelder spesifikt det digitale klasserommet, men flerspråklighet har jo, er jo med på, hvis lærere fremmer det i undervisninga så vil det være med på å styrke selvfølelsen og stoltheten og sin egen bakgrunn hos elevene.

I: Mhm. Ja.

T: Men jeg tenker at den delen kommer mye tydeligere frem hvis man er til stede i rommet, at de med stolthet kan fortelle om ...

I: Mhm.

T: ... om ting på sitt eget morsmål og, ja, for det kommer for mye mer tydelig for mange med kroppsspråk, hele pakka altså ...

I: Mhm.

T: ... jeg har nok ikke kommet forbi det stadiet der når det gjelder flerspråklighet. Det der, det er viktig som egenrefleksjon noen ganger vil man har latt elever gå inn og se etter forskjeller og likheter mellom forskjellige språk som de kan, så kan de jo noen ganger bruke de kunnskapene ved å gjette seg til hvordan man skal forholde seg til noen språklige deler, men ...

I: Mhm.

T: ... men det blir mest for å gjøre folk oppmerksom på sammenhengene.

I: Ja.

T: Og litt stolthet av å kunne lære språk og, jeg vet ikke ...

I: Nei.

T: Det er som et element, et lite element som man kan dra inn i undervisninga, og en gang i måneden så drar jeg det fram også ...

I: Mhm.

T: ... Ja.

I: Ja. Fra dine opplevelser, hvordan påvirker nettundervisning din evne til å fremme flerspråklighet? Som lærer.

T: Ja da, der har jeg, som i de situasjonene der som man driver med nettundervisning så tenker jeg nok ikke på flerspråklighet i det hele tatt.

I: Nei.

T: Da tenker jeg nok mest på alle faktiske ting som må stemme for at det ikke skal bli knotting, at lyd på en eller annen videofil ikke kommer frem, at ikke alle sånne faktiske funker blir tillagt en del oppmerksomhet da. Det blir ikke en økt hvis man ikke får til det tekniske.

I: Mhm. Så det blir rett og slett fokus på det digitale bare, det tar opp liksom all-

T: Ja, som at det er jo en stereotypi om at, når man er lærer, at det går litt krøll med utallige ting.

I: Jaja.

T: Og det, det hender jo, det gjør det, så da blir det liksom fokus på at man ikke vil at det skal skje.

I: Mhm, ikke sant.

T: Så da er det noen ting som man føler som mindre viktig akkurat der da.

I: Mhm, skjønner. Ja... Skal vi se ... det går jo litt inn i akkurat det vi snakket om, men på hvilke måter ville du sagt at du innarbeider flerspråklighet inn i dine undervisningsstrategier på nett, altså hvis i det hele tatt? Altså når man snakker undervisningsstrategier tenker jeg da hvordan du planlegger timen i forveien ikke sant? Men vi har jo, du har jo allerede gått inn på det. Mhm.

T: Ja, altså når det gjelder spesifikt på nett, så er det rimelig at jeg antageligvis ville ikke legge til noe der.

I: Mhm.

T: Jeg har ikke tenkt på det i det hele tatt.

I: Nei.

T: Men det er klart at ... det kan være at hvis man tenker på de, på noen av de som har problemer med språk, målspråket da ...

I: Mhm.

T: ... vil kanskje i større grad ha det ut i nettundervisning eller finne strategier på det og ikke være, ikke tenke på det eller, så da er det jo kanskje, det bør jo være en eller annen form for ... ja differensieringen på akkurat dette er litt vanskelig i undervisningen.

I: Mhm. Ja. Hvordan er tilstedeværelsen av flerspråklighet i dine undervisningsstrategier forskjellig fra nett til fysisk, ville du sagt at det er, er det en signifikant forskjell mellom de to i forhold til domenene på hvordan flerspråklighet spiller en rolle i hvordan du planlegger timene dine, på en måte?

T: Jeg tror du må ta det om igjen.

I: Ja. Altså, hvordan, tilstedeværelsen av hvor mye viktighet flerspråklighet har for deg i dine undervisningsstrategier, da hvordan du planlegger timen, er det noe forskjell på det på nett i forhold til fysisk, ville du sagt?

T: Ja, eller, med det som jeg har sagt tidligere er at på nett så vil jeg ikke ha tenkt på det i det hele tatt.

I: Mhm. Ja.

T: I det fysiske rommet så opplever jeg det som en styrking av, og variasjon i timen, og noe som fører til, det er nesten som teambygging er ...

I: Mhm.

T: ... selv om det er fokus på hva som er spesielt, hva som er spesielt i deres språk, så blir man kjent med hverandre, når man skal dele med noen andre hva slags opphav man har da.

I: Mhm.

T: Altså det oppleves jo mye sterkere i fysisk undervisning.

I: Ja. Det blir på en måte samme spørsmålet, men at vi snakker om klasseaktiviteter istedenfor. På hvilke måter tror du at du innarbeider flerspråklighet i klasseaktiviteter på nett, hvis i det hele tatt? Du har jo på en måte allerede sagt din formening om det, men-

T: Ja, det er nettopp det jeg ikke gjør på nett, men ...

I: Ja.

T: ... i klasserom så velger jeg å være med, og kanskje ha helt enkle fraser på engelsk, som man da skal oversette til det språket man, andre språk man kjenner til, også kan man på en måte også se, sammenligne noe. Eller det kan være, jeg har brukt denne oppgaven i språk som er totalt, det at vi ikke kjenner til det fra før ...

I: Mhm.

T: ... så skal de gjette hva det står da ...

I: Ja.

T: ... ut ifra sin egen språkkunnskap. Og det, det er også en veldig spennende inn-gjetning for elevene da.

I: Mhm. Ja.

T: For de får jo frem at de kan mer enn det de tror.

I: Mhm, ikke sant. Var det i det fysiske det kanskje?

T: Ja, ja. Så det ødelegger litt premisset for intervjuet ditt det at ...

I: Nei nei!

T: ... nei.

I: Men det at du tar jo, du har jo veldig mye ideer virker det som i forhold til hvordan du har, hvordan tilstedeværelsen av flerspråklighet i timene dine er mye mer aktiv rolle da i det fysiske

enn i det digitale for deg. Så, til slutt, er det noe du ønsker å legge til angående flerspråklighet i det digitale klasserommet, eller er det?

T: Nei, jeg ser jo at dette er noe man må ta på alvor igjen med at det kommer inn i læreplanen, og ... jeg ønsker det kom enda mer ressurser på det, for jeg er litt usikker på hvordan jeg skal gå videre etter å ha hatt sånn tre fire sånne Zoom sessions, så har jeg ikke noen helt sånne der, neste steget ...

I: Mhm.

T: ... eller jeg ikke hvordan jeg skal fortsette det helt.

I: Nei.

T: Så, så blir en liten sånn variasjon i hverdagen, og der de blir litt oppmerksomme på når det er sammenhenger mellom språk. Skulle gjerne ønske at det blir, at de fortsetter å finne ressurser som blir liggende tilgjengelig for lærere og elever.

I: Ja. Mhm.

T: Vanskelig å utvikle det.

I: Mhm. Ja, nei, men da har jeg ikke noe mer spørsmål da, forsåvidt.

T: Nei.

## Appendix F: Teacher C Interview Transcript

I: Men da kan vi starte med noen sånne korte, små, generelle bakgrunnsspørsmål da. Hvor lenge har du undervist i engelsk?

T: Jeg har vel undervist i engelsk i ... det her er vel tolvte året det her nå.

I: Ja.

T: Ja. Det er tiende år i videregående, også har det vært to år i ungdomsskolen i tillegg.

I: Mhm. Hva slags bakgrunn ville du si du har med å undervise flerspråklige klasser?

T: Jeg vil si at i alle klasser jeg har undervist i så har det jo vært, altså, det er jo litt sånn, alle elevene mine er jo flerspråklige ...

I: Mhm.

T: ... ikke sant?

I: Ja.

T: Alle har minst ett morsmål, alle har, når de kommer til videregående så har de lært, har de vokst opp i Norge har de lært engelsk i ti år.

I: Mhm.

T: De har lært et fremmedspråk i tillegg, men så har vi jo også de her som vi ofte omtaler som “minoritetsspråklige elever” da ikke sant, de som har flyktning/innvandrere-bakgrunn og ikke fullført, altså de har ikke hele grunnskoleopplæringa si fra Norge.

I: Mhm.

T: Så, det er jo litt hva du legger i det med “flerspråklig”, fordi utfordringen med flerspråklighet i engelskundervisning er jo gjerne de her elevene som ikke har en norsk skolebakgrunn.

I: Mhm.

T: Ikke sant. For det at de heller ikke har lært noe spesielt mye engelsk, fordi vi har mange med ulike bakgrunner fra Afghanistan, Syria, og det er gjerne de elevene som har veldig ... de er flerspråklige absolutt, men de har veldig begrenset engelskkunnskap når de kommer ...

I: Ja ikke sant.

T: ... og dermed er utfordringen i engelskundervisning da.

I: Mhm, skjønner.

T: Skal jo få nyansere litt der ...

I: Ja ikke sant.

T: ... når det kommer til det her med flerspråklighet.

I: Ja, det er mye i det forsåvidt.

T: Ja.

I: Hva slags bakgrunn ville du sagt du har med nettundervisning da?

T: Det er begrensa.

I: Ja.

T: Jeg har jo jobbet gjennom videregående gjennom hele den her korona-perioden.

I: Mhm. Så klart.

T: Så vi hadde jo den nedstengingen som alle hadde den første våren, men jeg jobber jo [navn på område], ikke sant, her har vi jo hatt mindre nedstenging enn [navn på område] og [navn på område] spesielt sant ...

I: Mhm.

T: ... så vi har jo hatt færre og kortere perioder med rødt nivå da, ja, som da vi drev med digital undervisning.

I: Ja.

T: Men det er mye av poenget, jeg har ikke jobbet noe type nettskole eller noe sånn og har erfaring med digital undervisning.

I: Mhm.

T: Det er jo også tilbud som selvsagt finnes på videregående da.

I: Ja, mhm. Nå skal vi gå litt mer inn på oppfatninger av flerspråklighet da, det var liksom det du allerede snakket om hvordan det er ganske mangfoldig da kan si.

T: Ja.

I: Hvordan forstår du, eller oppfatter du, begrepet flerspråklighet?

T: Flerspråklighet oppfatter jeg som at man har kompetanse nok i flere språk til å kunne, altså kommunisere på et eller annet nivå.

I: Mhm.

T: De fleste elevene her har jo et morsmål, og de fleste har jo norsk som morsmål selvsagt, men veldig mange har jo også vokst opp i flerspråklige hjem, ikke sant? Så man kan til en viss grad si at de har to morsmål og da, fordi de har lært to språk hjemmefra i tidlig alder.

I: Mhm.

T: Men jeg prøver, jeg tenker jo også at de fremmedspråkkunnskapene som de etter hvert tar med seg da, ikke sant, i fransk eller spansk eller tysk, det og er jo en flerspråklighet. Elevene selv oppfatter seg jo ikke som selvkompetent i tysk eller fransk ...

I: Mhm, nei.

T: ... etter å liksom lært det på tre år i ungdomsskolen ...

I: Mhm.

T: ... men nytteverdien ved å ha litt innblikk i flere språk, det har de jo med seg.

I: Ja.

T: Ja. Så, men det, ja, flerspråklighet vil ikke forutsette at du kan et språk flytende, men at du kan noe, og kan bruke det i kommunikasjon da.

I: Mhm.

T: Det er på et annet nivå da.

I: Ja, ikke sant.

T: Vet ikke om det var så presist da, men-

I: Jeg ville påstå det var veldig presist, personlig. I hvilken grad ville du sagt at du tidligere har hatt muligheten til å fremme flerspråklighet i det fysiske klasserommet, som en verdi eller?

T: I det fysiske klasserommet så tenker jeg det er mye lettere å utnytte den ressursen flerspråklighet er, i det fysiske klasserommet ...

I: Mhm.

T: ... fordi da kan man gå rundt og snakke med elevene om man får til uformell prat, og man får til, særlig kanskje for de som strever med engelsk da, hjelper dem med å se at her er det jo sammenhenger med det du kan fra før av i ditt språk, ikke sant.

I: Mhm.

T: Og såne ting mye lettere fanges opp i det fysiske klasserommet da.

I: Ja.

T: Folk kan være med på det å hjelpe dem med språklæring i engelsk, eller styrke selvtillit i språklæringen da fordi de ser at de kanskje minoritetsspråkene som de har med seg, som de føler kanskje ikke får brukt de noe i skolehverdagen, også er en ressurs da.

I: Mhm, ikke sant. Ja. I din forståelse, hvordan synes du Læreplanverket fremmer flerspråklighet?

T: Ja, så i den nye læreplanen nå, Fagfornyelsen ...

I: Mhm.

T: ... så er jo, det er jo fremhevet det her med at elevene skal være bevisst i egen språklæring og hvilke språklige ressurser man sitter på. Nå husker ikke jeg formuleringen da, men det er, det der er jo tydelig i læreplanen da.

I: Mhm.

T: Og jeg jobber med det som tema og sånt, det med, ja flerspråklighet, for å prøve å bevisstgjøre elevene da. Ja.

I: Mhm. Ja.

T: Så nei, jo, det kommer absolutt frem i læreplanverket. Ja. Det er jo, hva skal man si, du utnytter jo undervisning ...

I: Jaja. Mhm.

T: ... men det er et helt annet spørsmål.

I: Det er noe annet ja ...

T: Ja.

I: ... ikke sant. Vi skal gå litt kort inn på formeninger om nettundervisning da.

T: Mhm.

I: Basert på dine egne erfaringer, hvilke fordeler ville du sagt det er med nettundervisning, hvis noen?

T: Nei ... altså fordelene er jo at det lar seg gjennomføre når det er begrensninger til stede som gjør fysisk undervisning umulig.

I: Mhm. Ja.

T: Ja. Så det er jo en fordel, selvsagt.

I: Ja.

T: For sånn ren enveiskommunikasjon, foredrag ...

I: Mhm.

T: ... så fungerer det til en viss grad, men du har jo veldig lite kontroll på hva elevene oppfatter og får med seg, om de i det hele tatt, altså om de er pålogga uten å være fysisk til stede, du har ikke noe mulighet ...

I: Mhm.

T: ... til å kontrollere det da.

I: Ja.

T: Ja. Så ... ja, nei, fordelene er jo at det er Plan B da ...

I: Ja.

T: ... når Plan A ikke kan brukes. Ja.

I: Mhm. Da kan vi jo snu det litt på hodet, basert på dine egne erfaringer, hvilke ulemper ville du sagt det er nettundervisning?

T: Ulempene er at det blir veldig enveis, ...

I: Mhm.

T: ... vanskelig å få til dialog og samhandling med elevene. Umulig å få til de der uformelle pratene og, ikke sant, du går glipp av alt av kroppsspråk og ansiktsuttrykk og all sånne type ting

som er en viktig del av kommunikasjon, du får jo ikke noe umiddelbar respons på det du serverer elevene, ikke sant, ...

I: Mhm.

T: ... så det at, ja, å vite om de henger med eller ikke. Kjempevanskelig. Ja.

I: Ja. Ja.

T: Nei, veldig begrensende.

I: Mhm. Da kan vi jo på en måte ta temaene flerspråklighet og nettundervisning og blande de litt sammen da ...

T: Mhm.

I: ... så formeninger akkurat om flerspråklighet i det digitale klasserommet, som vi har nevnt før. På hvilke måter flerspråklighet som en verdi i Læreplanverket da, kan fremmes i det digitale klasserommet?

T: Nei, ut fra min erfaring da ...

I: Mhm.

T: ... så klarer jeg til en viss grad å utnytte flerspråklighet som en ressurs i fysisk klasseromsundervisning, men ikke i digital undervisning.

I: Nei.

T: Nei. Og hvis man tenker da på engelskundervisning, ikke sant, ...

I: Mhm.

T: ... som i et digitalt klasserom da, hvis man for eksempel har et type foredrag ...

I: Mhm.

T: ... så har ikke jeg, i et fysisk klasserom ikke sant så ser jeg når elever zoomer ut eller når jeg kan oversette for dem, eller jeg kan gjenta ting for dem, jeg kan forklare ord og begrep hvis det skjer at de lurere på det ...

I: Ja.

T: ... alle de der, sånne småting som gjør at du klarer å få elevene til å henge med mer i det fysiske klasserommet, de forsvinner i det digitale klasserommet.

I: Mhm.

T: Så flerspråklighet som ressurs, nei det, nei man klarer ikke å utnytte, i hvert fall i min erfaring da ...

I: Jaja, så klart.

T: ... så klarer man ikke utnytte det som en ressurs i et digitalt klasserom som i sånn kommunikasjon som forsvinner helt.

I: Mhm. Ja. Forstår. Det går jo litt opp i det samme, i din formening, hvordan påvirker nettundervisning din egen evne til å kunne fremme flerspråklighet? Du gikk jo på en måte allerede inn i det, kan man si.

T: Jada. Ja. Nei, det er akkurat det. Jeg har ikke opplevd at jeg klarer å ivareta det da.

I: Nei.

T: I digital undervisning. Nei.

I: Nei.

T: Man har jo mulighet for breakout rooms og grupper og sånne type ...

I: Ja ja.

T: ... ting da, men som lærer kan du på en måte koble deg inn på et rom og hva som foregår ellers ...

I: Mhm. Stemmer.

T: ... ingen peiling, og veldig mange vegrer seg for å, ja, ...

I: Ja.

T: ... delta aktivt i sånne forum fordi de er, ja, ...

I: Mhm.

T: ... synes det er skummelt og ubehagelig, og hvert fall hvis de kanskje er språklig svake og da i ...

I: Ikke sant.

T: ... hvis det skal foregå på engelsk, ikke sant, så vil de hvert fall ikke delta noe aktivt.

I: Nei.

T: Nei.

I: Nei. Skal vi se ... på hvilke måter får du innarbeidet flerspråklighet inn i dine undervisningsstrategier på nett, hvis i det hele tatt? Undervisningsstrategier, da mener jeg hvordan du legger opp timene da, ikke sant, på hvordan du planlegger undervisningen din, får du i det hele tatt tid til å innarbeide flerspråklighet i disse timene, ville du sagt?

T: Nei.

I: Nei.

T: Nei, jeg har ikke, når jeg har drevet med digital undervisning så har ikke det, nei, har ikke klart å ivareta det på noen måte.

I: Nei.

T: Da har det vært å, som jeg sa her i starten altså, å bruke tid på de minoritetsspråklige uten særlig tilhør og opplæring i engelsk, det å gi dem egne opplegg da ...

I: Mhm.

T: ... som er på et mye lavere faglig nivå, ikke sant, enn de som har hatt norsk skolegang. Grunnskolen da.

I: Mhm.

T: Så da er det jo, men da er jo snakk om å tilrettelegge for, eller kanskje kalle det spes-ped undervisning da.

I: Ja.

T: At man har det som et parallelløp da.

I: Mhm.

T: Sende ut ulike oppgaver til ulike elever da.

I: Ja. Hvis vi sammenligner da si, liksom, det fysiske klasserommet og det digitale klasserommet, hvordan ville du sagt at, hvilken viktighet, hvilken plass i klasserommet får flerspråklighet fysisk da, for eksempel, som du har snakket om før ...

T: Ja.

I: ... i forhold til nettundervisning, hva slags, hvor mye mer, hvor mye mer tilstedeværelse kan du si at flerspråklighet har i

T: Ja. Ja.

I: ... det fysiske.

T: I det fysiske klasserommet, ikke sant, så er det all den uformelle kommunikasjonen, all den umiddelbare oppklaringen i ord og begrep. For eksempel ...

I: Mhm.

T: ... som man ta der og da ...

I: Mhm.

T: ... som er mye vanskeligere å få til i, eller, jeg ser ikke hvordan man skulle få til det digitalt.

I: Nei.

T: Fordi du ikke, at man ofte ikke ser elevene, ikke sant.

I: Ja, ikke sant. Ja.

T: Ja. Mhm.

I: Litt sånn til slutt på klasseaktiviteter. På nett, på hvilke måter har du klart å innarbeide flerspråklighet inn i klasseaktiviteter på nett, hvis i det hele tatt?

T: Nei, ikke digitalt. Da blir det som jeg sa i stad at jeg lager ulike opplegg for elevene ....

I: Jaja.

T: ... med ulike forutsetninger.

I: Ja. Til og med med de der grupperommene du prater om, ikke sant, det at det er vanskelig.

T: Ja, eller at man sender ut forskjellig, ikke sant ...

I: Ja.

T: ... det at du, når digital undervisning i videregående har hvert og sitt sånn som det her ...

I: Mhm.

T: ... da gjør man kanskje en time, også er det to timer der de sitter individuelt og jobber med oppgaver og ...

I: Ja.

T: ... sender inn, ikke sant, eller gjør type tester og quizer og litt sånn ja ...

I: Mhm.

T: ... leseaktiviteter ...

I: Selvarbeid rett og slett.

T: ... har ikke fulltids skjermundervisning nei.

I: Ja. Nei.

T: Så på, da kan man jo differensiere når man sender ut opplegg.

I: Mhm.

T: Det er jo mulig.

I: Ja.

T: Ja.

I: Da er det jo også-

T: Det handler mer om faglig nivå enn det å ivareta flerspråklighet ...

I: Mhm.

T: ... men det faglige nivået henger jo sammen med flerspråklighet fordi det handler jo om elevenes bakgrunn.

I: Ja. Da er det jo greit å sammenligne hvordan flerspråklighetens tilstedeværelse er i dine fysiske klasseaktiviteter da ...

T: Ja.

I: ... i forhold til nett-klasseaktiviteter som du da har forklart så å si ikke eksisterer.

T: Jaja. I det fysiske klasserommet så er jo det alltid noe som er til stede, ikke sant, ...

I: Mhm.

T: ... fordi man kan utnytte i språklæring, ved å sammenligne og bruke et språk for å forklare begrep til et annet språk ...

I: Jaja, ikke sant.

T: ... sånne ting får man jo gjort mye mer av når man møtes fysisk.

I: Ja. Går det kanskje inn igjen i det uformelle, kanskje, at ...

T: Jaja.

I: ... det er mye mer dialog kanskje ...

T: Ja.

I: ... mellom større grupper og sånn. Ja. Mhm. Til slutt, er det noe du ønsker å legge til angående flerspråklighet i det digitale klasserommet?

T: Nei.

I: Nei.

T: Det jeg kan si er jo det at å ivareta flerspråklighet som en ressurs i det digitale klasserommet ser jeg på som veldig utfordrende.

I: Ja. Ikke sant.

T: Så det er argument for å ikke ha mer digital undervisning.

I: Ikke sant, ja.

T: Fordi du, det glipper mye mer muligheter der, som man har i det fysiske klasserommet.

I: Mhm. Ja, nei men jeg har ikke flere spørsmål til deg jeg nå, så ...

T: Nei.

I: ... tusen takk.

## Appendix G: Teacher D Interview Transcript

I: Så først litt sånn om bakgrunnen din og sånn. Hvor lenge har du undervist i engelsk?

T: Undervist i engelsk i ... i videregående tenker du?

I: Ja, ja, du kan gjerne si begge deler altså det, hva enn du føler for.

T: Så er det faktisk i tretti år.

I: Ja.

T: Trettien år, ja.

I: Mhm. Ja, ikke sant. Imponerende.

T: Ja. Når jeg tenker over det, ja.

I: Hva slags bakgrunn har du med å undervise flerspråklige klasser synes du?

T: Jeg har ikke flerspråklige klasser annet i den forstand at jeg har enkeltelever med et annet morsmål.

I: Mhm. Hva slags bakgrunn har du med nettundervisning da, ville du sagt?

T: Egentlig ingen annen enn det som ble kasta på oss i mars 2020 ...

I: Ja.

T: ... da koronaviruset slo til og skolen ble stengt.

I: Mhm. Ikke sant.

T: Begynte der. Jeg hadde ikke noe spesielt forhold til digital undervisning eller nettbasert annet enn at elever har levert oppgaver og litt sånn. Ja.

I: Mhm.

T: Sånt noe. Så vi fikk det rett i fjeset i mars 2020.

I: Mhm, ikke sant.

T: Mhm.

I: Ja. Så kan vi gå litt på oppfatningen din da av flerspråklighet. Hvordan forstår du eller oppfatter du begrepet flerspråklighet?

T: Det er vel elever som også har et annet språk som blir snakket hjemme, som kanskje også har en annen språklig bakgrunn også hjemme.

I: Mhm. Ja.

T: Mhm.

I: Ville du sagt at du er flerspråklig selv eller? Som engelsklærer liksom?

T: Ut fra den definisjonen så er jeg jo ikke det ...

I: Nei.

T: ... men i den forstand at man kan snakke flere språk, hvis det er det som ligger i begrepet flerspråklig, så ja.

I: Ja, det er jo opp til deg på en måte hva du legger i det, ikke sant, så.

T: Ja.

I: Mhm. I hvilken grad synes du at du tidligere har hatt muligheten til å fremme flerspråklighet som en verdi i fysiske klasserom?

T: Hvis det at man snakker engelsk eller et annet språk i tillegg til norsk eller ja, sånn så har jo jeg alltid fremmet det som en verdi å kunne språk ...

I: Ja.

T: ... vi er norske, fem millioner mennesker som snakker ...

I: Mhm.

T: ... mot det å lære språk og det å lære engelsk tenker jeg er nyttig for alle, og det har jeg prøvd å formidle alltid ...

I: Ja.

T: ... for om elevene sier “ja men jeg skal ikke ditt og jeg skal ikke datt” så sier jeg “ja men du skal kanskje på videre studier, du skal bruke veldig mye faglitteratur på engelsk”, litt avhengig av hva man skal studere så er det mye forelesninger på engelsk ...

I: Mhm. Ja.

T: ... verden blir mindre, vi reiser mere, vi jobber med flere fra andre steder og så videre, så jeg tenker at det å kunne flere språk, det er, det må man nesten, hvis man er norsk.

I: Mhm. Ja. Ja. I din forståelse da, hvordan synes du det nye læreplanverket fremmer flerspråklighet, hvis i det hele tatt?

T: Det nye læreplanverket, hva mener du, da mener du den læreplanen vi bruker her eller den fra Udir?

I: Det er vel den Fagfornyelsen i 2020 som kom ut.

T: Ja da tenker du da fra Udir?

I: Mhm.

T: Du tenker ikke læreplanen ...

I: Nei, nei jeg tenker Udir.

T: ... tenker ikke det læreverket som vi har valgt å bruke på vår skole?

I: Nei, nei nei, jeg tenker Udir sine generelle mål, ikke sant.

T: Du tenker læreplanen fra Udir? LK20 ...

I: Mhm. LK20.

T: Ja. Ja. Jo, jeg synes den legger til rette for at man må lære både, særlig engelsk, da som er mitt hjertebarn ...

I: Mhm.

T: ... mhm. Ja.

I: Ja.

T: Ja. Jeg synes det. Det er, det er noen deler av den gamle læreplanen som jeg kanskje likte bedre.

I: Mhm.

T: Noe av det med historie er tatt ut av det og det tenker jeg er litt fortsatt viktig, at man skal se ting i historiske perspektiver, men så er det ikke noe som har liksom lagt vekt på historie. Jeg liker å gjerne ha litt amerikansk historie og putte i litt av det ...

I: Ja.

T: ... og det åpner jo for det, men det er ikke som et eget mål i læreplanen da.

I: Nei, nei.

T: Men jeg synes da den fremmer, jeg synes læreplanen åpner for at det er viktig å lære språk, og det å kunne tilegne seg kunnskap om både språk og samfunnsforhold.

I: Mhm. Ja. Vi gå litt mer inn på formeninger om nettundervisning da. Basert på de erfaringene du har hatt, hvilke eventuelle fordeler synes du det er med nettundervisning?

T: Fordelen med nettundervisning synes jeg er at også de litt stillere elevene også får en stemme.

I: Mhm.

T: Jeg synes at vurderingsarbeidet i muntlig, så synes jeg det var en stor fordel å ha fagsamtaler med tre-fire elever, for da kunne jeg ta opp samtalen ...

I: Ja.

T: ... for å kunne høre på det igjen, fordi det er ganske krevende å både holde samtalen i gang, notere seg litt notater, få med seg hva elevene sier, også gi en vurdering og tilbakemelding etterpå ...

I: Mhm. Ja.

T: ... og jeg synes det var veldig greit å høre på det en gang til, sitte og ta notater og gi dem en tilbakemelding. Og det var også da lettere for meg da jeg fikk en klage på en karakter en gang at jeg kunne gå tilbake igjen, høre på det, og se om jeg vurderte det det samme som jeg gjorde da jeg hørte på det første gangen.

I: Mhm.

T: Så, og det gjorde jeg.

I: Ja.

T: Men, men det er veldig greit å ha det, det var veldig fint å ha det beviset på det, at man kunne høre det en gang til.

I: Ja ikke sant.

T: For sånn i klasserommet med fagsamtaler og presentasjoner så skjer det der og da, også er vi menneskelige, det hender at vi ikke får med oss alt ...

I: Mhm.

T: ... så jeg synes det var en veldig fordel, det likte jeg veldig godt.

I: Ja.

T: I den perioden hvor vi hadde Teams-undervisning og vi kunne ta opp samtalen ...

I: Ja.

T: ... og at noen stille elever får en litt tydeligere stemme, som blir litt anonyme i klasserom, spesielt med tretti elever.

I: Mhm. Ikke sant. Ja. Vi kan jo snu det på hodet da. Hvilke eventuelle ulemper er det du ser med nettundervisning?

T: Det var mange elever som synes det var vanskelig å få kobla seg på, finne fram i de ulike rommene, og ... noen litt stille elever fikk en litt tydeligere stemme, men noen som ikke ville bidra kunne også på en måte koble seg på. De var på en måte ikke tvunget til å ha på kameraet, så de lå jo og sov ...

I: Ja.

T: ... men tilsynelatende var til stede, men ikke bidro, så de ble jo mer usynlige de som ville være usynlige da ...

I: Mhm. Ikke sant.

T: ... og som ikke klarte å finne frem i dette. For det var mange elever som slet med å finne frem og koble seg på til riktig tidspunkt og så videre.

I: Ja.

T: Ja.

I: Ja. Da kan vi jo ta det sånn at vi blander litt om det digitale klasserommet og flerspråklighet da. På hvilke måter tror du flerspråklighet som en verdi i Udir sin læreplan kan fremmes i det digitale klasserommet, hvis i det hele tatt?

T: En gang til.

I: På hvilke måter tror du at flerspråklighet da som en verdi i Udir sin nye læreplan, hvordan de har fremmet den ikke sant, hvordan tror du det som en verdi kan eventuelt bli fremhevet eller satt

viktighet på da i det digitale domenet, altså i de digitale klasserommene? I sammenligning med for eksempel fysisk, hvis i det hele tatt.

T: Jeg er litt usikker på om jeg helt oppfatter hva du er ute etter i spørsmålet ditt her.

I: Ja.

T: Om de fremmer flerspråklighet på en annen måte i det digitale klasserommet enn det i det vanlige klasserommet, er det det du tenker?

I: Nei, jeg tenker sånn, er det, tror du flerspråklighet kan fremmes i det digitale klasserommet i det hele tatt? Fra hvordan Udir har satt det opp ikke sant, hvordan du skal ha mer fokus på kommunikasjon for eksempel, og mer fokus på identitetsbygging og alt dette. Tror du det i det hele tatt kan være mulig å fremme det i nettundervisning, sammenlignet med hvordan det gjøres fysisk?

T: Ja, for det handler jo om det vi snakket om litt i stad også, det at elevene som er litt stille, men som gjerne vil, de får en stemme, de blir hørt, og kanskje også det er enklere å snakke høyt hvis du bare snakker med læreren din eller to elever til, enn å skulle uttrykke seg i en klasse med to elever ...

I: Mhm.

T: ... som mange synes at det er forferdelig pinlig ...

I: Ja.

T: ... og flaut og la være å si noen ting selv om de kanskje er flinke, kan svaret.

I: Ja.

T: Ja. Det er mere introverte, og ja ...

I: Absolutt.

T: ... synes det er enklere å uttrykke seg. Så jeg synes at noen får en tydeligere stemme digitalt da ...

I: Ja.

T: ... når man kan bare snakke med en, men det er klart, kan jo ta ut elever i grupper og ha det sånn også, men det vet man jo som lærer når man har jobbet i noen år at det å liksom skulle ha enesamtaler eller gruppesamtaler på eget rom, i fysisk klasserom, også har du tjuesyv andre som sitter og bøller eller ikke gjør det de skal ...

I: Mhm.

T: ... så vinter og vår å komme gjennom fagsamtaler med en hel klasse, eller presentasjoner ...

I: Mhm.

T: ... tar fryktelig lang tid ...

I: Ja.

T: ... og det tar jo tid det digitale også, men jeg tror likevel at det sparer en del tid likevel å kunne sitte og høre på ting etterpå også, for noen har jo presentasjoner også tar opp dette også sender til meg, og da bruker vi jo ikke da tid i klasserommet til det ...

I: Mhm.

T: ... men vi sender det inn som en oppgave istedenfor å gjøre en lekse ...

I: Ja.

T: ... holdt jeg på å si skriftlig lekse så gjør de det digitalt da, eller spiller det inn.

I: Ja så klart.

T: Mhm. Så jeg tror, ja jeg synes vel at læreplanen legger til rette for at vi skulle kunne fremme språklæring både digitalt og fysisk.

I: Ja. Mhm.

T: Men det er mindre digitalt nå ...

I: Ja. Absolutt.

T: ... det er mye mindre, det er jo en liten brøkdel bare ...

I: Ja.

T: ... av det vi hadde for to og et halvt år siden. Mhm.

I: Mhm. Stemmer det.

T: Ja.

I: Fra dine opplevelser, hvordan påvirker nettundervisning din egen evne til å kunne fremme flerspråklighet synes du, som lærer?

T: Igjen dette med at jeg får elevene på tomannshånd eller gruppevis ...

I: Mhm.

T: ... og at det er enklere å få dem i tale, lettere å bli kjent med dem ...

I: Ja.

T: ... at i hvert fall i en stor klasse har noen en tendens til å forsvinne. Nå underviser jeg også på yrkesfaglige elever i engelsk, så der er det jo mindre grupper og enklere å få oversikten på dem. Men kanskje også enda større frykt for noen da.

I: Mhm.

T: Det hender jo at det er elever som kanskje ikke er så glad i å gå på skole som har valgt yrkesfag.

I: Mhm. Absolutt.

T: Mhm. Og da blir det veldig pinlig og du føler at du ikke er engelsk når du skal kunne snakke i en klasse. Så har jeg også en del fremmedspråklige elever som har hatt lite engelskundervisning tidligere, eller fra hjemlandet sitt og sånt, så da vil de helst ikke si noen ting.

I: Ja.

T: Så det er enklere å få noen i tale synes jeg ...

I: Ja.

T: ... digitalt.

I: Mhm.

T: Uten at jeg må gå fra de andre på en måte.

I: Ja.

T: Ja.

I: Skal vi se ... vi kan snakke litt om flerspråklighet i forhold til dine undervisningsstrategier, du har på en måte allerede snakket om det i forhold til de tomanns-gruppene dine, men på hvilke måter har du innarbeidet flerspråklighet inn i undervisningsstrategiene dine på nett? Altså da tenker jeg undervisningsstrategier som i hvordan du legger opp timen da, for eksempel. Eller hvordan du planlegger hvordan timen skal fungere. Har du fått innarbeidet flerspråklighet som en verdi inn i det, eller er det, hvis i det hele tatt er det ikke plass til sånne ting rett og slett?

T: Jeg vet ikke. Tenker man ikke flerspråklighet når man skal undervise i engelsk uansett, holdt jeg på å si eller?

I: Du kan jo lage et argument for det altså. Det, absolutt.

T: Ja. Jeg prøver jo å tilrettelegge for det ved å både snakke en del del engelsk, avhengig av hvilken klasse jeg har, hvilke nivåer jeg underviser på.

I: Mhm.

T: I programfag-engelsk på vg2 og vg3 så snakker jeg mer på engelsk enn det jeg gjør i en vg1 klasse, kanskje spesielt på yrkesfag ...

I: Ja.

T: Så hvis vi går gjennom grammatikk i en yrkesfagklasse så vil jeg gjøre det på norsk, for å få med alle. Mhm.

I: Ja.

T: Er det andre ting jeg skal gå gjennom med en vg3 programfagsklasse så vil jeg jo snakke mye mer engelsk uansett.

I: Mhm.

T: Så jeg må jo differensiere litt i forhold til hvilke typer klasser jeg har.

I: Mhm, absolutt.

T: Jeg prøver også å ha små innslag med, jeg vet ikke om du kjenner til CNN 10?

I: Nei, jeg tror ikke det.

T: Nei, det er en liten nyhetssending på ti minutter som er laget av CNN, eller som er laget for undervisning ...

I: Mhm.

T: ... som jeg synes det er greit å starte en del timer med, for de tar frem en del interessante ting, og de hører en del autentiske ting, det er amerikansk da, amerikanere snakker engelsk, de tar for seg en del, ikke bare sånn nyheter som er aktuelle der og da, selv om de har litt av det også, og det er jo selvfølgelig fra USA ...

I: Ja.

T: ... men det tar også for seg en del ting rundt om i verden, også en del sånn interessante fakta og sånn.

I: Ja.

T: Så den synes jeg også er interessant å bruke.

I: Mhm, så klart.

T: Både for å få, å høre andre snakke enn meg ...

I: Ja.

T: ... og få litt sånn annen input.

I: Ja.

T: Så litt dagsaktuelt og litt andre sånne interessante ting.

I: Mhm.

T: Så er det på engelsk.

I: Jaja, så klart. Hvis vi tenker å sammenligne nettundervisning fra til det fysiske da, er det noe forskjell ville du sagt på hvordan flerspråklighet spiller en rolle i undervisningsstrategiene dine i nett i forhold til fysisk timeplanlegging?

T: Nei, egentlig ikke.

I: Nei.

T: Jeg tror ikke jeg planlegger undervisningen så veldig mye annerledes ...

I: Nei.

T: ... sånn når jeg skal gjøre det digitalt eller på nett, eller om jeg skal stå i klasserommet.

I: Nei. Nei, nei. Det er greit det forsåvidt.

T: Skal vi se nå er lyden dårlig, bildet frosset og lyden hakker.

I: Åh. Skal vi se, skal jeg bare vente det kanskje... Jeg vet ikke om du ser meg?

T: Jeg ser deg, men det er et frosset bilde.

I: Åja, skal vi se om jeg kan slå av og på kameraet kanskje. Kanskje det hjelper.

T: Lyden er litt sånn hakkete, men det er bedre nå enn det var for et øyeblikk siden.

I: Åja.

T: Men, hvis bare lyden fungerer så.

I: Nei, ja du får si ifra om lyden ikke fungerer da i så fall, eller om du ikke hører meg godt eventuelt.

T: Mhm.

I: Hvis vi snakker om klasseaktiviteter da, på hvilke måter ville du sagt at du innarbeider flerspråklighet inn i klasseaktiviteter fysisk da, kan vi starte med. I fysiske klasserom, hvis i det hele tatt.

T: Ja ... de må jo selvfølgelig lese tekster, lytte til tekster, se filmsnutter, prate med hverandre, lese for hverandre, gjøre oppgaver, det vil jo være flerspråklig, eller engelskspråklig, eller jeg sliter litt med det du kaller flerspråklig her, jeg tenker engelskspråklig hele tiden, men jeg skjønner at jeg må fokusere litt annerledes her.

I: Ja, altså det kommer jo litt an på. Noen tenker at å være flerspråklig handler om flere språk samtidig da, fordi at jeg både kan snakke norsk og engelsk, noen ville kalt det flerspråklig, men andre ville ikke kalt det flerspråklig, mens noen andre tenker kanskje at det må være noen andre språk da, som kommer utenfra, som må være inne i bildet for at man skal kunne kalle seg flerspråklig, og så sier noen også at dialekter vil si at man er flerspråklig på en måte ...

T: Mhm.

I: ... så norsk bokmål og nynorsk, og eller andre enda mindre dialekter og type ting. Så det er egentlig hva du legger i det selv, faktisk, ville jeg sagt at hvordan du forstår det er egentlig det viktigste. Det er ikke noe fasit vi leter etter her, så hvordan du forstår det er egentlig det du burde gå etter da, på en måte.

T: Mhm.

I: Mhm.

T: Okay, hva var spørsmålet?

I: Ja, på hvilke måter ville du sagt at du innarbeider flerspråklighet inn i klasseaktiviteter på det fysiske nivået da?

T: Det er det at de må både lytte, lese ...

I: Mhm.

T: ... og uttrykke seg selv både skriftlig og muntlig ...

I: Ja. Mhm.

T: ... på engelsk, og norsk. Det kan jo også være den andre veien at de kan lese en tekst også kanskje forklare noe av det etterpå.

I: Mhm.

T: Noen vil da ty til norsk også, men det vil si kanskje at de har forstått det de har lest eller hørt.

I: Ja.

T: Ja.

I: Er det, ville du sagt at det er en forskjell i hvordan du har flerspråklighet som en del av klasseaktivitetene på nett i forhold til fysisk? Ville du sagt det er mer eller mindre fokus på slike aktiviteter, eller samme kanskje?

T: Omtrent det samme, tror jeg.

I: Ja.

T: Mhm.

I: Mhm.

T: Det som også er litt vanskelig i det digitale klasserommet, det er jo når vi har, en ting når vi har de fagsamtalene som jeg sier når vi har to, tre elever, eller fire ...

I: Mhm.

T: ... og at jeg kan ta opp samtalen og høre på det igjen etterpå, kontra det å sitte med en hel klasse ...

I: Ja.

T: ... hvor vi da ikke har på kameraet.

I: Mhm.

T: Så jeg synes også det er utfordrende å skulle undervise når en bare har en liten runding der med noen bokstaver for å visualisere eleven, synes jeg også var utfordrende ...

I: Ja ikke sant.

T: ... for jeg vet ikke hva som foregår på den andre siden av skjermen, mens jeg sitter der med kamera og sånn ...

I: Mhm.

T: ... det synes jeg er noe som kunne være vanskelig i det digitale klasserommet, noe som du fullstendig slipper i det fysiske klasserommet.

I: Ja.

T: Så jeg må jo si at jeg foretrekker å være fysisk tilstrekkelig i klasserommet og ha elevene der, og se dem ...

I: Ja ikke sant.

T: ... og vite at de faktisk er til stede, og at de ikke bare har kobla seg på, også har de gått på kjøkkenet og spiser frokost liksom.

I: Ja. Ikke sant.

T: Eller sover.

I: Mhm.

T: Så, nå mista jeg spørsmålet, hva var egentlig spørsmålet?

I: Nei, det var bare, du svarte jo at det var omtrent det samme, det var noe forskjell i vektlegging i hvordan du har fremmet flerspråklighet på nett i forhold til fysisk.

T: Jeg har jo prøvd ... flerspråklighet og engelsk tar til like mye.

I: Ja. Mhm.

T: Men hvordan det var i forhold til, det var kanskje ikke en del av spørsmålet egentlig.

I: Ja nei, men all info er grei info altså, det er bare å snakke om det du vil. Skal ikke stoppe deg jeg altså. Nei, men til slutt, er det noe du ønsker å legge til angående flerspråklighet i det digitale klasserommet? Noe du føler du ikke har kommet inn på kanskje, eller noe sånt?

T: Nei, jeg var kanskje litt uforberedt på hvilke type spørsmål du skulle stille meg, så jeg hadde ikke forberedt noe spesielt på forhånd.

I: Neida altså du trenger ikke-

T: Men jeg tenker at det som jeg synes har vært det viktigste med den digitale undervisningen som, det har vært det å kunne få altså de litt forsiktige elevene til å få en stemme, til å kunne si noen ting, til å kunne uttrykke seg ...

I: Mhm.

T: ... som ikke klarer helt å formidle det de egentlig kan i et klasserom med tretti elever.

I: Ja.

T: Det gjelder også færre elever også, for såvidt yrkesfagelever som er færre ...

I: Ja.

T: ... at det er vanskelig og flaut å snakke på engelsk ...

I: Ja ikke sant.

T: ... hvis man ikke er så flink, men at det ikke blir så ekkelt hvis man snakker bare med noen få.

I: Mhm.

T: Og at det noen ganger er enklere å gjennomføre det digitalt enn å ta ut enkelte elever på grupperom og sånn ...

I: Jaja, ikke sant.

T: ...så det synes jeg har vært, det synes jeg er fordelene med det.

I: Ja, rett og slett litt mer praktisk på en måte.

T: Ja. At flere får en stemme, og digital undervisning, er jo at de kan spille en presentasjon inn på forhånd da ...

I: Mhm.

T: ... og gjøre den type lekse, det er for såvidt digital undervisning det også, selv om undervisningen foregår i klasserommet.

I: Ja.

T: Det at en lekse kanskje blir, det å kunne ha de mulighetene synes jeg er veldig fint.

I: Ja. Ja så klart.

T: Til begge deler.

I: Mhm.

T: Ikke bare ha de presentasjonene i klasserommet som mange elever synes er helt forferdelige.

I: Mhm. Ja.

T: Som de gruer til i ukevis.

I: Ja. Jeg føler på den forsåvidt.

T: Ja.

I: Har dårlige minner med det, men ja, nei jeg har ikke noe mer spørsmål til deg nå, så hvis du er fornøyd så skal ikke jeg holde deg mer enn du, mer enn du trenger så-

T: Nei.