Western Norway University of Applied Sciences

MASTER'S THESIS

Adapted Teaching for Pupils with a Native or Native-like Proficiency in English

A qualitative study of pupil and teacher perceptions and reflections in the Norwegian EFL classroom

Master's in education with English Didactics
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Acknowledgements

Abstract in English

Adapted education is an important principle in Norwegian schools, rooted both in the current (Læreplanverket for Kunnskapsløftet - LK06) and the coming curriculum (Fagfornyelsen), as well as in the Education Act. In Norwegian classrooms there are many pupils with different language backgrounds, including pupils who have native or native-like proficiency of English – either through familial connections or living in English speaking countries for extended periods. This thesis aims towards hearing these pupils' perceptions of the adaptations they receive in the EFL classroom. Furthermore, the perceptions of their English teachers have been looked into, and the answers of the two groups have been compared. Thus, the research question of this thesis is:

> How is adapted teaching implemented for pupils with native or native-like proficiency in English, and how does that relate to the pupils' motivation?

To answer the research question thoroughly, three focus questions were written:

1. How do the pupils perceive the adapted education that they are given, and what are their reflections regarding the effect this has on their motivation in the EFL classroom?
2. How do the teachers report on their adapted teaching for pupils with native or native-like proficiency in English, and what are their reflections regarding the effect the adapted teaching has on their pupils' motivation?
3. Are there any recurring overlaps between what pupils and teachers report?

This thesis is a qualitative study, with three pupils and two English teachers as participants. The data was gathered through qualitative interviews with the participants, which were recorded and later transcribed.

In general, the pupils were content with their English lessons, but they stated that they tended to be a bit boring and many tasks were too easy. The findings of the pupils were interpreted in light of research on Heritage Language Learners (HLL), pupils with a high learning potential and Vygotsky's Zone of Proximale Development (ZPD) (Vygotsky, 2012). The teachers did not have any troubles with defining adapted education, but both of them found it challenging to implement. They mainly reported of adaptations through differentiated tasks, which the pupils received after finishing the obligatory tasks. While the pupils are overall pleased with the adaptations they receive, there is room for improvement regarding variation and challenging the pupils on an appropriate level.

Abstract in Norwegian

Tilpasset opplæring er et viktig prinsipp i den norske skolen, som er forankret i både den nåværende (LK06) og den kommende læreplanen (fagfornyelsen), samt i opplæringsloven. I norske klasserom finnes det mange elever med ulike språklige bakgrunner, inkludert elever med morsmålskompetanse eller nær morsmålskompetanse i engelsk – enten gjennom familie eller gjennom å ha bodd i engelsktalende land over lenger tid. Denne studien ønsker å undersøke disse elevene sin oppfatning av tilpasningene de får i engelskfaget. I tillegg vil engelsklærerne til disse elevene sine tanker rundt tilpasset opplæring til denne elevgruppen bli sett nærmere på. Problemstillingen for denne studien er:

> Hvordan er tilpasset opplæring satt i verk for elever med morsmålskompetanse eller nær morsmålkompetanse i engelsk, og hvordan påvirker dette elevenes motivasjon?

> For å kunne svare på denne problemstillingen har det blitt laget tre underspørsmål:

1. Hvordan oppfatter elevene den tilpassede undervisningen de får, og hvilken effekt har den på elevene sin motivasjon?
2. Hvordan rapporterer engelsklærerne om tilpasningene de gjør for elevene med morsmålskompetanse eller nær morsmålkompetanse i engelsk, og hvilke refleksjoner har de rundt hvordan disse påvirker elevenes motivasjon?
3. Hvilke likheter og ulikheter er det mellom hva elever og lærere rapporterer?

Dette er en kvalitativ studie med tre elever og to lærere som informanter. Dataen ble samlet gjennom kvalitative intervju med informantene, som ble tatt opp og siden transkribert. Elevene sa at engelsktimene var greie, men at det var en tendens til at de kjedet seg litt og at mange oppgaver var for enkle. Funnene her sees i lys med forskning på Heritage Language Learners (HLL), elever med stort læringspotensial, samt Vygosky sin teori om den proksimale utviklingssone (Vygotsky, 2012). Lærerne hadde ingen problemer med å definere tilpasset opplæring, men begge syntes det var utfordrende å implementere. Hovedsakelig tilpasset de til disse elevene gjennom differensierte oppgaver, som elevene fikk etter å ha fullført de obligatoriske oppgavene. Elevene er stort sett fornøyd med tilpasningene de får, men det er likevel rom for forbedringer når det kommer til variasjon og tilpasning av nivå på oppgaver.

List of abbreviations

EFL   English as a Foreign Language

LK06   National curriculum for knowledge promotion of 2006

L97   National curriculum of 1997

M87   National curriculum of 1987

M74   National curriculum of 1974

NSD   The Norwegian Social Science Data Service

HLL   Heritage Language Learner

SLL   Second Language Learner

SLA   Second Language Acquisition

FLL   Foreign Language Learner

ZPD   Zone of Proximal Development

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1. Introduction

One major challenge for teachers in the English as a Foreign Language (EFL) classroom is the differences in skill levels between all the pupils in the same class. The levels may vary from struggling with understanding what is being said in English, to pupils who excel at writing and speaking. All of these pupils still need to be challenged to such an extent that they can develop their individual skills in the English subject.

The Norwegian school system aims towards inclusion, and the differences in pupils' abilities are addressed through *adapted education*. The principle is rooted in both the Education Act (1998), § 1-3, and in the current curriculum, LK06 (Utdanningsdirektoratet, 2015). In the Norwegian context there is a myriad of different descriptions of what adapted education entails. Håstein and Werner (2014, p. 23) describe it as a political construct that represents an ideal education, where every pupil has a right to an education adapted to their abilities. Similarly, Bachmann and Haug (2006, p. 19-20) emphasize that the political documents tend to describe adapted education in a vague manner, without commenting on how to operationalize it; this is left to the profession. Furthermore, Bachmann and Haug (2006, p. 8) acknowledge that adapted education is a politically constructed term that is difficult to define in a concrete manner due to the strategic use of it in different political contexts. For instance, adapted education is defined in the following way in the quality framework from the Norwegian Directorate for Education and Training:

> Adapted education within the community of pupils is a basic premise of the comprehensive school for all. The education shall be adapted so that the pupils can contribute to the community and also experience the joy of mastering tasks and reaching their goals (Utdanningsdirektoratet, 2011a, p.4).

This description of adapted education is rather vague and leaves it to the profession to implement concrete measures to reach the aims described. However, in the core curriculum of the current curriculum, LK06, adapted education is described in the following manner:

> "The school shall have room for everybody and teachers must therefore have an eye for each individual learner. The mode of teaching must not only be adapted to subject and content, but also to age and maturity, the individual learner and the mixed abilities of the entire class. The pedagogical design must be pliable enough to permit the teacher to meet the pupils' differences in ability and rhythm of development with kindness and ease. Rules of conduct alone are not sufficient to transmit care and consideration. The teacher must make use of the variations in pupils' aptitudes, the diversity in the classroom, as resources for all-round development as well as the development of all. A good school and a good class should provide enough space and enough challenge for everyone to sharpen their wits and grow.

> But it must show particular concern for those who get stuck, struggle stubbornly and can lose courage" (Utdanningsdirektoratet, 2011b, p. 19).

In this description of adapted education is more operationalized, and clearly states concrete measures the teachers can take to ensure that the education is adapted to all pupils.

In 2015 several researchers were appointed to look into the current situation for high achieving pupils in Norwegian schools and make recommendations for improvements for this group of pupils (NOU 2016, p. 7). They are referred to as 'Jøsendalutvalget'. In their report, they describe adapted education as the actions the teacher/school take to ensure that every pupil's education is optimized to their individual needs (NOU 2016, p.22). This can happen through the organization of the learning process, work with the social environment, different methods or a progression of the learning material.

Bachmann and Haug (2006, p.7) state that there are two ways of understanding what adapted education entails, a narrow and a broad understanding. According to the narrow understanding of adapted education, adaptations occurs through concrete measures towards individuals, such as teaching methods and differentiated work. The broad understanding of adapted education has a more holistic view, where adapted education is seen as an ideal that the whole school has to work towards with a common pedagogical strategy to achieve. Fasting (2010) describes the narrow understanding of adapted education as "[…] individual differentiation and optimization through individualized learning programs and individualized education" (2010, p.22). The broad understanding, on the other hand, concerns values such as inclusion and equality on a school level. Fasting further states that "adapted education is based on the idea of providing optimal and appropriate education for all pupils and is tied both to ideological aspects and to specific measures and methods" (2013, p. 265). On a school level, adapted education is often understood as a practical measure "…to increase pupil's learning, knowledge and well-being" (Fasting, 2013, p.265).

This thesis aims to investigate adapted education on an individual level. For this purpose, a more specific definition on the narrow understanding of adapted education was needed. In Rønnestad's (2015) definition, the different variables that are necessary for the education to be adapted are specifically mentioned. She defines adapted education as follows:

> "Adapted education in English implies teaching English in a way that motivates and reaches all learners, allowing and encouraging them to be active and influential participants; the teaching incorporating a variation wide enough for all to experience use of appropriate and adequate language learning strategies. Adapted EFL education is further based on learners

being familiar with their English learning objectives as well as experiencing relevant feedback on how to reach these aims." (Rønnestad, 2015, p.2)

The quality framework mentioned the joy of mastering tasks (Utdanningsdirektoratet, 2011a, p.4), while Jøsendalutvalget mentioned several measures that could be taken to adapt the education, e.g. variation of work methods (NOU 2016, p. 22). In the core curriculum the term adapted education is described more in detail, with focus on the diversity present in the classroom (Utdanningsdirektoratet, 2011b, p. 19). Rønnestad's definition includes all of these aspects and ties them together. The strength of Rønnestad's definition is that it operationalizes the term adapted education through mentioning specific measures of adapting the education. The definition takes into account the context of the EFL classroom and mentions specific measures that can be taken to adapt the education. This includes variation, learning strategies, learning objectives and feedback. In addition to this, the definition includes motivation and pupils' participation as important variables in adapted education. These aspects have not been discussed equally clearly in the other definitions provided above. Consequently, this thesis follows Rønnestad's (2015) definition of adapted education.

The focus of this thesis is adapted teaching in the Norwegian EFL classroom for pupils with native or native-like proficiency of English. Both the pupils' and teachers' perceptions of adapted education will be investigated. Numbers from Statistics Norway (SSB) suggest that there are many people in Norway who are either first- or second-generation immigrants from an English-speaking country, or who are born in Norway with one parent from an English-speaking country (SSB, 2019). As of 2019, there are 14485 immigrants just from Great Britain, 1031 with two British parents, and 20714 with one British parent. If we continued to look at numbers from other English-speaking countries, it becomes apparent that there are many potential native or native-like speakers of English. Thus, this is a group that will most likely be present in many classrooms in Norway. However, there has been no research found regarding this exact group in the Norwegian EFL context.

Due to this group of pupils being exposed to English from an early age, and their presumably more frequent use of English outside of the school setting, it is likely that some of them are ahead of their peers in English proficiency, especially in oral English. Thus, many of them might need extra challenges in the EFL classes to be able to develop their language skills, and to avoid boredom and lack of motivation. The lack of research available about this particular group of pupils, also makes it interesting to hear the teachers' perspective on how they choose to adapt their classes for these pupils.

1.1. Research Question

As the result of the literature shown above, the research question for this thesis was the following:

> How is adapted teaching implemented for pupils with native or native-like proficiency in English, and how does that relate to the pupils' motivation?

To answer this question from both perspectives, I will more specifically answer the following focus questions:

1. How do the pupils perceive the adapted education that they are given, and what are their reflections regarding the effect this has on their motivation in the EFL classroom?
2. How do the teachers report on their adapted teaching for pupils with native or native-like proficiency in English, and what are their reflections regarding the effect the adapted teaching has on their pupils' motivation?
3. Are there any recurring overlaps between what pupils and teachers report?

2. Theoretical background

2.1. Historical overview of Adapted Education in Norwegian schools

'Tilpassa opplæring', translated to adapted education in this thesis, is a central part of the current curriculum and the Education Act in Norway. The Education Act states that "[e]ducation must be adapted to the abilities and aptitudes of the individual pupil, apprentice, candidate for certificate of practice and training candidate." (1998, § 1-3). In other words, adapted education is rooted in the law, and schools and teachers are obliged to provide adaptations to all pupils present in the classroom. As previously mentioned, adapted education is described in the core curriculum in the following manner:

> "The school shall have room for everybody and teachers must therefore have an eye for each individual learner. The mode of teaching must not only be adapted to subject and content, but also to age and maturity, the individual learner and the mixed abilities of the entire class. The pedagogical design must be pliable enough to permit the teacher to meet the pupils' differences in ability and rhythm of development with kindness and ease. Rules of conduct alone are not sufficient to transmit care and consideration. The teacher must make use of the variations in pupils' aptitudes, the diversity in the classroom, as resources for all-round development as well as the development of all. A good school and a good class should provide enough space and enough challenge for everyone to sharpen their wits and grow. But it must show particular concern for those who get stuck, struggle stubbornly and can lose courage" (Utdanningsdirektoratet, 2011b, p. 19).

This curriculum was implemented in 2006 and has been a part of the curriculum since. However, at the time of this thesis, a new curriculum was being developed. It will be implemented in August 2020. Before we look into any changes in the new curriculum's view on adapted education, an overview of the history of adapted education throughout the curriculums during the last century will be presented.

In 1939, the Norwegian national curriculum stated that all pupils had a right to an education that matched their abilities and potential (Dale and Wærness, 2006, p. 236). Although '*adapted education*' is not explicitly mentioned, Dale and Wærness argue that this is the first time the ideal of adapted education was brought into the Norwegian curriculum (2006, p. 236).

In 'Mønsterplanen', the 1974 curriculum, adapted education is explicitly mentioned (M74, p. 29). The focus is on differentiation as a tool to reach the ideal of adapted education. It focuses on both pedagogical and organizational differentiation. M74 further states that differentiation should be focused on the individuals, but not interfere with their opportunities to cooperate (p. 30). Already in the curriculum from 1974, adapted education is described in a similar manner as in the current curriculum. However, a noticeable difference is that M74 states that

differentiation is especially important in certain subjects, namely Norwegian, English and mathematics (p. 29), whereas the current curriculum does not place an emphasis on any specific subjects.

A new curriculum was published in 1987, known as 'Mønsterplanen 87' or 'M87'. In this curriculum, the focus moved from differentiation to adapted education, and a subsection in the core curriculum is called "equitable and adapted education" (M87, p. 26). It states that every pupil has a right to an education that is adapted to their abilities (M87, p. 26). Furthermore, it states that "[p]upils with special abilities and aptitudes need help to develop these abilities, whether they are theoretical, practical, physical or esthetic (M87, p. 26, my translation). This curriculum thus highlights the importance of helping high achieving pupils develop their skills, as well as acknowledging that pupils may excel in different areas. M87 also emphasizes the importance of variation, through classroom organization, work methods as well as the learning contents (p.26).

Adapted education is also brought up in the curriculum of 1997, 'Læreplanverket', commonly known as L97. The curriculum consists of two parts, the core curriculum and the subject curriculum. The core curriculum states that "[t]he education needs to be adapted not just to subject and content, but to age and developmental level, the individual pupils, and the class as a whole" (L97, p. 29, my translation). The curriculum also states that all pupils, including those who either struggle or excel, have a right to be challenged in order to develop to their full potential (L97, p. 58). While the L97 curriculum was relatively pupil-centered, it put more emphasis on the theoretical aspects of learning (Fasting, 2010, p. 182). L97 gave clear instructions on how the pupils should work with the subject and did not include competence aims for the pupils. In other words, the teachers' job was to implement different work methods in the classroom.

Tests such as 'Programme for International Student Assessment', commonly known as PISA, showed that Norwegian pupils did not perform as highly as our neighbouring countries (Fasting, 2010, p. 183). As a result, a new curriculum was implemented in 2006, called *The Knowledge Promotion* or LK06. It consists of three parts – the core curriculum, as well as one part about the distribution of time and subjects and one part regarding the subject curriculum. While the previous curriculum, L97, focused on learning on a more holistic level, LK06 focused on learning on an individual level (Bachmann and Haug, 2006, p. 16). In contrast to L97, which stated how the subjects should be implemented, LK06 has specific aims for what pupils should have learned by the end of certain school years. In other words, LK06 is more focused on

results. A significant difference between L97 and LK06, is in the subject curriculum. In LK06 the subject curriculum contains a list of competence aims for each pupil, stating what they should learn during their education (Bachmann and Haug, 2006, p. 17). In other word, there was a transition from a curriculum that told teachers *how* to teach, to one that stated *what* to teach. This shift led to some difficulty with the practical implementation for some teachers (Mellegård and Dahlberg Pettersen, 2012). One of the teachers in the study by Mellegård and Dahlberg Pettersen mentions that they did not get any courses regarding how the new curriculum should be implemented, which resulted in different practices in different schools. Another teacher states that it is too comprehensive, and thus unattainable (Mellegård and Dahlberg Pettersen, 2012, p. 212).

For the last few years a new curriculum has been put together. It is commonly referred to as 'fagfornyelsen' and will be implemented from August 2020. The new curriculum consists of two parts, the core curriculum and the subject curriculums. In the third chapter of the core curriculum, adapted education is brought up (Utdanningsdirektoratet, 2020a). An interesting addition here is that 'tilpassa opplæring', which has previously been translated to 'adapted education', is translated to 'differentiated instruction' in the English version of the new curriculum. The curriculum states that:

> "Differentiated instruction means that the school adapts the teaching so that all pupils have the best possible learning outcome from the ordinary teaching. School can adapt the teaching by using various work methods and pedagogical approaches, by using various teaching aids, by the way they organise the teaching and by working with the learning environment, subject curricula and assessment. The teachers must use good judgment when differentiating the instruction in the subject" (Utdanningsdirektoratet, 2020a).

The way differentiated instruction is explained, is still fairly similar to how adapted education is defined in LK06. Exactly how the differentiated instruction is implemented is still up to the professional to decide. Variation is still emphasized, as seen in the quote below:

> "Differentiated instruction applies to all pupils and shall for the most part take place through variation and adaptation to the diversity in the pupil group within the learning community. Pupils who need differentiated instruction beyond the ordinary teaching programme are entitled to special-needs education" (Utdanningsdirektoratet, 2020a).

It further emphasizes that differentiated instruction applies to all pupils. Despite translating 'tilpassa opplæring' to 'differentiated instruction' rather than 'adapted education', the descriptions of the ideal have not changed much. The aims of the coming curriculum can be summarized as: "School must give all pupils equal opportunities to learn and develop, regardless their background and aptitudes" (Utdanningsdirektoratet, 2020a).

2.2. Previous Research

This section contains a summary of relevant research on adapted education, both in general and in relation to the English subject. Furthermore, it contains previous research on pupils with a high learning potential. Although the pupils who participate in this study does not necessarily fall into this category, the findings may prove relevant as they both are ahead of most of their peer in the English subject.

2.2.1. Adapted education

Adapted education has long been a prominent field in Norwegian research and literature. As previously mentioned, it is a politically constructed term which is largely left to the profession to operationalize (Bachmann and Haug, 2006). In 2016 Jøsendalutvalget's report (NOU 2016) was published. Its aim was to look into whether high achieving pupils were challenged at an adequate level in Norwegian schools. They found that a large part of the pupils in Norway are faced with a school which does not challenge them adequately for them to reach their full potential (NOU 2016, p. 8). They also point out that there is a lot of unused potential in organizational and pedagogical differentiation (NOU 2016, p. 8). Furthermore, Imsen (2003, as referenced in Bachmann and Haug, 2006, p. 54) stated that while the teachers claimed to adapt the education frequently, the pupils did not perceive this.

In despite of adapted education being a prominent field in Norwegian research, there are rather few studies about adapted education in the context of the English subject. For instance, Flemmen (2006) conducted observational research in Norwegian primary schools, looking into what takes place in the English classes. This particular observation took place while the L97 curriculum was still in place. Her observations revealed that there was great variation in how successfully the teaching was adapted, and that there is a long way until equal education opportunities through adapted education is achieved (Flemmen, 2006, p.187). One example from her study, is that of a fourth grade who takes a glossary test. They are asked to write five different numbers in English. Amongst these pupils there is one who has a mother with English as her first language (Flemmen, 2006, p.178). This pupil, and probably a few other pupils, are ready for more challenging tasks than this. It is important to note that a significant number of the teachers being observed did not have any higher education within the field of English.

Mikalsen and Sørheim (2012) looked into teachers' own perception of how they implement adapted education in the classroom. The data was gathered through questionnaires. They had two groups of participants, teachers who used the *European Language Portfolio* (ELP) and those who did not. Both groups used group work, work in pairs, and project work. The teachers who did not use the ELP relied more on the textbooks and teacher guides than those who used it, and they had less pupil involvement in their classroom (Mikalsen and Sørheim, 2012, p. 202-203). While all teachers who participated in the study said that the LK06 curriculum has made them more aware of adapted education, the teachers using the ELP were more successful in making the pupils a part of their own learning process (Mikalsen and Sørheim, 2012, p. 203).

In recent years some master's theses have dealt with adapted education as well. Weka (2009), for example, focused on adapted education in the English subject. She gathered data through qualitative interviews with three English teachers, focusing on their thoughts, feelings and experiences with adapted education (Weka, 2009, p.38). Her informants did not feel like they adapted the education enough for their pupils (Weka, 2009, p. 81). The only time the informants felt that they managed to adapt the classes for all pupils was during games and other activities that required social interactions (Weka, 2009, p.82). Rønnestad (2015) looked into pupils' perception of the adapted education they received in the Norwegian EFL classroom. The participants were 10th graders, and data were gathered through quantitative questionnaires as well as a small sample of qualitative interviews. Rønnestad is amongst several that acknowledge that one big challenge in the EFL classroom is to differentiate the lessons to all pupils present. Her results showed that many pupils were pleased with the adaptation they received in the English classes. However, those less motivated tended to be the most abled learners, who wanted more challenges in class. Rønnestad recommends that more research should be done on more abled learners in English (2015, p. 105). Jacobsen (2016) focused on differentiation and adapted education in the context of Norwegian 6th and 7th grade EFL classrooms. The data were gathered through mixed methods, with nine qualitative teacher interviews and 182 quantitative pupil questionnaires. The teachers did not find it difficult to define the term *adapted education*, yet all of them said that it was difficult to challenge all pupils on a daily basis (Jacobsen, 2016, p. 80). Jacobsen also found significant overlaps in what teachers and pupils reported, and that the majority of the pupils were positive to the adapted education (2016, p.86-87). Kvammen (2018) conducted a qualitative study of pupils with a high learning potential in Norwegian EFL classes, from 5th to 7th grade. She interviewed four EFL teachers, and 13 pupils with a high learning potential. The pupils were recommended by the

teachers, who chose the pupils based on academic performances, as well as who they considered to be "strong" and "advanced" learners. (Kvammen, 2018, p. 43). The degree to which the teachers adapted for these pupils varied, and lack of time and resources were mentioned as reasons (Kvammen, 2018, p.111). She also found that there was a strong tradition of textbook usage in the classroom, a practice which the pupils felt they did not learn much from (Kvammen, 2018, p.112). Furthermore, the pupils indicated that they were challenged through quantity, rather than through tasks adapted to their skill level, which lead to several of them refraining from asking for more challenges. The pupils also expressed that they wanted to work in more homogenous groups, although they also acknowledged the value of working in heterogenous groups (Kvammen, 2018, p.113). Vindseth (2019) focused on pupils with a high learning potential and adapted education in her master's thesis. The data was gathered through qualitative interviews with pupils, their parents and their teachers. She found that multiple pupils experienced being deprioritized in the classroom and referred to the EFL classes as unmotivating (Vindseth, 2019, p. 69). Furthermore, the teachers in her study stated that their knowledge regarding pupils with a high learning potential was derived from their own experience, not from instruction in their education to become teachers (Vindseth, 2019, p. 69).

All of these master's theses relate to the subject of this thesis. A lot of the research found regarding adapted education in English is master's theses, which has some implications. The researcher works individually with a small-scale study and has limited experience with research. Although they have supervision, there is no peer review to regulate what is published or not, and we most often do not know which grade the theses achieved. With qualitative research, such as Weka (2009), Kvammen (2018) and Vindseth (2019), the findings should not be generalized, due to the limited number of participants. Rønnestad's (2015) and Jacobsen's (2016) studies have certain quantitative features which means that the results can be generalized more, yet they can only be seen as pilot studies.

Variation is a key principle behind adapted education. Håstein and Werner (2014, p. 23) claim that if the school aims to be a good fit for all pupils, the teaching needs to be varied and flexible. This will let all pupils experience both challenges and the feeling of achievement. Skjelbred et.al. (2005, p. 75) found that there is a strong tradition of textbook usage in classrooms. The same result was found by Juuhl, Hontvedt and Skjelbred (2010, p. 17), and Gilje et. al. (2016) found that English teachers in primary and lower secondary school use the textbooks more frequently than their colleagues in upper secondary schools (2016, p.51). According to them, 70% of the English teachers in 5th to 10th grade primarily rely on the textbook (Gilje, et. al.,

2016, p. 52). However, in most classrooms all pupils have the same textbooks, which does not take into account the different levels of comprehension the pupils have. It is also important to note that variation does not just imply variation in level of difficulty but can also include variation of work methods and speed of progression. Rønnestad's (2015, p. 100) study suggested a need for greater variation of work methods. Furthermore, she found that the most common method used is working within the textbook.

The need for variation is also brought up in the Quality framework (Utdanningsdirektoratet, 2011a), in Jøsendalutvalgets' report (NOU 2016) and by Håstein and Werner (2014, 2015). The quality framework emphasizes that "Adapted education for each and every pupil is characterized by variation in the use of subject materials, ways of working and teaching aids, as well as variation in the structure and intensity of the education" (Utdanningsdirektoratet, 2011a, p.5). Jøsendalutvalget focus on the different ways the curriculum allows for adapted education to take place, e.g. through varied work methods, learning materials and learning strategies (NOU 2016, p.23). Håstein and Werner (2014, p. 43) claim that in order to best accommodate for the diverse pupils that attend school, variation is important. Variation thus becomes an important principle in adapted education, and an instrument to reach the ideal of every pupil getting an education that lets them reach their potential. This includes both variation of work methods, level of difficulty, organization of the class, speed of progression, learning strategies and learning objectives.

The previous research in the field of adapted education in Norway suggests that teachers find it difficult to adapt the education sufficiently for every pupil (Weka, 2009, Jacobsen, 2016). Furthermore, research suggests that the teaching is not varied enough (Flemmen, 2006; Rønnestad, 2015, Kvammen, 2018; Skjelbred et.al., 2005). Rønnestad (2015), Jøsendalutvalget (NOU 2016), Kvammen (2018) and Vindseth (2019) further indicates that pupils who achieve on a high level typically are those that are the least pleased with the adaptations they receive. Thus, the next section will look more closely into theory about pupils with a high learning potential.

2.2.2. Pupils with a high learning potential

The pupils participating in this study were expected to have a high level of oral proficiency in English, and some might also have a high level of written proficiency. Most will have had a head start in learning the English language due to it being used at home. They have parents that

are proficient on a level where they can assist their child in learning the language. Some might have one or two parents that have English as their native language, or their whole family lived abroad for several years in an English-speaking country. There is a distinction between diligent pupils who work hard to achieve well, and pupils with a *high learning potential*, which will be explained in the following paragraphs. The pupils included in this study have a good chance of achieving at a high level in the English subject.

Pupils with a high learning potential are referred to by many different names in the literature: gifted pupils, high achieving pupils, talented pupils, and so on. Idsøe (2015, p. 169) distinguishes between those who do well in school and those that have a high learning potential, as they are not necessarily the same. Pupils who perform well in school show an ability to work towards mastering the different aims of the curriculum. They are well liked by teachers due to their diligence and hard work. Pupils with a high learning potential, on the other hand, have an ability to focus immensely on subjects that interest them, and can go over and beyond of what is expected of them in the aims of the curriculum. Pupils with a high learning potential might do well in school and achieve good grades, but some underachieve as a result of boredom cause by a lack of challenges (Idsøe, 2014, p. 15). Idsøe (2015, p. 167) claims that there is a tendency for teachers to think that pupils who attain high grades are the pupils with a high learning potential, while those who underachieve often go unnoticed. Being able to identify pupils with high learning potentials is extremely important for teachers in order for them to be able to adapt the education. The pupils who have a native or native-like proficiency in English are not necessarily pupils with a high learning potential. But like all other pupils there is always a chance that some of them can have a high learning potential. Nevertheless, they are often ahead of their peers. Thus, many of the adaptations that are necessary for pupils with a high learning potential could potentially benefit them as well.

Jøsendalutvalget were appointed by the government to look into how pupils with a high learning potential are being taken care of in Norwegian schools (NOU 2016, p. 7). As previously mentioned, they found that there are many pupils who do not get to realize their learning potential in school (NOU 2016, p.8). Jøsendalutvalget points to a tradition in Norway to view adapted education as something that is primarily for pupils who struggle in school, rather than something all pupils need (NOU 2016, p.8). They suggest several forms of pedagogical differentiation to adapt the education for these pupils, like in-depth learning, more challenging tasks, teaching the pupils self-regulation, and use of IT solutions (NOU 2016, p.69). Adaptations such as the ones Jøsendalutvalget suggest can also benefit pupils who may not

have a high learning potential, but also pupils who are ahead of their peers. For the pupils with a native or native-like proficiency in English, teaching them self-regulation and use of IT solution could mean that they get challenged at an appropriate level.

The pupils participating in this study do not necessarily have a high learning potential simply because of a higher exposure to English than their peers. But if some do, that is an important aspect for the teachers to be aware of in order to adequately adapt the education for them. There might also be participants who perform on a high level, who do not fall into the category of pupils with a high learning potential, but who will still need the teaching adapted due to being far ahead of their peers. Thus, previous research on this group becomes important for this thesis.

2.3. Language theory

The learners included in this thesis speak, at least, Norwegian and English. Thus, they will fall under at least two categories: first language learners and bilingual. However, there is also a chance that the pupils will fall under the category second language learners (SLL). Furthermore, most of the pupils who are present in the EFL classroom with the pupils with native or native-like proficiency in English are SLL. The following sections will therefore focus on theories and beliefs about how languages are learned and define the terms *bilingualism* and *heritage language learners* (HLL), which are both relevant concepts for this study.

2.3.1. First language acquisition (FLA)

How children learn their first language has fascinated both laypeople and researchers for some time, and over the years different theories have been developed to explain how the first language is acquired. The first theory to attempt to explain the acquisition of the first language, was the *behaviorist* theory. Behaviorists thought that language learning happens through imitating the people around you. To exemplify, a child would learn certain words and phrases because their parents or siblings use them around the child a lot. Learning is viewed as the formation of *habits*, and those habits are implemented through *stimuli* and *response* (Mitchell and Myles, 2004, p. 30). The child is exposed to stimuli and if their response is correct, they receive positive reinforcement, such as praise (Mitchell and Myles, 2004, p. 30). In the behaviorist theory, a lack of reinforcement thus meant that unwanted behavior did not turn into habits (Brown, 2000, p. 23).

As a reaction to the behaviourist theory another theory emerged; led by Noam Chomsky. The *innatist* perspective hypothesizes that all languages are based on universal principles, and that all humans have an innate ability to learn languages (Chomsky, 1988, p. 112). Chomsky criticized behaviourists for ignoring what he called "the logical problem of language acquisition" (Lightbown and Spada, 2018, p. 20), where the child can suddenly master aspects of the language that they have not been exposed to. Chomsky himself states:

> "But I have tried to show that the basic point of view regarding both perception and acquisition has been much too particularistic and concrete. It has failed totally to come to grips with the "creative" aspect of language use, that is, the ability to form and understand previously unheard sentences. It has, in general, failed to appreciate the degree of internal organization and the intricacy of the system of abstract structures that has been mastered by the learner, and that is brought to bear in understanding, or even identifying utterances." (Chomsky, 1988, p. 111).

Chomsky coined this phenomenon *Universal Grammar* (UG), an innate knowledge that every child has about languages and their structures (Lightbown and Spada, 2018, p. 20). The child simply has to figure out which part of the UG is relevant for their language. Another hypothesis that is relevant in the innatist perspective, is the *Critical Period Hypothesis* (CPH). The CPH hypothesizes that after a certain age, it becomes near impossible to acquire a ´language (Lightbown and Spada, 2018, p. 22). This hypothesis will be explained in more detail in subsection 2.3.2.

At a later stage, the innatist perspective was criticized due to its strong emphasis on the finished product (Lightbown and Spada, 2018, p. 24). The research with an innatist perspective focuses on someone who is a native speaker, rather than focusing on the development of the language itself. Thus, the *Interactionist* perspective developed (Lightbown and Spada, 2018, p. 24). The interactionists acknowledge the importance of the learning mechanisms that are present in humans, but they also emphasize the environment that surrounds them (Lightbown and Spada, 2018, p. 24). Furthermore, they believe that the language is learned through the communication between the child and the surrounding environment, which often consists of thousands of hours of interaction (Lightbown and Spada, 2018, p. 24). The Russian Psychologist Lev Vygotsky is associated with the Interactionist perspective (Lightbown and Spada, 2018, p. 25). Vygotsky's writing has also influenced the socio-cultural theory, which emphasizes the importance of interaction and the surrounding culture has on learning. The Zone of Proximal Development (ZPD) is an important concept in the socio-cultural theory. Vygotsky wrote that "[t]he discrepancy in a child's actual mental age and the level he reaches in solving problems with assistance indicated the zone of proximal development" (2012, p. 198). For a child to develop,

the tasks they receive should be too difficult for them to solve on their own, but something they can achieve with the assistance of an adult or a more experienced peer. If the tasks are too easy, they can lead to boredom and lack of motivation, while tasks that the child can solve on their own prevents them from developing further. In other words, a child learns through communicating with an adult or more skilled peer, until they eventually appropriate the new skill – this is called *scaffolding* (Mitchell and Myles, 2004, p. 195)

2.3.2. Second language acquisition (SLA)

Acquiring a second language is different from acquiring the first language. When children learn their first language, they spend countless hours listening to relatives and others in their surroundings, and they gradually develop their own language to communicate with those around them. Learning a second language can happen at all ages, from childhood to adulthood and old age. The reasons for learning a second language can be diverse, for example migration, or as a part of schooling. There are certain differences between acquiring a first and a second language. One important difference, as indicated by the name itself - is that the individual already knows one language and can draw on that when learning a new language. Another factor that separates first and second language acquisition (SLA), is the age of the learner. The first language is acquired from an early age, while second languages can be learned at any point. SLL also have different motivations for learning a new language, which will impact the level of success and the level of motivation. The amount of exposure to the target language may also vary greatly, and it is usually smaller for those learning a second language, especially if the language is learned in a classroom setting. Note that there is a distinction between those who learn two languages simultaneously from birth (bilingualism as a first language) and those who lean a second language later on (SLL). The latter category is the focus of this section, while the former category will be discussed in subsection 2.3.3.

There have been many different theories on how a second language is acquired. In this section the behaviorist, innatist, cognitive and sociocultural perspective will be discussed from a SLA perspective. According to the behaviorist theory*,* a second language is acquired through mimicry and memorization (Lightbown and Spada, 2018, p.103). As previously mentioned, behaviorists see language learning as forming habits – when learning a second language the learner will look to their native language, and thus make errors (Lightbown and Spada, 2018, p.104). Errors can for instance be transfer errors, where the learner e.g. uses the sentence

structure from their first language in the second language. SLA is about the formation of new habits through stimuli and response. The learner is encouraged through positive reinforcement, and discouraged through lack of reinforcement, which is believed to remove errors. According to the behaviorist theory the focus needs to be on the differences between the first language and second language when learning a new language (Mitchell and Myles, 2004, p. 32). Thus, the teachers would need comprehensive knowledge of the differences between the two languages to efficiently instruct their pupils.

The innatist perspective in SLA is largely based on the ideas of Chomsky, despite the fact that Chomsky himself never wrote about SLA. 'The logical problem' is still present when learning a second language, as learners at some point know more than what can be expected from the input they have received (Lightbown and Spada, 2018, p. 105). There is some disagreement about the role of Universal Grammar (UG) in SLA, and there are three possibilities: that the SLL have full access to UG, partial access to UG or no access to UG (Mitchell and Myles, 2004, p. 76). The CPH is a central part of the innatist perspective, which hypothesize that there is a biological timeframe for when humans are the most receptive to learning languages (Brown, 2000, p. 53). According to the CPH it is very difficult to acquire a new language after a child reaches puberty (Brown, 2000, p. 54). The CPH has been debated, and the existing research does seem to indicate that the younger an individual is when a language is acquired, the more successful the acquisition will be (Mitchell and Myles, 2004, p. 24). It has been suggested that young learners have an innate ability to acquire languages, while older learners rely on general cognitive abilities when acquiring a new language (Lightbown and Spada, 2018, p. 93). Furthermore, studies that compared language acquisition in older and younger learners show that older learners are more efficient due to their metalinguistic knowledge and other cognitive abilities (Lightbown and Spada, 2018, p. 93). However, Singleton and Ryan (2004, p. 115) state that while there is evidence to suggest that individuals who begin to acquire a second language in childhood are more successful than those who acquire it later in age, the theory has yet to be verified.

The *cognitive perspective* on SLA emerged from cognitive psychology and neurology (Mitchell and Myles, 2004, p. 96). The cognitive perspective focuses on the cognitive abilities and the individual's thought process when acquiring a new language, it does not focus on the social aspects of learning, such as collaboration with other pupils (Mitchell and Myles, 2004, p. 129). The brain is often compared to a computer, to explain how the information that the individual acquires is stored, integrated with previous information and retrieved when needed (Lightbown

and Spada, 2018, p. 108). According to this perspective language learning is a result of general learning abilities present in the individual, which can also explain "the logical problem of language acquisition" (Lightbown and Spada, 2018, p. 108). Through generalizing the structures in a language, you will eventually be able to generate new and grammatically correct sentences. As Mitchell and Myles point out, the innatist and cognitive perspectives are not a dichotomy but rather a continuum (2004, p. 97).

The cognitive perspective was criticized for its lack of focus on the social aspects of learning, and thus the *sociocultural perspective* emerged. While the sociocultural perspective claims that language acquisition happens through general learning mechanisms, it views learning as a result of the individual's interaction with the surrounding culture (Mitchell and Myles, 2004, p. 221). When the individual is acquiring a new language, it becomes important to use that language in communication with others. The ideas of Lev Vygotsky, as presented in the previous section, are important in the socio-cultural perspective of SLA, such as scaffolding and Zone of Proximal Development (ZPD). In order to learn, whether the learner is acquiring a first or a second language, it is important that tasks they receive are within what they can master with some scaffolding, but not within what they already master on their own. The sociocultural perspective also emphasizes that the learner is an active participant in their own learning process.

There have also been many different beliefs about learning characteristics that best facilitate language acquisition (Lightbown and Spada, 2018, p. 75). Intelligence, aptitude, learning styles, motivation, learner beliefs, as well as the learner's personality are all believed to have an effect on how successfully an individual acquires a new language. The results of the research done on these individual differences is often hard to interpret, partly due to the difficulty of measuring individual features (Lightbown and Spada, 2018, p. 99). For instance, when speaking of inhibition, or a lack of fear of language production, it is often stated that it facilitates learning. The question here is, does it actually affect what the learner learns, or just what the learner produces? If anything, the research on learner characteristics effect on language acquisition highlights the need for varied education in order to adapt for all pupils presented in a classroom.

To summarize, there have been several different theories about how second languages are acquired through the last century. The most accepted theory today is the socio-cultural theory. It focuses on the cognitive aspects of learning, but also emphasizes the importance of interaction and the surrounding culture. The CPH is debated, however, evidence suggests that younger learners acquire a second language more successfully than an older learner does (Singleton and

Ryan, 2004; Mitchell and Myles, 2004). Furthermore, learner characteristics such as intelligence, aptitude and personality are believed to have an effect on an individual's success in language acquisition, but research on these characteristics are still not conclusive (Lightbown and Spada, 2018, p. 99). What the research on learner characteristics highlight, is the great diversity of pupils that are present in a classroom.

2.3.3. Bilingualism

Participants in this thesis have to different degrees grown up in bilingual environments. Bialystok (2001, p. 4) highlights that bilingualism is hard to define, as it depends on where you draw the line between proficiency and non-proficiency in a language. Over the years there have been several attempts at defining bilingualism, and Bloomfield describes it as having "native-like control of two languages" (1933, p. 56). Myers-Scotton, on the other hand, defines someone who has the ability to "use two or more languages sufficiently to carry on a limited conversation" (2006, p. 44) as bilingual. The two definitions vary greatly from each other, and thus highlight Bialystok's statement regarding the difficulty of defining bilingualism. A third definition is given by Lanza (1997). She defines bilingualism in the following way:

> There are degrees of bilingualism, and each end point on the continuum is represented by dominance in the one language or the other. Midway on the continuum is the notion of a 'balanced' bilingual, that is, a bilingual who has equal command of both languages (p. 6)

According to Lanza's definition bilingualism must be seen as a continuum, where one language is usually the dominant one. In the middle of the continuum the bilingual individual is equally fluent in both languages, something Lanza (1997, p. 6) describes as a "hypothetical construct" since bilinguals often use the two languages in different settings, and thus will never have exactly the same competency in both languages. A bilingual who speaks Arabic at home and with his friends, and Norwegian in school, will often be more fluent in Norwegian when talking about science. On the other hand, they might be more fluent in Arabic in social situations. This is further supported by Myers-Scotton (2006, p. 324) who states that while children can acquire two (or more) languages, one language tends to become the dominant one. In most of the studies in the area of bilingualism, the children are considered bilingual if they have a functional proficiency in both of the languages (Bialystok, 2001, p. 19-20). Lightbown and Spada (2018, p. 30) differentiate between *sequential* and *simultaneous* bilinguals. *Simultaneous* bilinguals are children who from an early age learn two languages at the same time, while *sequential* bilinguals learn a second language at a later time. De Houwer (1990, p. 3) has criticized the use

of the term simultaneous bilingual, as it is rarely clarified exactly when the child is introduced to the second language – though usually this occurs at a time between birth and the age of three. Lightbown and Spada note that some studies suggest a slight delay in early development of simultaneous bilinguals, but that this does not affect the learners' cognitive abilities in either language in the long term, and that many of them have a high level of proficiency in both languages (2018, p. 30-31). In case of sequential bilingualism, research suggests that the best method for achieving fluency in both languages is *additive bilingualism*, where the home language is maintained and developed at the same time as the second language is being learned (Lightbown and Spada, 2018, p. 31).

2.3.4. Heritage Language Learners (HLL)

In the context of American research on education the term Heritage Language Learner (HLL) has emerged since the 1990's. It refers to learners who are placed somewhere between native speakers and SLL (Doerr and Lee, 2013, p. 25). Rothman (2009) defines a heritage language as follows:

> "A language qualifies as a *heritage language* if it is a language spoken at home or otherwise readily available to young children, and crucially this language is not a dominant language of the larger (national) society" (p. 156).

He goes on to say that an individual is considered an HLL if they have some level of competence in the language through the home environment (Rothman, 2009, p.156). To be considered an HLL, one language is the dominant language whilst the other is not given a comparable amount of recognition (Rothman, 2009, p. 157). Thus, HLL are learners who have familial ties to, as well as some proficiency in, a language that is not dominant in the context they live in. For instance, an individual who has a Mexican family, but grew up in America. Often these are learners who have at least one parent with the target language as their first language. It is important to note that HLL often have certain limitations compared to a native speaker, e.g. smaller vocabulary or limited exposure to writing. This is due to the target language mostly being used in the home and not in an educational setting (Xiang, 2016, p. 169)

All HLL are bilinguals, meaning that they speak (at least) two languages. And while all HLL are bilingual, all bilinguals are not necessarily HLL. For example, someone born and raised in an English-speaking home in American who moved to Norway at 10 years old, will be considered bilingual. On the other hand, someone raised in Norway, who has parents have

Spanish as their native language and uses Spanish at home, will be considered a HLL. This person would be bilingual, speaking Spanish and Norwegian. Furthermore, they have Spanish as their heritage language, as this language is not dominant in Norway. They have some proficiency in Spanish, but as it is not given much attention in formal education in Norway, they are not fluent in the language. Thus, they are somewhere between a native speaker and a SLL.

The focus of this thesis is on pupils who, to different degrees, have English as a home-language, and who participate in EFL classes. English is a mandatory subject in the Norwegian school, but Norwegian is the dominant language in primary and secondary school. During the first 10 years of schooling, the English subjects has 588 hours in total (Utdanningsdirektoratet, 2019). Compared to Norwegian, which has 1770 hours, this is a fairly small amount. While Norwegian receives a lot more hours than English, there are still opportunities for the pupils with native or native-like proficiency in English to develop in the English language. Most of the Norwegian population speak English to some degree, and a lot of the entertainment outside of schooling happens in English, e.g. movies, series, music and the internet. While English is not an official language in Norway, its use is widespread. In other words, the pupil participants of this study are exposed to their target language outside of school and home. It can be discussed whether the pupil participants in this thesis are bilingual HLL or just bilinguals. What the pupils have in common with the HLL is that they "fall between two chairs" when it comes to their level of proficiency, and that they have some pre-existing knowledge of the target language before receiving formal education in it. Participants of this study have similarities to this group, and thus, the previous research done on HLL proves important for this thesis. Yet some differences might arise, given that they have been exposed to formal English throughout their education. In the following paragraphs some research on HLL will be presented.

Kondo-Brown (2005) conducted a quantitative study on learners of Japanese in higher education, which included both foreign language learners (FLL) and HLL. The HLL were divided into two groups, *identity* and *competent*. The *identity* group had no prior knowledge of the language but had familial ties to it. The *competent* group had both familial ties and prior knowledge. Information of their self-reported use of the language was gathered, and they completed a questionnaire that assessed their abilities in the Japanese language. The competent HLL group differed vastly from the FLL and identity HLL, both in self-reported use of the language, listening and reading comprehension, as well as outperforming them in grammar. Kondo-Brown (2005, p. 574) thus concludes that competent HLL learners might need a separate

language course than identity HLL and FLL. Camus and Adrada-Rafael (2015) conducted a study in which they compared the written proficiency in Spanish between HLL and FLL in an American University. They compared writing samples from 28 FLL and 18 HLL, as well as gathering background information. The learners written texts were analyzed according to complexity, accuracy and fluency (CAF). In their study, Camus and Adrada-Rafael found that the HLL performed on a higher level than the SLL in two of the categories; subordination and the mean length of the T-unit (Camus and Adrada-Rafael, 2015, p. 42). A T-unit refers to the length of a main clause plus the subordinate clauses that belongs with it and indicates the complexity of the language. Subordination refers to the average number of clauses per T-unit and indicates how many clauses the average sentence contains. In this case, it is important to note that all of the learners were advanced and that the HLL had been exposed to formal Spanish prior to the study, which might have affected the outcome of the study (Camus and Adrada-Rafael, 2015, p. 42). In their literature review, Polinsky and Scontras (2019) aim towards making a preliminary model on heritage language grammar, based on existing empirical data. The studies that show that the HLL have a positive deviance from SLL are based on case studies, which in turn limits the conclusions that can be drawn. In some cases, the HLL outperform SLL. For example, Polinsky and Scontras (2019, p.10) state that heritage learners show a high phonological competence, and often outperform the advanced SLL. However, they rarely reach a native proficiency. Although their vocabulary is limited, they are flexible and confident in their use of the language. The HLL appear to struggle more when it comes to aspects relating to morphology, relationships at a distance (e.g. subject-verbal agreement), the interpretation of silence (e.g. null pronouns), and ambiguity (Polinsky and Scontras, 2019, p.11).

To summarize the findings above, HLL can be placed somewhere between SLL and natives in their proficiency. They outperform SLL in certain areas, like listening and reading comprehension, phonological competence and flexibility in use of the language. In other areas, such as morphology and ambiguity, they tend to perform at the same level as SLL. As can be seen from the discussion above, pupils come from various linguistic backgrounds, and there are many aspects that language teachers have to keep in mind when they try to adapt their teaching for all these pupils. The following section will thus take a closer look at teacher beliefs, and how their beliefs about language learning can influence their actions in the EFL classroom.

2.4. Teacher beliefs

When interviewing teachers about their perceptions and practices in the classroom, teacher beliefs becomes an important factor. Mohamed (2006) defines teachers' beliefs in the following way in her doctoral thesis:

> "A teacher's beliefs represent a complex, inter-related system of often tacitly held theories, values and assumptions that the teacher deems to be true, and which serve as cognitive filters that interpret new experiences and guide the teacher's thoughts and behaviors" (p.21)

Another term used to describe what Mohamed calls teacher beliefs is *Teacher Cognition*. Borg (2015) uses the term language teacher cognition as "… an inclusive term referring to the complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs that language teachers draw on in their work" (p. 156). In Borg's (2003, p.86) review of previous research in the field of teacher cognition in the second language context, he mentions that beliefs, thoughts and knowledge are intertwined and complex, and that they cannot be separated from each other. He has developed Figure 1 below as a model of teacher cognition, including the different factors that contribute to it.
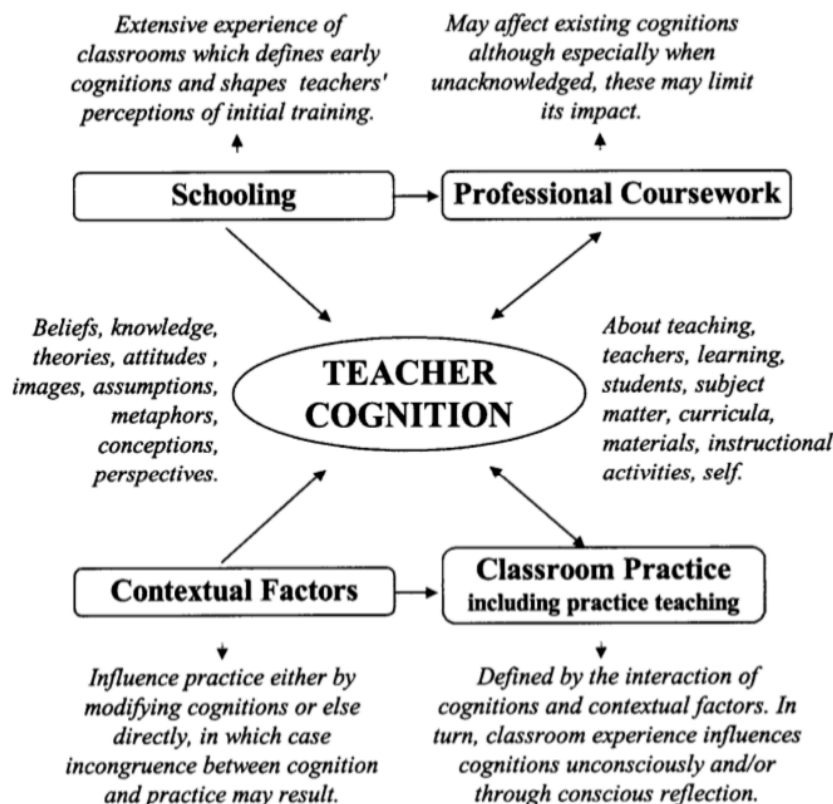
Figure 1: Simon Borg's model of teacher cognition (taken from: Borg, 2003, p. 82).

According to Borg (2003), teacher cognition is complex and may be influenced by several different factors: schooling, professional coursework, contextual factors and classroom practice. The teacher's own experience during primary school has an effect on their beliefs and their cognition. This can include things like positive and negative experiences with different learning strategies, or their view on how a teacher should behave in a classroom. Furthermore, their previous schooling will impact their experience of the professional coursework, which may again influence their teacher cognition. For example, learning about the different learning theories can impact how a teacher student views learning. In a school there are always different contextual factors that influence the teacher and the choices they make. This can be things like expectations from pupils, parents and the school administration, as well as practical considerations such as location and access to computers. As Borg (2015, p. 324) states, the contextual factors can either change the teacher's cognition, or they can change their practice while the cognition stays unchanged. Last but not least, a teacher's experiences with classroom practice influence their cognition, and vice versa. A teacher might believe that a certain method will work well in the classroom before testing, but through classroom practice they might modify their cognition based on their experience working with it.

To exemplify Borg's model, think of the following situation. A teacher has negative experiences with glossary tests from their own primary school education. In the teacher's professional coursework, glossary tests received some criticism yet were seen as a useful tool to learn vocabulary if used in moderation. Due to this, the teacher has a rather negative cognition regarding glossary tests and might hesitate to use them in their own classroom. If they, however, worked in a school where there was a strong tradition for glossary tests, and they were expected from both pupils, parents and colleagues, the teacher might still use them. If this method yields a positive improvement in the pupils' vocabulary, the teacher might even change their cognition regarding glossary tests. This is because the teacher's cognition is affected not only by personal experiences, but also by the context that they work in and by the teacher's classroom experience.

Both Borg (2003, p.91; 2015, p.325) and Haukås (2018, p. 347) mention that there often is a gap between a teachers' beliefs and their actions. In Borg's (2003, p.91) review, previous research shows that teachers' classroom practice is shaped by many different, and often conflicting, factors, where teacher cognition is a powerful one. An example of this can be a teacher believing that excessive error correction will ruin pupils' motivation, but who still corrects all errors in pupil texts. This can be due to the conflict between the teachers' own

beliefs and the expectations from pupils, parents and school administration. As summarized by Borg "language teaching, then, can be seen as a process which is defined by dynamic interactions among cognition, context and experience" (2015, p. 324).

The second research question of this thesis focuses on teachers' beliefs and their personal reflections regarding how they work towards adapted education for pupils with native or native-like proficiency. When looking into teachers' beliefs, it is important to understand that these are complex, and that knowledge and personal experiences at times will be impossible to separate from each other. The beliefs a teacher has can have a big impact on the pupils, this is because the teachers' choices in the classroom are affected by their cognition. The findings from the interviews must therefore be seen in light of this aspect. Furthermore, there might be gaps between what the teachers want to do, and what they actually do. Thus, their reflections regarding this, and their reasoning behind it, becomes interesting.

3. Methodology

This study aims to look into the perceptions that pupils with native or native-like proficiency in English, and their English teachers, have about adapted education. Furthermore, it aims to look into both teachers' and pupils' reflections about the effect the adaptations have on the pupils' motivation. In the following subsections of the methodology chapter the selection and criteria for participants and the choice of method for data collection will be presented. Ethical considerations and limitations of the study are also presented and discussed.

3.1. Participants

In total, four different schools were approached about possible participation in the study. The schools that were contacted were based on recommendations from the faculty at Høgskulen på Vestlandet (HVL) as well as from my own network. The teachers who were thought to have possible participants were approached through email. When contacting the teacher, an information sheet was attached. The information sheet included a list of criteria for pupil participants (see Appendix A). Four teachers at different schools were approached about possibilities to participate, three answered positively. In the end only one school participated, as the two others at a later stage dropped out of participation for unknown reasons. At that stage it was considered too late to approach other schools, and the decision was made for this thesis to be a small-scale study in one school. The teacher who chose to participate recommended another colleague who also had two pupils with native or native-like proficiency in English. In the case of the first teacher, both pupils agreed to participate. One pupil agreed to participate from the second teacher's class. In the end there were two teachers and three pupils who participated in this study.

The participants in this study were divided into two groups; pupils and teachers. The participants in the pupil group consisted of three pupils who have native or native-like proficiency in English and attend a lower secondary school in Bergen. The teacher group consisted of two English teachers in the same lower secondary school. The teachers interviewed are the English teachers of the pupils who participated.

In the context of this study, I included three categories of pupils with native or native-like proficiency in English. When the schools were contacted this list was included. The pupils who

participated in the study do not necessarily fit neatly into one category and might be placed somewhere between two categories.

I. Pupils with English as their first language, who were born and raised to English speaking parents in an English-speaking country.

II. Pupils who have attended an English-speaking school for several years, either an International school or a school in an English-speaking country.

III. Pupils born and raised in Norway, with at least one parent who has English as their first language, and who use English as a home language.

In other words, the pupils who participate in this study have been exposed to more oral English than their peers, because they have English as a home language. Furthermore, they may also have had considerable exposure to written English.

3.2.   Choice of Method

In research, there are two approaches, *qualitative* and *quantitative* methods. The two views form a continuum, rather than a dichotomy, with Mixed Method Research (MMR) placed in the middle (Mackey and Gass, 2015, p. 3). Mackey and Gass (2015, p. 4) present typical qualities of quantitative and qualitative research. Quantitative research gathers data that is generalizable to the general public, while qualitative data describe the reality for a rather small number of participants. Quantitative research is described as objective, meaning that the researchers try to minimalize their influence on the data they gather. This can for instance be accomplished through giving each participant the same questionnaire or test and carrying them out in the same manner. Mackey and Gass also state that quantitative research "assumes a stable reality" (2015, p. 4). This means that if the same study is recreated in a different location with the same variables (e.g. age of participants or the same questions and timeframe), the results should be approximately the same. Quantitative research strives towards generalizability, where the results of study can be used to say something about a certain group in the population. However, qualitative research is sometimes described as obtrusive, as it often requires the researchers to interfere with the normal flow of things, e.g. through having participants take tests, or having teachers use certain methods. Qualitative research, on the other hand, does not aim towards being generalizable or replicable (Mackey and Gass, 2015, p. 4). Mackey and Gass (2015, p. 215-216) define qualitative research as research that aims to provide detailed descriptive data rather than focusing on quantification. It focuses on gathering data from fewer

individuals in their natural setting. This allows the researchers to be more spontaneous when gathering data, as they do not rely on all participants answering the same exact questions (Christoffersen and Johannessen, 2012, p. 17). Mackey and Gass (2015, p. 4) state that qualitative methods are subjective and that the researcher works closely with the data. For instance, during an interview, the researcher will have some pre-made questions. When something interesting is said by the informant, they might divulge into that. When the researcher works this closely with the data, it sometimes becomes impossible to stay completely objective. However, it is important to avoid becoming biased.

The research question and the focus questions for this study can only be answered through in-depth conversation with individuals. In addition to this, there was the assumption that there would be a limited number of participants who could partake in the study. The presumed limitation of available participants and focus of the research question lead to a qualitative method being chosen. More specifically the choice fell on qualitative interviews.

Qualitative interviews are the most common method for collecting qualitative data (Christoffersen and Johannessen, 2012, p. 77). Kvale and Brinkmann describe qualitative interviews as "a conversation that has a certain structure and purpose" (2017, p. 22, my translation). An advantage with qualitative interviews is that it gives the informant the opportunity to give in-depth descriptions of their thoughts, feelings and reflections, which are otherwise difficult to observe (Christoffersen and Johannessen, 2012, p. 77). The interviews can be structured in different ways: unstructured, semi-structured, structured or structured with set alternatives (Christoffersen and Johannessen, 2012, p. 78). In a structured interview there is a set list of questions in a certain order where the informant can answer in-depth. The structured interview does not give the interviewer the freedom to deviate from the pre-made questions. In semi-structured interviews the researcher has a list of pre-prepared question, but they have the freedom to ask further questions should something interesting arise (Mackey and Gass, 2015, p. 225). Unstructured interviews, on the other hand, have a certain theme for the interview, but the researcher is completely free to take the conversation in any direction they want based on the informants' answers (Christoffersen and Johannessen, 2012, p. 78).

Due to the nature of questions that this thesis aimed to answer, semi-structured interviews with both teachers and pupils were chosen as the data collection method. This means that the interviewer has a set of prepared questions yet has the option to ask further questions or deviate from them, should something interesting arise (Mackey and Gass, 2015, p. 225). This format allows the researcher to ensure that the interviewees answer the necessary questions, yet leaves

it open for interesting reflections and digressions that may occur. This might be a motivating factor for the participants, as it gives them the possibility to answer questions in-depth.

3.3. Interviews

As previously mentioned, the chosen method for data collection was semi-structured interviews. The pupil interviews focused on the pupils' own perceptions of the English subject through asking them questions about what a normal English class is like, whether and how the work is adapted to them, and whether they feel motivated in class. The interview also focuses on what parts of the English classes they do enjoy, whether they feel like they are challenged at an appropriate level, as well as their own reflection regarding their motivation in the subject. The aim was for the pupils to elaborate, reflect and answer thoroughly. The teacher interviews were focused on how they as English teachers adapt the teaching for the pupils with native or native-like proficiency of English. Do they give the pupils different tasks, how do they choose tasks for them, and how do they organize the class? The aim for the interview was to hear the teachers' honest thoughts and reflections regarding adapted education, what they view as challenging, what they find easy to accomplish, and what their views on pupils' motivation is.

Both the teacher and pupil interviews were conducted in the interviewees' language of choice, either English or Norwegian, depending on what language the participants felt the most comfortable with. The choice to allow the participants to choose the language was included because previous research acknowledges that expressing oneself in your first langauge facilitates cognitive processing (Mackey and Gass, 2015, p.225). This allows the participants the opportunity to speak freely, without being constrained by language barriers. Both teacher and pupil interviews were semi-structured, and an interview guide was written in advance to ensure that topics that were crucial for this thesis were sufficiently covered. The interview guides were written both in Norwegian and English (See Appendix B and C)

When interviews are used as a method, there is always a possibility for the halo effect to take place. The halo effect is when the participants are influenced by the interviewer and may answer according to what they think the interviewer wants to hear, rather than answering what they actually think themselves (Mackey and Gass, 2015, p. 226). Mackey and Gass (2015, p. 226) suggest making the informant relaxed through small talk, as well as staying silent or asking them to elaborate on their answers instead of accepting the first thing they say. These measures were taken into account in both planning and during the interviews. Especially during the

interviews with the teachers, it was seen as important ensure that they did not feel attacked or a need to defend themselves due to the questions. Thus, the questions for the teachers were carefully worded and aimed to be as neutral as possible. The focus of this thesis is on their personal experiences, perceptions and reflections – and in order to shed light on these questions, it was considered crucial to make the informants feel relaxed.

The interviews were recorded on an audio-recording device with no internet connection, and later transcribed, the translation key can be seen in Appendix D. Both the audio-recording device and storage of the recording were approved by the Norwegian Social Sciences Data Service (NSD). The recordings were stored on a school server, which requires two-factor authentication to access the files. After the project is finished the files will be deleted. This is done to ensure that the participants are completely anonymous. No one but the researcher has access to the recordings of the interviews, and all sensitive and identifiable information will be either anonymized or redacted from the transcripts before publishing.

Reliability in the context of qualitative interviews, is about whether the informant answers honestly, and would answer the same way with a different interviewer (Kvale and Brinkmann, 2017, p. 276). The reliability could, for instance, be weakened if the interviewer asks the informant leading questions, such as starting an interview with "Why do you find adapted education challenging?" The question assumes that the informant finds adapted education to be challenging, without them having state so in advance. For this study to have a high reliability, the questions asked has to be as neutral as possible, to avoid any influence from the halo-effect.

In order to draw a valid conclusion from the data material, you need to be certain that the focus is on what you are supposed to study – this is called validity (Kvale and Brinkmann, 2017, p. 276). For instance, if a researcher aims to look into one teacher's use of artifacts in the classroom, observation needs to be amongst the chosen methods for it to be valid. If the aim is to find out what the teacher thinks about the use of artifacts in the classroom, interviews would be a more suitable method. In an interview situation validity comes from the credibility of the interviewer, but also from the interview questions themselves (Kvale and Brinkmann, 2017, p. 278). This can be whether they ask for clarifications or ask the informants to explain further. This can help eliminate cases where the interviewer and the informant view something differently.

3.4. Ethical considerations

Due to the sensitivity of the data-material in this thesis, the project had to be registered with the Norwegian Social Sciences Data Service (NSD). A detailed description of the project and handling of the data was sent to the NSD, and the project was approved. The pupils participating in the project were below 15 years old, so consent was gathered from both the pupils and their parents in advance. The teachers also signed a consent form. The consent form included information about the project, anonymity and handling of the data. It was emphasized that participating in the project was completely voluntary, and that their consent could be withdrawn at any point without giving any reason. The information sheet also contained information on how the consent could be withdrawn. The template of the consent forms for pupils and teachers can be found in Appendix E and F.

Sensitive and/or identifiable information that was present in the transcripts from the pupils' interviews was either anonymized or redacted, to protect the participants' identity. As the anonymized transcripts are published with the master's thesis, the teacher will in theory have access to it. Therefore, the answers from the pupils will not be linked or compared to the answers from their respective teachers. This decision was made in order to ensure that the pupils and teachers cannot be identified. The findings from the pupil and the teacher interviews are presented separately, and the general trends will be compared only on a group level. To protect the pupils' identity and keep them anonymous, they have been given gender neutral names and pronouns. The pupil will be referred to using the singular "they", as well as using the reflexive pronoun themselves. As both of the teachers are of the same gender, I have decided to keep their pronouns aligned with their biological sex.

3.5. Limitations

One way to increase the reliability in transcriptions is to have two different researchers listen to the audio-recording and transcribe it, and then use a computer program to count how many different words there are in the two transcripts (Kvale and Brinkmann, 2017, p. 211). The lower the number is, the higher is the reliability. However, seeing as this is a master's thesis, where I work alone as a researcher, such measures could not be taken. The audio-recordings are sensitive data to which only I have access to, and thus this method of increasing the reliability in the study was not feasible.

As previously explained, the interviewer needs to thoroughly probe for information and explanations from the informants in order to increase the validity in a study. Due to my limited experience as an interviewer, certain answers that would have required more specific explanations, or further questioning, were sometimes not elaborated on sufficiently. However, other measures to increase the validity were taken. For example, the interviews guides were tested on other master's students and adapted according to their feedback. Given that the interviews were semi-structured, enough questions were asked to answer the focus questions. In areas where the pupils or teachers did not give enough information for me to sufficiently summarize their meanings or reflections, this will be clearly stated.

This thesis is qualitative and includes a small number of participants. Therefore, the findings here cannot be generalized for the larger population. For such claims to be made, quantitative methods need to be used, including having a higher number of participants. While that was not within reach with the scope of this thesis, this can prove interesting in future research on pupils with a native or native-like proficiency in English.

When the pupils and teachers were interviewed about work methods, they were provided with a list of different methods. In hindsight more in-depth questions should have been asked in advance to ensure that they were not influenced by the interviewer in regard to which methods they mentioned. Furthermore, the participants should have been asked to list other work methods they frequently used that were not on the list. Another limitation is that 4 out of the 5 interviews were conducted in Norwegian, and thus had to be translated when cited in this thesis. Certain nuances may have been lost during the process, despite careful translation. As the aim for this thesis is to investigate the informants' perceptions and reflections regarding adapted education, allowing the informants to use their own native language, or the language they felt the most comfortable with, was considered the best solution to get in-depth answers.

As previously explained, the pupil interviews and the teacher interviews will not be linked to each other. This was done to ensure that the pupils cannot be recognized by the teacher, who might read the thesis after publication, or vice versa. This is especially important as many of the participants will have the same English teacher the following year, and this might discourage them from being honest. Identifying information is anonymized or redacted from the published transcripts. This is an ethical concern which limits the extent to which I can compare pupil and teacher interviews, and thus limits my findings. Consequently, pupil and teacher answers will only be compared on a general basis, based on all pupil answers, and all teacher answers.

When interviewing informants, especially young ones, there is always a risk of them being nervous and reluctant to answering questions. In the interview with one of the pupils, answers were very short. This limits what I can do with the interview, both in the discussion and conclusion. Furthermore, the pupils who participated in this study have different language backgrounds, where some use English as their home language and others rarely use it in their home environment. The extent to which they have been exposed to English might vary greatly and might have an effect on how they perceive English classes. However, this reflects the variety reflects the diversity that exists among pupils with a native or native-like proficiency in English. The choice was made to include all these different pupils, and if the criteria had been too narrow, participants might have been hard to locate.

3.6. Analyzing the data

The data were analyzed through inductive data analysis. This means that the researcher's questions may influence the findings in an inductive content analysis, but the findings themselves emerge from the data, not a pre-made model (Mackey and Gass, 2015, p. 231). The data brought forth is determined by what the participants emphasize and the frequency of different themes that occur during the interview (Mackey and Gass, 2015, p. 231). In the case of this study this means that there is no pre-made model that is used in analyzing the data. Instead the content of the transcriptions will determine which categories will be included in the finding based on the most frequent themes.

4. Findings

This thesis has a focus on pupils' and teachers' perceptions of adapted education and their reflections about motivation. The findings from the analysis of the interviews will first be presented individually for both pupils and teachers. For reasons of comparability, the informants' answers have been grouped according to the larger categories: *enjoyment/motivation, adaptation according to skill level, pupil-teacher communication, language use, work methods* and *use of literature*. The categories are based on frequent themes that came up both through the questions and the conversation with the informants. Furthermore, reoccurring overlaps and mismatches between what pupils and teachers report will be presented in the summary.

The category *enjoyment/motivation* focuses on the teachers' perception of, and pupils' self-reported enjoyment and motivation in the English subject. *Adaptation according to skill level* focuses on what the teacher does to adapt for the pupils, and pupils' perception of the adaptations they receive. *Pupil-teacher communication* refers to the dialogue between the teacher and pupils, including giving and receiving oral and written feedback. The category *language use* indicates which language the pupil and teacher use to communicate with each other, both during English lessons and when giving different types of feedback. *Work methods* indicates what different types of work methods are used in the English classes – in this case the researcher had a list of different work methods that was presented to the pupils. The last category, *use of literature* provides information on the different types of literature that is utilized in the English classes e.g. textbooks, short stores, novels and picture books.

4.1. Pupils

4.1.1. Alex

All the participants were given the choice between conducting the interviews in Norwegian or English, Alex was the only participant who chose English. Alex has one parent with English as their native language, and they regularly speak English with this parent and Norwegian with the other parent. Thus, Alex falls into category III of pupils with native or native-like proficiency in English.

Enjoyment and motivation

Initially, Alex describes English lessons are interesting, but a little boring. They attribute their boredom to the fact that "[t]here is lots of basic stuff" (Appendix G, l. 11), and a lack of challenges in the English subject. However, Alex states that they enjoy English classes when they can make their own texts. Alex states that they enjoy writing texts because "I can use all the words I've learned and put them to use" (Appendix G, ll. 17-18). The last task Alex enjoyed working with in English class was a text about a travel destination. Again, they mention being able to make use of their vocabulary as a reason for their enjoyment. Whether Alex prefers to work alone, in pairs or in groups depends on both their mood and the topic that they are working on. For instance, Alex enjoys working on presentations in groups, while "[w]hen I'm writing texts, I prefer to write by myself, because I find it easier" (Appendix G, l. 118).

Adaptation according to skill level

As previously stated, Alex finds English classes boring due to a lack of challenges in the classroom. Alex also states that "[y]eah, I feel like I'm good at most things in English" (Appendix G, l. 20). However, an interesting finding is that when Alex was asked whether what the teacher does fit their needs, they answered "Yes, because sometimes I get to use… or do different exercises in class" (Appendix G, l. 31). Upon further inquiry Alex says that they find most tasks quite easy, with the exception of open writing tasks. Alex sees this in relation to the goal of the task and notes that "[w]hen there is a set goal, I feel that is a bit easy, yeah" (Appendix G, l. 42). Alex states that they would like to receive more difficult grammar tasks and presentations. However, they also add that "I feel that it is well rounded, but on a low difficulty" (Appendix G, l. 173) when talking about the English classes. This may indicate that Alex overall is pleased with the classes, despite the fact that they want more challenges.

Pupil-teacher communication

Alex states that they have not talked to the teacher about what they enjoy and what they believe that they learn the best from, "we haven't yet anyway" (Appendix G, l. 29). Alex also mentions that they sometimes get differentiated tasks during classes.

Alex gets written feedback on every written task they do. However, they do not find the written feedback helpful. Alex states that this is "[b]ecause I don't get too many pointers on what I can

work on" (Appendix G, l. 134). Most of the written feedback is positive, and thus Alex does not feel like they learn from it. An interesting finding, however, is that while most of the oral feedback is positive as well, Alex still feels like oral feedback is helpful. Alex states that the oral feedback is "more that what I do in class is good. And that I should continue doing those things" (Appendix G, ll. 152-153).

Language use

According to Alex the teacher usually speaks English during English classes, but "[w]hen we use difficult words, our teacher translates them to Norwegian" (Appendix G, l. 163). Alex then adds "[b]ut usually we try to speak mostly in English." (Appendix G, l. 165). In other words, the norm is to use English in class, but there are some exceptions. According to Alex, the written feedback they receive is usually in English. However, Alex reports that the oral feedback is often given in Norwegian.

Work methods

Alex describes a normal English as focused on grammar rules, "[a]t least that's what we've had this year. Starting off with some rules for grammar, and then practicing ourselves and putting the grammar to use in exercises" (Appendix G, ll. 60-61). The tasks are "[m]ostly fill-the-gaps, sometimes make your own sentences" (Appendix G, l. 63).

From the answers Alex gave regarding the work methods, it seems like lecturing, writing assignments, reading and fill-the-gaps exercises are the most common methods, while tasks such as presentations, making videos, working in groups and roleplay never happen. Work in pairs, watching videos/clips and listening occasionally occurs. As stated above, Alex favours working with writing assignments and presentations. They think they learn the most from presentations too, "because you have to search up a lot for the topic that you will write about" (Appendix G, ll. 108-109). Alex previously mentioned that they have not had any presentations this school year – the interview was conducted in December.

Use of literature

Quite early in the interview, when asked about what they enjoy doing in English classes, Alex states "[b]ut I really like reading in English" (Appendix G, l. 22). However, Alex also reports that "Eh, we have our own English book, but that is just small texts. We don't read full books, no" (Appendix G, ll. 123-124). Alex then confirms that the reading they do in English classes is in the textbook, and that they do not use English novels during their English classes.

4.1.2. Kim

Kim chose to have the interview carried out in Norwegian. Kim is the pupil who uses the most English in her home-environment, stating that they primarily speak English at home, using it with both parents. They estimate that they speak English about five hours a day. Kim thus falls into category III.

Enjoyment and motivation

Kim was asked whether they enjoyed English classes and answered that some parts of the English lessons are enjoyable but not all. Kim especially enjoys writing texts and doing "bigger projects" (Appendix H, l. 13, my translation), meaning projects where they are able to go more in-depth on a topic. They, on the other hand, find less enjoyment in grammar, and smaller tasks. They contribute this to the fact that they find them both easy and boring. The last task Kim enjoyed in English class was a writing task about a travel destination. When asked what they enjoyed about the task, they simply said "I don't know. I like to write" (Appendix H, l. 69, my translation). They further stated that they liked being able to write about something of their own choice. Kim states that this task was done about two weeks ago.

Kim also mentions that they prefer working in groups, simply because "it is boring to work alone" (Appendix H, l. 160, my translation). Furthermore, they note that an important aspect of this preference is that they can hear the other pupils' thoughts regarding the subject as well.

Adaptation according to skill level

As stated above, Kim mentions that small tasks and grammar tasks are both a bit boring and too easy. When asked about what they consider themselves good at in English, they struggle to answer that question. However, when asked about whether they find anything to be difficult in the English classes, they denied this. Later, they are also asked whether the tasks they receive in English classes are easy, difficult, or just the appropriate level, and again Kim answers that they are too easy. Upon further inquiry, Kim states that writing tasks are better. Later in the interview, Kim was asked whether they have ever had any tasks this year that they considered difficult, and they state that "Eh… We had a… task… about the present tense, or something like that?" (Appendix H, l. 238, my translation). Kim found this particular task difficult, and attributes this to the fact that they had never learned about grammar in that way previously.

Pupil-teacher communication

When asked about whether they ever talked with their teacher about what they wanted to do, and what they thought they learned best from, Kim states that they have. There is another pupil in class who is bilingual in English and Norwegian, and the teacher has mentioned that they can work together on different tasks if they want to.

Kim says that they get written feedback from their teacher, and that they find it helpful. They get both positive comments and suggestions for improvement in the feedback. When asked about examples of feedback they have been given, they mention "[t]hat I can use more of… eh… linking words" (Appendix H, l. 186, my translation), and "that the text had a good structure" (Appendix H, l. 188, my translation). Kim first says that they do not receive oral feedback. However, upon clarifying what oral feedback entails, they said that they do get oral feedback from the teacher. Kim finds this feedback to be useful. When asked if this included both positive comments as well as suggestions for improvement, they answered "I don't know, I think it's all positive" (Appendix H, l. 212, my translation).

Language use

Kim states that the written feedback they are given is usually in Norwegian. When it comes to oral feedback, Kim says that both languages are used. In hindsight, a question about how the two languages are used in the English classes should also have been asked.

Work methods

Kim describes a normal English lesson as starting with reading a text, and either doing tasks or discussing the text afterwards. When discussing a text, they often work in pairs, usually with the person sitting next to them. Kim believes that most of the texts are something that the teacher has printed out, while they sometimes read in the textbook as well. When talking about the different work methods used in class, Kim states that things like writing assignments, teacher lecturing, reading, group work, and work in pairs are methods frequently used. Tasks such as presentations, making movies, or roleplay is never used. Watching videos and listening tasks occurs sometimes. Out of these work methods, Kim would prefer roleplay or making videos – both things that they never do. When Kim is asked what they think they learn the most from, they again answer roleplay and making videos, as well as grammar tasks. Why Kim think they learn the most from these two work methods was not questioned further. Furthermore, Kim also states that they prefer working in groups, because working alone is 'boring'.

Use of literature

As stated above, Kim says that most of the texts they read are printed handouts that the teacher provides, while some texts are from the English textbook. The texts are typically shorter texts, sometimes consisting of few pages, but less than a book. When Kim was asked about whether they ever get to read English books in class, they deny this. Kim's answer clarifies that this is true for their time at primary school as well.

4.1.3. Sam

Sam is the pupil that uses English the least at home, and they attribute this to the fact that all of them know how to speak Norwegian. They do however say that "sometimes I don't find the word in Norwegian, and then I search for it in English "[b]ecause that is just something that's always in the back of my mind" (Appendix I, ll. 5-7, my translation). Sam also has family in other countries that they communicate with in English. Out of the pupils present in this study, they are the only one who has attended mother tongue instruction (morsmålsundervining), but now only participate in ordinary English classes. Despite this, Sam chose to carry out the interview in Norwegian. Sam has English as their native language and has two parents who

have English as their native language as well. However, Sam was born in Norway, and thus they fall somewhere between category I and III.

Sam is the only participant that wanted to add something at the end of the interview, where they wanted to emphasize that their teacher is really good at seeing the individuals in the classroom – and that this is something that everyone in their class agrees on. While Sam does not necessarily find English classes to be the most fun, they still appreciate that.

Enjoyment and motivation

Sam states that the English classes are not their favourite subject. They explain this by saying "There is nothing wrong with them, they just aren't something I look forward to" (Appendix I, l. 21, my translation). Sam's favourite activity in English classes is reading. The last task that Sam enjoyed in English classes was a task about a travel destination and travel, which they are currently working on. They find this task fun both because they can work with others, and "[b]ecause it's not like the teacher tells us where to go and what to do there. We can explore it for ourselves" (Appendix I, ll. 94-95, my translation). The end result of the project will be a presentation.

When Sam was asked about what they would like to change in order to make English classes more enjoyable, they express that there is too much focus on writing. Sam says that "It's like the teacher talks, then she writes on the board and we have to copy what she writes. And that might last for two hours, and it's boring after a while" (Appendix I, ll. 236-237, my translation).

Adaptation according to skill level

When Sam is asked about what they think they are good at, they answer that they are good at reading and understanding the language. What Sam means by this is never elaborated on, but they did imply that it was about being able to comprehend what is read or uttered. Furthermore, they state that they read just as much English as Norwegian outside of school, and that they are capable of writing as well. However, Sam is not as confident about their pronunciation, claiming "so my pronunciation might not be *there*, but reading and writing, *that*…" (Appendix I, l. 39, my translation). Sam also states that speaking English is the part they find to be the most difficult during English classes. Sam attributes this to others' expectations of their

pronunciation, given that it is their native tongue. Sam states that when learning English in school when they were younger, the focus was on reading and writing more than speaking.

Sam describes the tasks they do during classes to be appropriately challenging. They are not all that challenging, but they still take some time to finish. When asked if they find any tasks difficult, they first answer no. However, after some thought they mention having some struggles with apostrophes, specifically regarding their placement. Tasks about different verb tenses, however, Sam finds easy and repetitive. In these cases, Sam finishes the task quickly and is then either given a new type of task or is allowed to work on their homework.

Pupil-teacher communication

When Sam is asked about whether they and their teacher ever talk about what they want to do in class, and what they think they can learn from, Sam answers "No, not really" (Appendix I, l. 55, my translation). They are given written feedback from the teacher which Sam does find helpful. They describe the feedback as being 50/50 – meaning that half of the feedback is positive comments, while the other half is suggestions for improvement. The different types of suggestions for improvement that this includes is not elaborated on. Sam says that they do not get oral feedback from the teacher, despite being given a short description of what it entails.

Language use

Sam states that they primarily use English during the English lessons and adds that "[w]e are told to only speak English quite often" (Appendix I, l. 221, my translation). The written feedback is usually given in English as well. As Sam did not perceive any oral feedback, there was no answer given as to whether they spoke English or Norwegian in one-on-one conversations with the teacher during the English classes – in hindsight I should have inquired more about this.

Work methods

Sam describes a normal English lesson as one that starts with all the pupils sitting in a circle formation, where they focus on looking each other in the eyes. This is something the teacher has implemented to improve the classroom environment. After this they typically focus on

reading good examples of previous midterm papers written by pupils, and then about writing. At least this is something Sam feels like they do a lot now.

When we look into the different work methods used in their English classes, Sam mentions presentations, watching videos/clips, writing tasks, lecturing and work in pairs as something they do often. Making movies and roleplay, however, are methods they never use. They mention reading, listening, work in groups and fill-the-gaps exercises as work methods they sometimes use. When asked about what they to the most, Sam answers that lecturing, watching videos as an introduction to chapters, and working in pairs for oral tasks occurs frequently. Sam also states that despite of them reading sometimes, they wish they would read more. This is also what Sam enjoys doing the most, while they also enjoy watching videos and the teacher lecturing. When asked about what they think they *learn* the most from, Sam answers "[r]eading. And the teacher lecturing. It might be those two" (Appendix I, l. 171, my translation).

Sam prefers to work alone, but states that there is no particular reason for this. They further clarify that "[b]ut I just feel like I can cover more on my own than if I work with someone who might not be able to follow me all the time" (Appendix I, ll. 180-181, my translation). Sam also states that this is more because they feel like they have more control when working alone, not necessarily due to differences in proficiency levels between them and the other participants.

Use of literature

Sam makes it clear from the start of the interview that they enjoy reading. As mentioned in the previous sections, Sam consider themselves a good reader; they read a lot and wish there were more reading in the English classes. When asked whether they ever get to choose their own books to read, Sam answers that "[w]e haven't read that many books. We haven't read any books I think" (Appendix I, l. 190, my translation). The reading they do in class is mostly in the textbook. Sam also mentions that they do not get printed texts from the teacher. When asked, Sam also says that they wish they were allowed to choose their own books, and that they do this at home.

4.2. Teachers

4.2.1. Eli

Eli is an English teacher at a lower secondary school. The interview with Eli was carried out in Norwegian, thus quotes from the interview were translated. The transcripts are based on one interview. When asked about her definition of adapted education, Eli describes it as helping pupils reach their full potential.

Enjoyment and motivation

Eli considers the pupils who participate in her English classes as very motivated. She also emphasizes that she thinks the personality of a pupil is an important factor. An introverted pupil is easier to adapt for than someone who requires a lot from you all the time. Eli mentions that the pupils enjoy the teacher role, where they get to share their knowledge with other pupils in a group. She specifically mentions "if you want to learn, teach" (Appendix J, l. 101, my translation) as her personal motto. However, it is important that it is not patronizing for the other pupils.

Adaptation according to skill level

When asked about how she adapts for the pupils with native or native-like proficiency of English, Eli mentions that they often ask for it. "Often it's about how they want to write more, and they want to write longer texts and receive feedback on their writing" (Appendix J, ll. 8-9, my translation). Other times they ask for different literature and longer texts. Eli does not find it difficult to adapt for these pupils; on the contrary, she enjoys teaching pupils who are eager and want to learn. What she finds challenging are those pupils who struggle with understanding English, e.g. who struggle with reading an English text or comprehending the meaning in an utterance in English. However, high achieving pupils can also be challenging, should they expect too much of you. As she stated herself "[a]nd you're not a publisher, but a teacher" (Appendix J, l. 28, my translation).

Eli states that the pupils for the most part participate in the ordinary lessons, but at times they do different tasks and they get differentiated homework. She uses the textbook for tasks and states that they are open and thus self-differentiated due to this – "they are open, and it's about

how you understand the task and so on. That is an adaptation on its own." (Appendix J, ll. 86-87, my translation). During classes she makes sure to vary between working alone, in pairs and in groups. She further adds that she lets the pupils with native or native-like proficiency in English work with others who are at the approximately same level as them at times, as there is always someone else in class that is high achieving in English. In these cases, she tries to pair them up with someone who has the same ability of reflection in English as them. Later in the interview, she comes back to this and emphasizes that sometimes pupils think that they are better in the English subject than they really are, "and want to work at a level that they just don't have the ability to reflect enough for. Because that is what the highest level really is about" (Appendix J, ll. 197-198, my translation).

Pupil-teacher communication

Eli states that she speaks with her pupils about what they want to do during English lessons, both in planned meetings and spontaneously. Early on in the interview she expressed that the pupils themselves would let her know what they wanted to do at times. However, Eli also states "[B]ut you can tell that they are young. Even if they think they are skilled and they have a big vocabulary, there is always a lot to talk about. I mean, they are young and often benefit from following the ordinary lesson" (Appendix J, ll. 55-57, my translation). She thinks that while the pupils might have a large vocabulary, they are still too young to know what they really need to learn and not. Consequently, she has them following a lot of the ordinary lessons.

According to Eli, she often gives her pupils oral feedback. The feedback is given during classes, while the pupils are working. She states that she is quite straightforward in her feedback and that she has explained to her pupils that this is meant to help them. Her goal is always for the pupils to understand the main principle behind what she is giving feedback on. She also emphasizes the fact that some knowledge matures over times, and that it is important for the pupils to know that it does take time to learn certain things. Eli describes the oral feedback as "priceless" (Appendix J, l. 236, my translation), saying that "it has an impact" (Appendix J, l. 237). When giving written feedback, Eli bases it on some pre-made criteria for the task. She encourages pupils to keep their previous written feedback and use it when practicing for midterms and exams.

Language use

When giving oral and written feedback, Eli reports that she adjusts it depending on the recipient. For the pupils with native or native-like proficiency she uses English. As for language usage in the English classroom, Eli has some interesting reflections. The school she works at is very diverse, and many pupils have other native languages than Norwegian. Therefore, Eli thinks it is important that she translates words and ask what they are in Norwegian. As she states, "The Norwegian teachers' big despair is that the pupils achieve better in English than in Norwegian" (Appendix J, l. 67, my translation). So, despite there being some pupils who are high achieving in English, she feels that she has to translate because so many pupils in the classroom need it. She further states that this is something that is emphasized from the school administration.

Work methods

Eli states that she uses writing assignments, lecturing, reading, listening, work in pairs and work in groups often during English classes. Things like presentations, making movies, watching videos and roleplay is used sometimes. Fill-the-gaps grammar tasks are the only activity that she says she never uses in class.

Use of literature

When it comes to reading, she uses the textbook in most cases, usually having some mandatory texts as well as some voluntary texts. There is a practice in the school where they usually read one novel per year, where all pupils read the same book. As for choosing their own books to read, Eli says "I have to admit that I used the library more before, where the pupils strolled around and were allowed to choose their own books. But I didn't have great experiences with that." (Appendix J, ll. 163-164, my translation). As a result of this, she uses the library less today.

Lastly, Eli has an additional thought that is quite interesting. She mentions that there is little to no cooperation between the teachers from mother tongue instruction (morsmålsopplæringen), and the English teachers. As she does not know what the pupils do there, she cannot build on that in her adaptations for the pupils who attend mother tongue instruction.

Kari is an English teacher the same lower secondary school as Eli. The interview with Kari was done over two sessions, with 3 days between them, and both interviews were conducted in Norwegian. Thus, the quotes used from the interview were translated.

Kari describes adapted education as trying to adapt the teaching to the level the pupils are at and help them accordingly.

Enjoyment and motivation

Kari views both of her pupils as motivated in the English subject. One of them has even requested that all talk during classes, including grammar lessons, should be in English. Further questions were not asked about motivation.

Adaptation according to skill level

Kari finds adapted teaching to be somewhat challenging, stating that "[w]hen you are alone as a teacher, I think it is difficult with the big gap that is present. Because you have some pupils who will get 2's [marks] and can barely speak English. And then you have some who speak English fluently. And you are supposed to adapt for the whole class" (Appendix K, ll. 25-27, my translation). She says that this is often solved through having a lecturing part which aims to include everyone, and the adaptation happens through conversations afterwards.

When it comes to the adaptations she makes for the pupils with native or native-like proficiency, one is giving them the option of going out of the classroom and work on different tasks together, although thus far the pupils have not taken up this offer. They have also been told that they are free to help other pupils in class with grammar, if they want to. On the other hand, Kari thinks that the pupils actually need to pay attention during the grammar lessons and learn it themselves. While she knows that both of them speak English fluently, she does not feel that she knows exactly what level they are at in English yet. She notices that they have an extensive vocabulary and the ability to talk English freely, but their level in other parts of the English subject is still unclear.

The pupils with native or native-like proficiency in English both follow the ordinary lessons, as well as having certain tasks that they work on separately. Kari emphasizes that the English

subject syllabus requires several types of knowledge, other than just speaking English fluently. Thus, a lot of what they go through in class is applicable to most pupils and the difference becomes how freely you can discuss or write about certain topics in English. In these cases, she also uses smaller groups as a tool to adapt it to the pupils' level. Should the pupils find the tasks boring or too easy, she is open to finding different materials and tasks for them, e.g. by going more in-depth on certain subjects or reading books. Furthermore, Kari points out that some talented pupils might want to just *surf* through the English subject, rather than being challenged past their grade level, and that this should be accepted.

Kari mentions that even if pupils have a native or native-like proficiency in English, they do not necessarily achieve well in the English subject. They might consider themselves good, but they may still struggle with things such as structuring a text. As she states, "[t]hey can struggle with the same things" (Appendix K, l. 376, my translation), meaning that they, just like other pupils, can struggle with certain parts of the language learning. At a late point during the interview she further states that "you can have both dyslexia and a low comprehension of the content of texts even if you are reading it in your own native language" (Appendix K, ll. 407-408, my translation).

During the interview, Kari draws attention to just how different pupils with native or native-like proficiency can really be. For instance, "One of them is very comfortable with talking, while the other is not" (Appendix K, ll. 418-419, my translation). She reflects on reasons for this and says it might be due to being shy, or maybe they are trying to avoid appearing as if they are showing off. Furthermore, she brings up that the pupils' personality can affect the whole class environment. Someone who is talented and eager to show off might hold a class back, by setting the bar too high and discouraging others from speaking up. In other cases, as she is seeing in her current class, having pupils who are talented in English becomes a resource to the class. She links this to the pupils' social competence.

Pupil-teacher communication

Kari stated that she talks to her pupils about what they do in class, as well as what they want to do. Early on she says that "I have talked to the pupils I have now, the English and Norwegian bilingual ones, and let them know that I am aware that they are bilingual" (Appendix K, ll. 6-7, my translation). While she does talk to them about what they want to do, she also tries to see what the class needs, and which topics they are going to focus on. Kari emphasizes that when

she asks the pupils, they do not always know what they want to do during class either. Furthermore, she says "It is easy to say "read a book" or something, but are they going to go more in depth on that topic? Should they start reading, let's say that in natural science they are learning about the body, should they start reading about that in English instead?" (Appendix K, ll. 82-84, my translation), before stating that "Yes, I find that quite difficult" (Appendix K, l. 87, my translation).

Kari uses oral feedback frequently, saying that it occurs during most classes. She says that the feedback can focus on what they do well, and what they need to work more on, depending on what is relevant at that time. She mentions that she thinks pupils with a high proficiency in English, like the pupils with native or native-like proficiency, often comprehend the oral feedback very well. Written feedback is also used, though not as frequently. Kari estimates two or three times each semester. The written feedback is usually given on something they have handed in, like written assignments or recordings of discussions. Sometimes they can receive written feedback on their first draft of the text and then continue editing it, before submitting a final draft. She emphasizes that all pupils need to be reminded of the feedback they have been given, and that this is often brought up again when she gives them oral feedback later.

Language use

Kari states that for most of the lessons she speaks English to the pupils, although she feels like she has to use Norwegian at times to make sure all pupils are following what is being said. She also mentions that one of the pupils with native or native-like proficiency in English has requested that she only uses English. Kari further says that "On the other hand, I agree, and it is my philosophy that the more English you speak with the class, the better the class will be in English" (Appendix K, ll. 50-51, my translation).

When giving oral feedback, Kari uses both Norwegian and English at times, and says that "yes, I have given them Norwegian feedback today" (Appendix K, l. 285, my translation). The reason for giving them feedback in Norwegian that day was because it was about formalities with the task they were working on. The question about what language Kari uses when giving written feedback to the pupils with native or native-like proficiency of English was not asked.

Work methods

Kari emphasizes that she varies a lot between having the pupils work alone, in pairs and in groups. Furthermore, there are different types of things they do in pairs and groups, such as speed dating and communication circles. She mentions that they use written assignments, lecturing, reading, listening, work in pairs and work in groups. Method such as presentations, making movies, fill-the-gap exercises and roleplay are used, but rarely. When working with novels they sometimes have projects involving several subjects. For example, they have had a cooperation between History and English, where they read the novel "The boy in the striped pyjamas" while the History lessons focused on the Second World War.

Use of literature

The pupils read quite a bit of literature during English classes, and Kari mentions short stories as well as excerpts of authentic texts, informative texts, articles and novels. The school has a tradition of reading one class set of a book during 9th and 10th grade. Most of the literary texts the pupils read are in their textbooks, where there are some mandatory texts and some optional texts.

The last few years Kari has used class sets when reading novels, while she previously used to allow them to choose their own novels. And she says that "I think there are good and bad things, or pros and cons with both, really" (Appendix K, ll. 210-211, my translation). Furthermore, she states that "The advantage of reading the same book is that we have a common ground for discussing the different interpretations and the different ways to discuss the book. You can go in depth together, with what is between the lines, for instance symbolism. That is more difficult when they don't read the same book, but at the same time I encourage them to read on their own" (Appendix K, ll. 213-217, my translation). She also notes that there is a big difference in how much pupils read, where some read several novels and others choose the smallest book they can find and spend the whole period reading it.

At the end of the interview, Kari mentions that for pupils with a high proficiency in English, reading texts is important. She often uses a section called "further reading" in the textbook, where pupils can continue reading once they are done with their tasks. Kari sees this as important because while they might speak English at home, they might not be used to reading literature in English.

4.3. Summary

4.3.1. Pupils

The three pupils who participated have very different language backgrounds and use English to varying degrees in their home. Sam rarely uses English at home, Alex speaks English with one parent, and Kim primarily communicates with their parents in English. All of the informants express that they like English classes to some extent, but to a varying degree. Both Alex and Kim link their enjoyment of the classes to the types of tasks they receive. Another common factor is that they all describe English as 'boring' at some point in the interviews, either due to a lack of adapted tasks or because they are too repetitive. All of the pupils reported a task about a travel destination as the last one they enjoyed working with. They gave a few different reasons for their enjoyment: being able to choose what to write about, writing it themselves and being able to make use of their vocabulary.

There is a tendency for the pupils to not feel challenged by the tasks they receive in the English classes. This is expressed most clearly by Alex and Kim, although they find writing tasks to be of a more appropriate level. Sam, on the other hand, links difficulty to time. They state that the tasks are not difficult but claim that since most tasks take some time to finish, they are not too easy. The exception for Sam is tasks about verbs, which they find to be effortless.

When the pupils were asked about what a normal English lesson looks like, their answers are very different. Alex describes a class focused on learning certain grammatical features, with the teacher lecturing and giving the pupils grammar tasks. Kim says that they read a text, then work on tasks related to the text. Sam states that there is a lot of focus on the mid-terms, and that they go through texts and write a lot. As for the work methods used, they answer very similarly – the exception being Sam, who reports that presentations occur often, while Alex and Kim report that presentations never occur. Teacher lecturing, watching videoclips, writing assignments, reading, listening, fill-the-gaps exercises and work in pairs or groups are all described as common work methods. On the other hand, the pupils report that roleplay and making videos never occur.

All of the pupils report a high usage of the English textbook. Furthermore, they all state that they have never read a novel during the English lessons. Sam and Alex both express an enjoyment of reading, and Sam especially emphasize a desire to read more during English classes.

Both Alex and Sam's perception are that the teacher does not discuss their preferences of tasks with them. Kim, however, has discussed this with their teacher, and has been offered to work with someone of similar aptitude in their English class. All of the pupils receive written feedback, which Kim and Sam consider to be helpful. Alex does not perceive written feedback as helpful and links this to a lack of constructive criticism. Both Alex and Kim regard oral feedback as helpful, despite stating that the feedback is mostly positive. Sam has not perceived any oral feedback. Sam and Alex state that the written feedback is given in English, while Kim states that it is in Norwegian. The oral feedback is primarily given in Norwegian according to Alex, and in both languages according to Kim. All the informants mention that English is the predominant language used in English lessons.

4.3.2. Teachers

Eli and Kari both emphasize helping pupils when they define adapted education. Eli further mentions that pupils need help to reach their potential, while Kari aims to help the pupils where they are. Both teachers see their pupils as motivated in the English subject. However, none of the teachers reflect much around this, and what can be concluded from this is limited.

Both Eli and Kari state that adapted education is an aim that is hard to reach. While Eli finds it challenging to adapt for pupils who struggle in English, she finds it easy to adapt for pupils with native or native-like proficiency in English. Kari, on the other hand, find the gap in skill levels present in the classroom to be challenging in general. The pupils with native or native-like proficiency in English participate in the ordinary lessons and receive additional tasks when necessary – which they ask for. An interesting notion that both Eli and Kari mentioned, was that pupils at times overestimates their abilities and deem themselves as better in the English subject than they actually are. Furthermore, Kari emphasizes just how different two pupils with native or native-like proficiency in English can be, and that they can also struggle with different things like dyslexia in the subject - despite being fluent in oral English.

Eli and Kari answer fairly similarly about which work methods they use in class, but mention that writing assignments, lecturing, listening, reading, work in pairs and work in groups were used regularly. Furthermore, they state that methods such as presentations, making movies and roleplay are used but less often. The difference is that Kari sometimes uses fill-the-gaps exercises, while Eli states that she never uses them. The textbook is utilized frequently in the English classes, and both teachers report that most of the texts the pupils read are in the

textbook. They have a school tradition where the pupils read one novel per year, usually in class sets. Furthermore, both teachers state that they used to let pupils choose their own reading material previously, but they now use class sets for various reasons. Eli did not have good experiences with allowing pupils to choose their own novels, while Kari states that both have pros and cons. Kari emphasizes the importance of allowing pupils with native or native-like proficiency to read texts, and mostly uses the 'further reading' section of the textbook to facilitate this.

The teachers report that they discuss the pupils' preferences regarding English classes with the pupils. However, Kari states that the pupils often do not express any preferences. Eli and Kari use both oral and written feedback, though oral feedback occurs most frequently. The language of the feedback is varied. For Eli it depends on the recipient, and she gives oral feedback in English to the pupils with native or native-like proficiency in English. For Kari it depends on the context, and she specifically remembers giving them oral feedback in Norwegian on the day of the interview. Eli and Kari speak mostly English during English lessons, however they both state that it is necessary to use Norwegian at times. While both state that this is a measure to make certain that all pupils understand what they are being asked, Eli also perceives some pressure from the school administration.

5. Discussion

In the following section of the thesis the findings are discussed in light of relevant theory. The thesis aims to answer the research question through three focus questions. The discussion chapter will be divided into three sections, each focused on answering one of the focus questions. Firstly, the findings about the pupils will be discussed. Afterwards, the finding from the teachers will be discussed. Lastly, mismatches and overlaps between what the pupils and teachers report and perceive will be discussed.

5.1. Pupils' perceptions of adaptations

In this subsection the pupils' perceptions are discussed in light of previous research on bilingualism and HLL. There are different ways to define bilingualism. Bloomfield defines it as having "native-like control of two languages" (1933, p. 56). Myers-Scotton, on the other hand, defines it as having the ability to "use two or more languages sufficiently to carry on a limited conversation" (2006, p. 44). These two definitions of bilingualism are vastly different, but a third definition acts as a middle ground between the two. Lanza (1997) describes bilingualism as a continuum, with one language at each end. A bilingual speaker can be placed anywhere on this continuum, based on how fluent they are in each of the two languages. The pupil participants of this study would be placed somewhere close to the middle of the continuum, as they have a high proficiency in both languages. According to the three definitions presented, these pupils would be defined as being bilingual. Lightbown and Spada (2018) refer to two types of bilinguals, simultaneous and sequential. This refers to the order in which the languages are learned. A simultaneous bilingual learns two languages at the same time from an early age. A sequential bilingual learns one language from an early age and starts to learn a second language at a later age. During the interviews, it was not clearly established whether the three pupils classify as simultaneous or sequential bilinguals in the classical sense, but they do have in common that they were introduced to the English language in their home environment.

HLL are language learners that are placed somewhere between a SLL and a native speaker (Doerr and Lee, 2013). Rothman (2009) defines heritage language as a language that is spoken in the home, but is not the dominant language in the society they live in. Rothman (2009) furthermore states that the heritage language is not given much attention outside of the home. Whether the pupils interviewed for this study are HLL or not can be discussed. While they are

introduced to a language that is not dominant in the country at an early age, English still has a special position in Norway. It is a mandatory subject in schools, and a large portion of entertainment such as music, movies, games and the webpages are in English. English is by no means a neglected language in the Norwegian context, and the pupils receive formal education from the 1st grade onwards. However, the formal education normally aims at SLL who have no pre-existing knowledge of the English language. The education thus relies on how successfully the teachers adapt the education for them. An example from this comes forth in Flemmen's (2006) study. A pupil in fourth grade has one parent with English as their first language. During a glossary test the class is asked to write five different numbers in English. A fourth grader who has pre-existing knowledge of the English language, will most likely learn nothing from this. What this example highlights, is that adapted education is necessary for pupils with native or native-like proficiency in English. They are ahead of their peers in oral English proficiency, and possibly in written proficiency as well. By the time they start school they may already speak English as well as, or even better, than they speak Norwegian.

Research on HLL shows that there is a difference between the HLL and the SLL in regard to language learning. Kondo-Brown (2016), for example, concluded that, due to the differences in language learning between HLL and SLL, HLL might need different language courses. Research, such as Camus and Adrada-Rafael (2015), as well as Polinsky and Scontras (2019), also show a difference between the HLL and the SLL in language learning. Research done on this particular group of pupils suggests that they are ahead of their peers who are SLL in certain areas of language learning due to their early exposure to the language. As previously discussed, the pupils have English as a home language to varying degrees. They have had an early exposure to the English language due to their families. Lanza (1997) states that bilingualism must be seen as a continuum, where one language is usually the dominant one. SLL are sequential bilinguals and are more dominant in their native language. HLL, however, can either be sequential or simultaneous bilinguals. In any case, they are exposed to the language in early childhood. In the case of HLL, the two languages are closer on the bilingual continuum, one language might be more dominant, but they are still proficient in the other language. The fact that the pupils in this study then report that the English lessons tend to be too easy, can be related to the research done on HLL. The pupils rarely feel challenged. An interesting finding is also that Alex and Kim are the two pupils who report the highest usage of English in their homes, and it is interesting that they are the least pleased with the adaptation of the difficulty level on the tasks they receive. This may indicate that for a language to be a heritage language,

there needs to be sufficient exposure to English in the home environment. However, more research is needed in order to comment on this.

Idsøe (2015) claims that teachers often struggle with identifying pupils with a high learning potential, and usually think it is the pupils who attain the best grades. In addition, Idsøe (2014) states that pupils with a high learning potential do not necessarily do well in school, and that many of them underachieve as a result of lack of motivation. In Norway there is a tradition for seeing adapted education as something that is primarily for those who fall behind, not those who do well or excel (NOU 2016). Furthermore, Jøsendalutvalget found that many pupils do not get to realize their potential in Norwegian schools. While pupils with native or native-like proficiency do not necessarily have a high learning potential, they might have certain things in common with this group in the sense that they are ahead of most of their peers in English language proficiency. Adapted education is a right every pupil has, which is rooted in the Education Act. Thus, these pupils have a right to be challenged at an appropriate level. The consequences of not adapting the education appropriately is that the pupils do not get the opportunity to develop and learn, and over time this may affect their motivation negatively.

Previous research shows that pupils who achieve on a high level often are not that pleased with the adaptations they receive. This is found in several studies, for instance, Rønnestad (2015) found that the pupils who were the least motivated, tended to be those who felt like they were not challenged appropriately. Kvammen (2018) found that the pupils with a high learning potential were often challenged through quantity rather than through tasks that were adapted to their skill levels. Furthermore, Vindseth (2019) found that several of the pupils with a high learning potential experienced being deprioritized in the classroom and felt unmotivated as a result. At some point during the interviews, all of the pupils claimed that tasks were too easy. Sam is mostly pleased with the level of difficulty of tasks, but both Alex and Kim mention that things are often easy. The aim of this thesis is not to examine whether the pupils have a high learning potential or not. However, the aim of this thesis is to hear the pupils' experiences and perceptions of the adaptations the receive. Through their interviews Alex and Kim express that they are rarely challenged at an appropriate level. Furthermore, the pupils often follow the ordinary lessons and get additional tasks after completing the obligatory tasks. This indicated that the pupils are challenged through quantity, rather than getting tasks adapted to their skill level to begin with.

The need for adaptations can be seen in light of the socio-cultural theory and Vygotsky's Zone of Proximal Development (ZPD). In order for a pupil to learn, the tasks they are given has to

be in the ZPD (Vygotsky, 2012). This means that the task has to be too difficult for them to solve on their own, yet manageable with scaffolding from an adult or a more skilled peer (Mitchell and Myles, 2004). If the pupils get task after task that they can easily solve on their own, then they will not learn anything new, which over time can lead to a lack of motivation. This can be linked to Idsøe's (2014) claim that pupils with a high learning potential can underachieve as a result of a lack of challenges. Alex and Kim both express that while they like English, they both experience boredom. Both of them state that certain tasks are too easy. This implies that many of the tasks Alex and Kim receive are not in their ZPD, but rather something they already know. According to Vygotsky's theory, Alex and Kim will not learn or develop through tasks that are too easy. Furthermore, over time it can negatively affect their motivation. Sam, however, reports that while most tasks are not difficult, they are not easy either. Sam links difficulty to the time it takes to finish a task. Ergo, if a task takes time to finish, it must be difficult. This is not necessarily the case, different pupils work at different paces, the task might require a lot of work despite not being challenging, and when you find something boring it can take more time to finish. Sam does not reflect further on this, and it is also possible that Sam receives tasks that are within their ZPD. As Sam sees it, most tasks they receive take some time to finish, so they are not too easy. Sam attributes their boredom to the lack of variation, specifically the focus on midterms.

An interesting finding is that when the pupils were asked about the last task they enjoyed, they all referred to approximately the same one. In the task they had to write/make a presentation about a travel destination. Amongst the things they enjoyed, they mentioned freedom to include what they wanted, and that they could research the topic themselves. In Alex's case, it is particularly interesting, as they state that their reason behind their enjoyment were that they could use their vocabulary. This can also be linked to the socio-cultural perspective, and Vygotsky's ZPD. It is important to note that the pupils are pleased with the adaptations they receive, despite not feeling challenged very often. This can be summarized by the quote from Alex: "I feel that it is well rounded, but on a low difficulty" (Appendix G, l. 173).

According to several studies, there is often a high reliance on textbooks in Norwegian classrooms (Skjelbred et. al., 2005, Jhuul et. al., 2010, Gilje et. al., 2016, and Rønnestad, 2015), a finding that is supported by the pupils in this study. Most of the texts they read are from the English textbook. Furthermore, both Alex and Sam state that they like to read. Sam, especially, wishes for more and longer literature to read in the English lessons. All three pupils report that they have never read a novel in relation to the English subject. Given that the pupils have a high

proficiency in English, and some of them expressing a wish for reading, could reading novels be a suitable adaptation for them?

Variation is a key principle of adapted education. In the Quality Framework (Utdanningsdirektoratet, 2011a) the importance of variation as a tool to attain adapted education is brought up. Håstein and Werner (2014) claim that in order to accommodate for the diverse group of pupils present in a classroom, variation is necessary. Variation can be implemented in many different ways, e.g. through work methods, level of difficulty, organization of the class, speed of progression, learning strategies and learning objectives. The pupils all state that there is some variation in the work methods used in the classroom. The teacher lecturing, watching videoclips, writing assignments, reading, listening and fill-the-gaps exercises were reported as common. Roleplay and making videos are reported to never occur. Sam reports that presentations are a work method that is often used, while Alex and Kim report that this is never used. What is interesting, however, is that when the pupils are asked what they themselves think they learn the most from, both Alex and Kim mention work methods that they report are never used. Alex mention presentations, while Kim mentions roleplay and making videos. This implies that while there is some variation, Alex and Kim wish for more. Sam, however, thinks that they learn the most from reading and the teacher lecturing – two work methods they already use. Nevertheless, Sam expresses a wish for more variation in work methods during the interview, as they find it boring when it is too repetitive. Sam especially wishes for more reading.

The three pupils have different perceptions of the feedback they are given. Whereas both Kim and Sam find written feedback to be helpful, Alex sees is as unhelpful due to a lack of constructive criticism. Alex claims that they consider themselves to be good at most things in English, and states that tasks with set goals are too easy. Alex's perception of the written feedback can be seen in the light of the ZPD, HLL and high learning potential. The tasks Alex receive are not in their ZPD, but something they already master, and thus they do not feel challenged. When Alex receives feedback on the tasks, the comments are all positive and do not give Alex any pointers on what they need to improve on. In regard to oral feedback, Alex and Kim sees it as helpful, while Sam does not perceive any oral feedback at all. This highlights an issue that can occur when interviewing pupils about their perceptions. Interviews depend on the memory of the participants, and the participants are likely to forget at times. It is seen as very likely that Sam has received some oral feedback, and that Sam has forgotten about this.

Teachers tend to give oral feedback regularly, but the pupils may not always perceive the feedback they receive as feedback.

5.2. Teachers' perceptions on adapted education

In this subsection, the teachers' perceptions of adapted education for pupils with native or native-like proficiency are discussed in light of relevant theory. For instance, previous research on adapted education, teacher cognition and Vygotsky's zone of proximal development. But first, the teachers' definition of adapted education will be compared to Rønnestad's (2015) definition. In Rønnestad's (2015) definition of adapted education, six specific categories were found: motivating and reaching the pupils, encouraging participation, variation, language learning strategies, learning objectives, and relevant feedback. In the following table the teachers' definitions are compared with Rønnestad's definition, to see which categories of adapted education are included in their definitions.

Table 1: Definitions of adapted education as introduced in this thesis

Teacher:	Teacher's definition:	Aspects included in teacher's definition:	Aspects included in Rønnestad's definition:
Eli	Helping pupils reach their full potential.	• Motivating and reaching the pupils • Relevant feedback	• Motivating and reaching the pupils • Relevant feedback • Encouraging participation • Variation • Language learning strategies • Learning objectives
Kari	Trying to adapt the teaching to the level the pupils are at and help them accordingly.	• Motivating and reaching the pupils • Relevant feedback	• Motivating and reaching the pupils • Relevant feedback • Encouraging participation • Variation • Language learning strategies • Learning objectives

Both of the teachers emphasize helping the pupils when they define adapted education. Helping pupils can be linked to the category 'relevant feedback', and thus this part of Rønnestad's definition is found in the teachers' explanation of adapted education. While Eli's definition focuses on pupils reaching their potential, Kari focuses adapting the teaching to where the pupils are now. Both of these statements can be interpreted to mean reaching the pupils through giving them assistance suitable for them, and thus they fall into Rønnestad's category 'motivating and reaching the pupils'. Through adapting the teaching according to the pupil's current knowledge, the pupils can reach their full potential in the different subjects. In their definitions Eli and Kari do not mention anything that can be linked to or imply encouraging participating, variation, language learning strategies and learning objectives when they define adapted education. However, during the interview their definitions were not further questioned. Nevertheless, it is interesting that both teachers focused on the same two categories when asked about adapted education. The teachers seem to describe adapted education in the broad understanding, as an ideal. Rønnestad (2015) on the other hand, defines adapted education in a narrow manner by including specific measures to operationalize the term. It is important to note that during the interviews both Eli and Kari state that they use a variety of work methods, including frequently changing between working alone, in pairs and in groups. Furthermore, both Eli and Kari encourage the pupils in their classes to share their knowledge, and thus they encourage participation in the classroom. Thus, it seems like they see the importance of variety and encouraging participation, despite not including it in their definitions of the term.

In her master's thesis, Weka (2009) found that the teachers felt that they did not adapt the teaching sufficiently for all the pupils present in the classroom. Furthermore, Jacobsen (2016) found that while teachers found it easy to define adapted education, they stated that it was difficult to implement on a day to day basis. That teachers find adapted education to be challenging in practice is, in other words, nothing new. As Bachmann and Haug (2006) state, the definitions of adapted education are often vague and leaves it to the teacher to find out how to operationalize it. Kari expresses that she finds adapted education difficult because of the diversity of pupils present in the classroom, with different aptitudes and attitudes. Kari states that it at times is difficult to adapt the teaching for the pupils with native or native-like proficiency in English, especially because they do not always know what they want to do. Additionally, she says that "It is easy to say 'read a book' or something, but are they going to go more in depth on that topic? Should they start reading, let's say that in natural science they are learning about the body, should they start reading about that in English instead?" (Appendix

K, ll. 82-84, my translation). This highlights the difficulty of actually operationalizing the ideal of adapted education.

While Eli does not find it difficult to adapt for the high achieving pupils, like the pupils with native or native-like proficiency in English, she finds it difficult to adapt for pupils who struggle in the English subject. However, Eli states that high achieving pupils can be challenging if they have too high expectations to the teacher. She said that "you're not a publisher, but a teacher" (Appendix K, l. 28, my translation). Kari expresses a different issue as well. She states that she does not have a full overview over what the pupils with native or native-like proficiency in English know and what they need to learn yet. The pupils have been in her class for about four months. However, as previously stated, English only has 588 hours during the first 10 years of school (Utdanningsdirektoratet, 2019) – usually two lessons per week. Given that the subject has so few hours per week, and that there are so many pupils in each class, getting a full overview over everyone's level will take time. One can ask just how realistic the aim of adapted education for every pupil actually is for one teacher to achieve.

According to Vygotsky's (2012) ZPD a task needs to be just outside of what the pupils can do on their own for the pupils to learn from it. If the task is not challenging for the pupil, they do not learn from it. Kvammen (2018) found that pupils with a high learning potential were often challenged through quantity of tasks rather than tasks that were adapted to their level. The teachers interviewed for this thesis stated that they actively use the textbook when they differentiate for the pupils with native or native-like proficiency in English. When the pupils finish the obligatory tasks, they can continue to work on the optional tasks. However, an argument can be made that simply giving the pupils more tasks when they finish the 'easy' ones, is not necessarily differentiation that leads to adapted education. Adapted education implies giving differentiated tasks that challenge the pupils at an appropriate level. Eli claims that the tasks in the English textbook are self-differentiated. The tasks are open, and the pupils are free to put as much work into them as they want. Whether the tasks are self-differentiated cannot be commented on, as that does not fall under the scope of the thesis. It may be the case that the pupils answer in-depth in the textbook tasks. However, it is also possible that the pupils find the tasks to be boring and finish them as quickly as possible. Giving the pupils an option to write longer texts, does not mean that they will take that option. Especially if that option requires spending additional time on something that they find boring and not motivating.

As previously mentioned, the importance of variety is brought up in the Quality Framework (Utdanningsdirektoratet, 2011a), in Jøsendalulvaget's report (NOU 2016), by Håstein and

Werner (2014) and by Rønnestad (2015). According to Håstein and Werner (2014) flexible and varied teaching means that all the pupils will have a chance to experience challenges as well as mastery of different tasks. In other words, variety is a tool to reach the aim of adapted education. Pupils are different, and they learn in different ways. Through variation the needs of different pupils can be met. The teachers interviewed for this study both state that they use a variation of work methods, and that they change between working alone, in pairs and in groups regularly. The teachers state that all methods are used at times, with the exception being Eli stating that she never uses fill-the-gap exercises. The pupils with native or native-like proficiency in English follow the ordinary lessons, and the adaptations occur through differentiated tasks. For example, Kari has given her pupils the option to work together on more challenging tasks, if they want to. This is a form of adaptation, but it very much relies on the pupil's initiative.

Borg's (2003) model of teacher cognition shows the different factors that affect a teacher's cognition. It is influenced by their schooling, their professional coursework, contextual factors, as well as classroom practice. However, Borg (2003) and Haukås (2018) state that there is often a gap between what teachers believe and their actions in the classroom. Eli states that she feels some pressure from the school administration in regard to using Norwegian in the English lessons, as they have a very diverse group of pupils, many of which do not have Norwegian as their native language. While Eli herself thinks that using primarily English benefits the pupils, she spends some time translating into Norwegian to accommodate for those that need it. This has been discussed in Borg's model of teacher cognition (2003, p. 82) where the cognition is affected by contextual factors. The school administration has put an emphasis on the importance of learning Norwegian vocabulary, and while this is in conflict with her beliefs, Eli's cognition is affected. In this case, it seems like her cognition is unchanged, while her practice has changed. As previously stated, there is often a gap between a teacher's beliefs and their actions in the classroom (Borg, 2003; Haukås, 2018). A similar predicament is presented by Kari. She does not mention feeling any pressure from the school administration, but rather a fear for leaving the pupils who struggle behind. Thus, she uses Norwegian at times. However, while she wants all pupils to understand what is being said, she believes that the more English the class uses, the better they will become. Much like Eli's dilemma, Kari also experiences a conflict between her beliefs, classroom practice and outside factors.

As previously mentioned, several studies have shown that there is a high reliance on textbooks in Norwegian classrooms (Skjelbred et. al., 2005, Jhuul et. al., 2010, Gilje et. al., 2016, and Rønnestad, 2015). According to Gilje et. al. (2016, p. 52) as many as 70% of the 5-10th grade

English teachers in Norway primarily rely on the English textbook. Through their answers, Eli and Kari confirm that they use the textbook frequently, also when they adapt for the pupils with native or native-like proficiency in English. They often use the section called "further reading" to give them additional tasks when they finish the obligatory ones. The teachers also state that the pupils read one book per school year, and that they use class sets. Previously they would allow the pupils to choose their own reading material, but for different reasons they have changed that practice. Interestingly, Eli stated that she had bad experiences with it. This can be seen in light of Borg's model of cognition. Eli's cognition once was that pupils benefited from choosing their own reading material, but her experiences in the classroom lead to a change in her cognition. As a result, she now uses class sets instead. However, this change in Eli's cognition leads to the pupils having less variation in reading materials.

There has been a lot of research on individual characteristics and their effects on language acquisition, but the results are so far inconclusive (Lightbown and Spada, 2018). Intelligence, aptitude and the learner's level of extroversion/introversion has been thought to impact how successfully a language can be acquired. Both Eli and Kari state that the personality of the pupils can be very different, and that this can have an impact on the classroom environment. Someone who is eager to show off can discourage the rest of the class, while other pupils can function as a resource who encourage others to participate. Eli mentions that the pupils are encouraged to help each other but emphasizes that it should not be patronizing. Furthermore, she mentions that pupils can sometimes expect too much of her. Similarly, Kari mentions that pupils' social competence can affect the whole class. In other words, some talented pupils can be challenging to work with, due to their strong and vocal opinions of the adaptations they receive. However, like all pupils, these pupils also have a right to an education that is adapted to their abilities. These reflections raise other questions as well. What about the quiet or shy pupils who are also talented? After all, some pupils are far less likely to complain to their teachers, and simply do the tasks they receive. How can we be sure that they are pleased with the adaptations they receive? Are they actually being challenged on an appropriate level, or do we just assume so because they do not complain?

An interesting topic that came up during the interview with Eli is that there is little to no cooperation between the English teachers and the teachers in mother tongue instruction (morsmålsundervisning). The mother tongue instruction in English takes place at a different school, and Eli does not know what they work on there. According to Eli, the cooperation between the school and the mother tongue instruction has room for significant improvement.

An important point is made by Kari, who states that pupils with native or native-like proficiency can have issues with language learning in general, just like other pupils. For instance, a pupil can struggle with reading and writing due to dyslexia, even if it is their first language. Furthermore, the English subject has many different aims that do not necessarily focus on oral and written English. For example, the pupils should learn about indigenous people around the world, as well as learning about the history of Great Britain and America. As Kari states, there is always something the pupils need to work on.

When the teachers are asked about the pupils' motivation, they both answer that their pupils are very motivated. Kari emphasizes that one of the pupils even expressed a wish to only use English during English classes, while Eli emphasizes that they often ask for more and longer tasks. However, they never reflected any more on the pupils' motivation, and follow up questions about their thoughts and reflections about the pupils' motivation were not asked. As a result, there has not been gathered sufficient data to discuss the teachers' reflections about the effect their adapted education has on the pupils with native or native-like proficiency in English. Thus, no conclusions can be drawn on the second part of focus question two.

5.3. Overlaps and mismatches

As previously mentioned, there is evidence from previous research of a high reliance on textbooks in Norway (Skjelbred et. al., 2005; Jhuul et. al., 2010; Rønnestad, 2015; Gilje et. al., 2016). Statements from both the pupils and the teachers suggests that this is also the case in their EFL classes. The pupils have a set of mandatory texts from the textbook that they have to read, as well as some optional texts for further reading. However, all pupils present in the classroom have the same textbook. In addition to this, Norwegian textbooks rarely contain authentic text, the exception being excerpts or short stories by English authors. Will the textbooks then be at an appropriate level for a pupil with a high proficiency in English? Maybe authentic texts, such as articles, short stories and novels, can be used as further reading in addition or instead of the textbook. An example of this could be to let the pupils read texts written by Native Americans while learning about the treatment of Native people around the world.

As previously mentioned, teachers are affected by their beliefs and the context they are in. Sometimes there is a conflict between the two, and the teacher's action may differ from their beliefs (Borg, 2003; Haukås, 2018). Both pupils and teachers confirm that there is some

variation in which language is used in class and when given feedback. Two of the pupils say that the language the oral feedback is given in varies, while the third pupil does not recall any oral feedback. Both teachers state that the language they use when giving feedback is dependent on the recipient. At one point of the interview Kari states that these specific pupils often comprehend the oral feedback very well, and that one of the pupils has requested that she uses *only* English. However, Kari recalls that she has given the pupils with native or native-like proficiency oral feedback in Norwegian on the day of the interview. There is a clear difference between Kari's cognition and her actions in this case. Kari believes that some pupils need the feedback in Norwegian in order to comprehend it, while other can comprehend feedback in English. Why she gives the pupils with native or native-like proficiency in English feedback in Norwegian is not known. However, it is possible that Kari did not make conscious decision to switch between the languages, and that it is a result of switching back and forth based on the recipient, and that it is simply a mistake.

There are some differences in what pupils and teachers report regarding work methods. The pupils claim that roleplaying and making videos never occur, while the teachers claim that they use it sometimes. Another difference is that the pupils state that fill-the-gap exercises are common, Kari states that she sometimes uses them, and Eli states that she never uses them. Furthermore, Kim and Alex maintain that they never have presentations, while both teachers claim that the pupils have presentations sometimes. Exactly why the pupils and teachers report so differently on the use of some work methods, cannot be said. It is possible that the pupils simply do not remember certain things from class. Or it is possible that the teachers simply believe that they have used methods that they have not. They may include plans they have in their answers or think of activities they have used with other classes they have had previously. Similarly, Eli may believe that she does not use fill-the-gap exercises, while forgetting that they are amongst the tasks in the textbooks that have been assigned to the pupils.

There is a mismatch between what pupils and teachers report regarding reading novels. Kari states that they read one novel per year, while Eli states that they read one novel during 9th and 10th grade. The pupils, on the other hand, state that they have never read an English novel in school. Kari mentions that she views reading as especially important for pupils with a high proficiency in English. Despite this, all the reading the pupils have been exposed to so far has been short texts. In other words, Kari's cognition is that the pupils with native or native-like proficiency in English learn from reading texts, and that they should read more texts. Yet, the pupils do not read novels, but a selection of shorter texts. The pupils also expressed a wish for

more reading. While there is a plan for the pupils to read one novel per grade, the question can be asked whether reading three novels during all of secondary school is sufficient for pupils with a high language proficiency? Furthermore, if the pupils show an interest in reading novels, providing them with books that are relevant to the topics covered in class might be a viable method for adapting the education for pupils with native or native-like proficiency in English, or other pupils with a high language proficiency. If all pupils read the same novel, a wonderful opportunity for variation of both learning materials and speed of progression. A pupil with an interest in reading can read several novels in a few weeks, while other pupils might need several weeks for one novel. Allowing the pupils to work with things they enjoy, such as reading, can also have a positive effect on the pupil's motivation. However, Kari brings up a valid point when stating that it is easy to just tell the pupils to read something and call that adapted education. For it to be adapted education there has to be a plan for how the pupils should work with the novel they read, e.g. through writing a text about it when finished reading.

Another interesting difference between teachers' and pupils' statements is that the teachers claim that the pupils often overestimate themselves, while the pupils state that they rarely feel challenged. As this study does not score pupils proficiency, but rather looks into their perceptions, no comments can be made about whether the pupils overestimate themselves or the teachers underestimates the pupils. However, it is interesting that the two groups have such different views. If the teachers are correct, the pupils probably receive adapted education according to their actual skill level. if the teachers underestimate the pupils, however, this has consequences for the adaptations they implement for them. If this is the case, they may not be given adequate challenges, which can have a negative effect on the pupils' motivation.

As previously stated, learners can have very different characteristics (Lightbown and Spada, 2018). This is brought up by Kari, who states that despite having similar language backgrounds, the pupils with native or native-like proficiency are very different. She states that one is comfortable with speaking in the classroom, while the other is not. Eli similarly states that pupils can be very different, and that this can have varied effects on the rest of the class. This can further be highlighted through the pupils' preferences in working alone, in pairs or in groups. Sam prefers to work alone, while Kim finds working alone to be boring and prefers to work in pairs or in groups. Alex, on the other hand, says that it varies and depends on their mood on the given day. While the pupils have familial ties to the English language, the degree to which they use it in their homes also varies greatly. Furthermore, their usage of English in their home environments can vary greatly, and all three of them are unique individuals with

their own sets of experiences. The pupils with native or native-like proficiency truly are, as Kari stated, a very diverse group.

6. Conclusion

Adapted education is an important principle in Norwegian schools, as shown through the different curriculums and the Education Act. It will continue to be important in the coming curriculum as well, though under the name of 'differentiated instruction' in the English translation. The research question that this thesis aimed to answer was:

> How is adapted teaching implemented for pupils with native or native-like proficiency in English, and how does that relate to the pupils' motivation?

The pupils who participated in this study all took part in the ordinary English lessons, and the adaptations took place through differentiated tasks. The textbook was extensively used both for reading and giving tasks. Often there were both obligatory texts and tasks for all pupils, as well as a voluntary portion for those who finished them. This implies that a lot of the adaptations occur through quantity, rather than giving the pupils tasks adapted to their level from the start. Similar findings were reported in Kvammen's (2018) thesis. Additionally, there was a difference in what the teachers and pupils reported when it came to variation of work methods, where the teachers stated that more work methods were used than what the pupils did. Furthermore, the teachers reported that the pupils read one novel per school year, while all of the pupils stated that they had never read an English novel in school.

The teachers had fairly similar definitions of adapted education. Both of them found it to be challenging, but only one stated that it was difficult in regard to pupils with native or native-like proficiency in English. Similar findings have been reported in other studies of teacher perceptions (Weka, 2009; Jacobsen, 2016). The teachers have some different cognitions which leads to them using some Norwegian in the classroom, but both strive to give the pupils with native or native-like proficiency in English feedback in English. When it comes to the teachers' reflections about the effects their adaptations have on the pupils' motivation, sufficient data was not gathered to answer this. The teachers stated that the pupils were motivated but did not reflect more on this.

Lastly, I would argue that the pupils have certain characteristics in common with HLL Primarily because they rarely feel challenged by the tasks they receive and because of their early introduction to English in their home environments. Research on HLL suggests that they have different needs than SLL, due to an early exposure for the heritage language (Kondo-Brown, 2005; Camus and Adrada-Rafael, 2015; Polinsky and Scontras, 2019). To my knowledge no

research on HLL have been done in the Norwegian context, and the data this thesis suggests that it should be taken into consideration when looking at native speakers of English in the EFL classroom. Additionally, it is interesting that the two pupils who report the highest use of English in their home environment are also those who feel the least challenged in the EFL classroom. This can imply that in order for the pupils to be HLL, they need to use the language frequently, though further research needs to look into this. Furthermore, in Alex and Kim's case, it seems likely that the tasks they receive are not in their ZPD, but rather what they already master. Their boredom can be linked to literature on pupils with a high learning potential, which suggest that a lack of challenges leads to a decrease in motivation and underachievement (Idsøe, 2014). Sam, on the other hand, links their boredom to a lack of variety in the classroom. Kim and Alex also express that they wish for more variation. Thus, from the pupils' perspective, there is room for improvement when it comes to variation. After all, variation is an important tool that helps reach the ideal of an adapted education (Håstein and Werner, 2014; Håstein and Werner, 2015; Utdanningsdirektoratet, 2011a). It is however necessary to state that that despite the pupils' answers, they did report that they liked the English lessons to an extent. While they had wishes for improvements, they felt like the teachers saw them – which after all is a wonderful result for a thesis such as the present one.

6.1. Recommendations for further research

Research on pupils with native or native-like proficiency of English seems to be a new field in the Norwegian context, as no other research on this groups of pupils was located. Thus, there are many unexplored areas that could be interesting to look into in future research, both from a pupil and from a teacher perspective. Conducting similar qualitative studies in other schools and other parts of the country could shed light on some important stories from this group of pupils and their teachers.

This is a small-case qualitative study, and generalizations cannot be made. Studying the perceptions of the pupils with native or native-like proficiency in English in a quantitative or mixed method study would provide data that can be generalized. However, it would require some work with locating suitable participants, as they are not present in every classroom. The perspective of the teachers, both in quantitative, qualitative and mixed method studies, can prove to be interesting as well.

From a linguistic point of view, it could also be interesting to study the language of the pupils with native or native-like proficiency. This could be compared to the language of SLLof the same age, to see if there are any significant differences or similarities between the SLL and pupils with native or native-like proficiency of English. This could be inspired by research done on HLL conducted in other countries. Furthermore, similar research could be done on native or native-like speakers of other languages who receive formal education in their heritage language. There is for instance a tradition of offering Spanish, French or German courses in lower secondary schools in Norway. How do these pupils' language competences compare to the SLL in their class, and are these pupils challenged on an appropriate level? In addition, Eli makes a good point when she states that the cooperation between the English teachers and the mother tongue instructors should be looked into. Is there any cooperation at all, and how does it work in practice?

Summing up, this is a field where many areas are yet to be explored in the Norwegian context. This study has opened one door for me, which exposed a hallway with a thousand new doors to look behind. Hopefully it can have a similar effect on others, who will continue to look into this field. After all, a thousand doors are too many for just one explorer.

7. Literature

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Du er invitert til å delta på et prosjekt innen Engelsk fagdidaktikk!

Prosjektet du er invitert på vil være min masteroppgave ved Høgskulen på Vestlandet, hvor jeg tar master i Engelsk undervisningsvitenskap. Masteroppgaven vil omhandle opplæring i engelskfaget, med fokus på elever som har morsmålskompetanse i engelsk.

Hva deltakelse innebærer

Jeg leter etter deltakere til mitt prosjekt, både elever med morsmålskompetanse i engelsk, og deres engelsklærere. Deltakelsen innebærer å delta på et intervju, som vil ta ca. 30-60 min, og foregå på skolen din en gang mellom November og Januar. Intervjuet vil bli tatt opp og transkribert, men det vil bli anonymisert og eventuell sensitiv informasjon vil bli fjernet fra transkripsjonen.

Deltakelsen er helt frivillig, og samtykke kan trekkes igjen når som helst uten begrunnelse. Prosjektet har blitt godkjent av NSD før intervjuene blir gjort,

Dersom du kunne tenke deg å delta eller har flere spørsmål om prosjektet, så kan jeg kontaktes på mail eller telefon

Med vennlig hilsen
Angelica Solheim
148868@stud.hvl.no
91786379

Veileder
Dania Jovanna Bonness
djb@hvl.no
 +47 55 58 57 23

Interview guide pupils

1. How much English do you speak at home? (estimate hr/day)
2. Do you enjoy the English classes?
   a. Why/why not?
3. What do you like doing in English classes?
   a. Is there something you feel you are really good at in English?
   b. Is there anything you find difficult or challenging in English?
4. Do you and your teacher talk about what you enjoy the most, and what you think you learn the most from?
   a. Does this affect what tasks you get afterwards?
   b. Can you think of any examples?
5. Do you think the tasks you do during English are difficult, just right or too easy?
6. Can you remember the last time you did something you really enjoyed in your English lessons?
   a. What did you enjoy about it?
   b. Do you remember when this was?
7. What usually happens in the English lessons?
8. Do you ever do any of the following things in English classes? (often, sometimes, never)
   i. Presentations
   ii. Make videos
   iii. Watch videos/films/movies
   iv. Writing assignments
   v. Lecturing (teacher centred)
   vi. Reading
   vii. listening
   viii. Work in pairs
   ix. Work in groups
   x. Fill the gaps exercises
   xi. Roleplay
   b. Which of these do you do the most often?
   c. Which of these do you do the least often?
   d. Which ones do you enjoy the most?
   e. Which ones do you find most helpful when learning?
9. Do you prefer working alone, pairs or in groups?

      a. Why is that your preference?

10. Do you get to pick your own reading material?

11. How often does your teacher give you written feedback?

      a. Is the feedback in Norwegian or English?

      b. Do you find it useful/do you learn from it?

      c. Is there both positive feedback and suggestions for improvement?

      d. If you improve, is it brought up again?

12. Does you teacher sometimes give you oral feedback?

      a. Is the feedback in Norwegian or English?

      b. Do you find it useful/do you learn from it?

      c. Is there both positive feedback and suggestions for improvement?

      d. If you improve, is it brought up again

Intervjuguide Norsk

1. Hvor ofte snakker du Engelsk hjemme?

2. Liker du engelsktimene?

      a. Hvorfor/hvorfor ikke?

3. Hva liker du best å gjøre i engelsktimene?

      a. Er det noe du syntes du er god på i engelsk?

      b. Er det noe du syntes er vanskelig?

4. Snakker du og læreren din om hva du liker og hva du syntes du lærer av i engelsk?

      a. Påvirker det hvilke oppgaver/aktiviteter du får etterpå?

      b. Kan du huske noen eksempler?

5. Syntes du oppgavene du får i engelsk er akkurat passe utfordrende, eller er de for lette eller vanskelige?

6. Kan du huske sist gang du gjorde noe du virkelig likte i engelsktimen?

      a. Hva var det du likte med det?

      b. Husker du når dette var?

7. Hvordan foregår en vanlig engelsktime?

8. Hvilke av de følgende tingene gjør dere i engelsken? (ofte, av og til, aldri)

      i. Elevpresentasjoner

      ii. Lager videoer

      iii. Ser filmer/videoklipp

      iv. Skriveoppgaver

      v. Lærer underviser

      vi. Lesing

       vii.   Lytting

     viii.   Gruppearbeid

        ix.   Arbeid i par (to og to)

         x.   Grammatikk oppgaver hvor man setter inn det manglende ordet

        xi.   Rollespill

   b.   Hvilke av disse gjør dere mest? (3-5 stk.)

   c.   Hvilke gjør dere minst? (3-5 stk.)

   d.   Hvilke av de ulike arbeidsmåtene liker du best?

   e.   Hvilke arbeidsmåter syntes du at du lærer best av?

9.   Foretrekker du å jobbe alene, to og to, eller i grupper?

   a.   Hvorfor foretrekker du det?

10. Får du lov til å velge eget lesestoff når dere leser litteratur?

11. Får du av og til skriftlig tilbakemelding fra læreren?

   a.   Er tilbakemeldingene på norsk eller engelsk?

   b.   Syntes du at den er til hjelp, og at du lærer av det?

   c.   Får du både positive kommentar og ting du kan bli bedre på?

   d.   Hvis du blir bedre på noe, blir dette tatt opp?

12. Får du av og til muntlig tilbakemelding fra læreren?

   a.   Er tilbakemeldingene på norsk eller engelsk?

   b.   Syntes du at den er til hjelp, og at du lærer av det?

   c.   Får du både positive kommentar og ting du kan bli bedre på?

   d.   Hvis du blir bedre på noe, blir dette tatt opp?

Appendix C

Interview guide teachers

1. How do you define adapted education?
2. Do you remember the last time you adapted something for this pupil?
   a. How did you do it?
   b. What was the thinking behind doing it in that way?
3. Do you find it challenging to adapt the teaching for this pupil?
   a. Why/why not?
4. How motivated to you think the pupil is in the English subject?
   a. Why do you think that is?
   b. Do you think you can do anything to improve it?
5. Do you and the pupil sometimes discuss what he/she wants to do during the English lessons?
6. Does the pupil normally follow the ordinary lesson, or do they have their own plan?
7. Do the pupils in your class work the most individually, in pairs or in groups?
8. Do you ever do any of the following things in English classes? (Often, sometimes, never)
   i. Presentations
   ii. Make videos
   iii. Watch videos/films/movies
   iv. Writing assignments
   v. Lecturing (teacher centred)
   vi. Reading
   vii. listening
   viii. Work in pairs
   ix. Work in groups
   x. Fill the gaps exercises
   xi. Roleplay
   b. Which methods do you use the most often?
   c. Which methods do you use the least often?
9. Do you read English literature during classes?
   a. Does the pupil get to choose their own reading material?
10. Do you give the pupil written feedback?
    a. What kind of things do you mention in the feedback?
    b. Do you see improvement in their work afterwards?
11. Do you give the pupil oral feedback?
    a. What kind of things do you mention in the feedback?
    b. Do you see improvement in their work afterwards?

Intervjuguide norsk - Lærere

1. Hva legger du i begrepet tilpasset opplæring?
2. Kan du huske den siste gangen du tilpasset undervisningen til eleven?
   a. Hvordan gjorde du det?
   b. Hva var tanken bak å gjøre det på den måten?
3. Syntes du det er utfordrerne å tilpasse undervisningen til eleven?

       a. Hvorfor / Hvorfor ikke?

4. Hvor motivert tror du at eleven er i Engelskfaget?
       a. Hvorfor tror du eleven er så/så lite motivert?
       b. Tror du at du kan gjøre som bedrer motivasjonen til eleven?

5. Snakker du og eleven av og til om hva de ønsker å gjøre i engelskundervisningen?

6. Følger eleven vanligvis det ordinærere opplegget, eller får han/hun eget opplegg?

7. Jobber eleven mest alene, i par, eller i gruppe?

8. Hvilke metoder for undervisning bruker du mest i klasserommet? (ofte, av og til, aldri)
       i. Presentasjoner
       ii. Lage film
       iii. Se film/videoer
       iv. Skriveoppgaver
       v. Tavleundervisning
       vi. Lesing
       vii. Lytting
       viii. Arbeid i par
       ix. Arbeid i grupper
       x. Fill the gaps oppgaver
       xi. Rollespill

9. Leser dere av og til Engelsk litteratur i forbindelse med engelskfaget?
       a. Får eleven velge sitt eget lesestoff da?

10. Gir du eleven muntlig formativ vurdering?
       a. Hva slags ting tar du opp da?
       b. Ser du igjen i arbeidet til eleven at de har jobbet med dette?

11. Gir du eleven skriftlig formativ vurdering?
       a. Hva slags ting tar du opp da?
       b. Ser du igjen i arbeidet til eleven at de har jobbet med dette?

Appendix D

Table 2: Transcription key

Symbol	Indicates:
…	Indicates a break in speech, e.g. thinking, trailing of, etc.
[	Interviewer and interviewee start speaking simultaneously.
[REDACTED]	The statement has been removed as it contains sensitive or identifiable information

Vil du delta i forskningsprosjektet

Adapted teaching for pupils with a native or native-like proficiency in English in the EFL classroom: A qualitative study of pupil and teacher perceptions and reflections

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke tilpasset opplæring i engelsk for elever som faller inn i en av de følgende kategoriene:
1. Har engelsk som morsmål
2. Har en eller flere foreldre med engelsk som morsmål
3. Har bodd i og gått på skole i et engelsktalende land over en lenger periode.
Fokuset er på både elevene og deres læreres syn og refleksjoner rundt tilpasset opplæring i engelsk

I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Denne studien har som formål å undersøke hva elever med morsmålskompetanse i engelsk tenker og føler rundt den tilpassede undervisningen i engelskfaget på skolen. Lærere og deres refleksjoner rundt tilpasning av undervisning og elevers motivasjon vil også bli studert. For deltakere ved prosjektet innebærer det et intervju.

Studien vil bli brukt til en masteroppgave i Engelsk Undervisningsvitenskap ved Høgskulen på Vestlandet.

Hvem er ansvarlig for forskningsprosjektet?
Høgskulen på Vestlandet, Campus Bergen, er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du har blitt spurt om å delta fordi du er lærer til en elev med morsmålskompetanse i engelsk. Totalt vil det være ca. 10 deltakere i studien.

Hva innebærer det for deg å delta?

Du blir bedt om å stille opp på et intervju, med fokus på tilpasset opplæring og trivsel/motivasjon i engelskfaget. Intervjuet vil vare ca. 30-45 minutter. Det vil bli tatt lydopptak av intervjuet, som siden vil bli transkribert. Transkripsjonen vil støtte analysen i prosjektet, og sensitiv informasjon vil bli anonymisert eller fjernet før publisering.

En elev i hver av lærernes klasse vil også bli intervjuet, og elevene vil bli spurt om deres oppfatning av den tilpassede undervisningen de får av dem.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. 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 skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Kun masterstudenten og veilederen hennes ved Høgskulen på Vestlandet vil ha tilgang til datamaterialet.
- Datamaterialet får en kode, og navn/kontaktinformasjon vil ikke bli lagret sammen med innsamlet data.
- I transkripsjonene får hver enkelt deltaker et alias, og eventuell sensitiv informasjon vil bli anonymisert eller fjernet før publikasjon.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 31.07.2020. Etter prosjektslutt vil lydopptak slettes og transkripsjoner vi anonymiseres.

Dine rettigheter

Vi gjør oppmerksom på at du når som helst har rett til å få tilgang til personopplysningene som er registrert om deg, rett til å be om at feilaktige personopplysninger om deg er rettet, rett til å motta en kopi av din personlige data (dataportabilitet) og rett til å sende en klage til personvernombudet eller Datatilsynet angående behandling av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskulen på Vestlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

- Høgskulen på Vestlandet ved Førsteamanuensis Dania Jovanna Bonness, djb@hvl.no, +47 55 58 57 23
- Vårt personvernombud: Personvernombud ved HVL: Trine Anniken Larsen, via e-post personvernombud@hvl.no eller på telefon +47 55 30 10 31.
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig   Veileder

Student

Angelica Soheim   Dania Jovanna Bonness

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet: Adapted education for pupils with native and native-like speakers of English in the EFL classroom, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju
☐ at lærer/elev kan gi opplysninger om meg til prosjektet

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 31 Juli 2020.

(Signert av prosjektdeltaker, dato)

Vil du delta i forskningsprosjektet

Adapted teaching for pupils with a native or native-like proficiency in English in the EFL classroom: A qualitative study of pupil and teacher perceptions and reflections

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke tilpasset opplæring i engelsk for elever som faller inn i en av de følgende kategoriene:
1. Har engelsk som morsmål
2. Har en eller flere foreldre med engelsk som morsmål
3. Har bodd i og gått på skole i et engelsktalende land over en lenger periode.
Fokuset er på både elevene og deres læreres syn og refleksjoner rundt tilpasset opplæring i engelsk
I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Denne studien har som formål å undersøke hva elever med morsmålskompetanse i engelsk tenker og føler rundt den tilpassede undervisningen i engelskfaget på skolen. Lærere og deres refleksjoner rundt tilpasning av undervisning og elevers motivasjon vil også bli studert. For deltakere ved prosjektet innebærer det et intervju.

Studien vil bli brukt til en masteroppgave i Engelsk Undervisningsvitenskap ved Høgskulen på Vestlandet.

Hvem er ansvarlig for forskningsprosjektet?
Høgskulen på Vestlandet, Campus Bergen, er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du har blitt spurt om å delta fordi du er en elev med morsmålkompetanse i engelsk. Totalt vil det være ca. 10 deltakere i studien.

Hva innebærer det for deg å delta?

Du blir bedt om å stille opp på et intervju, med fokus på tilpasset opplæring og trivsel/motivasjon i engelskfaget. Intervjuet vil vare ca. 30-45 minutter. Det vil bli tatt lydopptak av intervjuet, som siden vil bli transkribert. Transkripsjonen vil støtte analysen i prosjektet, og sensitiv informasjon vil bli anonymisert eller fjernet før publisering.

Lærere til de aktuelle elevene vil også bli intervjuet. Det vil ikke bli stilt inngående spørsmål om elevene, men om hvordan lærere tilrettelegger undervisningen for dem. Informasjon om elever og deres foreldres bakgrunn kan komme opp i lydopptak av intervjuet, men det vil bli

anonymisert og eventuelt fjernet i transkripsjonen for å forhindre at eleven skal kunne gjenkjennes.

Ved ønske kan foreldre få tilgang til intervjuguide til lærerne. Dette gjøres ved å ta kontakt med Angelica.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. 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 skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Kun masterstudenten og veilederen hennes ved Høgskulen på Vestlandet vil ha tilgang til datamaterialet.
- Datamaterialet får en kode, og navn/kontaktinformasjon vil ikke bli lagret sammen med innsamlet data.
- I transkripsjonene får hver enkelt deltaker et alias, og eventuell sensitiv informasjon vil bli anonymisert eller fjernet før publikasjon.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Prosjektet skal etter planen avsluttes 31.07.2020. Etter prosjektslutt vil lydopptak slettes og transkripsjoner vi anonymiseres.

Dine rettigheter
Vi gjør oppmerksom på at du når som helst har rett til å få tilgang til personopplysningene som er registrert om deg, rett til å be om at feilaktige personopplysninger om deg er rettet, rett til å motta en kopi av din personlige data (dataportabilitet) og rett til å sende en klage til personvernombudet eller Datatilsynet angående behandling av dine personopplysninger.

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

På oppdrag fra Høgskulen på Vestlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Høgskulen på Vestlandet ved Førsteamanuensis Dania Jovanna Bonness, djb@hvl.no, +47 55 58 57 23
- Vårt personvernombud: Personvernombud ved HVL: Trine Anniken Larsen, via e-post personvernombud@hvl.no eller på telefon +47 55 30 10 31.
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig   Veileder
Student

Angelica Soheim   Dania Jovanna Bonness

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet: Adapted education for pupils with native and native-like speakers of English in the EFL classroom, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i intervju
- ☐ At lærer kan gi opplysninger om meg(elev) til prosjektet
- ☐ at lærer/elev kan gi opplysninger om meg(foresatte) til prosjektet, dette kan innebære informasjon om språkbruk i hjemmet

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 31 Juli 2020.

(Signert av foresatt, dato)

(Signert av elev, dato)

Transcription Alex

1	S:	Ok, so my first question is: how much English do you speak at home?
2	Alex:	[REDACTED]
3	S:	mhm?
4	Alex:	When I am with my mother, I usually speak Norwegian to her, and when I am with my
5		father, I speak English to him
6	S:	Ok, so one of your parents have English as their first language?
7	Alex:	Yeah
8	S:	Ok. Eh… Do you enjoy English classes?
9	Alex:	Eh… Yeah. They are interesting, but sometimes I feel like they are a bit boring.
10	S:	Yeah?
11	Alex:	There is lots of basic stuff.
12	S:	So, you find them boring because they are not challenging you enough?
13	Alex:	Yeah.
14	S:	And when you enjoy them, what kind of things do you enjoy in them?
15	Alex:	when we make our own text.
16	S:	ok?
17	Alex:	Because… then I won't have to answer small grammar questions, I can use all the words
18		I've learned and put them to use.
19	S:	Mhm, definitely. Is there something you feel that you are good at in English?
20	Alex:	Ehm.. Yeah, I feel like I'm good at most things in English…
21	S:	Yeah?
22	Alex:	But I really like reading in English?
23	S:	Is there something you find to be more difficult or challenging in English?
24	Alex:	No, not really.
25	S:	Not really? Ok. Eh… Do you and your teacher talk about what you enjoy the most, and
26		what you think you learn the most from?
27	Alex:	No, not really.
28	S:	No?
29	Alex:	We haven't yet anyway.
30	S:	Do you feel like what the teacher does now "fits your needs"?
31	Alex:	Yes, because sometimes I get to use… or do different exercises in class.
32	S:	Mhm. Do you think the tasks you do during English classes are difficult? Do they have
33		the right amount of challenge or are they too easy?
34	Alex:	I find them quite easy.
35	S:	Quite easy? Is that all tasks, or some specific types?
36	Alex:	Pretty much yeah.
37	S:	Ok. How about the writing tasks? Like if you get a writing assignment, is that better?
38	Alex:	Yeah, it is.
39	S:	Because it doesn't really limit what you *can* do?
40	Alex:	Yeah.
41	S:	Ok. But other than the open writing tasks, you find them a bit too easy for you?
42	Alex:	Yes. When there is a set goal, I feel that is a bit easy, yeah.
43	S:	Ok. So, like in the textbook… the tasks after the texts, they are a bit too easy?
44	Alex:	Yeah.

45	S:	Eh… Can you remember the last time you did something you really enjoyed in your
46		English class?
47	Alex:	Probably when we were writing a text about my dream destination.
48	S:	Yeah?
49	Alex:	Where we… yeah, got to write our own text.
50	S:	Mhm. What was it that you enjoyed about that text?
51	Alex:	I found it… fun to use words that I don't really get to use in classes all the ways.
52	S:	Mhm. Do you remember when you wrote this text?
53	Alex:	Eh… I think it was a few months ago actually.
54	S:	A few months ago, ok. So, what did you write about in the text?
55	Alex:	I wrote about the county Japan.
56	S:	Oh yes, that is a very interesting country, very different! If you were to describe a normal
57		English lesson, how would that look?
58	Alex:	Usually starting off with some rules for grammar.
59	S:	Mhm.
60	Alex:	At least that's what we've had this year. Starting off with some rules for grammar, and
61		then practicing ourselves and putting the grammar to use in exercises.
62	S:	Ok. So how are the exercises? Are they like… "Fill-the-gaps"?
63	Alex:	Oh, yeah. Mostly fill-the-gaps, sometimes make your own sentences.
64	S:	Ok. So, sentences where you use the thing you learned?
65	Alex:	Yeah.
66	S:	Ok, so I have a list of things here. And I'm just going to ask if you do any of the
67		following things in English classes. So, it's like often, sometimes, never… those are
68		good enough answers. So… presentations?
69	Alex:	We haven't had any presentations this year.
70	S:	Ok, so never – so far. Might change.
71	Alex:	We had them when we were younger, but yeah, we didn't really do them often. Maybe
72		once a year, probably.
73	S:	Yeah ok. Make videos?
74	Alex:	Eh… no.
75	S:	No, ok. Watch videos/films? Like clips on youtube.
76	Alex:	Yeah, we do that sometimes in class.
77	S:	Ok. Writing assignments?
78	Alex:	Yes… we do that often.
79	S:	Often, ok. Teacher lecturing? Like the teacher standing by the blackboard telling you
80		things…
81	Alex:	More or less every class.
82	S:	Ok, so often. Reading?
83	Alex:	Yes, often.
84	S:	Often. Listening?
85	Alex:	Not so much, but sometimes.
86	S:	Sometimes, ok. Work in pairs?
87	Alex:	Sometimes.
88	S:	Work in groups?
89	Alex:	No… I don't think we've done that
90	S:	Ok. How about fill-the-gap exercises?
91	Alex:	Often.
92	S:	Ok. Roleplay?
93	Alex:	Eh… no.
94	S:	No, ok. So, which of these do you do the most often? You can look at the list.

95	Alex:	Eh… Probably lecturing, because we do that almost every class where the teacher stands
96		in the front… And then proceed to do other tasks.
97	S:	Ok. If you could choose any more, are there other you would say that you do a lot? Or
98		very often.
99	Alex:	Eh… Probably writing assignments.
100	S:	Ok. So, you would say lecturing, then writing assignments, and possibly fill-the gaps?
101	Alex:	Yeah.
102	S:	Ok. So, which of these do you do the least often?
103	Alex:	Eh, roleplay.
104	S:	Roleplay, ok. Are there any of these you enjoy more than the others?
105	Alex:	I enjoy writing assignments and presentations.
106	S:	Ok! Eh… are there any of them, because it's not necessarily the same as the previous
107		ones, that you learn a lot from?
108	Alex:	Probably presentations, because you have to search up a lot for the topic that you will
109		write about.
110	S:	Mhm, definitely. Then it is… Do you prefer to work alone, in pairs, or in groups?
111	Alex:	It really depends on what mood I'm in to be honest.
112	S:	Yeah, haha.
113	Alex:	It depends on… like each time we have English.
114	S:	Yeah. Does it dependent on the topic, or more on a day to day thing?
115	Alex:	Probably a mixture actually.
116	S:	Yeah, do in which cases do you prefer to work alone? Just stop me if I'm asking too
117		much.
118	Alex:	When I'm writing texts, I prefer to write by myself, because I find it easier.
119	S:	Yeah. And if you were to work in groups… what kind of tasks would be best to work
120		in groups with?
121	Alex:	Probably presentations.
122	S:	Presentations, yeah. Do you ever read books in class? Like, longer books?
123	Alex:	Eh, we have our own English book, but that is just small texts. We don't read full books,
124		no.
125	S:	Ok, so it's just like… the textbook?
126	Alex:	Yeah.
127	S:	Ok. Then it is… How often does your teacher give you written feedback?
128	Alex:	Probably on every writing task we do.
129	S:	Yeah? Is the feedback normally in Norwegian or English?
130	Alex:	Eh… English.
131	S:	English? Yeah. Eh… is it something you find useful? Do you learn from it?
132	Alex:	Not really.
133	S:	No, ok?
134	Alex:	Because I don't get too many pointers on what I can work on.
135	S:	Ok! So, my next questions was going to be whether it has both positive feedback and
136		suggestions for improvement?
137	Alex:	It's mostly just positive feedback.
138	S:	Yeah. And you don't get many suggestions on how to improve your writing?
139	Alex:	No.
140	S:	Ok. Eh… Does the teacher ever give you oral feedback? This doesn't have to be like…
141		after an assignment she comes up to you and tell you how it went. It can be feedback
142		during a lesson, where she comes over and says like "it was good that you brought this
143		up" and that kind of thing.
144	Alex:	Yeah.

145	S:	So that happens?
146	Alex:	Yeah.
147	S:	Ok. So, is it normally in English or Norwegian?
148	Alex:	English… No, Norwegian!
149	S:	Ok. Do you find that useful?
150	Alex:	Yeah.
151	S:	Do you get more pointers on what you need to work on from that?
152	Alex:	No, more that what I do in class is good. And that I should continue doing those things.
153	S:	Ok. So, you get more of a positive enforcement that you did well?
154	Alex:	Yeah.
155	S:	Then my last question is not needed, because that was on whether it was brought up
156		again if you should improve on it. But that is kind of hard to answer when you don't
157		really feel like you get any suggestions for improvement.
158	Alex:	Yeah.
159	S:	Oh, I had one more question, but it slipped my mind. Because I have done all that I had
160		written down. But I was wondering about… in classes when the teacher lectures… is it
161		in English, Norwegian, does it depend on the topic?
162	Alex:	When we use difficult words, our teacher translates them to Norwegian.
163	S:	Yeah?
164	Alex:	But usually we try to speak mostly in English.
165	S:	Mhm. So, I just want to go back a bit… Because before, you said that there wasn't really
166		anything you find difficult or challenging in English?
167	Alex:	Yeah.
168	S:	Is there any kind of task you wish you would get more of? That you think can challenge
169		you in a way that you think is good for you?
170	Alex:	Maybe more difficult grammar tasks.
171	S:	Mhm.
172	Alex:	But otherwise I feel that it is well rounded, but on a low difficulty.
173	S:	Yeah! So, for instance, when we talked about presentations, do you think you could
174		learn more from that because you have to do more research?
175	Alex:	Yeah.
176	S:	Ok. So, is there anything you would like to bring up? That you feel that you want to say
177		about the English classes, both negative and positive?
178	Alex:	Not really.
179	S:	Ok, then I can stop this recording.

Transcription Kim

1	S:	Det første jeg lurer på er hvor mye engelsk du bruker hjemme? Sånn... hvis du kan si
2		sånn ca. Hvor mange timer du bruker på å snakke det hjemme per dag?
3	Kim:	Eh... jeg vet ikke. Vi snakker alltid engelsk hjemme...
4	S:	Ja?
5	Kim:	Eh... 5 timer kanskje?
6	S:	Ja? Men når du snakker med foreldrene dine så går det stort sett alltid i engelsk?
7	Kim:	Ja.
8	S:	Så lurte jeg på om du liker å ha engelsktimer på skolen? Syntes du det er gøy?
9	Kim:	Noen ting...
10	S:	Ja? Ikke alt? Det er ikke alt som er like gøy?
11	Kim:	Ja.
12	S:	Men hva er det du syntes er gøy i engelsken? Hva slags ting er det?
13	Kim:	Eh... Når vi skriver tekst. Tekster... ja, eller sånn, litt sånne større prosjekt. Ja.
14	S:	Mhm. Så når du får mulighet til å gå litt i dybden på ting?
15	Kim:	Ja
16	S:	Hva er det som ikke er så gøy da?
17	Kim:	Eh... Grammatikk og sånt.
18	S:	Ja?
19	Kim:	Ja.
20	S:	Der det er mer sånne små oppgaver?
21	Kim:	Ja
22	S:	Er det fordi, du syntes de er lette eller fordi de er vanskelig? Eller er det bare litt kjedelig
23		uansett?
24	Kim:	Eh... Jeg syntes de er lette og litt kjedelige
25	S:	Ja? Blir mye repetisjon hvis du allerede kan det.
26	Kim:	Ja.
27	S:	Absolutt. Ja, er det noe du syntes du er veldig god på i engelsk?
28	Kim:	eh…
29	S:	Ikke nødvendigvis *veldig god*, men noe du er litt mer flink på enn andre ting.
30	Kim:	Eh… jeg vet ikke helt.
31	S:	Nei. Jeg vet det er litt vanskeligere å si hva man er god på enn hva man ikke er god på.
32	Kim:	Ja.
33	S:	Eh… Men er det noe du syntes er vanskelig å gjøre I engelsktimene?
34	Kim:	Nei.
35	S:	Nei? Men det er et ærlig svar det. Men så lurer jeg på om du og læreren din, om du
36		snakker med henne om hva du liker og hva du syntes du selv lærer av i engelsken.
37		Snakker du med læreren din om det av og til, at hun spør deg om det og sånt?
38	Kim:	Eh...
39	S:	Ga spørsmålet mening?
40	Kim:	Ja, men... hun sa sånn at jeg kunne gå ut med (annen elev som er tospråklig) og gjøre
41		noe annet.
42	S:	Mhm?
43	Kim:	Men, ja…
44	S:	Sånn at du har et tilbud om å jobbe sammen med en som er på litt samme nivå som deg
45		da?
46	Kim:	Ja.

47	S:	Ja… Eh... Da tok vi de... De oppgavene du får i engelsk, er de sånn at de er passe
48		utfordrende, eller er de for lett eller for vanskelig, stort sett?
49	Kim:	Eh… Lette
50	S:	Stort sett for lette?
51	Kim:	Ja
52	S:	Er det noe du syntes er passe utfordrende av de oppgavene du får?
53	Kim:	Eh… Nei.
54	S:	Nei, egentlig ikke. Sånn som med lange skriveoppgaver f.eks., syntes du det er bedre da
55		du kan variere litt mer av hva du gjør der?
56	Kim:	Ja
57	S:	Det blir bedre, ja? Så de er mer på passe utfordrende, men der kommer det jo an på hvor
58		mye du legger i det?
59	Kim:	Ja.
60	S:	Ehm… Kan du huske sist gang du gjorde noe du virkelig likte å gjøre I engelsktimen?
61	Kim:	Eh… Vi skrev sånn "my dream destination"
62	S:	Mhm?
63	Kim:	Der vi skrev sånn, en tekst om et sted vi hadde lyst til å reise
64	S:	Ja
65	Kim:	Ja, det syntes jeg var gøy.
66	S:	Ja. Hvilket sted skrev du om da?
67	Kim:	Jeg skrev om (stedsnavn)
68	S:	(Stedsnavn), ja. Der er det sikkert veldig fint. Hva var det du likte med den oppgaven?
69	Kim:	Eh… Jeg vet ikke. Jeg liker å skrive
70	S:	Ja?
71	Kim:	Og så var det litt gøy at man kunne skrive om noe man valgte selv
72	S:	Mhm
73	Kim:	Ja.
74	S:	Var det noe du matte gjøre litt research på, for å finne stoff om det?
75	Kim:	Ja
76	S:	Ja, for det er kanskje et sted man ikke kan så mye om med mindre man har en spesiell
77		tilknytning til det. Jeg gjør i hvert fall ikke det.
78	Kim:	Ja
79	S:	Eh... Ja, er det lenge siden det var?
80	Kim:	Nei, det var sånn to uker siden tror jeg.
81	S:	To uker siden?
82	Kim:	Ja
83	S:	Men hvis du skal forklare hvordan en vanlig engelsktime ser ut, hva gjør dere da?
84	Kim:	Eh... Vi leser tekster...
85	S:	mhm?
86	Kim:	Eh... ja.
87	S:	Ja, bare leser en tekst? Eller skjer det noe etter at dere har lest teksten?
88	Kim:	Av og til gjør vi sånne oppgaver
89	S:	mhm
90	Kim:	eller snakker om det
91	S:	ja? Sånn at du snakker med den du sitter ved siden av eller noe sånt?
92	Kim:	Ja.
93	S:	Er de tekstene fra en lærebok, eller er det litteratur, eller noe lærerne har printet ut?
94	Kim:	Jeg vet ikke. Jeg tror det stort sett er noe læreren har printet ut...
95	S:	Noe læreren har printet ut, ja.
96	Kim:	Ja. Men vi har lest litt i boken også.

97	S:	Ja, så i hvilken lærebok er det dere har?
98	Kim:	Det er connect?
99	S:	Connect, ja. Så da er det sånn at da får du teksten, så er det de oppgavene som hører
100		med i boken?
101	Kim:	Ja
102	S:	Og hvis læreren har printet noe ut, så sier hun mer om hva dere skal gjøre etterpå?
103	Kim:	Ja.
104	S:	Ja, absolutt. De tekstene dere får da, er det typisk sett artikler? Er de korte, eller lange?
105	Kim:	eh...
106	S:	Eller et par sider? Mindre enn en bok?
107	Kim:	Ja.
108	S:	Absolutt. Nå har jeg en del forskjellige ting her, der det ikke gjør noe om du ikke husker
109		helt de tre svaralternativene da, men jeg har skrevet opp ofte, av og til og aldri. Så har
110		vi litt ulike arbeidsmåter, hvor jeg lurer på om dere gjør noen av de da? Så
111		elevpresentasjoner, gjør dere det ofte, av og til eller aldri??
112	Kim:	sånn at vi presenterer noe?
113	S:	Ja
114	Kim:	Eh... aldri.
115	S:	Aldri?
116	Kim:	Ja.
117	S:	Okei. Lager filmer? Der dere lager de og klipper de sammen og viser?
118	Kim:	Eh... har gjort det på barneskolen?
119	S:	På barneskolen. Men har ikke gjort det på ungdomsskolen enda?
120	Kim:	Nei
121	S:	Okei. Ser filmer/videoklipp, fra f.eks. youtube.
122	Kim:	Ja
123	S:	Er det ofte eller av og til?
124	Kim:	Av og til
125	S:	Ja? Skriveoppgaver
126	Kim:	Ja... Ofte.
127	S:	Ofte. At læreren underviser. Det vil si at hun står med tavlen og liksom... forteller om
128		et eller annet da.
129	Kim:	Ja. Ofte.
130	S:	Ofte, ja. Lesing?
131	Kim:	Eh... ofte.
132	S:	Ofte, ja. Lytteoppgaver, type der dere hører på en CD.
133	Kim:	Eh... av og til?
134	S:	Av og til. Gruppearbeid?
135	Kim:	Eh... ofte
136	S:	Ofte, ja. Arbeid i par, to og to? Det kan være du tok den med i den andre da.
137	Kim	Ofte
138	S:	Ofte, ja? Hva med grammatikk oppgaver, der du setter inn ordet som mangler?
139	Kim:	Ofte
140	S:	Ofte, ja? Rollespill?
141	Kim:	Eh... jeg har gjort det på barneskolen et par ganger.
142	S:	På barneskolen? Absolutt. Er det noen av de arbeidsmåtene du liker best? Du kan få se
143		listen min her.
144	Kim:	Eh... Rollespill og... lage videoer.
145	S:	Lage videoer? Ja. Litt sånn der du må spille skuespill og sånn ting?
146	Kim:	Ja

147	S:	Får snakket mye også da.
148	Kim:	Ja.
149	S:	Er det noen av de du syntes du lærer godt av. Det kan jo være det samme, men det er
150		ikke alltid det.
151	Kim:	Eh... Ja. Det samme, og kanskje sånne grammatikkoppgaver.
152	S:	Mhm?
153	Kim:	Ja
154	S:	Ja. Så er det om du foretrekker alene, eller to og to, eller foretrekker du å jobbe i gruppe?
155	Kim:	Eh… gruppe…
156	S:	Gruppe er greit å gjøre?
157	Kim	Ja
158	S:	Har du noen formening om hvorfor du liker det best?
159	Kim:	Det er kjedelig å jobbe alene?
160	S:	Ja?
161	Kim:	Så får man liksom hørt det andre tenker
162	S:	Ja? Så du får litt ulike perspektiver på ting?
163	Kim	Ja
164	S:	Ja. Føler du også at du også får vist mer av det du kan når du gjør det?
165	Kim:	Ja
166	S:	Ja, så det kommer litt tydeligere fram da enn når du gjør enn oppgave alene... Leser dere
167		av og til bøker? Der du skal lese en hel bok, har det skjedd enda?
168	Kim:	Nei
169	S:	Hadde du det på barneskolen av og til?
170	Kim:	Eh.. nei
171	S:	Får du av og til skriftlig tilbakemelding av læreren når du har levert noe?
172	Kim:	Ja
173	S:	Pleier den å være på norsk eller engelsk?
174	Kim:	eh… på norsk
175	S:	Ja. Syntes du den pleier å være til hjelp, at du lærer noe av den?
176	Kim	Ja.
177	S:	Ja, det er godt å høre.
178	Kim:	Ja.
179	S:	Er det sånn at du får bade positive kommentarer, men også ting du kan bli bedre på?
180	Kim:	Ja
181	S:	Mhm. Hva slags kommentarer kan du ha fått før? Kan du huske noen eksempler på det?
182	Kim	eh...
183	S:	Det trenger ikke være veldig spesifikt altså, hehe.
184	Kim:	Sånn at jeg kan bruke flere sånne... eh... bindeord. Eller sånn...
185	S:	Ja, variere mer der?
186	Kim:	Ja. Og at det var bra struktur på teksten
187	S:	Ja, absolutt. Er det sånn at du, si at du leverer en tekst, så kommenterer hun at du kan
188		bli bedre på forskjellige bindeord da, er det sånn at hvis du gjør det bedre på neste test,
189		blir det tatt opp igjen da? At du får skryt for at de kan se at du har jobbet på.
190	Kim	Jeg vet ikke
191	S:	Ikke enda kanskje?
192	Kim:	Nei
193	S:	Eh… skjer det at du får muntlige tilbakemeldinger fra læreren?
194	Kim:	Eh... nei?
195	S:	Nei, det har du ikke fått enda?
196	Kim	Nei

197	S:	Ikke sånn at hvis vi snakker om i klasserommet da, f.eks. når du jobber med et
198		gruppearbeid, det må ikke være på noe du har levert inn liksom. Så kan det være hun
199		sier noe til deg i løpet av tiden, som «jeg så at du gjorde dette, det var veldig bra» kan
200		det skje av og til?
201	Kim:	Ja
202	S:	Ja, det kan skje? Skjer det stort sett på norsk eller engelsk der?
203	Kim:	Eh… begge
204	S:	Begge deler, litt varierende?
205	Kim:	Ja
206	S:	Er det noe du syntes er til hjelp når du får det?
207	Kim:	Ja
208	S:	Ja. Eh... Der også lurer jeg også på om det kun er positivt, eller dukker det opp ting som
209		du må jobbe på der også?
210	Kim:	Jeg vet ikke, jeg tror det bare er positivt.
211	S:	Ja, absolutt.
212	Kim:	Ja.
213	S:	Mhm. Ja. Da har jeg stilt de spørsmålene som jeg i utgangspunktet har. Er det noe mer
214		du har lyst å fortelle noe om. Noe du har opplevd i engelsktimene, som du syntes på en
215		eller annen måte er viktig eller være fint å få sagt fra om? Det kan være både noe som
216		ikke er så bra, noe du syntes er bra. Det er ingen føring på det.
217	Kim:	eh...
218	S:	Noe du sitter igjen med et inntrykk av?
219	Kim:	Jeg vet ikke.
220	S:	Nei. Jeg tror jeg har fått svar på det meste jeg lurer på, jeg skal bare kjapt se over at vi
221		har snakket greit om alt. Jeg vil bare spørre litt mer om oppgaver som er lett, vanskelig
222		og akkurat passe nivå og sånn. Nå glemmer jeg litt hva vi sa tidligere, husker du det?
223	Kim:	Ja...
224	S:	Ofte var oppgaver litt for lette. Spesielt da grammatikk oppgaver...
225	Kim:	Ja
226	S:	At du syntes de var litt kjedelige, og at de ble litt lette fordi du kunne de fra før?
227	Kim:	Ja
228	S:	Men skriveoppgaver syntes du var litt bedre?
229	Kim:	Ja.
230	S:	For der kunne du legge i det så mye du vil liksom?
231	Kim:	Ja.
232	S:	har du noe mer du vil legge til der?
233	Kim:	Eh… nei.
234	S:	På tiden din på ungdomsskolen da, har du fått noen oppgaver som du tenker er
235		vanskelige?
236	Kim:	Eh… vi hadde sånn... oppgave... om sånn presens eller noe sånt?
237	S:	Ja?
238	Kim:	Og det syntes jeg var litt vanskelig
239	S:	Ja?
240	Kim:	Fordi jeg aldri hadde lært det på den måten før.
241	S:	Ja?
242	Kim:	Ja.
243	S:	Så når du går litt mer i dybden på grammatikk så blir det litt mer vanskelig enn når du
244		får en typ «fill the gap» oppgave. Og da blir det vanskeligere når du må tenke litt mer
245		på det og hvorfor det er riktig?
246	Kim:	ja.

247 S: Det er jo en helt annen type oppgave ja, det er helt sant. Ja. Så på de tekstene, der du får
248   skriftlig tilbakemelding, så sa du den ofte var på norsk?
249 Kim: ja
250 S: Er det ganske korte tilbakemeldinger, eller er de ganske lange?
251 Kim: Et par linjer.

252 S: Ja, det var de spørsmålene jeg hadde. Så da kan vi stoppe det her.

Transcription Sam

1	S:	Det første spørsmålet er jo hvor mye du snakker engelsk hjemme?
2	Sam:	Vel... jeg snakker egentlig ikke engelsk så mye hjemme fordi alle i familien min kan
3		norsk.
4	S:	ja?
5	Sam:	Men… det er jo mange sånn engelske... av og til så finner jeg ikke ord på norsk, og da
6		leter jeg på engelsk og ser om jeg finner det der. Fordi det er bare sånn jeg alltid har det
7		i bakhodet.
8	S:	Jaja. Så du bruker det sånn at... du bytter litt frem og tilbake da?
9	Sam:	Ja.
10	S:	Og spesielt hvis det er noe du har glemt. Men det er ikke sånn at du snakker mye engelsk
11		med foreldrene dine?
12	Sam:	Nei.
13	S:	Ok. Er det sånn at du har familie i engelsktalende land som du snakker mer engelsk
14		med?
15	Sam:	Ja.
16	S:	Ok. Så mer sånn i ferier, og hvis du besøker de og sånne ting?
17	Sam:	Mhm.
18	S:	Ja, absolutt. Eh... Liker du engelsktimer? Syntes du de er gøye?
19	Sam:	Eh... Det er ikke favoritt timene mine.
20	S:	Nei?
21	Sam:	Det er ikke noe galt med de, men det er ikke akkurat noe jeg gleder meg til.
22	S:	Nei. Er det noen grunn til at du syntes at de ikke er spesielt gøy?
23	Sam:	Nei, egentlig ikke. Tror ikke det.
24	S:	Nei? Det er bare andre fag som er gøyere?
25	Sam:	Ja.
26	S:	Ja, sånn er det av og til! Eh... Når du har engelsktimer da, hva er det du liker best å gjøre
27		i engelsktimene?
28	Sam:	Lese.
29	S:	Er det liksom bøker du liker best å lese?
30	Sam:	Bøker, ja.
31	S:	Når du får velge litt selv?
32	Sam:	Mhm.
33	S:	Ja. Er det noe du syntes du er god på i engelsk? Jeg vet det er vanskeligst å si hva man
34		er god på.
35	Sam:	Ja... det er kanskje å lese, og å forstå på språket.
36	S:	Ja?
37	Sam:	Jeg leser like mye på engelsk som på norsk. Ja... og jeg kan jo skrive også.
38	S:	Ja.
39	Sam:	Så uttalen min er kanskje ikke helt *der*, men og skrive og lese, det...
40	S:	Ja! Så forståelsen sånn generelt liksom. Eh... er det noe du syntes er vanskelig?
41	Sam:	Det å snakke av og til.
42	S:	Å snakke? Ja. Er det det at du føler at du stokker litt i ordene eller?
43	Sam:	Ja... spesielt rundt andre da. Da blir det liksom sånn...
44	S:	Ja. At du blir litt nervøs på det kanskje?
45	Sam:	Mhm.
46	S:	Det har jeg ikke tenkt på egentlig, men føler du at folk kanskje har litt høye
47		forventninger fordi du har den bakgrunnen du har?

48	Sam:	Ja.
49	S:	Ja, siden du har foreldre som...?
50	Sam:	Ja, og det med morsmål. Men der fokuserte vi egentlig mer på å lese og skrive, og forstå
51		språket sånn som du sa.
52	S:	Ja, absolutt. Ja, skal vi se... det jeg også lurte på var om du og læreren din, snakker dere
53		av og til om hva du liker i engelskfaget og hva du syntes du lærer best av? Som for
54		eksempel i foreldresamtaler eller lærer-elev samtaler.
55	Sam:	Eh... Nei, egentlig ikke.
56	S:	Nei? Eh... Og når du får oppgaver i engelsk, syntes du at de er helt passe utfordrende,
57		eller for lette, eller kanskje for vanskelige?
58	Sam:	De er helt passe.
59	S:	Akkurat passe?
60	Sam:	Det er ikke noe jeg må anstrenge meg for, men det tar ikke akkurat et minutt heller. Det
61		tar litt tid.
62	S:	Det tar litt tid, ja. Er det noen spesielle ting som... er det noe du kan tenke deg som er
63		utfordrende? Noen spesielle typer oppgaver da, tenker jeg.
64	Sam:	Eh... Nei?
65	S:	Nei? Ikke som du kommer på?
66	Sam:	Eller, sånne apostrofer. Hvor du skal ha apostrofer.
67	S:	Ja?
68	Sam:	Det er litt sånn forvirrende.
69	S:	Ja? Plasseringen av den liksom?
70	Sam:	Ja.
71	S:	Absolutt. Er det noe du syntes er for lett? Altså noen typer oppgaver du føler at du fyker
72		rett igjennom?
73	Sam:	Ja, verb oppgaver. Det er veldig mye verb.
74	S:	Mye verb, ja. Og det føler du at du mestrer?
75	Sam:	Ja.
76	S:	Så da blir det mye repetisjon?
77	Sam:	Mhm.
78	S:	Ja, absolutt. Hvis du får en sånn oppgave med verb da, er det typisk sånn der verbet
79		mangler og du skal fylle inn riktig?
80	Sam:	Ja
81	S:	Hva skjer når du er ferdig med det, hvis du gjør det ganske kjapt? Får du andre
82		oppgaver?
83	Sam:	Ja, som oftest.
84	S:	Ja. Men får du ny av en lignende oppgave, eller får du en helt annen type?
85	Sam:	Da kan det hende jeg får en helt annen oppgave, og kanskje jeg får begynne på leksene
86		og sånn.
87	S:	Kan du huske sist gang du fikk en oppgave, eller et opplegg, i engelsktimen som du
88		virkelig likte?
89	Sam:	Vel... akkurat nå holder vi på med en sånn presentasjon da, om hva vi ville likt å gjøre
90		på en roadtrip i USA i en uke. Så det er litt gøy.
91	S:	Ja, det er gøy ja. Hvorfor syntes du det er gøy da?
92	Sam:	For jeg får jo jobbe med andre.
93	S:	Ja?
94	Sam:	Også får jeg også jobbet selv. For da er det ikke sånn at læreren skal fortelle oss hvor vi
95		skal dra og hva vi skal gjøre der. Da får vi heller utforske selv.
96	S:	Mhm. Og det holdt dere på med nå?
97	Sam:	Ja.

98	S:	Og når dere var ferdig så skulle dere holde en presentasjon? Var det sånn det var?
99	Sam:	Ja. Da skal vi bare presentere den.
100	S:	Var det i gruppe?
101	Sam:	Ja, i grupper på to.
102	S:	To stykker? Ja. Men det er jo veldig gøy da! Eh... Hvis du skal beskrive hvordan en helt
103		vanlig engelsktime så ut, hvordan ville du beskrevet den?
104	Sam:	Vi pleier å ha sånn sirkel nesten, så ser vi hverandre i øynene.
105	S:	Ja?
106	Sam:	For miljøet kanskje, jeg vet ikke helt. Og så, eh... er det veldig mye akkurat nå, fordi vi
107		holder på å forberede oss på tentamen da....
108	S:	Mhm?
109	Sam:	Så går vi gjennom tentamenstekster, og så skriver vi veldig mye. Så... det er det. Mye
110		skriving...
111	S:	Så tentamen-forberedelser?
112	Sam:	Ja.
113	S:	Mhm. Så har jeg skrevet opp en hel masse forskjellig undervisningsmetoder her, så er
114		det hvilke av de følgende tingene gjør dere i engelsktimen? Så kan du svare sånn... ofte,
115		av og til, aldri. Det gjør ikke noe om du bruker litt andre ord, men liksom indikerer hvor
116		mye det skjer. Så det første er elevpresentasjoner.
117	Sam:	Eh... ofte.
118	S:	Ofte. Ser filmer... eller nei. Lager filmer?
119	Sam:	Aldri.
120	S:	Nei. Ser filmer eller videoklipp, som youtube for eksempel?
121	Sam:	Det er ofte.
122	S:	Ofte. Skriveoppgaver?
123	Sam:	Ofte.
124	S:	Ja. Læreren underviser? Altså at han står med tavlen og snakker?
125	Sam:	Ofte.
126	S:	Ja. Lesing?
127	Sam:	Av og til.
128	S:	Ja. Lytting.
129	Sam:	Eh...
130	S:	Typ sånn hvis de tar på en CD eller lydklipp som man skal høre og forstå.
131	Sam:	Av og til.
132	S:	Ja. Gruppearbeid? Jeg kan forsåvidt si at arbeid to og to er «i par», så hvis det mer enn
133		to da.
134	Sam:	Ja, ok. Eh... av og til.
135	S:	Ja. Arbeid i par? Altså to og to.
136	Sam:	Det er ofte.
137	S:	Ja. Grammatikkoppgaver hvor man setter inn det manglende ordet?
138	Sam:	Eh, av og til.
139	S:	Ja. Og så rollespill?
140	Sam:	Eh... Aldri.
141	S:	Aldri, nei. Så hvilke av disse gjør dere mest tenker du? Jeg kan snu så du kan se.
142	Sam:	Eh... vi gjør en god del at læreren underviser.
143	S:	At læreren underviser, det gjør dere mye?
144	Sam:	Mhm.
145	S:	Er det noen andre du vil dra fram, som skjer ofte? Kanskje to til?
146	Sam:	Ser filmer/videoklipp, som innledning til kapittelet.
147	S:	Ja?

148	Sam:	Og arbeid i par. Bare sånn at vi snakker av og til, sånne snakkeoppgaver.
149	S:	Sånn at hvis læreren stiller et spørsmål, så får dere beskjed om å snakke med den ved
150		siden av, så svare?
151	Sam:	Ja.
152	S:	Så var det hva dere gjorde minst? Det var vel lage film og rollespill du sa aldri på. Eller
153		var det flere du sa aldri på?
154	Sam:	Eh, nei.
155	S:	Så det er jo de du gjør minst da. Men er det andre som du føler du gjør veldig lite av,
156		som du kanskje skulle ønske det var mer av?
157	Sam:	Lesing kanskje.
158	S:	Lesing?
159	Sam:	Ja.
160	S:	Det er sånn dere gjør litt men ikke helt nok? Haha.
161	Sam:	Ja, haha.
162	S:	Men da tenker du sånn der du får lese i egen bok, eller får lese hele timen eller ganske
163		lenge?
164	Sam:	Ja, eller bare lesing i tekstboken også da.
165	S:	Ja! Der var jeg... Hvilke av disse måtene liker du best å jobbe med?
166	Sam:	Det er jo lesing, som sagt.
167	S:	Ja.
168	Sam:	Og se film og videoklipp. Og at læreren underviser da, litte grann også.
169	S:	Ja. Er det noen du syntes at du, for det er ikke nødvendigvis det samme, men er det noen
170		du syntes du lærer veldig godt av?
171	Sam:	Lesing. Og at læreren underviser. Det er kanskje de to.
172	S:	Ja, absolutt. Så er det hvordan du foretrekker å jobbe. Er det alene, to og to, eller i
173		grupper?
174	Sam:	Alene.
175	S:	Mest alene?
176	Sam:	Ja.
177	S:	Er det en grunn til at du foretrekker det?
178	Sam:	Nei, egentlig ikke.
179	S:	Nei?
180	Sam:	Men jeg føler bare at jeg kan få dekket mest alene enn hvis jeg jobber med noen som
181		kanskje ikke er helt med meg hele tiden.
182	S:	Ja. Er det fordi du føler at på grupper så er det så ulikt nivå at det blir vanskelig, eller
183		har det mer med at du trives bedre med å ha mer kontroll på det selv?
184	Sam:	Jeg trives bedre når jeg har kontroll.
185	S:	Absolutt, jeg kan skjønne den. Så sier jo du at du liker veldig godt å lese.
186	Sam:	Mhm.
187	S:	Er det ofte at du får lov til å velge ut egne bøker?
188	Sam:	Nei.
189	S:	Er det sånn at hvis dere leser en bok, så leser hele klassen det samme?
190	Sam:	Vi har ikke lest så mye bøker. Vi har ikke lest noen bøker tror jeg.
191	S:	Nei?
192	Sam:	Det har bare vært i tekstbøkene.
193	S:	Er det sånn at de skriver ut litt tekster også av og til?
194	Sam:	Nei.
195	S:	Nei, mest bare tekster i læreboken?
196	Sam:	Ja.
197	S:	Skulle du ønske at det var mer lagt opp til at du fikk velge egne bøker?

198	Sam:	Ja.
199	S:	Leser du mye hjemme?
200	Sam:	Ja.
201	S:	Eh... så er det, får du av og til skriftlig tilbakemelding fra læreren?
202	Sam:	Ja.
203	S:	Ja? Pleier den å være på norsk eller engelsk?
204	Sam:	Engelsk.
205	S:	Engelsk, ja. Syntes du det er til hjelp? Altså, lærer du av det?
206	Sam:	Ja, jeg gjør det.
207	S:	Får du både positive kommentarer og ting du kan bli bedre på, eller bare en av de?
208	Sam:	Jeg får ganske mye positive og negative, det er sånn 50/50.
209	S:	Ja? Sånn at hun tar fram litt ting du kan jobbe med og. Er det sånn at hvis du får beskjed,
210		for eksempel på formen på verbet, så blir du bedre på det. Sier de det da, at de ser at du
211		har blitt bedre på det?
212	Sam:	Nei, jeg tror ikke det.
213	S:	Du tror ikke det? Nei. Så er det muntlig tilbakemelding, det lurer jeg også litt på. Jeg
214		må bare si at det er ikke nødvendigvis når man har hatt et prosjekt, det kan også være at
215		i løpet av timen så kan læreren komme bort og gi deg en tilbakemelding på hvordan du
216		ligger an, og om ting har gått bra, om det er noe du må øve på. Den type ting da. Får du
217		av og til sånn type tilbakemelding?
218	Sam:	Nei.
219	S:	Nei. Eh... et spørsmål som jeg lurer på, men har glemt å skrive ned. I timene, foregår
220		det mest på engelsk der, eller på norsk?
221	Sam:	På engelsk. Vi får beskjed om å bare snakke engelsk ganske ofte.
222	S:	Kun engelsk, ja. Det er bra. Jeg tror vi har svart ganske greit på det meste da... Det gikk
223		litt fortere enn jeg trodde med disse intervjuene.
224	Sam:	Mhm.
225	S:	Men er det noe du har lyst til å fortelle om, noe du tenker er fint, eller ikke så fint, med
226		engelsktimer?
227	Sam:	Det er ikke bare meg, men alle er sånn... at læreren vår ser oss ganske mye.
228	S:	Ja?
229	Sam:	Det er ikke alltid sånn kjempegøy, men ja.
230	S:	Ja, at du føler at du har en lærer som ser dere som individer da?
231	Sam:	Ja.
232	S:	Det er jo kjempepositivt, og veldig fint. Er det noe du tenker kunne vært annerledes, for
233		at timene skulle vært enda bedre?
234	Sam:	Det er veldig mye skriving av og til.
235	S:	Ja, at det kunne variert litt mer kanskje?
236	Sam:	Ja. Det er sånn at læreren snakker, så skriver hun tavlen og så må vi bare skrive av. Og
237		så varer det kanskje i to timer, og det blir kjedelig etterhvert.
238	S:	Absolutt. Så jeg har skjønt at lesing savner du kanskje en del av. Men er det andre ting
239		du tenker kunne vært greit å ha litt mer av?
240	Sam:	Egentlig ikke.
241	S:	Nei, mest lesingen du savner?
242	Sam:	Mhm.
243	S:	Og valget av egen litteratur?
244	Sam:	Ja.
245	S:	Men ok, da tenker jeg at vi har svart på alt.

Transcription Eli

1	S:	Ja, først lurer jeg på hva du legger i begrepet tilpasset opplæring?
2	Eli:	Det legger jeg i at elevene får de behovene de trenger for å utvikle seg, for å nå sitt
3		potensiale.
4	S:	Ja. Eh... Nå snakker jeg spesifikt om de elevene som har morsmål eller noe i engelsk
5		da. Så kan du huske sist du gjorde noe tilpasning sånn spesifikt til dem?
6	Eli:	De ber ofte om det også.
7	S:	Ja, de ber om det? Hva slags oppgaver er det de gjør da?
8	Eli:	Ofte dreier det seg om at de har lyst til å skrive mer, de har lyst til å skrive lenger tekster,
9		og få fremovermelding på det de skriver.
10	S:	Ja?
11	Eli:	Og det blir ofte og til at de får lov til å lese annen litteratur, med litt mer tyngde i.
12	S:	Ja.
13	Eli:	Og lenger tekster.
14	S:	Og så sa du at det er noe de ber om selv også?
15	Eli:	Mhm.
16		[
17	S:	At det ikke bare... ja. Syntes du det er utfordrende å tilpasse til disse elevene?
18	Eli:	Nei.
19	S:	Nei?
20	Eli:	Det er mer utfordrende å tilpasse til de som ikke kan så mye.
21	S:	Ja. Og du tenker det er lettere med de som har…?
22	Eli:	Ja. Og det er veldig kjekt, å få noen som er ivrig og har lyst.
23	S:	Ja?
24	Eli:	Det er klart det er mer utfordrende hvis... Jeg har og vært borti en elev som, det var
25		faktisk ikke morsmål men bare en enorm interesse for språket...
26	S:	Ja?
27	Eli:	Og vil ha mye oppmerksomhet gjerne. Det kan være utfordrende. Hvis de ønsker veldig
28		mye av deg da. Da er man jo ikke en publisher da, men en lærer.
29	S:	Ja, absolutt.
30	Eli:	Men ja, jeg syntes det er kjekt.
31	S:	Ja. Og så er det hvor motiverte, nå var det vel (x-antall) jeg hadde fra din klasse da... ser
32		du for deg at eleven er veldig motivert i faget?
33	Eli:	Elevene er veldig motiverte.
34	S:	Ja?
35	Eli:	Og det jeg har tenkt på litt på forhånd i forhold til dette her, som kanskje passer godt å
36		si nå, er jo det at det kommer jo veldig an på personligheten til den elven.
37	S:	Ja.
38	Eli:	Ja, rett og slett.
39	S:	Ja, hva tenker du om det?
40	Eli:	Da tenker jeg at hvis du er litt mer introvert og lyttende og ønsker å lære, så er det jo
41		ikke så utfordrende som noen som har lyst til å bli sett på hele tiden og ønsker veldig
42		mye av meg da.
43	S:	Jaja!
44	Eli:	Så det kommer litt an på... ja hvor mye de ønsker å... ja.
45	S:	Ja, så du tenker at noen personlighetstyper er lettere å ha med å gjøre når de er veldig
46		flinke.
47		[

48	Eli:	Selvfølgelig.
49	S:	Ja. Det kan jeg skjønne. Så lurer jeg på om du og eleven av og til snakker sammen om
50		hva de ønsker å gjøre i engelskundervisningen og sånt?
51	Eli:	Ja.
52	S:	Ja? Er det mest i sånne samtaler, eller skjer det litt spontant også?
53	Eli:	Det skjer litt spontant også.
54	S:	Ja?
55	Eli:	Men man merker at de er jo unge. Så selv om de er dyktige og gjerne har et ordforråd,
56		så er det jo alltid mye å snakke om. Altså de er unge og har ofte veldig nytte av å sitte
57		og følge undervisningen. Fordi... i timene så... vi har mange fremmedspråklige elever
58		på skolen vår.
59	S:	Mhm.
60	Eli:	Som jeg merker at har veldig nytte av å få oversatt. Og når vi snakker om ord og
61		begreper så må man nødvendigvis bruke norsk, forklare, jeg spør de hva er dette på
62		norsk.
63	S:	Mhm.
64	Eli:	Så da får de utvidet ordforrådet på begge språk. Det ser jeg jo at disse elevene trenger
65		veldig mye.
66	S:	Ja?
67	Eli:	Og norsklærerne sin store fortvilelse er at elevene er bedre i engelsk enn i norsk.
68	S:	Ja.
69	Eli:	Så vi får rett og slett påpakning om, og pålegg om, å sørge for at vi ikke bare kjører et
70		engelskløp.
71	S:	Mhm.
72	Eli:	Selv om det er en elev som er talentfull på å skrive og snakke engelsk da.
73	S:	Ja. Fordi det også er så mange andre som trenger det?
74	Eli:	Nemlig. Og vi kan ikke ha et fullstendig sideopplegg, når vi har plenumsting og jobber
75		med språk og utvikling så får de stort nytte av å være i det.
76	S:	Ja, absolutt.
77	Eli:	Så det er ikke sånn at det hele tiden blir en parallell tilpasset opplæring.
78	S:	Neida. Så de er litt med i vanlig, og litt at de får oppgaver?
79	Eli:	Ja. Og da er det gjerne litt ekstra. Jeg er ikke sånn at alle gjør det samme i lekser.
80	S:	Nei?
81	Eli:	Det legger jeg og i begrepet tilpasset opplæring. Disse fellesleksene for leksenes skyld,
82		det er... helst ikke liksom.
83	S:	Mhm. Eh, ja. Da var jo det neste spørsmålet om de følger ordinært opplegg eller får et
84		eget, men det høres jo ut som det er litt av begge deler da.
85	Eli:	For det er jo oppgaver, og oppgavene i dag er veldig gode. Altså de oppgavene vi har
86		til læreverket er veldig gode. Fordi de får jo putte i det... de er åpne, og det dreier seg
87		mye om å putte i det mening og sånt. Så det er jo egentlig tilpasset i seg selv.
88	S:	Ja? Fordi de er så åpne at du kan jobbe med de litt som du...?
89	Eli:	Ja.
90	S:	Ja! Disse elevene, jobber de mest alene, i par, eller i gruppe?
91	Eli:	Eh... en god blanding. Passer på å variere.
92	S:	Ja, du passer på å variere, ja.
93	Eli:	Ja, de har jo, jeg har jo klart i tankene de elevene du... Men jeg har jo tidligere elever,
94		og jeg har jo 10 trinn også, og jeg har jo de i tankene når jeg svarer og.
95	S:	Absolutt.
96	Eli:	Og de liker jo gjerne være i en slags form for lærerrolle, altså de liker jo å jobbe i grupper
97		for å lære bort og dele sin kunnskap.

98	S:	Ja?
99	Eli:	Og det er veldig fint.
100	S:	Ja!
101	Eli:	Og det er jo et av mine mottoer til de «if you want to learn, teach». Sant, at de kan dele
102		kunnskap.
103	S:	Mhm.
104	Eli:	Uten at det blir patronizing da, så man... ja får til det. Og så passer jeg på noen ganger
105		at de jobber med noen på sitt nivå. For det er det nesten alltid og liksom, at det er folk
106		som ikke har det som morsmål, men er veldig dyktige.
107	S:	Mhm.
108	Eli:	Engelsktalende. På samme refleksjonsnivå da, så de får en de kan ha som
109		sparringpartner da, som de kan få utbytte av.
110	S:	Ja.
111	Eli:	Så det blir en god blanding da.
112	S:	Ja. Det høres jo fornuftig ut. Jeg har bare skrevet opp en bunke med forskjellige
113		arbeidsmetoder da. Så er det hvilke av disse metodene du har brukt i klasserommet da,
114		så er det sånn, ofte, av og til, aldri. Så for eksempel presentasjoner, muntlig
115		presentasjoner. Er det noe dy bruker noe særlig?
116	Eli:	Sånn en foran klasse, eller to foran klassen?
117	S:	Ja, eller i grupper.
118	Eli:	Sjeldent.
119	S:	Sjeldent, ja. Lage film?
120	Eli:	Noen ganger.
121	S:	Ja. Se filmer og videoer, for eksempel fra youtube?
122	Eli:	Noen ganger, ja.
123	S:	Ja, eh... skriveoppgaver?
124	Eli:	Ja.
125	S:	Ganske ofte da tenker du, eller ikke så ofte?
126	Eli:	Ofte nok. Men ofte småtekster.
127	S:	Nei da, for det trenger ikke være snakk om en hel stil.
128	Eli:	Og da blir det ofte også samskriving.
129	S:	Ja, så du varierer litt så det ikke bare er individuelle skriveoppgaver?
130	Eli:	Veldig. Jeg er veldig opptatt av samarbeid.
131	S:	Ja. Eh... tavleundervisning?
132	Eli:	Det skjer litt. Hver time.
133	S:	Ja? En liten del hver time liksom?
134	Eli:	Liten del hver time, ja.
135	S:	Så er det lesing, at elevene leser?
136	Eli:	Ofte.
137	S:	Ja. Lytting?
138	Eli:	Ofte.
139	S:	Ja. Arbeid i par?
140	Eli:	ofte.
141	S:	Arbeid i grupper?
142	Eli:	Ofte.
143	S:	Fill-the-gaps type Grammatikk oppgaver da?
144	Eli:	Aldri, haha.
145	S:	Og så er rollespill den siste jeg har skrevet opp.
146	Eli:	Av og til.

147	S:	Ja. Leser elevene av og til engelsk litteratur? Altså da tenker jeg sånn, bøker eller lenger
148		tekster. Skjer det at de leser det i timene?
149	Eli:	Mhm. Og nå tenker du spesifikt på de vi snakker om? Eller klassen.
150	S:	Ja, i klassen generelt kanskje?
151	Eli:	Mhm (bekreftende).
152	S:	Så er det om de får velge ut sitt eget lesestoff eller om dere leser sammen?
153	Eli:	De får ofte velge sitt eget, på den måten at vi har... dette læreverket inneholder langt
154		mer enn vi klarer å dekke når man kjører noen lunde samme løp. Så vi kjører ofte sånn
155		at de finner en selvvalgt tekst innad der.
156	S:	Ja. I læreverket da?
157	Eli:	Ja.
158	S:	Hvis dere leser bøker da? Sånn skjønnlitteratur. Er det klassesett eller...?
159	Eli:	Vi har et klassesett på hvert trinn egentlig.
160	S:	Ja, ok.
161	Eli:	Så vurderer man ut ifra år til år om dette passer til dette trinnet.
162	S:	Mhm.
163	Eli:	Rett og slett. Jeg må innrømme at jeg brukte biblioteket mer før, at de gikk og valset og
164		fikk velge egne bøker. Men jeg fikk ikke sånn kjempegod erfaring med det.
165	S:	Nei? Så var det litt mer om sånn... vurdering. Jeg har brukt litt fagbegreper, men gir du
166		elevene muntlig formativ vurdering?
167	Eli:	Ofte.
168	S:	Ganske ofte? Hva slags ting er det som blir tatt opp da?
169	Eli:	Jeg går jo gjerne inn nå de... i og med at jeg har lite plenumstid og tavle, så benytter jeg
170		alltid anledningen der og da. Hvis de sitter og jobber med en tekst, sånn og sånn. Så går
171		jeg inn og så sier jeg... jeg er ganske direkte, og det sier jeg til de på forhånd og. Og vi
172		gjør en avtale om at dette sier jeg bare fordi de skal videre der og da.
173	S:	Ja?
174	Eli:	Altså, jeg pakker ikke inn ting. Spesielt når det gjelder grammatikk og alt sånt da.
175	S:	Mhm.
176	Eli:	Altså gir vi... og dette er på refleksjon. For det er jo... Men nå snakker du om klasse
177		igjen, nå snakker du ikke om disse elevene?
178	S:	Neida, dette er mer på klassenivå.
179	Eli:	Ja, for dette blir jo... Men det gjelder jo alle. At alle får.
180	S:	Ja.
181	Eli:	Og jeg prøver jo, at de ikke skal gå og bære på ting som skal korrigeres. Altså hvis vi
182		har et spesifikt emne, apostrofbruk
183	S:	Ja?
184	Eli:	At de virkelig kan ha forstått dette her når de går hjem eller etter den timen.
185	S:	Mhm.
186	Eli:	Altså... men det tar jo lenger tid å skjønne at dette dreier seg om et hjelpeverb, et
187		pronomen, sant.
188	S:	Mhm.
189	Eli:	At det må man trene på, men at de har skjønt hovedprinsippet. Og da er det veldig
190		direkte på sak, og direkte meldinger. At man ser på.
191	S:	Ja.
192	Eli:	Og da blir det veldig sånn en til en. Sånn «ok...» og så gir jeg eksempler helt til de
193		begynner å demre da.
194	S:	Ja.
195	Eli:	Og det er jo ofte at det bunner i noe man skulle skjønt mye tidligere, og så blir det mye
196		vanskeligere å forstå. Men så er det og det at elever føler seg så veldig flink i engelsk,

197		og har jo så lyst til å jobbe på et nivå som de rett og slett ikke har refleksjonsnivået til.
198		For det er jo det som settes på et høyere nivå.
199	S:	Ja.
200	Eli:	At du kan reflektere og se ting på en helhetlig måte. Og da kan jeg jo si at «vet du, dette
201		her det kommer med tiden», for det er jo noen ting man ikke kan dytte og pushe
202		kognitivt, sant.
203	S:	Ja, absolutt.
204	Eli:	Men det å skape en ro rundt at, «nå tar vi den tiden vi trenger til dette». Det er viktig for
205		meg at de får slappe av i kunnskapen sin.
206	S:	Ja.
207	Eli:	Og noen ting i engelsken, er bare mekaniske, sant?
208	S:	Mhm.
209	Eli:	Grammatikk som er sånn. Og så har vi det kjekt med uttale og sånt. Og da, hvis det er
210		noen som ikke får til th-lydene og sånt da, så tar vi det alene og en til en. Så får vi ut
211		den tungespissen og har det litt kjekt med det.
212	S:	Ja.
213	Eli:	Så jeg er liksom både på detalj-nivå, men og på et breiere nivå.
214	S:	Mhm.
215	Eli:	Men det er jo klart at det å være lærer... at det å jobbe med vurdering for lærer og sånt,
216		og jobbe med at de skal få denne kontinuerlig. Det er jo selvfølgelig en frustrasjon om
217		man ikke får gjort det i løpet av den tiden man har da.
218	S:	Ja, absolutt.
219	Eli:	På daglig nivå! Så det gjelder å ha et stort spenn på det da.
220	S:	Ja. Det med tiden er et problem jeg hører hver gang jeg intervjuer lærere, hehe.
221	Eli:	Ja.
222	S:	Jeg lurer også på, når du gir formativ vurdering, bruker du da mest norsk, engelsk eller
223		kommer det an på hvem du snakker med.
224	Eli:	Det kommer helt an på hvem jeg snakker med.
225	S:	Så med disse elevene som har morsmål og sånt, så pleier du å bruke...?
226	Eli:	Engelsk, ja. Og det er derfor, i og med at jeg ønsker denne samhandlingen, og jeg ser
227		hva for en effekt det har, sånn som vi sitter nå, så er jo det en hovedgrunn. Det er jo
228		veldig viktig da at det gis mye rom for å samhandle.
229	S:	Mhm.
230	Eli:	At de blir liksom et mål i min undervisning at de blir selvstendige lærende. At de blir
231		selvstendig i læringsprosessen sin.
232	S:	Ja, at de kan styre seg litt selv og sånt.
233	Eli:	Absolutt!
234	S:	Skal vi se, hvor var vi. Ja. Så er det det, når du gir tilbakemelding til elevene dine
235		muntlig, ser du det igjen at de faktisk jobber med det senere og sånt?
236	Eli:	Mhm. Det er uvurderlig, den typen... Mye mer enn den skriftlige fram og
237		tilbakemeldingen. Den fungerer veldig mye bedre, og den «has an impact».
238	S:	Ja.
239	Eli:	Ja.
240	S:	Så er det det med skriftlig formativ vurdering. Gir du det også?
241	Eli:	Mhm.
242	S:	Ja? Hva slags språk bruker du der?
243	Eli:	Det og varierer etter mottaker. Men til disse bruker jeg engelsk.
244	S:	Ja.
245	Eli:	Ja, til din målgruppe.
246	S:	Ja. Så er det hva slags ting som blir tatt opp når du gir skriftlige tilbakemeldinger?

247	Eli:	Da går det ut ifra det kriteriet vi har satt opp i forhold til teksten.
248	S:	Mhm.
249	Eli:	Fra innholdet.
250	S:	Eh... Også igjen der, er det sånn at du ser det igjen at de har jobbet med
251		tilbakemeldingene?
252	Eli:	Ja, mange.
253	S:	ja?
254	Eli:	De blir jo oppfordret til å ta med de. At de kan se på tidligere fremovermeldinger, til når
255		de har tentamener eller eksamener, som skal føre til en mer summativ form da.
256	S:	Mhm, absolutt. Nå har jeg vært gjennom de spørsmålene jeg har. Men hvis det er noe
257		mer innen dette tema som du ønsker å fortelle om så er det veldig åpent for det. Så skal
258		jeg tenke på om det er noe jeg føler jeg må spørre om og, hehe.
259	Eli:	Nei, altså... Det er jo dette med morsmålsopplæring, som jeg vet at elev har hatt. Eleven
260		har det ikke nå, for nå har eleven valgt et annet tilleggsfag, ehm... Ja. Det er jo lite
261		sammhandling mellom morsmålsopplæringen og oss. Når vi går gjennom disse, ehm,
262		hva heter disse... De heftene vi får som vi ser på? Tilpasset språklige.
263	S:	Ja?
264	Eli:	Så ser man på det, og da er det jo mye spørsmål som dreier seg om
265		morsmålsopplæringen. Og vi har jo, vi vet jo ikke hvordan de jobber. Og altså, stakkars
266		folk, som skal rundt på 6 skolen... Altså de reiser jo mye i løpet av en dag. Det har jo
267		ikke... ja.
268	S:	Ja. Så du tenker at det samarbeidet der har forbedringspotensial, for å si det sånn?
269	Eli:	Ja, helt klart. Vi vet jo ikke. Men ja, det har vært mye forskjellig jobbing der.
270	S:	Er det sånn at du ser forskjeller etter hvilke lærere de har hatt der?
271	Eli:	Nei, og det er sjeldent vi får engelske morsmålselever. Det er jo det.
272	S:	Ja, for det er kun de som har... eller er det noen spesielle kriterier om hvem som får det?
273	Eli:	Jeg vet ikke med kriteriene heller.
274	S:	Nei, ikke jeg heller. For jeg vet jo at med andre språk er det jo mange som mottar det,
275		men med engelsk har jeg ikke hørt så mye om det.
276	Eli:	Nei. Hva er det som gjør at du er mer interessert i det og morsmålsundervining, og ikke
277		engelskundervisning generelt.
278	S:	Det er egentlig bare et område jeg ikke har klart å finne noe om.
279	Eli:	Nei?
280	S:	Som jeg har et ønske om å finne ut mer om. Så jeg har funnet et lite hull i, på en måte,
281		i forskningen da. Så vil jeg bare finne ut mer. Det er litt som å se på, men ikke
282		nødvendigvis, de som har høyt potensial, sant. For de ligger gjerne foran i det muntlige,
283		men vi vet liksom ikke så mye om det. Og så er det ikke så mange elever at jeg kan ta
284		utgangspunkt i et helt klasserom.
285	Eli:	Nei. Men har du fått napp fra de som er morsmålslærere da? Har du intervjuet de.
286	S:	Jeg har ikke snakket med noen morsmålslærere, men kanskje det hadde vært interessant.
287	Eli:	Det må du gjøre da. Det er jo der problemet ligger kanskje. For du kan jo spørre eleven,
288		for hun reiste til en annen skole og sånt. Den læreren kom ikke hit. Så det kan jo være
289		en medvirkende årsak til at eleven har byttet.
290	S:	Ja.
291	Eli:	Men jeg og vil jo tro at for denne eleven og andre, at det er langt mer interessant og lære
292		seg et tredjespråk.
293	S:	Ja, fordi engelsk får du jo uansett gjennom skolen?
294	Eli:	Masse. Masse, masse.

Transcription Kari

<u>Del 1.</u>

1	S:	Først så lurer jeg på hva du legger i begrepet tilpasset opplæring?
2	Kari:	Det betyr jo egentlig at du skal prøve å tilpasse det til det nivået elevene er på, og hjelpe
3		de der de er.
4	S:	Ja. Nå spør jeg litt mer spesifikt om disse elevene da. Så om du kan huske sist gang du
5		gjorde noen tilpasninger spesielt med tanke på disse elevene da?
6	Kari:	Jeg har snakket med de elevene jeg har nå, som er to-språklige i engelsk og norsk, så
7		har jeg snakket med de om at jeg vet at de er det.
8	S:	Ja?
9	Kari:	Og så har jeg og sagt at, og spurt de om, at når vi går gjennom grammatikk at de kan
10		for eksempel gå rundt å hjelpe de andre litt. Litt som en lærerfunksjon.
11	S:	Ja?
12	Kari:	Og det har de sagt at de ønsker. Eh... men så tror jeg samtidig at det som vi gikk gjennom
13		i grammatikk, at de trengte å ha den undervisningen selv.
14	S:	Ja.
15	Kari:	Så har jeg også sagt til de at hvis... Når vi holder på med emner, at hvis de blir raskt
16		ferdig at de to kan få gå ut sammen. Men der har vi ikke kommet enda.
17	S:	Nei.
18	Kari:	Nei. Men der tenker jeg i hvert fall at hvis de blir kjapt ferdig med ting, at hvis de syntes
19		tekstene vi holder på med er sånn... at oppgavene blir alt for lette for de. Så tenker jeg
20		at jeg må tilpasse til de på det nivået de er på.
21	S:	Absolutt.
22	Kari:	Men jeg vet jo foreløpig ikke så godt hvilket nivå de to er på, bortsett fra at de snakker
23		engelsk flytende.
24	S:	Ja. Syntes du det er utfordrende å tilpasse til de?
25	Kari:	Ja, når man er alene lærer, så syntes jeg det er vanskelig med spriket som man har. Fordi
26		du har noen som ligger på 2, og nesten ikke snakker engelsk. Og så har du noen som
27		snakker det helt flytende. Og så skal du tilpasse det til alle i klassen. Så jeg syntes
28		egentlig at det med tilpasset opplæring er en god tanke, men det tar tid å bli kjent med
29		elevene. Og en del ting... oppgaver er det lett å tilpasse, mens hvis man for eksempel
30		skal gå gjennom noe... La oss si hvis vi for eksempel skal ha om, eh... Short stories, eller
31		en formativ tekst.
32	S:	Ja?
33	Kari:	Så er det vanskelig å tilpasse det til både de som er, i hermetegn, «svak» i engelsk og
34		de som er «sterke». Så da blir det jo til at hele klassen blir med, så er det jo etterpå at
35		man på en måte kan tilpasse til at hvis det går veldig greit så kan de få mer avanserte
36		oppgaver, og noen trenger da å få mer hjelp til å skjønne det som jeg går gjennom.
37	S:	Ja.
38	Kari:	Så å være én lærer på en hel klasse er jo en utfordring når man har forskjellige nivå.
39	S:	Absolutt.
40	Kari:	Ja.
41	S:	Eh... Nå vet jeg jo at det er ganske tidlig i året og sånt da, men oppfatter du disse to
42		elevene som du har nå som veldig motiverte for å lære seg mer engelsk, eller er de mer
43		sånn...?
44	Kari:	Ja. Jeg opplever jo at den ene eleven jeg har ønsker jo at all prat fra meg til klassen skal
45		foregå på engelsk, også når vi snakker om grammatikk.

46	S:	Mhm.
47	Kari:	Og da sa jeg jo at jeg snakker jo mest engelsk, men akkurat når det gjelder engelsk så
48		switcher jeg en del innom norsk for at jeg skal få alle med meg.
49	S:	Mhm.
50	Kari:	På den andre siden så er jeg jo enig i, og det er og min filosofi, at jo mer jeg snakker
51		engelsk med klassen, jo bedre blir klassen som helhet i engelsk.
52	S:	Mhm.
53	Kari:	Eh... Jeg har ikke helt skjønt hvor de er nivåmessig i forhold til å skjønne de ulike
54		teksttypene som vi holder på med. Så det er jeg litt usikker på. At de har godt ordforråd
55		det merker jeg jo, og at de på en måte prater engelsk fritt det merker jeg også. Men jeg
56		vet ikke helt hva slags nivå de er på egentlig, helt enda.
57	S:	Nei?
58	Kari:	Jeg går ut ifra at de er på høyt nivå, men det er jo vanskelig å vite før man egentlig får
59		inn nok materiale til å vurdere de på da.
60	S:	Absolutt.
61	Kari:	Vi driver jo med vurdering for læring, i stede for av læring nå. Så vi setter bare karakter
62		en gang i semesteret. Så vi har mindre fokus på vurdering enn vi har hatt før.
63	S:	Ja.
64	Kari:	Så nå er det mer jobbing med oppgaver, jobbing med tekst. Så ja... Jeg har jo bare to
65		timer i uken i engelsk på det trinnet. Så det tar jo litt tid å bli kjent med de.
66	S:	Ja, absolutt.
67	Kari:	Samtlige, egentlig.
68	S:	Du var litt inne på det allerede da. Men snakker du av og til med elevene om hva de
69		ønsker å gjøre i engelskundervisningen?
70	Kari:	Jeg ser vel egentlig... Ja, jeg kan snakke med de om hva de ønsker. Samtidig så ser jeg
71		vel egentlig mer på hva klassen har behov for. Og så har vi jo på en måte noen emner
72		som vi er innom. Den boken vi har, har seks kapitler, og der kan vi jo sammen med
73		klassen bestemme hvilke kapitler vi skal gå innom.
74	S:	Mhm.
75	Kari:	Det er jo en måte å spørre de på. Men tenkte du mer på hva, for eksempel, på hva de
76		som er tospråklige har lyst til å gjøre?
77	S:	Ja, for eksempel med at den ene eleven har lyst til å du skal snakke engelsk hele tiden.
78	Kari:	Ja, det gjør jeg jo i utgangspunktet uansett. Ja... Det som jeg opplever med det, når jeg
79		har elever som er veldig sterk i engelsk, enten at de er tospråklige fra hjemmet eller har
80		bodd i et engelsktalende land fra før og mestrer det godt, kanskje også både det skriftlige
81		og det muntlige. Det som jeg opplever er at når jeg spør de, så er det ikke alltid at de vet
82		hva de vil. Det er jo lett å si «les en bok» eller noe, men skal de fordype seg mer i det
83		emnet? Skal de da gå over på å lese, la oss si at de i naturfag har om kroppen, skal de
84		lese om det på engelsk i stede? Skal de kunne fordype seg i det på engelsk i stede for?
85	S:	Mhm.
86	Kari:	Ja, jeg syntes det er litt vanskelig egentlig.
87	S:	Absolutt. Eh… nå mistet jeg litt hvor jeg var. Er det sånn at de elevene følger det
88		ordinære opplegget, eller er det sånn at de av og til får eget opplegg hvor de får andre
89		oppgaver utdelt?
90	Kari:	Nei det er begge deler.
91	S:	Begge deler?
92	Kari:	Det kommer litt an på elevene selv. Fordi, sånn som jeg legger opp undervisningen så
93		er det jo ganske mye. Altså en ting er språkinnlæringen, at man skal øve seg på ord,
94		grammatikk og muntlig. Men så er det jo og en del, på en måte, faglig pensum. Og jeg
95		legger kanskje veldig mye vekt på det å kunne reflektere fritt på engelsk, og dermed så

96		blir jo en del av det vi holder på med i klassen aktuelt for mange. Det som da blir
97		forskjellen da er jo evnen til å prate, og hvor fritt du prater om det på engelsk. Og da
98		kan man jo gå sammen, vi bruker jo en del gruppeundervisning på det, to og to, eller
99		små grupper, at man da heller kan jobbe i små grupper for å tilpasse.
100	S:	Ja, sånn at du plasserer de litt bevisst i grupper?
101	Kari:	Ja. Samtidig vist de på en måte syntes det er kjedelig, så er jeg åpen for å finne
102		tilleggsstoff eller helt andre opplegg.
103	S:	Mhm.
104	Kari:	Ja.
105	S:	Så det tar du liksom litt etter hva du og eleven finner ut av sammen da?
106	Kari:	Ja, det er litt om hvem du er som elev og hvilke interesser du har. For noen av de som
107		er tospråklige ønsker jo å bare ha det for å surfe i, og slappe av litt i det faget. Sånn at
108		de ikke trenger å jobbe så hardt, for det er jo mange fag de skal gjennom på
109		ungdomsskolen. Mens andre da, de ønsker jo å få utvikle seg, å utvikle seg videre. Og
110		da gir man jo de det i forhold til hva de ønsker, enten bøker eller opplegg på et høyere
111		nivå.
112	S:	Ja, absolutt.
113	Kari:	Eller å gå dypere inn i noe de syntes er spennende, kanskje innenfor det emnet vi holder
114		på med da.
115	S:	Ja.
116	Kari:	Mhm.
117	S:	Jobber elevene mest alene, i par eller i gruppe?
118	Kari:	Det er veldig variert. Ja, nei. Jeg varierer i undervisningen, både at de jobber individuelt,
119		to og to med sidemannen, i grupper, i plenum – men på en måte på ulike måter. At man
120		sitter i ro mens noen går rundt, altså speed date, communication circles, altså det er
121		forskjellige måter å jobbe individuelt men i grupper på da.
122	S:	Ja. Så du legger kanskje litt vekt på å variere kan det høres ut som.
123	Kari:	Ja, ja. Og nå har de også hatt en del valgfritt der de skal jobbe med tekstsamling, og da
124		kunne de velge om.... å lese og svare på spørsmål. Alle måtte jo lese tekstene
125		selvfølgelig, så måtte man da svare på spørsmål individuelt, eller to og to skriftlig. Man
126		kunne også gå sammen i grupper og svare muntlig, og bare skrive ned nøkkeltall. Sånn
127		at de fikk velge mellom det, ja.
128	S:	Ja. Jeg har bare skrevet opp en liste med masse metoder man kan bruke for undervisning.
129		Så kan man svare litt sånn «ofte, av og til, aldri». Så for eksempel, presentasjoner da, er
130		det noe dere gjør noe særlig av? (Lærer har fått listen med arbeidstypene foran seg).
131	Kari:	Tenker du på engelskundervisning på alle trinn?
132	S:	Nå snakker jeg om den klassen du har nå da.
133	Kari:	Ja, altså… før hadde vi nok mer presentasjoner, det er mindre av det nå.
134	S:	Ja?
135	Kari:	Faktisk. Ja egentlig, nå er det mer over på at de lager ting selv, at de prater i grupper, at
136		man har type speed-dating og communication circles. Ja.
137	S:	Ja.
138	Kari:	Lage film? Noen ganger kan de få velge mellom å lage podcast og å lage film, eller å
139		ha presentasjon eller skriftlig innlevering.
140	S:	Ja.
141	Kari:	Skriftlige oppgaver, det har vi. Og sånn svare på spørsmål inni bok, det gjør vi og.
142	S:	Mhm.
143	Kari:	Og så har vi en del sånne skriftlige sånne... skrift... hva heter det? Ikke skrift....
144		Teksttyper! Som de skal å kunne, så de øver vi mye på. For eksempel den five paragraph
145		essay som de begynner såvidt på, og den er en vanskelig sjanger for en del elever.

146	S:	Ja.
147	Kari:	Så den begynner vi litt sånn lett med i 8. klasse, så da må vi vite hva er innledning, hva
148		er paragraph 1, 2, 3, og hvordan skal du bygge teksten da.
149	S:	Absolutt.
150	Kari:	Eh... Tavleundervisning. Ja, litte grann, ikke nødvendigvis så veldig mye. Mye prat
151		egentlig.
152	S:	Ja?
153	Kari:	Lesing? Ja, vi leser litt, men gjerne i gruppe. Jeg leser ikke så veldig mye i plenum
154		lenger, gjør det noen ganger, men gjorde det mer før. Ja. Nå i 8. har jeg gjort det for å
155		lodde stemningen litt for å se hvor mange som tør. For jeg hadde en klasse i 3 år hvor
156		det var veldig få som turte, og da måtte jeg bare gå vekk fra det. Så da gikk de sammen
157		to og to eller i grupper. Men nå ser jeg at det er en del som tør, og dermed kan jeg være
158		trygg på at jeg kan blande de med hvem som helst på en måte.
159	S:	Ja.
160	Kari:	Lytting? Ja, det har vi en del. Eh... når man har, vi har et verk som heter connect og det
161		har alle tekstene innlest. Så da kan alle elevene selv lytte.
162	S:	Ja?
163	Kari:	Og så oppfordrer jeg de til å bruke en ordbok som heter ordnett, for der kan du også
164		lytte til uttalen på alle ordene.
165	S:	Ja, lurt.
166	Kari:	Arbeid i par, det gjør vi. Arbeid i grupper det gjør vi. Fill-the-gaps oppgaver har jeg hatt
167		lite av i år, men har hatt det mer før.
168	S:	Mhm.
169	Kari:	Har det kanskje når vi holder på med grammatikk.
170	S:	Ja.
171	Kari:	Men så må det jo inn i språket igjen. Noen gjør det jo veldig godt, men så glipper det
172		når de for eksempel skal bruke preposisjonene.
173	S:	Ja, når de må bruke det i egne setninger?
174	Kari:	Ja. Rollespill, det syntes jeg er kjekt, men vi har ikke hatt så mye av det i år. Men det er
175		også noe vi gjør.
176	S:	Ja. Så lurte jeg mer på litteratur, om de leser litt litteratur i forbindelse med engelskfaget
177		da?
178	Kari:	Ja, vi leser en god del litteratur.
179	S:	Ja?
180	Kari:	Både utdrag av autentiske tekster, holdt jeg på å si, altså tekster som er skrevet av
181		engelskspråklige mennesker. Utdrag av romaner, utdrag av informative tekster og
182		artikler, utdrag av short stories. Vi leser en del short stories, dikt og romaner.
183	S:	Ja.
184	Kari:	I 9. og 10. har vi vanligvis en roman på hvert år.
185	S:	Ja.
186	Kari:	Ja. Men vi bruker for eksempel... ja i 10. så er det for eksempel den boken en del om
187		democracy and citizenship, og det er har jeg gjerne hatt i forbindelse med nobels
188		fredspris.
189	S:	Ja?
190	Kari:	I forhold til menneskerettigheter, og jobber tverrfaglig sammen med samfunnsfag. Og
191		da har jeg, for eksempel i fjor, og da hadde vi det akkurat i det han Denis Mukwege
192		Nadia Murad vant fredspris. Og da gikk vi veldig inn i de tekstene og lyttet til hvordan
193		de tekstene var.
194	S:	Mhm.
195	Kari:	Og diskuterte rundt de.

196	S:	Ja.
197	Kari:	Ja. Så mye av det vi bruker er litteratur, ja.
198	S:	Ja. Er det av og til sånn at elevene får velge sitt eget lesestoff da eller?
199	Kari:	Nei, det har vært en blanding. I bøkene er det jo en del utdrag, og en del av de elevene
200		som blir kjapt ferdig. Vi har jo noen tekster som er felles, og så har man noen tekster
201		som er valgfrie, og da kan de velge mellom om de vil lese den eller den short story'en
202		for eksempel da i boken.
203	S:	Ja.
204	Kari:	Eh... I de fleste, siste årskullene jeg har hatt, da har vi lest samme bok. Tidligere har jeg
205		lest at vi har valgfrie bøker.
206	S:	Ja?
207	Kari:	Eh... jeg syntes det er både hell og ikke, eller fordeler og ulemper med begge deler
208		egentlig.
209	S:	Ja.
210	Kari:	Fordelen med å ha en felles bok er at man får et felles grunnlag for å forstå en bok, og
211		at man får ulike tolkninger og ulike måter å prate om boken på. Og man kan gå i dybden
212		sammen, med det som står mellom linjene for eksempel, symbolikk. Det er litt
213		vanskeligere enn hvis alle har felles bok, men samtidig så oppfordrer jeg jo de til å lese
214		bøker.
215	S:	Mhm.
216	Kari:	Og jeg opplevde en gang at når vi hadde valgfrie bøker, at de som likte å lese, de syntes
217		det er veldig kjekt for da kunne de lese 1 og 2 og 3 bøker. Mens de som strevde da fant
218		seg en tynn liten bok som de da satt med hele den perioden.
219	S:	Haha, ja.
220	Kari:	Så det som er fint med å ha felles er at da kan man lese i ulikt tempo men samtidig jobbe
221		med de samme oppgavene.
222	S:	Mhm.
223	Kari:	Eh, til kapittelet. Og så kan man da, når man kommer på slutten da er det kanskje en
224		presentasjon. La oss si at de får en del... Vi har ofte lest den "the boy in the striped
225		pajamas" i 9. i forbindelse med 2. verdenskrig. Og det er ofte tverrfaglig da.
226	S:	Mhm.
227	Kari:	Da har de gjerne laget sine egne oppgaver til den boken da. Når du har lest den, så hva
228		har du lyst til å fordype deg i? Hva syntes du var spennende? Jo, jeg syntes jeg syntes
229		det var spennende hvordan vennskapet mellom Bruno og Scmuel utviklet seg, og så kan
230		de snakke om det. Men de kan snakke om vennskap som et større tema, og så trekke inn
231		ting fra boken.
232	S:	Mhm.
233	Kari:	Ja. Så det som, nå snakker vi gjerne om 9. og 10., men det som jeg syntes er interessant
234		til andre fag vi har. Både norsk, samfunnsfag, kristendom, kunsthistorie. Fordi at hvis
235		du kan bruke engelskspråket om alt det, så har du en så stor fordel i livet, sant?
236	S:	Ja, absolutt.
237	Kari:	For da kan du prate, og du kan trekke linjer mellom Ibsen og Shakespear for eksempel.
238	S:	Ja, og kan liksom ta det på et litt høyere nivå da?
239	Kari:	Ja, og jeg opplever at hvis man gjør det, hvis man har litteratur og leser litteratur, så
240		opplever jeg at det er veldig mange elever som kan gjøre det uavhengig av nivå egentlig.
241	S:	Ja?
242	Kari:	For du kan tenke selv om du føler at du ikke mestrer engelsken så veldig.
243	S:	Absolutt!
244	Kari:	Ett år så hadde jeg faktisk valgfritt om man ville fordype seg i teaterhistorie for
245		eksempel et skuespill og fremføre det, eller å tolke et skuespill. Så det var liksom to

246		måneders prosjekt med det, og så fremførte de for hverandre. Og det var veldig, veldig
247		spennende faktisk.
248	S:	Ja.
249	Kari:	Ja.
250	S:	Nå ser jeg på klokken at vi går tom for tid.

Del 2.

251	Kari:	Jeg hadde noen tanker når jeg gikk hjem sist, men jeg har glemt å skrive de ned. Nå må
252		jeg bare huske hva det var.
253	S:	Vi kan jo bare begynne, så kan vi se om det kommer tilbake igjen da! Vi har kommet
254		til muntlig formativ vurdering, som var det jeg ville spørre om. For det første om det er
255		noe du pleier å gi?
256	Kari:	Hva? En gang til?
257	S:	Muntlig formativ vurdering, vurdering for læring da, ikke nødvendigvis karakter.
258	Kari:	Ja, altså det er det vi har. Så vi gir jo vurdering for læring. Veldig lite vurdering av
259		læring akkurat nå.
260	S:	Ja.
261	Kari:	Men tenkte du på muntlig eller skriftlig?
262	S:	Muntlig.
263	Kari:	Ja, det skjer jo egentlig hele veien. Sånn som i dag så har vi heldagsprøve, og da går jeg
264		jo rundt å gir tilbakemelding muntlig på det de skriver.
265	S:	Ja.
266	Kari:	Eller mener du i forhold til deres muntlighet?
267	S:	Neida, det du gir av muntlig vurdering.
268	Kari:	Nei, det skjer egentlig...
269	S:	Hele veien?
270	Kari:	Ja, i alle timer, og det... ja.
271	S:	Mhm.
272	Kari:	I læringsprosessen da, tenker jeg.
273	S:	Ja. Nå er det snakk om i engelsk da, med disse spesifikke elevene. Har du for vane å gi
274		den på noe spesielt språk? Engelsk, norsk?
275	Kari:	Når jeg er i timene så gir jeg muntlig på engelsk, men sånn som i dag siden de går i 8.,
276		da gir jeg tilbakemelding på norsk for da går det mer på det spesifikke med oppgaven.
277		Og da har jeg vel, nå tenker du på de tospråklige?
278	S:	Mhm.
279	Kari:	Ja, jeg har nok vært innom og gitt de norsk i dag.
280	S:	Ja, mhm. Skal vi se... Er det noe spesiell type ting du har for vane å ta opp med de når
281		du snakker med de? Er det litt av alt, ting de er flink på, eller...?
282	Kari:	Det kommer jo an på hvilken samtale man har, og hvis det er en samtale om fag så
283		diskuterer vi vel mer spesifikke fag. Men det kan og være det de gjør bra, men og det
284		de sliter med. Hvis de har bra, for eksempel ordforråd, så kan vi snakke om hvordan de
285		varierer, altså det positive. Men for eksempel hvis det er noe de må ha en
286		fremovermelding på, som ting de skal gjøre annerledes eller jobbe med, så kan det gå
287		mer spesifikt på kunnskap.
288	S:	Ja.
289	Kari:	Eller hvordan man skal bygge opp en presentasjon, eller hvordan de skal bygge opp en
290		tekst.
291	S:	Sånn for å gi dem noen pekere på hva de kan jobbe med?

292	Kari:	Ja.
293	S:	Absolutt. Er det sånn at hvis du har gitt disse, altså spesielt de tospråklige, at det har
294		jobbet med det? At du kan se at de tar det til seg?
295	Kari:	Ja, tenker du på om det er noen forskjeller på skriftlige fremovermeldinger og muntlig?
296	S:	Ja, er det noen forskjell der?
297	Kari:	Ja, det er litt interessant. For i fjor så valgte jeg å gi en del muntlige tilbakemeldinger
298		på heldagsprøver, og noen profitterer veldig på det.
299	S:	Ja?
300	Kari:	Mens andre kan ha behov for å ha skrevet det ned også på forhånd.
301	S:	Mhm.
302	Kari:	Eller, ja. Enten på forhånd eller underveis, at de må ta notater da. Så det kan være en
303		miks. Men det er ofte lettere for de som er tospråklige å ta imot en muntlig
304		tilbakemelding enn for de som ikke er tospråklig, men det kommer litt an på hvor god
305		du er i engelskfaget.
306	S:	Absolutt.
307	Kari:	For det er også de som er god i engelsk som ikke er tospråklige, og ikke har det i
308		familien, eller har bodd i utlandet. Altså noen har jo bare språkøre.
309	S:	Ja.
310	Kari:	Ja.
311	S:	Så var det skriftlig formativ vurdering, er det noe du pleier å gi?
312	Kari:	Ja, på tekster især, så gir jeg fremovermeldinger. Altså tilbakemeldinger og
313		fremovermeldinger på det skriftlige. Altså vi har vel egentlig og hvis de har hatt en form
314		for fagsamtale og, for eksempel så tar de opp noen fagsamtaler på mobiler som de
315		leverer inn. Der de sitter i grupper og prater, og da blir det gjerne også skriftlig
316		tilbakemelding til hver enkelt av de som er i fagsamtalen da.
317	S:	Mhm. Gir du ofte skriftlig vurdering tenker du?
318	Kari:	Nei.
319	S:	Okei, har du et estimat?
320	Kari:	to-tre ganger i semesteret.
321	S:	Ja, mhm.
322	Kari:	Mens det muntlige er på en måte mye bedre.
323	S:	Ja. Hva slags ting tar du opp når du gir skriftlig vurdering?
324	Kari:	Da er det jo veldig mye basert på noe de har levert.
325	S:	Mhm.
326	Kari:	Sant, om det har vært en fagsamtale, eller om det har vært en presentasjon forsåvidt,
327		eller om det er på en skriftlig tekst som de enten har skrevet første eller andre utkast på.
328	S:	Mhm.
329	Kari:	Da får de en skriftlig tilbakemelding på hva som var bra, og hva de skal jobbe mer med.
330		Fremovermeldinger. Og da er det jo veldig fokus på, at ikke de nødvendigvis må gå inn
331		igjen i... eller de må jo se eksempler i den teksten, med tanke på hva kan de gjøre
332		annerledes eller bedre neste gang. Hva må du huske på når du skal skrive tekst igjen?
333	S:	Ja.
334	Kari:	Og hva må du øve på neste gang du skal ha fagsamtale i en gruppe?
335	S:	Mhm.
336	Kari:	Ja.
337	S:	Absolutt. Så det er ikke sånn at de får tilbakemelding og så jobber de videre med samme
338		teksten?
339	Kari:	Joda, hvis det er førsteutkast.
340	S:	Ja, så det kan du gjøre og?

341	Kari:	Jada, hvis vi jobber prosess-orientert. Og det gjør vi gjerne med hvert fall en tekst i
342		løpet av semesteret. Så gjør vi det.
343	S:	Ja, absolutt. Så var det, men det har vi snakket om, om du ser igjen i arbeidet at de har
344		jobbet med det?
345	Kari:	Ja, mhm.
346	S:	Ja, så det er litt varierende...?
347	Kari:	Ja, og det som jeg opplever, som gjelder egentlig alle elever men også de tospråklige,
348		det er jo det at når du kan skrive en tilbakemelding så varierer det hvor hyppig de bruker
349		den. Og dermed så må du også gå inn og poengtere det du har skrevet, og si det muntlig
350		til de og ha en dialog om teksten de holder på å skrive. Sånn som i dag så har de
351		heldagsprøve, og da sier jeg «har du lest tilbakemeldingene og fremovermeldingene
352		som du fikk på det andre utkastet? Bruker du det i teksten din?»
353	S:	Ja.
354	Kari:	For eksempel da. Ja.
355	S:	Ja. Da er jeg ferdig med spørsmålene jeg hadde. Så var det det om du hadde noe med å
356		tilføye, noe du kommer på?
357	Kari:	Ja, altså jeg husker ikke helt hva... for det var en ting. For jeg lurer på om det var det
358		der med tospråklighet, for vi snakket jo litt om det.
359	S:	Mhm.
360	Kari:	Fordi at, jeg opplever ikke nødvendigvis at, selv om mennesket snakker engelsk hjemme
361		at det nødvendigvis er så veldig god i det faget engelsk.
362	S:	Mhm.
363	Kari:	Det som kan være er at man oppfatter at man er veldig god, fordi man bruker språket.
364	S:	Mhm.
365	Kari:	Men det er ikke sikkert man er vant til for eksempel skriftlig. Fordi man har kanskje
366		skrevet tekster, men fordi man kan språket så har man kanskje ikke fulgt så godt med
367		når det gjelder struktur og sånt. Altså de og kan jo streve med det samme.
368	S:	Ja.
369	Kari:	På den andre siden så har de jo veldig ofte et godt ordforråd, så må man kanskje gi de
370		pekepinner, som med de jeg har nå, som linking words når de skriver. Sant? Så går du
371		direkte på, og at de får bruke 10. klasse linking words i stede for 8. klasse for eksempel.
372	S:	Mhm.
373	Kari:	Jo, nå kom jeg på det jeg tenkte på. Fordi, det som jeg bruker litt som en sånn ekstra,
374		eller ikke ekstra… Jeg sa det jo litt men jeg vet ikke om jeg poengterte det nok. At når
375		elever som har høy kompetanse i engelsk, som veldig ofte de tospråklige har, så ser jeg
376		at det handler veldig mye om å få lese tekster.
377	S:	Mhm?
378	Kari:	Så I den «connect» som vi bruker, der er det lagt opp til further reading, og det er mange
379		tekster som man kan lese når man er ferdig med noe som læreren har lagt opp til.
380	S:	Ja.
381	Kari:	Det var egentlig det jeg ville. At jeg opplever at det å lese mye er veldig viktig.
382	S:	Ja. Så du tenker at extensive reading, som jeg kaller det for da, at det er spesielt viktig
383		for de som er litt flink for å tilpasse til de?
384	Kari:	Ja, jeg tenker at det kan være veldig godt. For det er ikke sikkert de er så vant til å lese
385		litteratur fordi de er vant til å snakke språket hjemme. Så tenker jeg at det handler litt
386		om... at du kan gå rett inn og jobbe med å lese, men også hvordan man skal bruke det
387		når man skal snakke.
388	S:	Mhm.
389	Kari:	Det var egentlig det jeg tenkte på når jeg kom hjem.

390	S:	Men det er interessant det du var inne på der. Fordi man snakker engelsk hjemme så
391		betyr det ikke at man har de andre egenskapene, som skrivingen og strukturen.
392	Kari:	Ja, så ser jo jeg at det er en forskjell på de elevene jeg har. Nå skal jeg få inn
393		heldagsprøvene, på en er det bare førsteutkastet fordi den ene har vært sykt. Men der
394		tenker jeg at en av de er mye mer... altså har høy kompetanse i veldig mange fag.
395	S:	Ja?
396	Kari:	Og det kan jo ha mye å si. For du kan jo bade ha dysleksi og lav forståelse for innholdet
397		i tekster selv om det leser det på morsmålet ditt.
398	S:	Absolutt!
399	Kari:	Eller jobber med det da. Så dermed så vil jo de tospråklige, når det kommer til
400		engelsk/norsk... det er ikke nødvendig at de... altså det kommer på hvem de er.
401	S:	Absolutt.
402	Kari:	I denne klassen opplever jeg spesielt at den ene har høy kompetanse i mange fag og har,
403		på en måte, mye kompetanse. Den andre har også det, men jeg er usikker på om den
404		personen har samme kompetanse i alle fag, for det har jeg ikke oversikt over, men jeg
405		vet at den ene har det.
406	S:	Ja.
407	Kari:	Og jeg ser jo at de to behersker språket veldig. Den ene er veldig komfortabel med å
408		snakke og ta ordet, den andre er ikke det.
409	S:	Nei.
410	Kari:	Og det er jo også en veldig interessant ting, sant? Og da vet ikke jeg om det handler om
411		at man ikke vil snakke høyt, eller om det handler om man ikke vil flashe engelsken sin,
412		eller...
413	S:	Ja, det er mye som kan ligge bak det.
414	Kari:	Men det som er fint er når man har tospråklige som er sosialt intelligente mennesker, da
415		opplever jeg at det er med på å heve kompetansen til hele klassen.
416	S:	Ja!
417	Kari:	Mens noen som er tospråklige og flink i veldig mange fag, og kanskje ikke har så mye
418		sosial kompetanse i tillegg, kan på en annen side faktisk *hemme* klassen.
419	S:	Ja?
420	Kari:	Fordi man er opptatt av å ta ordet hele tiden, det er det jeg mener med den sosiale
421		kompetansen. Så i det kullet jeg har nå så er jeg veldig heldig for der er det veldig mange
422		med høy sosial kompetanse, og mange som hiver seg med. Så jeg opplever at de er med
423		og hever klassen da.
424	S:	Så du tenker at hvis de har den holdningen, så blir det liksom en ressurs da?
425	Kari:	Ja, da blir det en ressurs fordi de tør og ta ordet, og så er det noe med at når de snakker
426		fritt i engelsk så vil de andre i klassen profittere på det fordi de lærer flere (ord). Og at
427		de får høre at det går an.
428	S:	Mhm.
429	Kari:	Så det er noe med det der det går an å tørre og snakke da.
430	S:	Mhm.
431	Kari:	For jeg har hatt klasser der det har faktisk ført til at klassen tiet. Fordi det mennesket er
432		så flink, og så opptatt av å vise at det er flink og opptatt av å få 6 i alle fag. Og da blir
433		det nesten sånn at ingen andre tør å ta ordet, eller veldig få.
434	S:	Ja. For det blir liksom en litt høy målestokk å måle seg mot da?
435	Kari:	Ja, men på dette kullet så opplever jeg ikke det. Og det er veldig, veldig fint.
436	S:	Ja, absolutt. Da vet jeg ikke om du har noe mer å tilføye?
437	Kari:	Nei.