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Jeg bekrefter at jeg har registrert oppgavetittelen på norsk og engelsk i StudentWeb og vet at denne vil stå på vitnemålet mitt *: Ja

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MASTER'S THESIS

From Beliefs to Practice:

A study of Norwegian Teachers' Beliefs and Perceptions of English Language Use in ELT

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Master's in education with English Didactics

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Daniel Røstbø
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Abstract in English

This thesis investigates Norwegian primary school teachers' beliefs and perceptions regarding the use of the English language in English Language Teaching (ELT). It also examines how these beliefs influence or contrast with their classroom practices. Using a thematic analysis of semi-structured life world interviews and non-participating classroom observations, the study explores the beliefs two primary school teachers hold and the alignment between the teachers' stated beliefs and their enacted classroom practices.

Despite being motivated to teach in ELT due to the proficiency of their pupils, the teachers perceive a significant skill gap among pupils. To keep all students motivated, the participants believe in adapting how they use the English language in ELT. The teachers also employ playful learning activities they believe affect how the English language is used in their classrooms. In addition, the teachers also reflect on their own experiences as language learners themselves, and how they use the English language in ELT has changed due to their teacher training.

Observations confirm that the teachers' classroom practices consistently reflect their stated beliefs and perceptions. Both teachers show high levels of engagement and energy, aligning with their self-reported motivation. The teachers employ playful and engaging teaching strategies to make learning fun and relatable, such as using games and interactive activities. Both teachers acknowledge a significant skill gap in their classes, and they address this by adjusting the way they use the English language.

The implications for improving ELT include addressing the impact of teachers' beliefs on their practices. Enhancing teacher training to include more theoretical and practical aspects of language teaching and encouraging reflective practices can also be addressed. Emphasising flexibility and adaptability in teaching approaches can enhance the effectiveness of ELT in the future.

Abstract in Norwegian

Denne studien undersøker norske barneskolelæreres meninger og oppfatninger om bruken av det engelske språket i engelskspråklig undervisning. Den undersøker også hvordan disse meningene påvirker eller står i kontrast til deres praksis i klasserommet. Ved bruk av tematisk analyse til semistrukturerte intervjuer og klasseromsobservasjoner, utforsker studien meningene til to barneskolelærere og samsvaret mellom deres uttalte mening og faktiske klasseromspraksis.

Til tross for motivasjonen til å undervise i engelskspråklig undervisning på grunn av elevenes ferdigheter, oppfatter lærerne et betydelig kompetanseskille blant elevene. For å holde alle elever motiverte, har lærerne troen på å tilpasse hvordan de bruker det engelske språket i engelskspråklig undervisning. Lærerne bruker også lekne læringsaktiviteter som de mener påvirker hvordan engelsk brukes i klasserommet. I tillegg reflekterer lærerne over sine egne erfaringer som språkelever, og hvordan de bruker engelsk i engelskspråklig undervisning har endret seg som følge av deres lærerutdanning.

Observasjoner bekrefter at lærernes klasseromspraksis konsekvent reflekterer deres uttalte meninger og oppfatninger. Begge lærerne viser høye nivåer av engasjement og energi, i samsvar med deres selvrapporterte motivasjon. Lærerne benytter lekne og engasjerende undervisningsstrategier for å gjøre læringen gøy og relaterbar, slik som bruk av spill og interaktive aktiviteter. Begge lærerne erkjenner et betydelig kompetanseskille i sine klasser, og de adresserer dette ved å tilpasse måten de bruker det engelske språket.

Implikasjonene for å forbedre engelskspråklig undervisning inkluderer å adressere virkningen av lærernes meninger på deres praksis. Å forbedre lærerutdanningen til å inkludere flere teoretiske og praktiske aspekter av språkundervisning, og oppmuntre til reflektert praksis, kan også bli adressert. Å legge vekt på fleksibilitet og tilpasning i undervisningsmetoder kan også ytterligere øke effektiviteten av engelskspråklig undervisning i fremtiden.

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List of abbreviations

RQ = Research Question

ELT = English Language Teaching

TA = Thematic Analysis

1. Introduction

1.1. Teacher beliefs

Teachers' beliefs can be defined in many different ways. Mohamed (2006, p. 21), after analysing many definitions, concluded with: "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 behaviours". Mohamed (2006) highlighted the intricate nature of teachers' beliefs, where she described them as a network of diverse factors that interact with one another. These beliefs acted as filters through which teachers perceived the world and understood their new experiences. Such lenses shape teachers' thoughts, educational choices, and their ongoing professional growth. While teachers might believe that their perceptions accurately represent reality, they might not always question the empirical validity of their own beliefs or understand their origins (Haukås, 2020).

This study highlights the importance of aligning teachers' beliefs with their classroom practices. Teacher training programs can be designed or modified based on the findings of the study to bridge any gaps between teachers' beliefs and their actual practices. Understanding teachers' perceptions can help in tailoring training programs that are more effective and responsive to their needs. This research can also lead to practical recommendations for teachers, helping them to align their practices with their beliefs and ultimately enhance pupil learning outcomes. The research questions (RQs) this study investigates are presented in section 1.3.

There are already recent relevant studies conducted in Norway regarding teacher beliefs and language use. These include "Language Beliefs of English Teachers" (Tishakov & Tsagari, 2022), "A Qualitative study of Teacher Cognition at the first year of upper secondary level in Norway: Intercultural Competence in 21st century ESL teaching contexts" (Kvaløy, 2023) and "Linking Instruction and Student Experiences" (Current Research Information System In Norway, 2022). These will be elaborated on in section 2.4, with the contributions this study can come with.

1.2. The qualitative levels of English language proficiency in Norway

The English language is considered the most important language for international communication in Norway (Vikør et al., 2024). English is still considered a foreign language in Norway, but the language is moving from being a foreign language to becoming a second language (Rindal, 2020). The Education First English Proficiency Index (EF EPI) ranks 113 countries and regions by English skills. In 2023, the EF EPI ranked Norway 5th out of the 113 countries, with a designation of "very high proficiency" (Education First, 2023). It is safe to say that the English skills levels of Norwegian population is high.

Norwegian pupils in the primary school are tested using the national tests. In Norway, the first national test is at 5th grade in the primary school. When looking at the results from 5th graders nationally in years 2023-24, the pupils overall scored higher in the English test than the Norwegian test (Utdanningsdirektoratet, 2024). This statistic also show that boys overall performed stronger at the English test than girls, but poorer at the Norwegian test. An important reason for Norwegian pupils' strong English skills is the youth's language identity and the accessibility of the English language, with one of the reasons being that English is the most common language on television, YouTube and in video games (Brevik, 2016; Brevik, 2019; Brevik & Holm, 2022; Medietilsynet, 2022).

1.3. Research question and aim of this study

As established in the previous chapter, statistics indicate a high level of English proficiency among both adults and pupils in Norway, showcasing the effective integration of English as a foreign language within the educational system in Norway. This proficiency underscores the country's commitment to equipping its citizens with necessary global communication skills. However, while these statistics provide a quantitative measure of success, they do not fully give insight into the qualitative aspects of English language teaching (ELT) that contribute to these outcomes. Specifically, the beliefs and perceptions of the teachers remain underexplored.

In the educational landscape, ELT in primary schools play a pivotal role in shaping pupils' proficiency and engagement with the global lingua franca. Understanding the beliefs and perceptions of teachers regarding the use of English is crucial, as these attitudes significantly influence pedagogical strategies and classroom dynamics.

Recent studies suggest that teachers' perceptions about a language profoundly affect their teaching methods and interactions with pupils (Smith, 2020; Johnson, 2019), and motivation and attitudes towards language affect how pupils learn languages (Brevik et al., 2023). However, there remains a lack of specific qualitative insight into how Norwegian primary school teachers perceive the role of the English language in their teaching practices and the implications of these perceptions for actual classroom behaviour.

The primary aim of this study is to investigate and interpret the beliefs and perceptions that Norwegian primary school teachers hold towards the use of the English language in their teaching practices, and if these beliefs and perceptions are reflected in their actual teaching practice.

In order to investigate teacher beliefs and practices, this study is driven by two RQs:

1. **What are Norwegian primary school teachers' beliefs and perceptions towards the use of the English language in ELT?** This question seeks to uncover the underlying attitudes that teachers hold towards the English language, exploring aspects such as perceived importance, efficacy, and teaching methods. Understanding these beliefs is essential for assessing how teachers approach ELT and which aspects they prioritise.

2. **To what extent does these beliefs and perceptions influence—or contrast with—their classroom practices?** Building on the first question, this question examines the differences or similarities between teachers' stated beliefs and their observed classroom practices.

1.4. Thematic analysis

To gather answers to the first RQ, a thematic analysis (TA) of interviews was performed. The method that was used was the TA process by Braun and Clarke (2006). The TA consists of six phases. These six phases are *familiarising yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes* and *producing the report* (Braun & Clarke, 2006). The TA was conducted with a hybrid approach (Swain, 2018). This method will be further elaborated on in section 3.1.

1.5. The structure of the thesis

This thesis is structured into five core sections. Here is a summarised overview of each section of the thesis:

The *introduction* section sets the stage for the thesis by presenting the RQs. It begins with a general background of the topic. Key concepts relevant to the understanding of the thesis are also defined here. The introduction also provides a brief overview of the structure of the entire thesis, summarising the content of the subsequent sections. Lastly, this section also includes any specific limitations that define the boundaries of the study.

The section called *theoretical background* provides the theoretical framework and background necessary for the research topic. It reviews relevant literature and identifies areas this study can contribute to. Theoretical perspectives that influence the interpretation of data and the methodology are also discussed.

The *methodology* section describes and justifies the methods used to collect and analyse data. It details the research design, including the type of research and the procedures for data collection. Additionally, this section further explains the method used for data analysis. A thorough presentation of the data collection details will also be displayed in this section. Ethical considerations, reliability, and validity of the approaches are also discussed to reassure the validity of the study.

The *analysis, results, and discussion* section is a critical section, where the collected data is analysed and presented. The section also includes excerpts from the interviews when deemed necessary to present themes. This chapter also discusses the findings in relation to the theoretical framework.

The *conclusive* section looks back at the initial findings of the thesis, reflecting on the RQs and how they have been addressed by the study. It emphasises the significance of the findings and how the study enhances ELT. This section also recommends areas for future research, suggesting how unanswered questions or new questions that emerged from the research could be explored.

Following the five core sections of the thesis, a section details the sources of data used in the research. Additionally, a list of appendices is provided, which includes supplementary material that is relevant but not integral to the main text of the thesis. This includes an

interview guide, a research approval form, and a consent form.

1.6. Potential implications and limitations

The thesis was written in English, and the interviews were conducted in Norwegian. This means that the interviews have been translated into English, and potential words or phrases might be lost in translation. The figure of speech in Norwegian is also different from English, so some direct translations of dialogue or wording might be interpreted incorrectly. Another limitation is that identifying theoretical limitations in the present study on teachers' beliefs regarding language use in the ELT classroom can be challenging due to the variability in personal beliefs and teaching contexts. Each teacher may have a unique set of experiences, influencing their interpretation and application of theoretical frameworks in language teaching.

The methodological implications will be elaborated on further in section 3.6.

2. Theoretical background

In this section, the theory which was used to discuss the results from the analysis will be presented, along with any background research within the topic. Firstly, theory on teacher beliefs and cognitions will be presented, delving into the differences between professed beliefs and enacted beliefs and what actually influences beliefs. Secondly, theory on motivation within teachers will be presented and the factors that affect their motivation will be examined. Next, theory on translanguaging will be put forward, along with some of its applications in educational contexts. Lastly, previous research on teacher beliefs will be presented. The previous research is conducted within the Norwegian context. Any contributions the present study can provide regarding the previous research will be put forward.

2.1. Teachers' beliefs

2.1.1 Teachers' beliefs or cognitions?

The concept of teachers' beliefs has appeared under various titles in previous research. For example, Borg (2003) put forward a series of terms that related to similar ideas, such as personal pedagogical systems, teacher cognition, pedagogical knowledge (Gatbonton, 1999), and personal theories (Sendan & Roberts, 1998). These terms sometimes overlapped in meaning or were used interchangeably, which, as noted by Clandinin and Connelly (1987), may cause confusion.

For example, Borg (2003, p. 81) defined teacher cognition as encompassing "what teachers know, believe, and think", which he broke down into three distinct components: knowledge, beliefs, and thoughts. This trio of components has been critically evaluated by researchers such as Pajares (1992) and Gatbonton (1999), who argue that these components should be viewed as separate entities. Gatbonton (1999) specifically associated pedagogical knowledge with the practical knowledge teachers display in classroom settings. Furthermore, Pajares (1992) insisted that teachers' beliefs should be treated as a separate research category from knowledge to better focus educational studies.

However, other researchers claim that the distinction between beliefs and knowledge is not as clear-cut as one might initially believe. Studies by researchers suggest an overlap between

teachers' knowledge and beliefs (Grossman & Wilson, 1989; Verloop et al., 2001; Woods, 1996; cited in Dos Santos, 2019). For example, in exploring teachers' subject matter knowledge, Grossman and Wilson observed that the line between knowledge and beliefs is "blurry at best." (Grossman & Wilson, 1989, cited in Dos Santos, 2019, p. 11). Similarly, Verloop described these concepts as being "inextricably intertwined" in the minds of teachers (Verloop et al., 2001, cited in Dos Santos, 2019, p. 11).

For this reason, more recent research, such as those by Nishino (2012), tend to use the terms teachers' beliefs and teacher cognition nearly synonymously. Following this trend, the present study adopted Borg's (2003, p. 81) interpretation of teacher cognition in its use of the term teachers' beliefs to encapsulate "what teachers know, believe, and think".

2.1.2. Teacher cognition

As stated earlier, Borg (2003) used the term *teacher cognition* to refer to the unobservable cognitive dimension of teaching – what teachers know, believe, and think. Levin (2015) emphasised the value of researching teacher cognition for its potential to help school administrators, teacher educators, and curriculum developers better understand reasoning behind teachers' decisions, evaluations, and actions in educational settings. This includes understanding their engagement with reform initiatives or the reasons why some efforts may not be implemented. Such insights enable those collaborating with teachers to offer support that considers the teachers' experiences, further facilitating their professional development and career progression.

According to Borg (2003), there are four key questions that address teacher cognition. These questions are the following:
- What do teachers have cognitions about?
- How do these cognitions develop?
- How do they interact with teacher learning?
- How do they interact with classroom practice?

Borg claims that these answers to these questions are summarised within the model presented below. The model will be presented as figure 1.
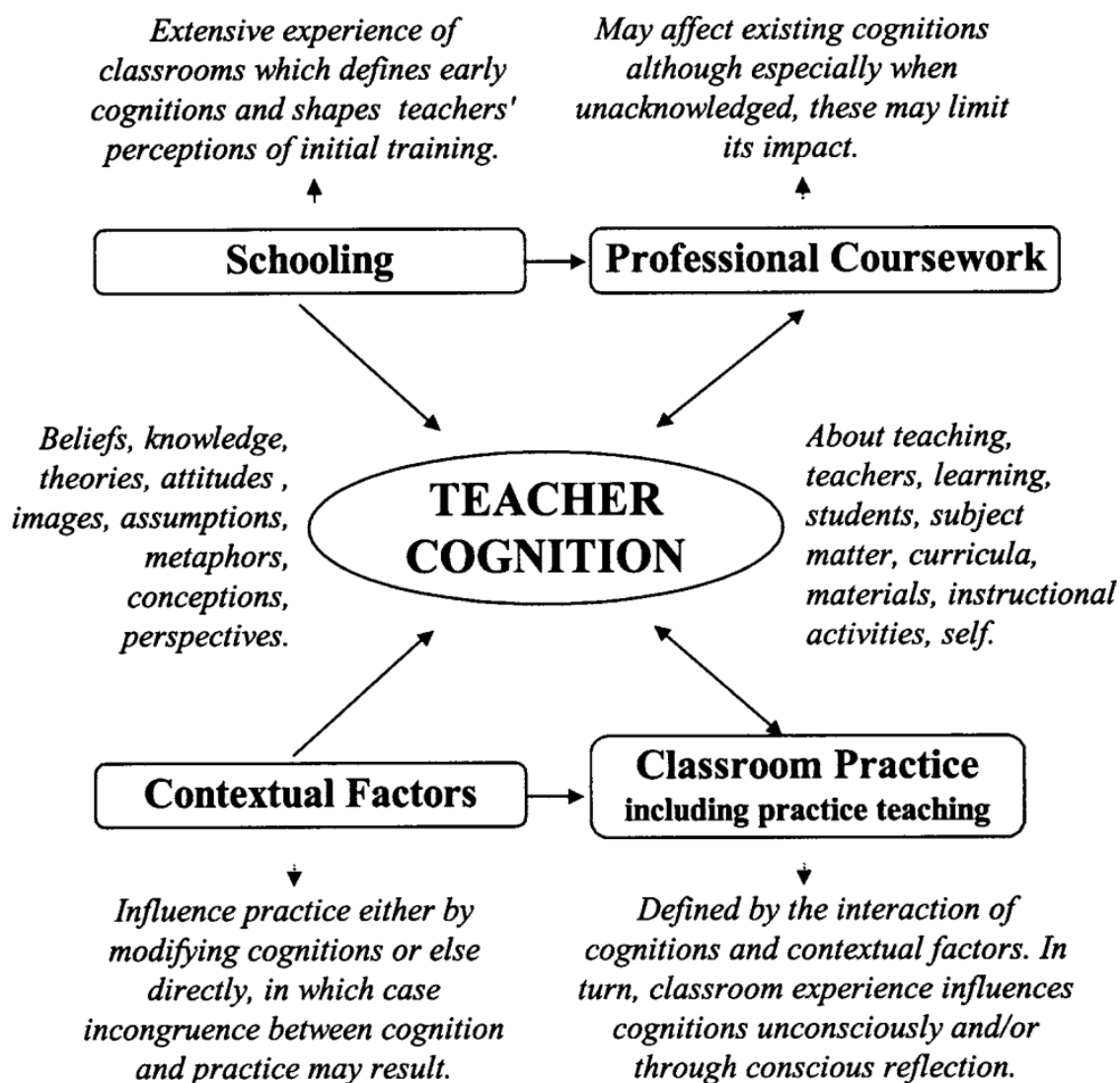
Figure 1: *Factors that influence language teachers' beliefs (Borg, 2003).*

Figure 1 represent a schematic conceptualisation of teaching within which teacher cognition plays a pivotal role in teachers' lives. It is within this framework, grounded in an analysis of mainstream educational research, that language teacher cognition research has emerged. The Figure show that language teacher cognition are the results of four factors: *Personal educational background* – Schooling, *teacher training* – Professional coursework, *teaching practice experiences* – Classroom practice including practice teaching and *contextual factors.* The contextual factors can be factors such as a teacher's attitudes towards language learning, their skill levels, personal events, religion, traditions, and relevant cultural expressions in a particular society (Haukås, 2020). When looking at figure 1, one could see that the arrows pointing from Professional coursework and Classroom practice including practice teaching are pointing in both directions. According to Haukås (2020), this indicates that already

existing beliefs can influence what teachers learn, but also that their teaching training can alter their already established beliefs. This goes the same for teaching. The beliefs that teachers have regarding language teaching have an influence on how they teach, but their classroom experience can also alter and influence their beliefs.

2.1.3. Professed beliefs vs. enacted beliefs

Another theoretical consideration is the difference between professed beliefs and enacted beliefs (Borg, 2018). Professed beliefs are the beliefs that teachers claim to have. These are the beliefs that the teachers declares as their own. Enacted beliefs, on the other hand, are the beliefs that are reflected in the teachers' actions and decisions and might not necessarily reflect or be in accordance with their professed beliefs. These beliefs are the true indicators of what the teachers actually believe (Borg, 2018).

The difference between professed and enacted beliefs lies in the gap between saying and doing (Borg, 2018). Louca et al. (2004) suggested that since beliefs vary with context, there may be discrepancies between teachers' stated methods and their actual instructional practices. Additionally, teachers may not recognise when their declared beliefs are inconsistent with their observed classroom behaviours, as noted by Tobin and McRobbie (1997). Haukås (2020) also casted light on this discrepancy and claimed that it cannot be denied that there is often a gap between what language learners should be doing, and what they actually do. While professed beliefs can be influenced by external pressures or a desire to present oneself in a certain light, enacted beliefs reveal the real motivations that guide a person's behaviour. For instance, a teacher may say they believe that they should speak the English language at all times when conducting ELT but might use another language when it comes to conducting their lessons. Borg (2018) also stated that the professed beliefs are not directly observable, and it is therefore necessary to stipulate what the participants visible manifestation will be through enacted beliefs.

2.1.4. Influence and evolvement of teacher beliefs

When it comes to what influences teacher beliefs, there are numerous studies that show that teacher beliefs are shaped by many interacting factors, and often conflicting factors that span personal, professional, and contextual dimensions (Bailey, 1996; Breen, 1991; Breen et al.,

2001; Burns, 1996; Gatbonton, 1999; Johnson, 1992; Johnson, 1996; Richards et al., 1996, cited in Zheng, 2015). Factors that affect the implementation of teachers' own beliefs into the choices they do instructionally can be such as:

- Classroom size and management
- How pupils acquire knowledge
- The individual features of pupils
- Both social and emotional characteristics
- The educational tools that are available
    - How these tools let teachers be creative or be constrained

   (Ashton, 1990, cited in Zheng, 2015, p. 5).

At the core of these factors is the teacher's personal educational background and teacher training (Borg, 2003), where past interactions with other teachers, subjects, and learning environments form core beliefs regarding education and teaching. Lastly, teaching practice experiences (Borg, 2003), such as interactions with pupils, parents, and teacher colleagues offer ongoing, real-world feedback and experiences that continually shape and refine a teacher's beliefs over time (Haukås, 2020). Together, these factors can contribute to the dynamic and evolving nature of teacher beliefs.

2.2. Teacher motivation

The term *motivation* can be defined in different ways. Dörnyei defined motivation as "why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a, p. 8). Elliot and Covington stated that motivation gives the reasons for what people do, want, and need (Elliot & Covington, 2001, cited in Alizadeh, 2016).

When it comes to the concept of teacher motivation, Han and Yin (2016) claimed that "teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors" (2016, p. 3).

2.2.1. Intrinsic motivation

Dörnyei and Ushioda (2011) claimed that teaching has always been associated with the
internal desire to educate people. Therefore, the concept of teaching is closely associated with
intrinsic motivation. Intrinsic motivation has been defined as "performing a behaviour for its
own sake in order to experience pleasure and satisfaction such as the joy of doing a particular
activity or satisfying one's curiosity" (Dörnyei, 2001b, p. 47). Following this definition, the
intrinsic rewards within the pedagogical field could be divided into two sources:

- The educational process itself – working with pupils and experiencing the
  developments in the pupils' behaviour and performance affected by the teacher's
  action.
- The subject matter – dealing with an esteemed field and continuously integrating new
  information within the field, increasing one's own amount of professional knowledge
  and skills.
  (Csikszentmihalyi, 1997)

Tardy and Snyder (2004) documented the intrinsic motivation and satisfaction experienced by
teachers. Their study found that teachers who derived a strong sense of accomplishment from
conducting English lessons reported a heightened desire to teach in order to continue
experiencing this sense of success. They also found that positive moments in teaching can
encourage teachers to further explore their way of teaching and how they reflect on already
conducted teaching lessons.

Within the same field, there are the psychological needs regarding intrinsic motivation.
According to Deci and Ryan, there are three basic needs that are related to intrinsic
motivation:

- Autonomy – the feeling of experiencing oneself as the reason of one other's behaviour
- Relatedness – the feeling of relations with other people
- Competence – the feeling of efficacy and the feeling of accomplishment
  (Deci & Ryan, 1985, cited in Dörnyei & Ushioda, 2011, p. 162)

Autonomy and relatedness are ideally satisfied by teaching. Autonomy is satisfied by
handling with a class, and relatedness is satisfied by the interactions with colleagues and
pupils (Dörnyei & Ushioda, 2011). The third need, competence, or efficacy revolves around
the belief in one's own capabilities to organise and execute the courses of action required to

manage situations (Bandura, 1977). Efficacy will be elaborated on in section 2.2.2.

Autonomy can influence how teachers reflect on their own educational backgrounds. Teachers who value autonomy can incorporate elements of their personal learning experiences, fostering beliefs in pupil-centred approaches. Relatedness can play a significant role within teacher training. Teachers who feel supported by their mentors, peers, and educational community are more likely to form positive beliefs about collaborative learning environments. Competence, the belief in one's own effectiveness, is crucial to teacher cognition as it can impact their practical experiences. Teachers who perceive themselves as competent may develop strong self-centred beliefs in their ability to foster growth among their pupils.

Intrinsic teacher motivation can also affect pupils' motivation. Teachers' intrinsic motivation can have an effect on pupils' desire to learn and their perceptions. Positive interactions and relations between the teacher and pupils lead the teachers to work better with the pupils' individual needs, which leads to better teacher efficacy and teacher motivation (Coladarchi, 1992).

2.2.2. Extrinsic motivation

Extrinsic motivators for teachers include factors such as salary, pension, insurance, and other advantages that contribute to job satisfaction, thus the motivation to teach (Oga-Baldwin & Praver, 2008). On the other hand, demotivating factors can be factors such as lack of job stability, heavy workloads, and disagreements between teachers regarding teaching methods (Oga-Baldwin & Praver, 2008).

Dörnyei (1998) also claimed that extrinsic and intrinsic motivation are crucial for motivation for language learning. According to Alizadeh (2016), extrinsic motivation stems from an extrinsic reward that will be acquired from completing a task. However, extrinsic motivation can also stem from doing a given task to avoid punishment. It is then up to the teacher to evaluate how to reward or punish to achieve the extrinsic motivation in their classroom. In the same field of punishment, intrinsic motivation can come from those who view avoiding punishment as a challenge, to strengthen their own self-determination and proficiency. Intrinsic motivation is the motivation where there is no literal reward in itself, but the reward is seen as the activity itself, which creates opportunity for personal growth and self-

competence (García, 2009).

Teachers' beliefs can shape their own instructional practices, classroom management strategies, and overall approach to teaching. For instance, a teacher who believes in the importance of fostering intrinsic motivation may design learning activities that promote independency, mastery, and purpose amongst their pupils. Besides, a teacher who holds a more extrinsic view of motivation may rely heavily on rewards or punishments to draw out desired behaviours from pupils.

2.2.3. Self-efficacy

Albert Bandura developed the theory of self-efficacy. Bandura (1977) stated that the theory revolved around the belief in one's own capabilities to organise and execute the courses of action required to manage situations. The core of the theory is the importance in understanding how people motivate themselves, handle challenges and maintain a course of action towards achieving their own personal goals. Bandura (1977) claims that one's belief in one's own abilities to succeed impact one's choices, effort, and persistence when facing obstacles.

2.2.4. Teacher efficacy

Within the realm of education, the theory of self-efficacy extends to teacher efficacy. Wheatley (2000, p. 14) stated that "teacher efficacy refers to teachers' beliefs about their ability to influence student outcomes". Teacher efficacy theory has both been defined as "the extent to which the teacher believes they have the capacity to affect student performance" (Berman et al., 1977, p. 137) and as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (Guskey & Passaro, 1994, p. 4).

In 1976, the RAND Corporation published a study where the teacher efficacy's relationship to student achievement, teachers' willingness to implement motivation, teachers' stress levels and teachers' willingness to stay in their job fields were examined (Berman et al., 1977). The findings suggested that teachers with high teacher efficacy were more likely to implement innovative teaching strategies, persist through stressful challenges, and foster a positive

educational environment that enhances student achievement. These teachers were also more resilient in dealing with the complexities and demands of teaching, believing in their ability to impact student learning positively, even in challenging circumstances.

Following the RAND study, Gibson and Dembo (1984) developed an instrument of measuring teacher efficacy in 1984. They built on the findings of the RAND study and brought the conceptual foundations of Bandura's theory of self-efficacy. Beyond student achievement, as found in the RAND study, Gibson and Dembo found that high teacher efficacy also plays a role in shaping students' attitudes, towards the school, the subjects, and the teacher (Tschannen-Moran et al., 1998). They also found that teacher efficacy is related to teachers' classroom behaviours and attitudes towards teaching in general (Tschannen-Moran et al., 1998).

Following both the RAND study and Gibson and Dembo's instrument of measuring teacher efficacy, Bandura (1997) offered his own scale of teacher self-efficacy. Bandura stated that there were several effects of the scale of teacher efficacy, such as *student* or *class effects*; dependant on the class the teacher is teaching in, *school-level effects*; dependant on climate of the school and behaviour of the principal and school community, and *collective efficacy effects*; dependant on the general level of teacher efficacy at a school amongst teacher colleagues (Tschannen-Moran et al., 1998). In other words, a high sense of teacher efficacy can lead to higher efficacy amongst students, can be achieved from positive principal feedback, and teachers with high efficacy can affect other teachers, leading to higher teacher efficacy amongst colleagues. On the other hand, a low sense of teacher efficacy can lead to lower student efficacy, can be affected by negative principal feedback, and teachers with low teacher efficacy can affect other teachers, leading to low teacher efficacy amongst colleagues.

2.3. Translanguaging

García is notably one of the leading figures in translanguaging theory, expanding its application to bilingual education and linguistic research. García (2009) defined translanguaging as the process by which bilingual or multilingual speakers utilise their languages as an integrated communication system, rather than strictly separating them according to context or function. She distinguished the difference between translanguaging and bilingualism. According to Baker (2001), bilingualism is the ability to use more than one language. Translanguaging is the language practice of those who have the ability to use more

than one language, the bilinguals. Bilinguals use translanguaging to make sense of their worlds, such as bilingual communities as the modern classroom (García, 2009). García (2009) also claimed that translanguaging goes beyond the term code-switching. Lewis argued that the difference between translanguaging and code-switching is ideological, in that translanguaging approaches the flexibility of learning with using two or more languages interconnectedly, meanwhile code-switching has connections with the separations of languages (Lewis et al., 2012, p. 665).

2.3.1. Translanguaging in educational settings

When it comes to the connection to education, García and Kano proposed that translanguaging is "a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality" (García & Kano, 2014, cited in Creese & Blackledge, 2015, p. 28). This is a definition of linguistic practice that extends beyond merely determining which language should or should not be utilised in specific educational settings. It encompasses not just the practices themselves but also the underlying ideologies and the value attributed to students and teachers employing their entire linguistic skill sets in educational settings (Creese & Blackledge, 2015).

Translanguaging in educational settings focuses not on switching between languages, or code-switching, but on creating an environment that treats bilingualism as a norm, without enforcing separate functions for each language (Creese & Blackledge, 2015). Translanguaging sees bilingualism as a fluid and dynamic process. It emphasises that both languages can be used together in a way that feels natural and without strict boundaries, hence supporting and enhancing the learning experience. This approach challenges the idea that languages should be kept separate for learning and communication, suggesting instead that mixing languages in education can facilitate understanding and mastery for bilingual individuals.

In the classroom, translanguaging approaches can draw on all of the child's linguistic resources to enhance comprehension and achievement. This means using multiple languages in a fluid and integrated way to facilitate understanding, communication, literacy, and learning, treating all languages involved as dynamically interconnected tools (Lewis et al., 2012). Translanguaging approaches involve using a child's entire set of language skills, regardless of the language. This means that teachers encourage students to apply all the languages they know, not just the dominant or instructional language, in the learning process. It is not about switching from one language to another randomly or keeping languages separate. Instead, it is about blending and integrating languages fluidly based on the situation, topic, or the children's needs. This integrated use of languages serves various purposes, such as encouraging children to express their thoughts and questions in any language they feel comfortable with, fostering a more inclusive classroom environment.

In the context of ELT, the use of both English and Norwegian by teachers has been observed as a common practice. This bilingual approach aligns with the principles of translanguaging, which advocates for the integration of students' native languages alongside the target language to facilitate deeper comprehension and more meaningful learning experiences (Creese & Blackledge, 2010).

2.4. Previous research on teachers' beliefs in Norway

When it comes to studying teachers' beliefs and perceptions within the field of ELT in Norway, there are few studies that have been conducted. In this section, some of these studies will be presented.

2.4.1. Language Beliefs of English Teachers in Norway: Trajectories in Transition?

Tishakov and Tsagari (2022) published a study called "Language Beliefs of English Teachers in Norway: Trajectories in Transition?" In this study, they investigated Norwegian English teachers' beliefs about the English language and its use, and which factors influence them. This was a quantitative study, which used surveys to collect data from 110 English teachers in Norway with different genders, ages, and educations. Both primary school and middle school teachers participated in the survey. After analysing the data, the study concluded with non-contextual factors as results of the study, with factors such as age of teachers and learners and

gender of teachers being the main factors for the presented beliefs.

2.4.2. A qualitative study of Teacher Cognition at the first year of upper secondary level in Norway: Intercultural competence in 21st century ESL teaching contexts

Kvaløy (2023) published a master's thesis called "A Qualitative study of Teacher Cognition at the first year of upper secondary level in Norway: Intercultural Competence in 21st century ESL teaching contexts." This was a qualitative study conducted at a Norwegian middle school, which utilised interviews and observations to investigate teachers' cognitions and practices in relation to culture and intercultural competence in English as a second language. One of the findings she presented showed that research on teacher cognition can be valuable. Lastly, one of the findings showed that in relation to the participants' beliefs and practices, there was generally evidence of the professed beliefs also being the enacted beliefs.

2.4.3. LISE: Linking Instruction and Student Experiences

There is an ongoing research study by Brevik and Lindal called "Linking Instruction and Student Experiences (LISE)". LISE represents a large-scale video-based research project designed to explore and understand the naturally occurring instruction over time in various subjects such as English, French, social studies, science, mathematics, and Norwegian (Current Research Information System In Norway, 2022).

The research study will document teachers' over long periods of time, with a broad spectre of participants and research areas. The general goal of the research is to gather data about teaching lessons conducted by Norwegian teachers over time in multiple subjects. Particularly in relation to English, one of the goals of the research study is to investigate the language usage of English language teachers within the ELT classroom (Current Research Information System in Norway, 2022). This study is planned to conclude in the year 2034.

Even though the study is planned to be completed in 2034, the researchers participate in interviews underway. According to Brevik, one of the preliminary findings from the interviews is that the teachers who use the English language the most within ELT are the most and least experienced teachers (Heie, 2020).

2.5. Contributions of this study

In this section, the contributions of the present study to existing research will be presented. Tishakov and Tsagari's (2022) quantitative study identified age groups and genders as significant factors influencing certain beliefs. However, this study did not explore deeper contextual factors due to the limitations of quantitative data. By employing qualitative methods, this study aims to delve into the contextual factors influencing Norwegian language teachers' beliefs.

Kvaløy's (2023) master's thesis examined the cognitions of Norwegian middle school teachers. In contrast, the present study will explore the beliefs and perceptions of Norwegian primary school teachers. Although Kvaløy's thesis involved a small sample size, which may limit the generalisability of its findings, this study also uses a small sample but draws from a primary school setting, offering new insights.

Regarding Brevik and Lindal's (Current Research Information System In Norway, 2022) research project, LISE, which will conclude in 2034, the extensive timeline means results will not be available for some time. The project makes ongoing assumptions without final results, which may change by the end of the research project. The present study aims to contribute more immediate insights to the Norwegian research field on a smaller scale, potentially highlighting different aspects or refining current understanding.

3. Methodology

In this chapter, the method of the thesis will be presented. Firstly, the chosen method will be described, combined with reasoning for why this method will lead to answers to the RQ. Secondly, the chosen method will be presented, followed by the process of gathering participants for the method. Following the method, the analysis of the data collected will be presented, and how the process takes place. Lastly, the ethical considerations combined with strengths and limitations will be presented.

3.1. Choice of method

As stated in the introductory section, this study is driven by two main RQs:

1. **What are Norwegian primary school teachers' beliefs and perceptions towards the use of the English language in ELT?** This question seeks to uncover the underlying attitudes that teachers hold towards English, exploring aspects such as perceived importance, efficacy, and teaching methods. Understanding these beliefs is essential for assessing how teachers approach ELT and which aspects they prioritise.

2. **To what extent does these beliefs and perceptions influence—or contrast with—their classroom practices?** Building on the first question, this question examines the differences or similarities between teachers' stated beliefs and their observed classroom practices.

To understand the divergence between professed and enacted beliefs, interviews and observations can be employed as complementary methods for data collection. combining interviews and observations enables a more total understanding of teachers' beliefs, revealing the complexities and potential inconsistencies within their professional practice. In this study, interviews will be used as the main method to gather the teachers' beliefs, and observations will be used as an additional method to examine the differences or similarities between teachers' stated beliefs and their observed classroom practices. The reason to choose two methods was triangulation. Triangulation is the use of multiple methods in a study to see if the findings that emerge from the methods will come together to a common conclusion (Frankfort-Nachmias et al., 2015). Triangulation will minimise the chances of the validity limitations to the findings of the study.

Semi-structured interviews allow for the interviewer to gain a deeper insight into the perceptions and experiences of the participants (Winwood, 2019). Because of this, the initial qualitative data collection was conducted in the course of two semi-structured life world interviews (Brinkmann & Kvale, 2015). Semi-structured life world interviews do not aim at quantification, but rather at the descriptive and specific regarding the feelings and experiences of the participants (Brinkmann & Kvale, 2015). The qualitative data collected from the semi-structured life world interviews was then complemented by non-participating classroom observations in the form of a natural experiment (Frankfort-Nachmias et. al, 2015. 182). The rationale for the semi-structured life world interviews and the non-participating classroom observations will be further elaborated below in sections 3.2 and 3.3.

3.2. The semi-structured life world interviews

Brinkmann and Kvale (2015) provides a linear progression through the interview process, which will be followed for the thesis. This process is called *Seven Stages of an Interview Inquiry* (Brinkmann & Kvale, 2015). The seven steps are as follows: *Thematising, designing, interviewing, transcribing, analysing, verifying,* and *reporting* (Brinkmann & Kvale, 2015, p. 129). The first and second steps are connected to the thesis and interview guide. The other steps will be elaborated on in this section.

According to Brinkmann and Kvale, "semi-structured life world interviews attempt to understand themes from the lived everyday world perspectives from the perspectives of the interviewees" (Brinkmann and Kvale, 2015, p. 31). The semi-structured life interviews included pre-planned questions to ensure all critical data collection points were covered, as well as additional questions designed to help the interviewee feel comfortable in an unfamiliar setting. With a mix of these the interview is neither an open everyday conversation nor a closed questionnaire – but semi-structured (Brinkmann & Kvale, 2015). To avoid preplanned answers and achieve more natural responses of the descriptions of their lived worlds, the interviewees were not given the questions in advance (Brinkmann & Kvale, 2015). The interview questions can be found in the interview guide, Appendix A. The pre-planned questions were organised into six different categories: *Background questions, general perceptions, teaching methods, challenges and solutions, pupil engagement* and *future perspectives.*

3.2.1. The analysis of the semi-structured life world interviews

In order to systematise the data generated by the interviews, a TA was used. TA is defined by Braun and Clarke as "a method for identifying, analysing, and interpreting patterns of meaning, or themes, within qualitative data" (Braun & Clarke, 2006, p. 6). To conduct a TA, the six phase-approach presented by Braun & Clarke was utilised. This approach is composed of six phases: *Familiarising yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes* and *producing the report* (Braun & Clarke, 2006).

3.3. Choice of approach to TA

The choice of approach to the TA is important and can either be an inductive, deductive or hybrid approach. An inductive approach to the TA means that the themes that will develop are strongly connected to the data that is collected. Therefore, the data is coded without being put into pre-existing preconceptions from the researcher, meaning that the coding process for the analysis is very important (Patton, 1990, in Braun & Clarke, 2006). A deductive approach, on the other hand, is an approach where the researcher has pre-developed themes before conducting the data collection, trying to fit the data into these pre-developed themes. These pre-developed themes often stem from a general hypothesis created before conducting the research (Braun & Clarke, 2006).

Lastly, one could choose to do a hybrid approach, mixing the elements of the inductive and deductive approach. Swain divides codes into preori codes and posteriori codes and describes one way of doing a hybrid approach as "a top-down, deductive, theoretical process and a bottom-up, inductive, data-driven process" (Swain, 2018, p. 7). By doing this, some preori codes can be produced from the RQs and when designing the interviews, and some posteriori codes can be produced from examining the generated data. This indicates that theory served as both a foundation for the data analysis and a result of the data analysis (Swain, 2018).

Considering that the interviews are in the form of semi-structured life world interview, some of the questions that will be asked in the interviews that are pre-designed (Brinkmann & Kvale, 2015) could be considered deductive, where preori codes are generated before conducting the interviews. However, the follow-up questions where the participant elaborates

on their responses can generate posteriori codes. In the present study, a mixed approach to the analysis will be conducted, where there will be a mix of themes that both emerge from preori and posteriori codes.

3.4. Steps before conducting TA

Before starting the TA, the interviews were transcribed using the transcribing tool supplied with Microsoft Word. The reasoning for using a digital tool for transcribing was simply to save time. After using the transcribing tool, the transcribed data was double-checked with the audio recording, as the Norwegian dialect spoken in the interviews is not fully accurate to how the Norwegian language is written. The transcripts of the interviews were at an average level of detail, since the focus of the data was what was being said during the interviews.

Finally, the transcripts were translated into English by the researcher with the assistance of the translation tool within Microsoft Word. After the translation, the analysis process started. The first step after obtaining the English text data was familiarisation, which preceded the generation of codes from which themes would emerge. Since the transcription was reviewed by and translated by the researcher, the first phase had already begun, where the researcher familiarised himself with the data.

3.5. Non-participating classroom observation

This section elaborates on the observations that were done in accord with this study. According to Chava Frankfort-Nachmias, David Nachmias and Jack DeWaard (2015, p. 172), there are *four* major questions that must be answered to ensure that data obtained from observations are meaningful to a study:

- *What* will be observed?
- *Where and when* will the observations take place?
- *How* will the data be recorded?
- *How much* inference is required?

When considering *what* will be observed, it is generally divided into four different behaviours of the observation participant. These behaviours are divided into *nonverbal* behaviour, which consider body movements, *spatial* behaviour, which consider the attempts participants make

to structure the space around them, *linguistic* behaviour, which consider the content of speech and the structural characteristics of talking, and *extralinguistic* behaviour, which consider the formal aspects of speech (Frankfort-Nachmias et al., 2015). Considering that the goal of the observations was to validate or contradict the participants responses from the interviews, the main focus of the observations was on the linguistic behaviour. This is considering the fact that the participants were interacting with their pupils during the observations.

When considering *where and when* the observations will take place, there are a few factors to consider. Firstly, there are two types of observational methods: *controlled* and *non-controlled* observational methods. A controlled observational method generally is characterised by decisions made to what, how and when to observe, and occur in settings such as a laboratory. A noncontrolled observational method is generally less systematic, but allows for greater flexibility, and occur in settings such as natural experiments (Frankfort-Nachmias et al., 2015). The observations were conducted in the classrooms of the participants, where they conducted ELT lessons. The classroom as an observational setting can be considered as a natural experiment, as it is an experiment that is carried out in an area that has not been manipulated by the researcher (Frankfort-Nachmias et al., 2015). As the observational setting is a classroom at a primary school, the observations were done overtly by the researcher to make both the participants and the partaking pupils more comfortable. Since the researcher was present during the observations, one could consider it a manipulation of the observational setting, since the presence of the researcher could affect both the responses from the participant and the pupils, making it less of a natural experiment. There were two observations made. The observations lasted for one lesson hour, which equals to about 45 minutes.

However, when it comes to the *when*, there is the complication of time constraints, that will be emphasised on in section 3.6, *methodological strengths and limitations*. To put it shortly, the interviews and observations were conducted in the same week. This leads to the fact that the researcher could not get acquainted with the data from the interviews before the observations and had to rely on the initial findings from the interviews when considering the observations made during the observation sessions. This will be elaborated on in section 3.4.

When it comes to *how* the observational data will be recorded, one must consider whether using a deductive or inductive approach to recording the data. When choosing to do a deductive approach, the researcher has some initial ideas or indicators of what will be

observed, while assigning the observations to predetermined categories (Frankfort-Nachmias et al., 2015). On the other hand, the inductive approach is more flexible, and can generate new explanations from the findings, and suggest new categories of data (Frankfort-Nachmias et al., 2015). Considering the limitation due to time constraints that was mentioned in the previous paragraph, a combination of the two approaches were used. The time constrains made it impossible to do a purely deductive approach, as the interview data had not yet been familiarised by the researcher, thus making it fully clear which observations would be focused on. However, as the interviews still were fresh in the researcher's mind, the mixed approach also led to inductive observations being made that would not have been emphasised with a deductive approach.

Lastly, there is the matter of *how much* inference is required. Inference is defined as a conclusion that is drawn from evidence (Frankfort-Nachmias et al., 2015). Simply, it means how much the researcher has to make an educated guess of what the meaning is of what they observe. Considering that the observational data was used to validate or contradict the findings from the responses of the participants from the interviews, there were generally little inference needed. However, there were events that occurred where the researcher not initially had to infer, but rather asked the participant of the meaning behind the event post-observation.

3.6. Data collection details

This section outlines the methodology timeline executed in this study. The research design incorporated two primary data collection methods: semi-structured life world interviews and non-participating classroom observations. Due to the constraints of a tight schedule and specific time limitations, it was imperative to conduct all data collection activities within the same week. This section details the reasonings behind this decision, the preparation involved and the execution of data collection.

To gather data that will answer the RQs, the main criteria to participate in this study was having a teacher education and a background in teaching. A rural Norwegian primary school was reached out to, where the author came into talks with the principal. The principal agreed to let the research be conducted at their school. The process of recruiting participants was carried out with an invitation letter and consent form that were sent out as a form of application possibility for potential participants. The consent form can be found in an

anonymised format in Appendix B.

This process resulted in two interviewees, who both are teachers within the primary school. The first participant is a teacher in the fifth grade and has been a teacher for approximately two years. The second participant is a teacher within first grade and has been a teacher for a total of 18 years. The sheer variety in teaching experience among the interviewees can provide different responses to the questions during the interviews. Both participants have a background in teaching the English subject.

The decision to conduct all data collection within a single week was driven by several factors, including availability of participants, access to the research site, and the time-sensitive nature of writing this thesis. Given these considerations, a condensed timeline was deemed necessary to ensure the feasibility of the study without compromising the integrity and depth of the collected data.

Prior to the data collection week, extensive preparations were undertaken to maximise the efficiency and effectiveness of the research process. The interviews were scheduled strategically throughout the week to allow for sufficient time for each interview session. Similarly, coordination with the educational institution was necessary to schedule classroom observations, ensuring minimal disruption and optimal observation conditions.

The semi-structured interview guide was developed with careful consideration of the RQs, allowing for flexibility in exploring participants' experiences while ensuring consistency across interviews. Some of the questions within the categories will not be used for the data analysis but were purely asked for making the interviewee more comfortable in an unnatural setting. Observation protocols were also designed to guide the non-participating classroom observations, focusing on the participants' behaviours in accord with their responses that fit in their classroom practices.

The interviews were conducted one-on-one in person at the school the interviewees are working, and were conducted at times convenient for the participants, ensuring a comfortable and conducive environment for open discussion. In addition, the interviews were conducted in Norwegian, since both the researcher and the interviewees have Norwegian as their first language. Norwegian also allowed the conversations to flow more naturally and avoid possible misunderstandings. The sessions were audio-recorded, with notes taken along the way for remarks that were relevant for the RQs. The data collected from the interviews were

later transcribed into Norwegian, and then translated into English by the researcher for use in the *analysis, results, and discussion* section. Excerpts from the original transcript in Norwegian will also be presented in the analysis, to better show what was actually said during the interviews, and to clarify any semantic nuances that may be lost in translation.

The non-participating classroom observations were carried out in the same week as the interviews, but each observation of the participants was conducted after their interviews. Each observation session lasted for 45 minutes, which were the duration of the class period. Detailed notes were taken to document the teacher interactions with their pupils, complemented by reflective notes to capture the researcher's impressions and contextual factors.

3.7. Ethical Considerations

Considering the seven research stages presented by Brinkmann and Kvale (2015), there are several ethical considerations to be made before conducting a study with semi-structured life world interviews. When designing the interview guide, there was an ethical concern with gaining consent from participants and maintaining confidentiality through the publication (Brinkmann & Kvale, 2015). A consent form was handed out and was signed by participants. A copy of the consent form can be found as appendix B. When it comes to transcription, there is the concern of maintaining confidentiality of participants and whether the transcribed text is loyal to the oral statements of the participants (Brinkmann & Kvale, 2015). Both the raw audio data from the interviews and the transcription data is secured with two-factor identification by the researcher and will be destroyed post-publication. Another ethical concern is the fact that it is mandatory to submit an interview project to an ethical review board before any research may be conducted within some fields (Brinkmann & Kvale, 2015). This study has been registered and approved by SIKT - The knowledge sector's service provider. A copy of this approval can be found as Appendix C.

3.8. Methodological strengths and limitations

By using both interviews and observations, a strength of this study is triangulation. The interviews can also provide insight into the participants' stated beliefs, motivations, and attitudes, while observations can reveal their actual enacted beliefs, behaviours, and

interactions. This combination can help remove the gap between what people say and what they do and offers a more holistic view of what is being studied.

One of the limitations of this study is the restricted time period available for the data collection. As mentioned in section 3.4, all data collection had to be conducted during a one-week period. Ideally, interview data should have been analysed prior to conducting the observations, so that themes emerging from the TA could be contrasted with the classroom observations. It would also be preferrable to conduct more observation sessions, to strengthen the validity of relevant patterns of behaviour of the participants even further. However, this is also a limitation of this study due to time constraints.

Another limitation of this study is the fact that the study only has two participants. However, one could also consider this a strength, since the backgrounds of the two participants are very different. Participant 1 has been teaching for two years and has a relatively fresh education within the field of teaching, while participant 2 has been teaching for approximately 18 years, with a more experience-based education. This can lead to different results in the interviews, but the similarities that occur in the responses can also be interesting.

4. Analysis, results, and discussion

In this chapter, the results from the TA of the interviews are presented, as well as a discussion of the results with backing from the theory presented in section 2. The discussion in this section was directed towards the first RQ; **What are Norwegian primary school teachers' beliefs and perceptions towards the use of the English language in ELT?**
The observational data was directed towards the second RQ; **To what extent does these beliefs and perceptions influence—or contrast with—their classroom practices?** The observational data is discussed after each theme.

After concluding step five of the TA proposed by Braun and Clarke (2006), *defining and naming themes*, three themes emerged:

(1) *Motivation for ELT*: This theme explored the beliefs the participants had regarding both their own motivation to teach ELT, and how to motivate pupils using the English language.

(2) *Adapting ELT*: This theme investigated the awareness of the participants regarding adapting of teaching the English language to their pupils.

(3) *Roots language beliefs*: This theme focused on the participants' perceptions on being English language learner themselves, how their beliefs have changed over time and how they affect their ELT.

These three themes are elaborated on in the sections below. It is important to highlight that the included excerpts have been translated from Norwegian to English. The original excerpts in Norwegian will also be presented, to present most accurately what the participants actually said during the interviews. Throughout the results and discussion, the participants will be presented as participant 1 and participant 2. Participant 1 is a male, and participant 2 is a female. Therefore, both participants will be referred to as their heterotypical pronouns to avoid any potential confusion.

4.1. Motivation for ELT

The initial theme that emerged from the priori codes was a theme that was called Motivation for ELT. The first aspect of this theme was the fact that both participants had expressed that

they personally had been motivated to teach the English language. The motivation for teaching and learning the English language was important for how the English language was used in ELT. When asked if he had been motivated to teach the English language, Participant 1 answered:

> *Men det er vel kanskje engelsk jeg har mest motivasjon til. Mye fordi elevene har utviklet seg veldig mye, men ikke fra min side sånn sett, men fra omverden rundt.*

> "But I guess it's English that I have the most motivation for. Much because the students have developed a lot, but not from my side in that sense, but from the outside world."

Participant 1 suggested that his motivation simply came from the fact that the pupils of today are developing linguistically from external sources, such as the Internet with its abundance of English-based media. Similarly, when asked if she feels motivated to teach English, participant 2 expressed that:

> *Ja, absolutt. Jeg ser jo det at fra jeg begynte i skolen og til nå så er elevene blitt mye flinkere, i hvert fall muntlig i engelsk. Ser jo da at, spesielt guttene, og en del jenter, men det henger jo litt i sammen dette her at, kanskje, det første året så spiller guttene mer enn jentene, og de lærer mye gjennom å se andre som spiller.*

> "Oh, absolutely. I see that since I started working in school and until now, the pupils have become much better, at least at speaking English. You can see that, especially the boys, and some girls, but it is a little related to this here that, perhaps, in the first year the boys play more games than the girls, and they learn a lot through watching others play games."

Participant 2, similarly to participant 1, stated that she was motivated to teach the English subject, much because of the fact that the pupils of today are much stronger when it comes to oral English than earlier in her teaching career. She also elaborated on her perception that boys get more external exposure for English learning that the girls, and thus generally are a bit stronger than girls when it comes to speaking English.

What the participants expressed in the excerpts above suggested that they both believed that the English language is motivating to teach because the pupils have a greater general knowledge of the English language. According to Borg's (2003) model depicted in figure 1, this belief stems from the teachers practice experiences, defined by the contextual factor of attitudes towards language learning (Haukås, 2020). Both participants also commented on the fact that their pupils are more exposed to the English language than before, thus enforcing the skill level of the pupils. The fact that the children of today are strong users of the English language is something that is statistically proven (Utdanningsdirektoratet, 2024) by factors such as being exposed to media where the English language is dominant, such as television, YouTube and in video games (Brevik, 2016; Brevik, 2019; Brevik & Holm, 2022; Medietilsynet, 2022). One can also consider that the pupils of today naturally have a greater knowledge of the English language through external exposure which can lead to higher intrinsic motivation to learn the language (Dörnyei, 2001, cited in Praver & Oga-Baldwin, 2008). If the pupils are naturally stronger in a language a teacher is supposed to teach them, the process of teaching the language can be considered easier (Csikszentmihalyi, 1997), thus leading to the intrinsic reward being achieved with less effort (Tardy & Snyder, 2004).

Following the initial motivation regarding learning and teaching the English language, how the participants motivated their pupils was connected to the theme. Participant 1 stated:

> *…Den klassen jeg har nå har veldig stort sprik i ferdigheter i engelsk. Vi har noen elever som har bodd i utlandet som kan utrolig mye engelsk, og noen som nesten skulker timene for å unngå å snakke engelsk. Engelskfaget har såpass stor påvirkning på dem at de tør nesten ikke å komme inn i klasserommet når det er engelsk undervisning, og da gjør at du må kunne se de som sliter såpass mye, samtidig som du stimulerer de som er kjempeflinke i faget… …sånn som at det skal være en dialog der du kan snakke på norsk. Du kan svare meg på norsk og så kan jeg stille spørsmål på engelsk. For då kan de som er kjempeflink i engelsk svare på engelsk når jeg snakker på engelsk.*

> "…The class I have now has a very large gap in English proficiency. We have some pupils who have lived abroad who know an incredible amount of English, and some who almost skip classes to avoid speaking English. English has such an impact on them that they hardly dare to enter the classroom when there is an English lesson, and then you have to be able to see those who struggle so much, while stimulating those who are

really good at the subject… …like there should be a dialogue where you can speak in Norwegian. You can answer me in Norwegian and then I can ask questions in English. Because then those who are very good at English can answer in English when I speak in English…"

Participant 1 stated that his class has a large gap when it came to English language proficiency. He said that he enacted a balance of Norwegian and English to motivate both struggling and strong pupils to learn the English language. To keep struggling pupils motivated, he said that he used the Norwegian language in ELT when in dialogue with them. However, the participant believes that they have to keep the strong pupils stimulated, thus having the strong pupils answer in the English language.

Similarly, participant 2 responded:

Jeg tror det at det virker veldig motiverende, men også litt skremmende, som sagt, for de som er litt utrygge. Sånn som når vi tar å snakke om dagen og litt sånn på engelsk, så kan det jo være at vi klarer å si et ord, og det kan være nok, sant. Mens andre, de kan klare å si, hvilken dag, hvilken dato det er, for eksempel. Men, men kanskje jeg kan hviske de i øret at de kan på si det foran de andre, sant. Og så motivere de til å snakke da, og da må de pushes litt. Men det må gjøres litt forsiktig, sånn at de ikke Føler det er skremmende… …Jeg ser jo det at mange elever allerede i førsteklasse er blitt ganske god i engelsk muntlig, så bør en kanskje legge listen høyere?...

"I think that it can be very motivating, but also a little intimidating, as I mentioned earlier, for those who are a little insecure. Just like when we talk about the day and a little bit like that in English, it may be that they can say one word, and that can be enough, right. While others, they can manage to say what day, what date it is, for example. But maybe I can whisper the weaker pupils in their ear to help them so that they can on say it in front of the others, right. And motivating them to talk, and then they have to be pushed a little. But it has to be done a little carefully, so that they don't feel like it's scary… …I see that many pupils already in the first grade have become quite good at speaking English, so maybe one should put the bar higher?..."

Participant 2 said that her use of the English language in ELT can be both motivating and intimidating for her pupils. She also perceived the fact that there is a skill gap within English language proficiency in her class, with both strong and struggling pupils. The participant mentioned that she pushed struggling pupils carefully into speak English in the classroom and perceived that she can expect more from the strong pupils.

There are some connections between the responses of the participants. Both participants believed that there is a skill gap in their classroom when it comes to English language proficiency, even though they both stated that their pupils are very developed when it comes to English. When considering Borg's (2003) model, figure 1, this belief can stem from the initial personal educational background the participants have but are affected by classroom practices of the participants (Haukås, 2020). Both participants also believed that it is not only important to motivate struggling pupils for language learning, but also motivating the stronger pupils by stimulating them positively. The belief of a skill gap amongst pupils requires different sources of motivation. The struggling pupils might have a need for an extrinsic motivation, where there can be an extrinsic reward from completing a task (Alizadeh, 2016). On the other hand, the stronger pupils might be satisfied with the intrinsic reward but must still be stimulated enough through challenges to achieve the intrinsic motivation (García, 2009). The difference in the responses of the participants is their approaches. Participant 1 believed in using the Norwegian and English languages simultaneously to motivate both his struggling and stronger pupils. Participant 1 uses translanguaging (García, 2009) where he integrates the Norwegian and English languages. The participant creates an environment in his classroom where bilingualism is normal (Creese & Blackledge, 2015) to keep his struggling pupils motivated, giving them a chance to participate in the lesson, responding in the language they are most comfortable with. Participant 2 believed in motivating the pupils by assisting the struggling pupils, pushing them carefully individually into speaking English, while putting the bar higher for the stronger pupils. This can mean the difference of enabling the extrinsic motivation amongst struggling pupils, while maintaining the intrinsic motivation amongst stronger pupils. This also indicates that the intrinsic motivation exists within the participant, since she wants to work better with the pupils' individual needs (Coladarchi, 1992).

4.1.1. Motivation for ELT – Observations

When it came to the theme *motivation for ELT*, there were some observations made that reinforced some stated beliefs of the participants, validating the theme.

The first aspect of the theme is the participants' own motivation regarding ELT. Both participants had displayed engagement and energy and seemed prepared to convey their English lessons. When it comes to responsive interaction, the participants showed interest by asking questions and providing feedback to their pupils. They had both also been attentive to their pupils' responses. When it comes to behavioural indicators of motivation, the participants used positive reinforcement when conversing with their pupils, and employed a variation of active teaching strategies that will be further explained from the observational notes.

The second aspect of the theme is how the participants motivate their pupils. When it comes to the motivation of their pupils, both participants responded that they believe some of the motivation of the pupils come from the fact that the pupils generally are very proficient when it comes to the English language. This was also seen in the observations. Many pupils had a greater language proficiency when it comes to the English language than what the researcher initially expected when first entering the classroom.

The third aspect of the theme is that the participants believed that there is a skill gap between the pupils in their classes, and how both participants' use of the English language changes accordingly. When it comes to the observations of participant 1's ELT lessons, the first observation was the differences in responses of the pupils. Some pupils responded almost fluently in English, while other pupils responded purely in Norwegian. The same thing occurred when observing participant 2's lessons. Some pupils responded in English, and some in Norwegian. The participant spoke a mix of the Norwegian and English languages when communicating with his pupils. The language that was being used depended on the pupil he was speaking to. The participant proved he was very familiar with which pupils were proficient when it came to speaking English, and who might struggle. This also verified his belief in that there is a skill gap amongst his pupils, and therefore his reasoning to do translanguaging when he conducted ELT.

Similar observations were made when it came to observing participant 2's ELT lessons. The participant used mostly the English language when she spoke to her pupils. She would assist

the pupils she deemed as struggling. This verified the belief she had regarding pushing her struggling pupils to speak English in the classroom. Another observation made connected to her responses from the interview was that the boys were more proficient within their vocabulary when it came to the English language. The participant stated that she believed the boys were more proficient than the girls in her class at their young age.

4.2. Adapting ELT

The second theme that emerged came from the posteriori codes from the TA and was called *adapting ELT*. This theme looks into the perceptions of the participants regarding the adapting of their English lessons. In the interviews, the participants expressed their belief in the importance of adapting their teaching and how they use the English language considering these adaptions. Making sure the education is adapted for the pupils is an important step for the teachers' language usage in ELT, considering how one uses the language. First of all, the participants expressed their concerns regarding the adapting phase, and the restated the varied skill level amongst their pupils. Participant 1 stated:

> *…I stedet for å tilpasse til to nivå at de som står svakt og de som var viderekommende, eller tre nivå for den del, [inaudible 00:18:07] så må jeg tilpasse til seks-sju nivå. Ja, da gjelder det den planleggingsfasen, tilpassingsfasen tar fem ganger så lang tid.*

> "…Instead of adapting the English lesson to two levels that those who are weak and those who are advanced, or three levels for that matter, [inaudible 00:18:07] then I have to adjust to the six-seven levels. Yes, then it concerns the Planning phase, the adapting phase takes five times as long."

Participant 1 stated that he has to divide the lesson into many levels, instead of one level for strong pupils and one level for struggling pupils. The participant was concerned with the fact that he had to divide the lesson into six to seven levels, because of the fact that it is very time consuming. The reason for why he believed that he needs to divide the lesson into six to seven levels was inaudible from the transcript. However, the researcher knows it was regarding the sheer discrepancies within the pupil group. This was based on contextual factors such as background diversity, pupils with a refugee status and pupils with special needs. Considering

the model by Borg (2003), figure 1, contextual factors like these in combination with the teaching practice experiences of the participants can shape beliefs such as this one within the teacher cognition of the participant.

When asked a follow-up question regarding if there was a skill gap in her classroom among her pupils, participant 2 stated:

> *Veldig stort sprik. Det er det jo også i norsk, sant. Noen, de leser store bøker, mens andre de, de kan knapt skrive navnet sitt, så de er på så veldig stor - Det er det å tilpasse arbeidet til elevene og møte de der som de er. Det vil jeg si er mest utfordrende. Så skal du tilpasse arbeidet til 27 elever, så det blir jo kanskje til at du legger deg på tre nivåer, da. Men skal du tilpasse det til alle…*

> "Very big gap. That's also how it is for Norwegian, too. Some, they read big books, while others, they can barely write their name, so they are on a very big - It is to adapt the work to the pupils and meet them where they are. That, I would say, is the most challenging thing. So, you're going to adapt the work for 27 pupils, then you might end up settling on three levels, right. But are you going to adapt it to everyone…"

Participant 2 stated that there is a large gap in the skill proficiency when it comes to the English language, and she has to adapt her lessons to meet the needs of her pupils. The participant also stated that she has to adapt her lessons for all of her 27 pupils and added that it is challenging to adapt the lessons for all of them. She said that she adapts her lessons into three levels, but still perceived that she should actually adapt her lessons even more to meet the needs of all the pupils in her class.

There were some similarities in the responses of the participating participants. Both participants perceived that there is a skill gap amongst their pupils, thus making it necessary to adapt their lessons to make language learning work for all pupils. This further indicates that the intrinsic motivation exists within both participants, since both participants wants to work better with the pupils' individual needs (Coladarchi, 1992). Meeting the pupils' individual needs leads to student achievement, which leads to higher teacher efficacy, and teachers with higher teacher efficacy are more likely to implement innovative teaching strategies (Berman et al., 1977). Both participants believed that adapting their lessons into several levels was

important for the pupil's well-being when it comes to learning and speaking a language. In accord with Borg's (2003) model, figure 1, this belief stems from a combination of their personal educational background, with their teaching practice experiences within their classroom affected by the contextual factor of language learning attitude (Haukås, 2020). Adapting the lessons into several levels will also raise the chance for the intrinsic reward achieved by meeting all the pupils' individual needs. However, both participants were concerned with the fact that they believe that they should adapt their lessons into even more levels than they have the time and resources to, because they find it difficult to address the difference in proficiency amongst the pupils. This concern could stem from the fact that the intrinsic reward through meeting the pupils' individual needs is difficult to obtain due to the time constraints of planning, and thus being a concern of lowered teacher efficacy (Tschannen-Moran et al., 1998), due to factors such as stress (Berman et al., 1977). Although there is a belief in the importance of impacting pupils' learning, even in challenging circumstances, finding the time to act on it is difficult.

Another aspect of this theme was regarding the adaptation methods the participants believed had a useful effect in their classrooms. First of all, participant 1 had this to say:

> *…Men når jeg tilpasser undervisningen, Så bruker jeg engelske ord de, har noe formening med, eller et godt forhold med, sånn at vi får en tilknytning til timen. For når jeg har engelsk med de så synes de det er gøy, for det handler ikke bare om å stå og undervise, men å servere undervisningstiden på en sånn måte at de føler ikke at de er på skolen. De tror at de bare sitter og spiller, men så har de egentlig hele pensumet på Kahoot… …Rett og slett bare leke i undervisningen. Jeg bruker det for å kartlegge hvordan jeg skal tilrettelegge for mange elever i klassen med å starte med at det blir en sånn "dette er ikke undervisning, vi bare har det gøy…»*

> "…But when I adapt my teaching, I use English words that have some meaning to, or have a good relationship with, so that we have a rapport with the class. Because when I have English with them, they think it's fun, because it's not only about standing there lecturing, but about using the time of the lesson in such a way that they don't feel like they're in school. They think they're just sitting around playing but then they really have the whole curriculum on Kahoot… …Simply just play in teaching. I use it to map out how to adapt the lesson for many pupils in class starting with the fact that it becomes a kind of "this is not learning, we are just having fun…""

Participant 1 pointed out that he thought it was important to keep the process of language learning relatable, where he can use words the pupils are familiar with, to come forward as relatable and creating stronger relations with his pupils. The participant also said that he adapts his English language lessons in a way that makes it feel more like playful learning, where the learning of the language occurs through playing games or playful activities. The participant stated that he thought it is important to play in the lessons, where the pupils gain a view on the lesson that makes it more fun than boring. The participant also said that he finds playful lessons like these good for mapping out the skill levels of his pupils, which makes it better for the participant to adapt his lessons accordingly.

Participant 2 had similar comments:

> *Jeg synes jo at det skal være varierte arbeidsmetoder. Nå jobber jeg med de minste, og de trenger å bevege seg. De trenger å veksle på ulike aktiviteter... ...Vi hadde gym i går, vi hadde "fallskjerm" med ulike farger. Ungene står rundt så valgte jeg å snakke på engelsk. Å si fargene på engelsk, at "Now I want everybody who's got blue colours to change places". Altså, vi skal bytte plasser under fallskjermen så gjør vi det litt sånn at vi får det inn litt naturlig... Det kan være "hentediktat", det kan være ting som de får bevege seg på den måten. Det kan være andre aktiviteter, leker, det kan være spill...*

> "I think there should be a variety of working methods for the pupils. Now I work with the youngest ones, and they have the need to move around… …We had P.E. Yesterday, we played "parachute" with different colours. The kids are standing in a circle, so I chose to speak in English. I say the colours in English: "Now I want everybody who's got blue colours to change places". So, we're going to switch places under the parachute, and we'll speak English a bit so that we can get more English in a bit naturally… …It could be "fetching dictation", it could be things that they get to move around. It could be other activities, toys, it can be games…"

Participant 2 stated that adapting her lessons into a variation of playful working methods is good for her pupils, especially since they are very young and has the need to move around.

She said she practices playful learning , incorporating the English language, where the learning of the language occurs through playing games or playful activities. The participant mentioned a variation of different playful activities that she believed work well for learning the English language.

Both participants believed that they could use a playful learning method where they can use the English language in a way that makes learning the language fun for the pupils.

The participants were at different grades, so their methods would be different accordingly. Participant 1 had older pupils, and he said that the pupils prefer learning through digital playful activities. Participant 2 had younger pupils, and she mentioned that the pupils prefer learning through a variation of playful activities where they get to move around. The belief that using playful learning methods can make language learning fun for the pupils can from a combination of cognitions. In accord with Borg's (2003) model, figure 1, this belief stems

from the participants personal educational background, which define their initial cognitions. Considering that both participants reflected on the age of their pupils when designing the playful activities, they already have an initial idea of what their pupils at their age would enjoy doing. To make sure that their playful activities are relevant when it comes to language learning, they have cognitions related to professional coursework (Borg, 2003), where they designed the activities so that they have learning outcomes. This combination affected the cognitions the participants have regarding the matter. Their instructional choices, such as having playful learning methods in their classrooms, can be affected by factors such as how pupils acquire knowledge and how the available educational tools let the participants be creative (Ashton, 1990, cited in Zheng, 2015, p. 5). Even though the participants had different approaches to the playful learning method, the core principle stayed the same: using playful activities for language learning can lead to both extrinsic and intrinsic motivation for both struggling and stronger pupils. The extrinsic reward can be achieved through winning a game, such as fighting for the podium positions whether it is participating in a Kahoot or participating in child's play with the other pupils (Alizadeh, 2016). However, the intrinsic reward can also be achieved as the activity can be seen as the reward itself (García, 2009).

Another topic within this aspect was the importance of a dialogical approach to language learning that encourages pupils to use the English language in informal conversations, and the adaptations that surrounds it. Participant 1 stated:

…Jeg føler at jeg mer sånn "kommer inn, når jeg først tar en time, så snakker jeg norsk, og så gradvis utover året så snakker jeg mer og mer engelsk i timen". At vi har en på en måte ikke en undervisningstime, men alle sitter og har en dialog på engelsk… … Jeg sier at elevene får velge selv, vi er jo ikke engelske av natur, vi lærer oss jo språket, det viktigste er at de kan kommunisere…

"…I feel like I'm more like "I get into the class, when I first take a lesson, I speak Norwegian, and then gradually over the year I speak more and more English per lesson". That we have a kind of not a teaching lesson, but everyone sits and has a dialogue in English… …I say that pupils get to choose for themselves, after all, we are not English by nature, after all, we learn the language, the most important thing is that they can communicate…"

Participant 1 explained that he gradually changes the way he speaks to his pupils from initially using the Norwegian language and switching to the English language. The participant then adapted his ELT lessons from a Norwegian-based lesson to an English-based lesson. The participant mentioned that the dialogue that occurs in English, both from him to the pupils and between the pupils, is very important in his lessons. The participant also said that it is not that important for him that the pupils speak the English language all the time in his lessons, since none of his pupils are of English background by nature. The participant mentioned that he thinks the most important thing for him is that the pupils are able to communicate with each other in the English language.

Participant 2 said:

…Vi har valgt å ta det inn her, som vi har "flyplasslek", med å ha de fleste av plakatene her er på engelsk. Så det å gjøre det mest mulig- Få det mest mulig inn i den vanlige skolehverdagen synes jeg er kjempeviktig… … For flere unger nå så er det faktisk naturlig å snakke engelsk. Flere av elevene har engelsk også i språket sitt, rett og slett, og snakker engelsk sammen… …Jeg synes jo det å bruke engelsk tverrfaglig er kjempeviktig. Vi bruker det jo en del når vi snakker om dagen i dag, hvilket vær er det i dag og trekker det inn og bruker det litt i andre fag…

"…We've (the teacher team and her) chosen to take it (the English language) in here to

the classroom, as we have "the airport game", with most of the posters here being in English. So, to speak English as much as possible- Do it as much as possible during an ordinary school day, I think it is really important... ... For many of the kids now it's actually natural to speak English. More of the pupils basically have more English in their language and speak English with each other... ...I think it is important to use the English language interdisciplinary. We use it a lot when we talk about the day today, what weather is it today and drag it in to use it a little in other participants..."

Participant 2 first mentioned that both she and her teacher team at their grade thought that there should be more English dialogue happening in the classroom that encourages pupils to use the English language in informal conversations. To achieve this, they spoke the English language through activities with their pupils in the classroom. For example, the participant mentioned "the airport game", a game where the pupils walk around in the classroom and have to speak English. She stated that she thought it is important to speak as much English as possible during a school day. The participant also said it was important to use the English language in other subjects and for other activities, such as the daily morning assembly. By using the English language in the morning assembly, the pupils can start their day off by having a dialogue in English with the teacher and other pupils.

Both participants believed in the importance of the English dialogue between themselves and their pupils and between the pupils. The difference is how the participants made the dialogue occur in their classrooms.

Participant 1 gave more of an example of how he perceived his use of the English language for the dialogue and how it adapted over time. He generally adapted the way he used language himself within the ELT classroom, where he initially spoke Norwegian, and transitioned to the English language over time. This could be considered translanguaging, where he initially uses one language in the classroom, but uses the two languages simultaneously (García, 2009; Creese & Blackledge, 2015), until he mostly uses the English language. The translanguaging approach can draw on all of the pupil's linguistic resources to enhance comprehension and achievement (Lewis et al., 2012), which signals high teacher efficacy within the participant, with the desire of heightening pupil achievement (Berman et al., 1977). He believed that it is not necessarily a fact that the English language should be spoken at all times within ELT. In

accord with Borg's (2003) model, figure 1, the fact that his pupils are not English speakers by nature is the contextual factor that enforces this cognition. However, he believed the most important thing was that his pupils understand each other when speaking the English language. Even though he said that his pupils should not speak English at all times, the importance is the occurrence of English in informal conversations. In accord with Borg's (2003) model, figure 1, this is a cognition he acquired through teaching practice experiences, which leads to the belief regarding varied methods for language learning.

Participant 2 described a certain method she and her teacher team have adapted within her classroom to use that she believed is good for achieving the English dialogue between herself and the pupils and between the pupils. First of all, she discussed methods with her teacher team. They come to a consensus on efficient methods to do in the classroom, which can affect teacher efficacy for both the participant and the other teachers positively (Bandura, 1997, cited in Tschannen-Moran et al., 1998). She had younger pupils, so it was natural that the participant focused on the variation of methods she believed were applicable for achieving the English dialogue in her classroom. However, when the dialogue occurred in activities, the dialogue becomes more 'role play-like', as the frames of what the pupils speak with each other about are within the said activity. Still, the participant stated that speaking the English language is so natural for her pupils today. They already spoke English with each other naturally in informal conversations. The already established cognition she has regarding varied methods for younger children can be crucial for her reasoning of encouraging pupils within language learning through varied methods. As with participant 1, this is a cognition she has acquired through teaching practice experiences (Borg, 2003), which leads to the belief regarding varied methods for language learning.

4.2.1. Adapting ELT – Observations

When it came to the theme *adapting ELT*, there were some observations made that reinforced some stated beliefs of the participants, validating the theme.

The first aspect of the theme was not picked up during the classroom observations, as it had to do with lesson planning, something that was done beforehand by the participants.

The second aspect of the theme, playful teaching within the classroom, was reinforced during the observation. The strong relations participant 1 had with his pupils was observable. The

way the participant spoke English at a level that is relatable for his pupils, where he used words that the pupils could relate to in their daily life or acknowledge references that the pupils find familiar, validated his initial belief from the interview data. The lessons were varied, with many different activities during the class hour. The participant finished off the ELT lesson with a round of Kahoot with his pupils, to achieve the sense of playing instead of learning. When asked about his activity choice after the observations, the participant reminded the researcher of his belief regarding the importance of varied teaching with playful activities. This observation of playful teaching validated the participant's belief regarding the matter.

The observations made regarding participant 2 were similar. The participant gathered the pupils around one big table and had a suitcase in the middle of the table that contain many small toys. The goal she had for her pupils was to pick a toy from the suitcase, then tell the rest of the group what they picked and describe the toy accordingly. The next activity was a board game, where the participant explains the rules of the board game to the pupils in English. Some pupils stated in the Norwegian language that they did not understand everything she said, so the participant repeats some of the rules in Norwegian. When the participant switched to Norwegian, some of the pupils also switched. The participant did then quickly switch back to English to make sure that the pupils spoke English. The final activity was "Simon says", and the participant let the pupils be the leaders of the game. The participant told the pupils to say every order for the game in English.

When asked about the activity choices after the observation lesson, participant 2 claimed that a variety of playful activities is important for pupils at this young age. The participant stated the importance of a variety of activities where the pupils' can both sit down and move around in the interviews, and this statement is reflected in the observations made.

Another pointer for this same aspect was the belief the participants had in the importance of the English dialogue occurring in their classroom. Participant 1 designed his lessons in a way where the English dialogue was flowing between the participant and his pupils, and there were no wrong answers. The relation he has with his pupils reassures the amount of English the pupils were willing to speak in the classroom, as they got to speak about something they found relatable and interesting. He would switch to the Norwegian language and ask questions in Norwegian, and then had the pupils reply in English. The participant would then continue the dialogue with pupils who responded in English.

When asked after the observations about the switch of language from the English language to the Norwegian language, the participant stated that he would switch when deemed necessary by him, where he would ask pupils he deemed as struggling with English questions in the Norwegian language instead. This observation reflected the participant's belief in the importance of the English dialogue occurring in his lessons yet kept in mind the pupils who might struggle with speaking the English language, thus using both the Norwegian and English languages within the classroom.

The activity that participant 2 had with her pupils with the suitcase filled with toys led to a lot of dialogue happening in the English language within the classroom. The participant would mainly ask the pupils questions in English about the toys. These questions were both factual questions, such as "What colour is the dinosaur?", and fictional, yet reflecting questions, such as "Does the girl (doll) have any brothers or sisters?". Most of the pupils would respond in English, with a variety of answers. Some would respond with Norwegian words describing the toys, and the participant would repeat their descriptions in English. The researcher was a bit surprised that almost the entirety of the ELT lessons was conducted using the English language, as the pupils are very young.

When asked about the choice of language in ELT after the observations, the participant responded that she believes it is important to speak English herself if she expects the pupils to speak English. This observation reflects the participant's belief in the importance of the English dialogue during her lessons.

There was also an interesting observation made with participant 2 regarding language adaptation for better understanding between the participant and a pupil. When observing the participant, there was an occurrence when the participant was talking about one of the toys with the pupils. The toy in question was a doll of a girl, and the participant asked the pupil holding it, "does the girl have any siblings?". After she asked the question, the pupil looked confused. Quickly after, the participant corrected themselves and asked, "does the girl have any brothers or sisters?". After the correction, the pupil answered quickly.

When asked about this correction after the observation, the participant stated that she did not think of the correction in the moment, but in hindsight she realised that she simplified her vocabulary for the pupil to understand after realising that the pupil was confused.

4.3. Roots of language belief

The third and final theme also emerged from the posteriori codes in the TA and was called *roots of language belief*. This theme was concerned with how the interviewees learned the English language themselves and how their beliefs about language learning have evolved over time. More importantly, the theme offered insights into how these beliefs influenced the participants' teaching practices and shaped their attitudes towards the use of the English language in the ELT classroom. The participants' beliefs regarding being language learners themselves within the English language are important for how they use the English language in ELT.

The first aspect that emerged from this theme related to how the participants believed their personal use of the English language has evolved. When asked about how his personal use of the English language has evolved, participant 1 responded:

> *Ja, det begynte vel å utvikle seg veldig etter å være lærer. Jeg hadde jo ganske brei bakgrunn i engelsk fra før av, men når jeg selv var elev så syntes jeg at engelsk var det verste. Så jeg lå ganske bak på engelsk. Så ble jeg gamer, og då måtte jeg utvikle engelskferdigheter for å forstå meg spillet, og hva jeg og andre skal gjøre, og så var det TV serier og filmer og alt sånn…*

> "Yeah, I guess I started to develop a lot after becoming a teacher. I had a pretty broad background in English from before, but when I was a pupil myself, I thought English was the worst. So, I was pretty behind in English. Then I became a gamer, and then I had to develop English skills to understand the game, and what others and I are supposed to do, and then there were TV shows and movies and everything like that…"

Participant 1 stated that his personal use of the English language started to develop after becoming a teacher. He acknowledged that he had a broad background within English before becoming a teacher, but this was not always the case. The participant explained that he initially did not like the English language during his English language learning period at a younger age. However, after getting personal hobbies that required him to learn the English language, there was a spark in his personal interest of learning English. The participant described multiple sources of media, such as video games and TV shows, that he thought

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affected how he personally got motivated to become an English language learner.

When asked the same question as participant 1, participant 2 stated:

> *Jeg tror kanskje at jeg var bedre i skriftlig engelsk enn i muntlig. Jeg var vel mer stille og rolig og snakket liksom ikke språket så mye. Jeg har jo ikke vært den som har likt best å snakke engelsk…*

> "I might think that I was better in written English than oral English. I guess I was more quiet and kind of didn't speak the language as much. I have not been the one who has liked to speak English the most…"

Participant 2 said that she was better at writing English than speaking English early in her English language learning period. The participant also said that she did not enjoy speaking the English language aloud before.

Both participants reflected on how their beliefs regarding the English language were when they were growing up as language learners. When considering Borg's (2003) model, figure 1, their initial beliefs are connected to their own schooling and personal educational background, but the current beliefs can be affected by their classroom practices. The beliefs have an influence on how they teach language (Haukås, 2020).

Participant 1 did not enjoy the English subject when he went to school himself, but acquired an interest through hobbies that required him to learn and speak the English language. Even though he initially did not like the English subject, he achieved the intrinsic motivation to learn English for functional reasons, as he was required to learn the language to understand the subject matter – here being what he actually was reading in the different forms of media (Csikszentmihalyi, 1997).

Participant 2 stated that she preferred writing English over speaking English but is now comfortable speaking English after pushing herself. When it comes to her writing within English, her belief in her own abilities when it comes to writing English are high, which indicates high self-efficacy when it comes to writing (Bandura, 1977). She also said that she did not enjoy speaking the English language before, suggesting that she enjoys it more now than before. This suggests she had personal growth within speaking the English language

aloud with others.

The next aspect of this theme was how their beliefs regarding learning the English language have changed over time. Participant 1 stated:

> *Etter jeg ble lærer så har det utviklet seg sånn at jeg må rive det vekk fra min personlige engelsk, sånn at jeg kan få litt mer formell engelsk og skal lære, ikke bare å snakke engelsk, men hva er substantiv og adjektiv på engelsk, hvordan bøyer vi engelske ord og sånne ting som er litt annerledes enn det jeg bryr meg om, så jeg måtte endre litt synspunkt på hva engelsk er…*

> "… After I became a teacher, it has developed so that I have to differentiate from my personal English, so that I can get a little more formal English and I will learn, not only how to speak English, but what are nouns and adjectives in English, how do we inflect English words and things like that are a little different from what I care about, so I had to change my point of view on what English is…"

Participant 1 said that he thinks his view on the English language changed after becoming a teacher. As stated previously, the participant said his interest for the English language came from hobbies, such as gaming and TV shows, where the English language often is informal. In this excerpt, the participant stated that he had to use a more formal English in a pedagogic setting than he is used to. The participant said he has to differentiate between the informal English he used at home and the formal English he used in the pedagogic work setting.

Participant 2 stated:

> *Det er som jeg nevnte tidligere- Jeg likte å skrive engelsk da jeg gikk på skolen selv. Jeg likte ikke å snakke engelsk. Likevel, så pushet jeg meg selv til å snakke engelsk med andre, og det gjorde meg mer komfortabel til å snakke engelsk med elevene. Og jeg ser jo det at fokuset i dag på muntlig engelsk er veldig stort. Men ikke så mye på skriftlig. Jeg tror at vi burde ha mer fokus på å skrive engelsk. Jeg vet det er elever som har de samme tankene om å snakke engelsk som jeg hadde da jeg var barn. Så jeg vet at skriving kan være bedre for noen av elevene…*

> "It is as I mentioned earlier- I enjoyed writing English when I went to school myself. I

did not enjoy speaking English. However, I pushed myself into speaking English with others, and it made me more comfortable speaking English with the pupils. And I see that the focus today on oral English is very big. But not so much at writing. I think we should have more focus on writing English. I know there are pupils who have the same thoughts about speaking English that I had when I was a child. So, I know writing can be better for some pupils…"

As stated previously, participant 2 again pointed out that she preferred writing English over speaking English. She reflected that forcing herself into speaking the English language aloud changed how she uses the English language orally in the classroom. The participant also said that the focus on oral English is greater than the focus on written English in school today. However, she perceived that the focus on written English should be higher than what it is today. This perception might come from the fact that she did not enjoy speaking English herself, hence the belief that some pupils in her class might feel the same way.

Both participants had a change in their beliefs over time regarding the English language. When considering Borg's (2003) model, figure 1, the reflection regards the initial cognitions the participants achieved during schooling and their personal educational background and are affected into their current beliefs by teacher training and teaching practice experiences. The contextual factor of attitude towards language learning can also be considered as a factor of cognition shaping, as their attitudes towards language learning has changed over time (Haukås, 2020). The way their beliefs regarding the English language has changed are different for the participants.

Participant 1 changed his beliefs regarding the English language when he considered the difference between the informal English and the formal English. When he said informal English, he meant the English he uses at home, most likely in connection with his interests. The interests can be such as video games, where one might have to communicate with others using English as a lingua franca. Regarding the formal English, he considered formal English as the English he uses when he is at work, such as the focus on inflections of words in English. This belief showed that the participant knew there is a 'time and place' for how one should use a language and knows to be professional within language usage within the classroom. In accord with Borg's (2003), figure 1, this cognition is initially occurring through

his schooling, but gets evolved within teacher training, and is affected by classroom practice. The existing belief of how he should use the language divides how he uses the language into two practices by his teacher training (Haukås, 2020).

Participant 2 again mentioned pushing herself into speaking the English language, and how she preferred writing English over speaking it. She perceived a gap between focus on oral and written English in school today compared to before and believes there should be a greater focus on the written English within the classroom. Looking at Borg's (2003) model, figure 1, this perception most likely came from her initial cognition that occurred in her own personal educational background, considering that she had high self-efficacy when it came to writing English herself (Bandura, 1977). At the core of this belief is the participant's own educational experiences and can be affected by the educational tools that are available (Ashton, 1990, cited in Zheng, 2015, p. 5).

The third aspect of the theme was how these personal beliefs affected their teaching lessons regarding ELT. The first example within this aspect was how the participants show their pupils that mistakes in their lessons are allowed, and no one had to be perfect when it comes to speaking the English language in their classes. Participant 1 said:

> *…Jeg kan snakke engelsk, jeg kan skrive engelsk og spesielt gjøre feil. Jeg snakker engelsk, jeg skriver engelsk, men jeg gjør også feil sånn at elevene ser at det er lov å gjøre feil. For å oppsummere så "dummer" jeg meg ned litt slik at elevene ser at "han er en lærer, men han gjør feil han også"…*

> "…I can speak English, I can write English and I can also make mistakes. I write English, but I also make mistakes so that pupils see that it is permissible to make mistakes. To sum up, I "dumb myself down" a little so that the pupils see that "he's a teacher, but he makes mistakes too…""

Participant 1 pointed out that he believed it is important to show his pupils that they are allowed to make mistakes when it comes to learning and speaking the English language within ELT. The participant stated that doing mistakes show the pupils that he is only human too, in a sense. Similarly, participant 2 said:

> *Men i den senere tid, når jeg tvinger meg selv til å snakke bare engelsk i engelsktimene,*

så har det gjort noe med meg og, at jeg er så redd for å snakke feil. Jeg er ikke så redd
for å spørre elevene om ting, jeg kan ikke absolutt alle ord på engelsk, og da er jeg ikke
så redd for å vise det for elevene heller, for jeg tenker at da er jeg et godt forbilde for
de som er usikre. At en må ikke kunne absolutt alt…

"…But in the recent past, when I force myself to speak only English in English lessons, then it has done something to me and, that I am not that afraid of speaking incorrectly. I'm not as afraid to ask pupils things, I don't know absolutely every word in English, and then I'm not so afraid to show it to pupils either, because I think that then I'm a good role model for those who are uncertain when it comes to English. That one is not expected to know absolutely everything…"

Participant 2 stated that she is not afraid of speaking the English language aloud, because she is not afraid of making mistakes. The participant said it is important to show her pupils that they are allowed to make mistakes, by making mistakes themselves. The participant said that she feels like she is a good example for struggling pupils by doing mistakes, showing the struggling pupils that they are allowed to make mistakes as well.

Both participants believed in the importance of showing their pupils that they are allowed to make mistakes, by making mistakes themselves. When looking at the cognition through Borg's (2003) model, figure 1, this cognition would mainly stem from the teaching practice experiences of the participants, where they evaluate the permission to make mistakes, with the contextual factor of pupils' skill levels (Haukås, 2020). Participant 1 perceived doing mistakes as an opportunity to build relations with his pupils. He believed in making himself appear "less smart" to make the ELT session more comfortable for his pupils who might hesitate to speak the English language within ELT. Participant 2 similarly believed that making mistakes makes her a good example for her struggling pupils that might hesitate on speaking up. The interactions the participants have with their pupils can affect the participants' beliefs (Ashton, 1990, cited in Zheng, 2015, p. 5). By observing that mistakes are a part of the learning process and can be constructively addressed, their pupils may develop a more positive expectation of their own success and perceive learning tasks as more intrinsically valuable (García, 2009), knowing that the learning environment is supportive and realistic rather than punitive. Positive interactions and relations between the teacher and

pupils can lead to better teacher efficacy and teacher motivation (Coladarchi, 1992).

Another example of how these personal beliefs affect their teaching lessons regarding ELT was shown when the participants were asked how they think their experiences influenced their beliefs about how they teach the English subject. Participant 1 had this to say:

> *…Alle lærere har jo sin måte å undervise på og hvordan de ser på faget. Men jeg mener at jeg har en veldig stor forskjell på mange, at jeg "snur det veldig opp ned". Mange sier du skal velge britisk engelsk eller amerikansk engelsk og sånn. Jeg kommer inn og sier at det dere velger den dere vil, men det er viktig å vite forskjellen. Så lenge dere vet forskjellen, så kjører dere det løpet dere vil. Og jeg kommer ikke inn og sier ikke at "I dag skal vi lære bøying av det og det ordet her, og vi skal lære å skrive denne teksten." Jeg tar det litt sånn at det er viktig å kunne engelsk, men måten vi lærer det på er opp til dem…*

> "…All teachers have their own way of teaching and how they view the subject. But I think that my teaching has a very big difference compared to other teachers, that I turn it upside down. A lot of teachers say you should choose British English or American English and such. I go into class and say whatever you guys pick the one you want, but it's important to know the difference. As long as you know the difference, you'll run whatever race you want. And I'm not going to come in and say that "Today we're going to learn the inflection of that and that word here, and we're going to learn how to write this text." I take it a bit like it's important to know English, but the way we learn it is up to you…"

Participant 1 stated that his personal experiences as an English language learner have influenced the way he teaches the English language to his pupils. The participant said his experiences has given him a different view in the way he teaches compared to other English teachers. The participant considered his personal cognitions about how he felt regarding the English language when he was the pupils' age himself, and stated earlier that he did not enjoy the English subject and thereof lacked motivation. The participant believed a solution to this is that the pupils should be able to choose how they want to learn the English language. The English subject then has a teaching method where the opportunity of choice can be an intrinsic motivational factor that the participant themselves might have wanted when he went

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to school himself. When pupils feel that they have a choice, their intrinsic motivation increases because the activity aligns more closely with their personal interests and identities. Intrinsic motivation, fostered through such personal relevance and choice, often leads to deeper engagement and a more sustained interest in learning amongst the pupils (García, 2009).

When it came to participant 2, this is what she had to say when asked the same question:

…Jeg har tenkt at det er ikke for alle elever å snakke høyt i en klasse på engelsk. Jeg hadde syntes det var veldig vanskelig selv når jeg var på deres alder, det å snakke høyt på engelsk. Så derfor så har det gjort at jeg har hatt veldig fokus på å dele de inn i mindre grupper, for at de skal føle seg trygge på å snakke engelsk. Då kan en jo tenke at det kan være lurt å sette de som er litt utrygge i lag med noen som er litt sterke i engelsk, men det kan jo også være lurt å- At en har i hvert fall flere av de som synes det er litt vanskelig på samme gruppa, sånn at de ikke føler seg alene. Ja, så jeg vil si det at det med å dele de inn i mindre grupper synes det er kjempeviktig med tanke på å få de til å snakke engelsk.

"…I have been thinking that it is not for all pupils to speak aloud in a class in English. I myself would have found it very difficult myself when I was their age, to speak aloud in English. So that's why I've been very focused on dividing them into smaller groups, so that they can feel confident speaking English. Then you might think that it might be a good idea to put those who are a little insecure in the same group with someone who are stronger when it comes to English, but you might also want to- that you have at least several of those who find it a little difficult in the same group, so that they don't feel alone. Yes, so I would say that dividing them into smaller groups is very important in terms of getting them to speak English."

Participant 2, reflecting on her own beliefs regarding how it was to be an English language learner herself, said that it is not for everyone to speak aloud in a class. This reflection was connected to how she felt about speaking aloud in class during her own schooling. To avoid forcing her pupils to speak aloud in class, the participant said that she organises her English lessons into smaller groups so that the pupils who might struggle with speaking English aloud sees it as a more comfortable setting. Arranging the classroom in a way that reduces the social

pressures and fears associated with public speaking can help pupils internalise the value of learning and feel more intrinsically motivated to participate (García, 2009). However, the participant also believed in not making smaller groups with one struggling pupil where the rest of the pupils are confident. To avoid this, the participant mentioned that one should divide the class into groups where there is more than one struggling pupil, so the struggling pupils do not feel that they are excelled by everyone else. Avoiding grouping a single struggling pupil with several confident peers addresses extrinsic motivational factors by mitigating feelings of inferiority or conspicuousness, where the grouping does not feel like a punishment for the struggling pupil (Alizadeh, 2016). Participant 2 demonstrated a high level of teacher efficacy, as she influences student outcomes through effective classroom management by adapting classroom behaviour (Tschannen-Moran et al., 1998).

Both participants had beliefs that affected the way they undergo an ELT lesson based on their previous personal beliefs regarding being English language learners. Within Borg's (2003) model, figure 1, the cognition they both have regarding this stems from their personal educational background, something they both also reflected on. The contextual factor of language learning (Haukås, 2020) is also relevant for the cognition, as they consider the attitudes their pupils have towards language learning comparatively with their own attitudes from their own schooling. Both of the participants looked back to how their beliefs were regarding the English language when they went to school themselves and influence their lessons so that their pupils will not have the same beliefs the participants had when the participants were young. By taking their own previous personal beliefs in regard when conducting their English lessons, they ensured that the experience of learning the English language will be improved for their pupils. The main factor that influenced this belief and how they implemented the choices they did instructionally is within their own personal dimension, taking regard to how pupils acquire knowledge comparatively with how the participants themselves did during their own schooling (Ashton, 1990, cited in Zheng, 2015, p. 5).

4.3.1. Roots of language belief – Observations

When it comes to the theme *roots of language belief*, there were some observations made that reinforce the responses of the participants that validates the theme.

The first and second aspects of the theme were about the reflections of the participants regarding how they believed their personal use of the English language has evolved, and how this belief has changed over time. These are beliefs that are difficult to observe in a classroom setting and are more dependent on the participants to be truthful in their responses in their interviews. However, the third aspect of the theme was observable.

The third aspect of the theme was how these personal beliefs affect their teaching lessons regarding ELT. The researcher was aware of these personal beliefs, as the interviews with the participants where they were stated were conducted before the observations.

Participant 1 mentioned during the interviews that he was not be afraid to do mistakes, as it showed the pupils that they could also be allowed to make mistakes. During the observations, the participant managed to say the wrong word for a sentence he was writing up at the blackboard. One of the pupils were quick to correct him. The participant then thanked the pupil for the correction and admit his mistake. When asked about this occurrence after the observations, the participant stated that he believes events like these are important, because it shows the pupils that he is also human, and that he can make mistakes too. He also said that the pupils who correct him get a sense of accomplishment, and that some pupils might learn from the mistake that was made. This observation and feedback reflected the belief that the participant mentioned in during the interview.

Participant 1 also believed that his teaching methods are unorthodox compared to other English language teachers. The participant's lessons were divided into different topics the class would explore beforehand. However, in his lessons that were observed, the setting was unformal, and the dialogue flowed freely in English. The dialogue was more open, regarding a theme, than doing more set parts of a lesson in a set order. There were no clear transitions from a topic to another, and the collective grouping of the participant and the pupils were more of a group of friends discussing themes. As the participant mentioned during the interviews, how his personal beliefs affect his teaching when it comes to ELT, he said that the most important thing is to learn the English language, and the way that happens is up to the pupils. This belief is reflected in the way that the participant is teaching during the observations.

Participant 2 believed in the importance of showing her pupils that they must not know everything. In the observations, there was an occurrence during the game with the suitcase

and toys where the participant froze up while describing one of the toys, seemingly because she could not think of the right word to use. One of the pupils said a word that could fit the description she was looking for, and the participant would thank the pupil for their assistance in finding a fitting word. When asked about this occurrence after the observations, the participant stated that she enjoys it when the pupils assist her own their own accord and thinks the other pupils can learn from the times the participant makes mistakes like this. This occurrence during the observations reflected her belief regarding the fact that it is important to show her pupils that they must not know everything.

Participant 2 also believed that she had come a long way when it comes to speaking the English language aloud and thinks of her pupils who might have it the same way she had it when she was younger when planning her lessons. This is also something that was reflected during the observations. For the observation session, the participant had divided her class into smaller groups, as aforementioned by the participant to be an important step into making ELT more comfortable for her pupils. When asked about the dividing of pupils after the observation, the participant stated that she had divided the pupils in a way that there was more than one pupil who struggle with the English language into one group. This is also something she mentioned as being important to make her pupils more comfortable into speaking English, as she believes she would have wanted it to be the same way when she was younger. Her personal beliefs are validated by doing the measures stated in the interviews to make her pupils more comfortable speaking the English language.

5. Conclusion

This study aimed to explore the beliefs and perceptions that Norwegian primary school teachers hold towards the use of the English language in their teaching practices, and if these beliefs and perceptions are reflected in their actual teaching practice. This final section will conclude the thesis by summarising the key findings, look at how this thesis enhances ELT, summarise general limitations of this study, as well as making suggestions for further research.

5.1. Summary of Key Findings

In this thesis, the following RQs have been explored:

1. **What are Norwegian primary school teachers' beliefs and perceptions towards the use of the English language in ELT?**
2. **To what extent does these beliefs and perceptions influence—or contrast with—their classroom practices?**

The key findings will be presented towards each of the RQs consecutively.

5.1.1 Teachers' beliefs and perceptions towards the use of the English language in ELT

In accord with Borg's (2003) model, figure 1, the cognitions of the participants are clear when it comes to their beliefs regarding language use within ELT. In the discussion, the cognitions within the context of personal educational background, teacher training, teaching practice experiences and contextual factors are explored.

Initially, the results show that the participants feel motivated to teach in ELT. This motivation is partly influenced by the improved proficiency of pupils due to external exposure to English-based media (Brevik, 2016; Brevik, 2019; Brevik & Holm, 2022; Medietilsynet, 2022). However, both participants also note a significant skill gap among their pupils in their classrooms. Even though their pupils are proficient when it comes to using English, both participants still believe that they must consider how they use the English language within ELT.

When it comes to the use of the English language within ELT, the core concern for the participants is keeping all their pupils motivated within language learning. This is reflected in their beliefs, as they both adapt how they use the English language within ELT based on which pupil they are interacting with. Participant 1 believes that using the Norwegian language within ELT can be useful for motivating his struggling pupils. On the other hand, participant 2 believes that English can be intimidating for struggling pupils, and therefore chooses to push the struggling pupils carefully (Coladarchi, 1992) into using the English language within the ELT classroom. The core difference here is their approach, as participant 1 believes in the utilisation of translanguaging (García, 2009) within ELT, where the Norwegian and English languages coexist (Creese & Blackledge, 2010), while participant 2 initially only believes in using the English language within ELT.

Furthermore, the results show that both participants wish to cater to all their pupils but struggle to do so. Both participants are intrinsically motivated to cater to the pupils' individual needs (Coladarchi, 1992), but are constrained by practical limitations such as time management, which could lead to stress and lowered teacher efficacy (Berman et al., 1977). Both participants believe in incorporating playful learning to make English language acquisition enjoyable and relatable for their pupils. This includes using digital games like Kahoot and physical activities that integrate the English language (Ashton, 1990, cited in Zheng, 2015, p. 5).

When it comes to the participants' beliefs about English language use in their practice, participant 1 believes in a gradual integration of English over the school year, starting lessons mostly in Norwegian and using English more progressively, but still intertwining the two languages (García, 2009; Creese & Blackledge, 2015). Participant 2 integrates English into everyday classroom interactions and other subjects, promoting continuous use of the language to make it a natural part of the pupils' day. Their beliefs and teaching practices are influenced by their professional experiences and the specific contexts of their classrooms (Borg, 2003).

The results show that their personal language learning experiences have affected how the participants use the English language in ELT. When it comes to the evolution of language skills, participant 1 describes his evolution from disliking English as a pupil to becoming proficient due to achieving the intrinsic motivation (Csikszentmihalyi, 1997) from engaging in English-mediated activities like gaming and consuming English media. This shift not only enhances his language skills but also alters his perception towards the English language,

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affecting how he uses the English language within ELT. Participant 2 acknowledges her high self-efficacy (Bandura, 1977) in written English over oral skills and notes her initial unwillingness to speak English. Her subsequent effort to improve her speaking ability reflects a shift in her self-efficacy regarding oral English, and ultimately affects how she uses the English language within ELT.

Lastly, the results show that the participants emphasise using the English language within ELT to embrace understanding over perfection. Both teachers believe in promoting a tolerant learning environment, where they both stress the importance of making mistakes as a natural part of learning. Participant 1 deliberately makes errors when using the English language to show pupils that perfection is not expected, aiming to create a relaxed and engaging learning atmosphere. Similarly, participant 2's approach in the classroom reflects her belief in role modelling realistic language use, showing students that it is acceptable not to know every word or phrase perfectly. By recognizing that mistakes are a natural part of the learning process and can be constructively addressed, pupils may develop a more positive expectation of their own success and view learning tasks as more intrinsically valuable (García, 2009).

5.1.2. The contrast or influence of teachers' beliefs within classroom practice

The second RQ concerns how the beliefs of the teachers are reflected or contradicted in their practices. With empirical background, the results show that:

Both teachers demonstrate high levels of engagement and energy in their English lessons, which aligns with their self-reported motivation. Observations show that they are well-prepared, interactive, and attentive, consistently asking questions and providing feedback. They employ positive reinforcement and employ varied active teaching strategies, which reflect their belief in the importance of motivation in language education.

The teachers believe their pupils are generally motivated, largely due to their high proficiency in English. Observations confirm that many pupils exhibit higher English proficiency than initially expected, reinforcing the teachers' perceptions. This indicates a strong alignment between the teachers' beliefs about pupil motivation and the observed classroom dynamics.

Both teachers note a significant skill gap in their classes, which is evident during observations. The participants' solution to this is how they use the English language during

ELT. Participant 1 applies translanguaging to his lessons, adjusting language use based on each pupil's proficiency. Observations show that some pupils respond fluently in English, while others use Norwegian, confirming the teacher's awareness and adaptation to the skill gap. Participant 2 predominantly uses English but aids struggling pupils with simpler English, verifying her belief in pushing these pupils to improve.

The teachers' classroom practices closely align with their stated beliefs and perceptions. Both participants actively engage and motivate their pupils, reflecting their personal motivation for teaching English. They recognise and address the skill gap in their classrooms by varying how they use the English language in the classroom and support strategies.

Both participants employ playful teaching strategies, reinforcing their beliefs in the importance of engaging and varied activities. Participant 1 uses relatable language and references that resonate with the pupils' daily lives. His observed lessons included a variety of activities, ending with a round of Kahoot, which emphasises the fun aspect of learning. This observation confirms the participant's belief in the value of varied and playful teaching methods. Participant 2 utilises a suitcase filled with toys for a descriptive activity, engages pupils in a board game, and plays "Simon says," ensuring instructions are given in English. These practices validate her belief in the importance of diverse and playful activities for young learners.

Both participants emphasise the importance of maintaining English dialogue during lessons. Participant 1 facilitates the English dialogue, using Norwegian only when necessary to support struggling pupils. His approach of adapting language use based on pupils' proficiency levels confirms his belief in maintaining a focus on English while providing necessary support. Participant 2 predominantly uses English, briefly switching to Norwegian when a pupil expresses confusion. She simplifies her words, when necessary, as demonstrated with the "siblings" versus "brothers or sisters" example. Her practice of repeating pupils' answers in English to reinforce learning reflects her belief in the importance of sustained English dialogue.

The teachers' classroom practices consistently reflect their stated beliefs and perceptions. Both teachers use varied and engaging activities, emphasising fun and relatability in their teaching, consistent with their belief in the importance of playful learning. Both teachers also prioritise English communication in the classroom, adjusting their language use to support pupil

understanding and participation, validating their belief in the importance of English dialogue.

During an observed lesson, Participant 1 makes an error while writing on the blackboard and is corrected by a pupil. The teacher thanks the pupil and acknowledges the mistake, emphasising the importance of showing pupils that making mistakes is part of learning. This interaction aligns with the teacher's belief, mentioned in the interview, that openly making mistakes can be a valuable teaching tool, demonstrating vulnerability and encouraging students to correct and learn from errors.

Participant 1's lessons are informal and feature freely flowing dialogue, resembling group discussions more than traditional classroom settings. This flexible approach, allowing pupils to guide the learning process, aligns with the teacher's belief that the primary goal is learning the English language, regardless of the method.

During an activity, Participant 2 hesitates while describing a toy, and a pupil suggests a suitable word. The teacher acknowledges the pupil's help, appreciating that pupils assist and learn from such moments. This incident aligns with the teacher's belief, expressed in the interview, that it is beneficial for pupils to see that teachers, too, can struggle with finding the right words, reinforcing the idea that it is okay not to know everything.

Participant 2 divides the class into smaller groups to make pupils more comfortable speaking English, ensuring that each group includes pupils who struggle with the language. This practice reflects the teacher's belief in creating a supportive learning environment, mirroring her own experiences as a learner. Grouping pupils to provide mutual support aligns with the teacher's belief in making the learning process comfortable and supportive.

Both participants' practices are consistent with their stated beliefs and perceptions about language teaching. Participant 1's willingness to show vulnerability and his flexible, discussion-based lessons demonstrate his belief in embracing mistakes as an opportunity for learning. Participant 2's acceptance of pupils' help and her supportive grouping method reflect her belief in showing that not knowing everything is okay and in creating a comfortable environment for speaking English.

The observational data indicates that the teachers' beliefs and perceptions significantly influence their classroom practices in ELT. Their motivation to teach, recognition of pupils' high proficiency, and awareness of the skill gap are reflected in their engagement, language

use, and tailored support strategies. Both teachers adjust their language practices to address the diverse needs of their pupils, confirming the consistency between their stated beliefs and observed actions. Their practices of using playful and varied activities, maintaining English dialogue, and adapting language use to pupils' proficiency levels are consistent with their stated beliefs. Observations confirm that the teachers effectively integrate their perceptions into practical strategies to support language learning, demonstrating a strong alignment between their beliefs and classroom practices. Both teachers demonstrate practices that align closely with their stated beliefs, such as embracing mistakes, employing flexible teaching methods, and creating supportive learning environments. This alignment underscores the extent to which their personal perceptions shape their approaches to ELT.

5.2. Implications for enhancing ELT

The findings indicate that teachers' beliefs about language use directly influence the way they conduct ELT. Teachers who believe in the importance of using translanguaging in the classroom adapt their language use based on pupils' proficiency levels, while those who prefer exclusive use of English implement strategies to gradually build pupils' confidence in using the language. Emphasising the importance of making mistakes as part of the learning process and creating a supportive learning environment are crucial strategies that can help reduce anxiety and increase pupil confidence in ELT.

When considering that teachers' beliefs and perceptions significantly influence their classroom practices, there is the idea of improving teacher training. Teacher training programs can include components that address more theoretical and practical aspects of language teaching. Training could focus on methods to maintain pupil motivation, especially for those struggling with language learning. Additionally, teacher's courses could incorporate reflective practices that makes teachers consider how their personal language learning experiences shape their teaching methodologies. Encouraging teachers to embrace flexibility and adaptability in their teaching approaches can further enhance the effectiveness of ELT.

5.3. Limitations

A significant limitation is that the study includes only two participants, providing a narrow number of insights. Also, identifying theoretical limitations in the present study on teachers'

beliefs regarding language use in the ELT classroom can be challenging due to the variability in personal beliefs and teaching contexts. All teacher's unique experiences shape how they interpret and apply theoretical frameworks in language instruction. Nonetheless, this can also be seen as a strength, as the contrasting backgrounds of the two participants provide valuable insights. Participant 1 is relatively new to teaching, with two years of experience and recent training in the field, while Participant 2 has 18 years of experience and a more practice-oriented education.

5.4. Further Research

For further research within the topic, there are some ways one could expand on this study.

On the basis that this study investigates Norwegian primary school teachers' beliefs and perceptions, the small pool of participants in this qualitative study can lead to ambiguous results. Future research within the same field of this study should consider having a larger pool of participants, to look at multiple insights from a larger number of teachers of numerous different backgrounds where the results could cover a greater sum of beliefs and furthermore look at similarities or differences in held beliefs based on different factors.

The English proficiency of the Norwegian people can be considered to not be decreasing in the near future, which makes this a relevant topic to further investigate since it could potentially contribute to gathering insights into how teachers use the English language and how they teach the English language, assuring that the learners of today become even greater English users.

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Appendices

Appendix A

Intervjuguide

Fase 1: Uformell prat

Fase 2: Informasjon

Takk for at du vil stille til intervju.

Intervjuet gjennomføres i tilknytning av min masteroppgave i masterprogrammet MGBEN550 – Grunnskolelærer 1-7, Engelsk, ved Høgskulen på Vestlandet (fakultet for lærerutdanning, kultur og idrett), våren 2024.

I min masteroppgave ønsker jeg å finne ut av hvilke oppfatninger og holdninger en lærer på en norsk distriksskole har til sin egen bruk av det engelske språk i det engelskspråklige klasserommet. Jeg vil også observere hvordan disse oppfatningene og holdningene blir reflekterte i undervisningspraksis i etterkant av intervju. Masteroppgaven vil bli skrevet på engelsk, men intervju vil bli gjennomført på norsk. Besvarelse i intervju vil bli transkribert og oversatt til engelsk av meg.

Det vil tas høyde for at personene som blir intervjuet ikke kan kunne gjenkjennes i ferdig materiale.

Før intervju starter, skal jeg:

- Gå gjennom informasjonsskriv – Opptak av dialog
- Forklare taushetsplikt og anonymitet
    - Noen spørsmål før intervjuet starter?

Lengde på intervju vil kunne vere fra ca. 30 til 45 minutt, avhengig av lengde på spørsmål og svar.

Fase 3: intervju

1. **Bakgrunnsspørsmål**
- Hvor lenge har du jobbet som lærer?
    - Hvor lenge har du undervist i engelskfaget?

- Føler du deg motivert til å undervise i engelsk?
  - Hvorfor? Hvorfor ikke?
- På hvilken måte har din egen bruk av det engelske språket utvilket seg over tid som lærer?
  - Er det noen spesifikke områder innenfor engelskundervisning som du vil utvikle eller forbedre?
    - Hvis ja, hvilke?
    - Hvis nei, hvorfor ikke?
- Kan du snakke om dine erfaringer innenfor det å lære seg det engelske språket?
- Hvordan har dine erfaringer påvirket dine meninger om hvordan du underviser i engelsk?
- Kan du beskrive en spesifikk erfaring med å undervise i engelsk som har sterkt påvirket dine meninger om engelskspråklig undervisning?

2. **Generelle oppfatninger**
- Hvordan vil du beskrive din generelle holdning om bruken av det engelske språket i den engelske undervisningen?
  - Kan du utdype om hvorfor du tror du har denne holdningen?
  - Har du erfart noen forandringer i holdningen din over tid?
  - På hvilken måte tror du at din bruk av engelsk påvirker elevenes læring?

3. **Læringsmetoder**
- Kan du forklare hvordan du bruker engelsk i engelskspråklig undervisning?
  - Kan du gi et eksempel på en undervisningstime der du følte at din bruk av engelsk var spesielt effektiv?
- Hvilke læringsmetoder eller fremgangsmåter mener du er mest effektiv for å lære bort engelsk?
  - Hvordan vurderer du om en metoder fungerer bra eller ikke?
  - Du har jo selv lært deg det engelske språket. Hvordan tror du dine erfaringer som en som lærer seg det engelske språket har påvirket dine undervisningsmetoder?

4. **Utfordringer og løsninger**
- Basert på din erfaring, hvilke utfordringer møter du når du underviser i engelsk?
    o Hvordan håndterer du disse utfordringene?

5. **Elevengasjement**
- Hvordan føler du dine elevers' generelle kunnskapsnivå er innenfor det engelske språket?
    o Tar du disse vurderingene med når du underviser?
- Tar du dine elevers språknivå til vurdering når det kommer til din egen bruk av det engelske språk?
- Hvordan tror du din bruk av engelsk påvirker elevenes engasjement og motivasjon til å lære?
    o Har du noen eksempler på hvordan elever responderer på engelskundervisning?
- Hvordan motiverer du elevene dine til å bruke et fremmedspråk som engelsk i klasserommet?

6. **Framtidsperspektiv**
- Basert på din erfaring, er det noen utviklinger du ser i fremtiden angående metoden og rollen man underviser engelsk på?
- Er det noen forandringer eller forbedringer du vil legge til i din undervisning av engelsk?
    o Hvis ja: hvilke?
    o Hvis nei: hvorfor ikke?

Oppsummering

- Når du ser tilbake, hva vil du si har vært din største personlige vekst som en underviser i engelsk?
- Har du noen nye refleksjoner på dine meninger om det å undervise i engelsk etter dette intervjuet?
- Er det noe du har lyst til å legge til?

Fase 4: Oppsummering

Kort oppsummering av intervjuet

- Er det noe intervjuobjekt ønsker å legge til?

Intervju over

Vil du delta i forskningsprosjektet: *Between Norwegian and English: Perceptions and Attitudes of Rural Norwegian Primary School Teachers on English Language Usage in the Classroom*?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut av hvilke oppfatninger og holdninger en lærer på en norsk distriksskole har til sin egen bruk av det engelske språk i det engelskspråklige klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

I dette prosjektet ønsker vi å finne ut av hvilke oppfatninger og holdninger en lærer på en norsk distriksskole har til sin egen bruk av det engelske språk i det engelskspråklige klasserommet. Vi vil også observere hvordan disse oppfatningene og holdningene blir reflekterte i undervisningspraksis i etterkant av intervju. Dette er en masteroppgave. Masteroppgaven vil bli skrevet på engelsk, men intervju vil bli gjennomført på norsk. Besvarelse i intervju vil bli transkribert og oversatt til engelsk av meg.

Hvem er ansvarlig for forskningsprosjektet?

Høgskulen på Vestlandet er ansvarlig for prosjektet. Masterstudent ved fakultet for lærerutdanning, kultur og idrett, Daniel Røstbø, skal utøve forskningen.

Hvorfor får du spørsmål om å delta?

Vi spør deg om å delta fordi du passer inn i rammene for utvalget til mitt forskningsprosjekt, med din bakgrunn som lærer ved en distriktsskole.

Hva innebærer det for deg å delta?

Deltakelse består av to deler. Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Det vil ta deg ca. 45 minutter. Intervjuet vil ta opp spørsmål hvor lenge du har jobbet som lærer, hvordan din holdning til bruk av engelsk i klasserommet er og utfordringer du kommer borti ved undervisning av engelsk. Forsker vil ta lydopptak og notater under intervju.

Den andre delen av deltakelse i forskningsprosjektet innebærer observasjon. Dette vil forekomme i en økt med engelskundervisning, for å foreta observasjoner knyttet til resultatene fra intervjuet. Forsker vil være ikke-deltakende under observasjonen. Forsker vil ta notater under observasjon.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Du som deltaker vil være 100% anonym gjennom hele forskningsarbeidet om ønsket.

Det er forsker Daniel Røstbø som er databehandler som skal samle inn, bearbeide og lagre data.

Det er bare forsker som vil ha tilgang til dine opplysninger.

De dataopplysningene som vil bli lagret som dine personopplysninger til forskningsprosjektet er lydopptaket som blir tatt opp under intervju. Disse dataopplysningene vil bli beskyttet med to-faktors autorisering, slik at kun forsker har tilgang til dataene. Dataopplysningene dine vil

også være anonymiserte på maskinen som vil tas i bruk for å prosessere dataen.

Deltakere vil ikke kunne kjennes igjen i publikasjoner.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 15. mai 2024. Etter prosjektslutt vil datamaterialet med dine personopplysninger destrueres.

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

Dine rettigheter

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

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

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

- Prosjektveileder ved Høgskulen på Vestlandet: *André Storto*. E-post: Andre.Storto@hvl.no
- Vårt personvernombud: *Trine Anikken Larsen*. E-post: Trine.Anikken.Larsen@hvl.no

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:

- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Forsker *Daniel Røstbø*

Veileder *André Storto*

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[sett inn tittel]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju
☐ å delta i observasjon

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

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(Signert av prosjektdeltaker, dato)

Appendix C

Sikt

Vurdering av behandling av personopplysninger

Referansenummer	Vurderingstype	Dato
260746	Standard	05.12.2023

Tittel
Masteroppgave: Intervju med en lærer om dens oppfatninger og holdninger til engelskbruken sin i klasserommet

Behandlingsansvarlig institusjon
Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

Prosjektansvarlig
Andre Storto

Student
Daniel Røstbø

Prosjektperiode
01.01.2024 - 15.05.2024

Kategorier personopplysninger
Alminnelige

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.05.2024.

Meldeskjema ↗

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

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

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

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

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

Lykke til med prosjektet!