Degree Thesis

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Teachers’ experience of using L1 in the F-3 classroom: An action research project

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Then a memory to my mother, Barbara Schuler, who left me in the autumn of 2015 when I began my studies. In fact, it is her who I must honor, as she stood up for me, even though I was domed for not being able to learn to count, read nor write.

Therefore, this thesis will be dedicated to all parents that they shall believe in their children’s abilities but also dedicated to teachers to reconsider that language, any language is a resource, not a hinder and has a value.

The future is not us, the future is our children, no matter what language they speak.

Thank you,
Abstract

In Sweden and in many places around the world there is a great discussion about using L1 or not in teaching. The fact that 43% of the pupils having a parent speaking another language do not qualify for upper secondary studies in Sweden is worrying. The aim of the thesis was to collect a classroom teacher’s experiences and how the teacher perceived the pupils’ participation and the perspectives of the mother tongue teacher over three lessons. The research was carried out in a multilingual grade 3, consisting of 19 pupils. The focus was the experience of the classroom teacher and mother tongue teachers. The result was positive for pupils in many ways but the organisation of how to use L1 is an issue to solve. The data collection was carried out through observations from three lessons and interviews with teacher and mother tongue teachers. Recommendations for further studies include to get a better point of view concerning the organisation round mother tongue tuition and how the pupils develop their knowledge.

Keywords: multilingual classrooms, use of L1, translanguaging, EFL, attitudes, engagement, motivation
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1. Introduction

Today we live in a globalized world where knowing more than one language is becoming more frequent (Hyltenstam & Lindberg, 2017, p. 7) and even some companies have English as their official language such as Electrolux (Habib, 2018). Speaking other languages contributes to the creation of competitive citizens (Edwards, 2004, p. 164). Multilingualism is a common phenomenon in the world as there are about 200 independent countries and almost 7000 languages. The fact is that Europe alone has 24 official languages (European Union, 2019).

Li (2008, p. 4) defined the multilingual individual as “[...] anyone who can communicate in more than one language, be active (through speaking and writing) or passive (through listening and reading) [...]”. A multilingual can also be defined by the government such as those who have a minority language, and immigrants who speak their mother tongue (Cenoz, 2013, p. 4). It is also common and necessary for a number of speakers of minority languages to know and use other languages in their daily lives (Ibid, p. 3). Multilingualism also exists everywhere around us: in books, and in newspapers etc. and therefore has growing importance in our lives (Ibid, p. 4).

In most countries, when having a different background and a different mother tongue (L1) a devaluation of the pupils’ language is established. Research state that for these children, there is a low level of academic achievement and leaving school early is not unusual (UNESCO, 2000, p. 51). The reasons for this are varied. When it comes to Sweden, it has had a multicultural society that incorporates minority languages and immigrant labour, and still has today. After the Second World War there was a need for labour to reconstruct the country; and at the end of the 1960s, many immigrants from countries like Greece and Chile came to Sweden (Svensson, 2017, p. 28). The attitude towards a multilingual and multicultural society was positive at the political level, but much of the population did not share this attitude. Instead, the condition to participate in the society was ethical uniformity and assimilation, which is still an attitude that is grounded in our society today (Ibid, p. 29). Secondly, there is the attitude of “us” and “them”, which stems from the colonial period when the culture from the west was given a higher value and that of other inhabitants was devalued (Ibid, p. 31). Finally, there is the ideology of “one nation, one people and one language” that implicates a separation and a classification of cultures, and that idealises what is to be seen as normal and what is divergent. These kinds of attitudes are then perceived as normal and true, where a monocultural and monolingual society is deemed normal and everything else is divergent (Ibid, p. 31) which in turn gives the minorities less value. These attitudes are a hindrance for multicultural and multilingual societies (Ibid, p. 32).

Education policy has also been part of this system by transmitting the contents of the curriculum to the pupils in an effective way following certain forms where every pupil is supposed to be moulded into the same form. The political level makes decisions upon different cultural and religious questions in order to implement homogenous policies (Cummins J., 2017, p. 160). Stroud (2002, pp. 48-49) reflects that the “linguistic marginalisation of minority language groups and their political and socio-economic marginalisation go hand in hand[...] one is the
consequence of the other”. These attitudes are then transferred to the schools where they still exist today (Svensson, 2017, p. 32). One example of a government policy that had an influence on the future of pupils was recorded during a period in South Africa. In 1955-1976, most countries were introducing programmes in the English or African language but South Africa proposed dividing the South African people, and therefore the curriculum for primary school pupils was translated into seven South African languages, and in secondary school, the pupils received intensive instruction in the L1. This policy resulted in greater educational success for African pupils with a diversity of first languages. It gave the pupils the possibility to develop the communication orally and to improve their academic language in the L1 before they were exposed to the second language (L2) (UNESCO, 2011, p. 28). The number of pupils passing secondary school rose to 83.7%. Then, a political revolt occurred in 1976 and the educational policy was changed so that mother tongue education was reduced. Instead of having eight years of support the pupils in primary school received only four years of support and English was introduced at an earlier stage. By 1992, the number of pupils that received a passing grade in school decreased to 44%, and their knowledge of English also declined (Heugh, 2002 see UNESCO, 2011, p. 28).

Today, the discourse around support for the pupils with a mother tongue other than Swedish (except minority languages) is a delicate subject amongst politicians (SVT Nyheter, 2017), the school community and society in general (Hyltenstam, Axelsson, & Lindberg, 2012, p. 73). The question is hot because Swedish is the national language and, a common opinion is that a focus should be put on the Swedish language. It should be learned first properly (Wurtzler, Brunsberg, & Wengholm, 2017). The divergence in this matter is also due to differentiation of value in various languages. European languages such as German, French, Italian and Spanish are given a higher value than the languages spoken outside Europe (Hyltenstam, Axelsson, & Lindberg, 2012, p. 74). Those who argue for the use of pupils’ L1 refer to research pointing out that the mother tongue facilitates learning in other subjects, and that languages are a resource for international contacts (Fransson, 2018). Svensson (2017, p. 209) puts an emphasis on the fact that languages should be seen as a resource and using the backgrounds of the pupils open up possibilities in the future.

In 2017/2018, 43% of pupils from other backgrounds (with one or two parents from another country), did not qualify for upper secondary school¹ compared to 16% with a Swedish background (Swedish National Agency for Education chart 1C, 2017). The Programme for International Student Achievement (PISA) also indicates that pupils from other backgrounds have lower results in school (Swedish National Agency for Education, 2015, p. 30). Socioeconomic background is one of the major factors that affects a pupil’s success at school (Bunar, 2015, p. 14).

In the future, classrooms will have more multilingual pupils since in the year 2015 about 41 000 children between the ages of 0-19 migrated to Sweden. In addition to this, over 70 000 children

¹ Swedish compulsory school consist of: Grades 1-3 (7-9 years old), Grades 4-6 (10-12 years), Grades 7-9 (13-15 years), Upper Secondary School (15-20 years old) and University (Swedish National Agency for Education, 2016)
between the ages of 0-18 years sought asylum (Swedish National Agency for Education chart 1C, 2017). The proportion of pupils who spoke another language at home other than the language at school was 15.7% in 2015, a difference of +8.2% since 2003 (European Commission/EACEA, 2017, p. 164).

With reference to the fact that pupils from other backgrounds have less success in school and nearly 50% do not qualify for university studies, together with the continuous immigration of a young population, there will be many challenges for Swedish schools. Classrooms of tomorrow will consist of several L1 which explains the importance of the topic of this thesis. The mother tongue is important from many perspectives, and this will be described in this thesis, although the specific focus of this research is on the teachers’ perspective. This study was undertaken in an effort to gain knowledge of the teachers’ experience when using the pupils’ L1 in teaching English in a grade 3.

1.1 Aim

Based on a limited action research study consisting of three lessons, the aim of this thesis is to gain knowledge about the teachers’ approach, experiences, and attitudes regarding the use of the pupils’ L1 in teaching EFL in a grade 3 class. The following research questions are asked:

1.2 Research questions

- What is the classroom teacher’s impression and experience when teaching EFL using L1?
- What is the classroom teacher’s experience of how using L1 influences the pupils’ participation in the lessons?
- What are the mother tongue teachers’ attitudes towards using pupils’ L1?

2. Background

In this section, the background of the thesis will be presented. It consists of a short overview of English as lingua franca and the position of the English language in Sweden, followed by a focus on the mother tongue from an international as national point of view. The attitudes in society to languages will be highlighted, together with a presentation of what translanguaging can contribute with and an approach why identity, self-confidence, and motivation play an important role. The last part of the overview will provide a background to the previous research, action research and translanguaging. But first, concepts relevant to the thesis will be defined.

2.1 Definition of concepts
2.1.1. English as Second Language (ESL) and English as Foreign Language (EFL)

*English as Second Language* (ESL) is taught to people who have another language as mother tongue but who live in a country where English is an official language (Cambridge Dictionary, 2019).

*English as Foreign Language* means the teaching or learning of a non-native language. This language is not spoken outside of where it is taught. It involves the teaching of a foreign language that is neither an official language or the mother tongue of the community (Moeller & Catalano, 2015, p. 327).

2.1.2. Mother tongue (L1)

The *mother tongue* is referred to as the “primary” or “first language”. It can be defined in different ways: the one learned first; the language one identifies with, or the one language one knows the best (UNESCO, 2011, p. 13). In this thesis, the term L1 or mother tongue will be used.

2.1.3. Language shower

*Language shower* means a short but continual exposure to the English language for about 165-30 minutes a week (University of Cambridge, 2015, p. 3).

2.1.4. Additive bilingualism

*Additive bilingualism* is something that appears when a pupil is learning a second language, but this does not interfere with the learning of the first language. Both languages are developed simultaneously (IGI Global Disseminator of Knowledge, 2019).

2.1.5. Second language (L2)

*Second Language* is a language that a person can speak. The language is not the first language they learned naturally as a child (Cambridge Dictionary, 2019)

2.1.6. Language of instruction

The *language of instruction* is often the majority language or the national language. However, pupils having another mother tongue than the instruction language will often have a disadvantage since they need to review the instructions in their mother tongue (UNESCO, 2011, p. 13).

2.1.7. Newcomer
A newcomer according to the Migration Board is someone who is received in a municipality and has been granted a residence permit for residence. A person is newly arrived during the time that he or she is covered by the initiatives of establishment that means from two to three years (Motion 2018/19:1615, 2019).

2.1.8. Swedish as second language

Swedish as a second language (SVA) aims at the students developing knowledge in and about the Swedish language. The pupils should be given the opportunity to develop their Swedish speaking and writing language so that they gain confidence in their language skills and can express themselves in different contexts and for different purposes (Arvidsson, 2019).

2.1.9. Target language (TL)

The target language is the language that the teacher wants the pupils to learn (British Council, 2018).

2.1.10. Study guide

Children and young people who have recently come to Sweden and who are unable to follow the teaching in Swedish can receive support in the form of a study guide in their mother tongue or in the strongest school language. By supporting alternately in Swedish and mother tongue, the pupil develops tools for their own learning (Stockholms Universitet, 2019)

2.1.11. English only

English only is a method whereby students learn English by only using the English language (Beare, 2018).

2.2 The mother tongue – L1

2.2.1. Pupils’ advantage of using L1

Supporting the L1 enhances the intellectual and academic resources of the individual (Cummins J., 2000a, p. 38). The linguistic and academic benefits of additive bilingualism for the individual is one reason for supporting the L1 while acquiring English, and therefore developing literacy in both languages. A well-developed L1 supports the development of second language especially when the development of the L1 includes literacy. In addition to this, the relationship between the knowledge of literacy in the first and second language (L2) can provide long-term growth in English skills (Ibid. p 39). It is important to construct multilingual awareness as a part of the environment, by including moral discussions and written assignments to connect the acquisition of English language with earlier knowledge in other languages (Milambiling, 2011, p. 19).
The research performed during the last 30 years\(^2\) has shown that there is a connection between bilingualism, linguistic and the cognitive development of the pupil (Cummins J., 2000a, p. 38). Milambiling (2011, p. 35) emphasizes that when English is combined with other languages, it makes the pupils aware of the similarities and differences between those languages. The methods of using the linguistic knowledge and comparing are related to the strengthening of the language awareness and linguistic sensitivity of the pupils’ as well as to giving the pupils a sense of value at school (Björklund, 2013, p. 130).

2.2.2. International perspective on L1

Everywhere in the world children are learning languages at home that are not the same as the language used in their society. These children are forced to learn the spoken language in their society, and thus are exposed to learning at least one foreign language (UNESCO, 2000, p. 51). By deciding on the *language of instruction* and not taking L1 into school, it is a way of utilizing their power and marginalise and minimise the rights of those pupils with another mother tongue (UNESCO, 2011, pp. 8-9).

The provision of support in the mother tongue is not always given. However, there are initiatives around the world that support pupils to develop their knowledge and abilities in L1 which also develops a self-confidence, while they are learning an additional language at the same time (Ibid. p. 8). The experts suggest that the mother tongue should be used as a bridge for teaching other subjects (Ibid. p. 13).

2.2.3. Mother tongue support in Sweden

In Sweden, the first step into mother tongue tuition was made in 1977/78, with the so-called *home language reform* (Government Propostion, 1975/76:118, p. 2). The purpose of teaching the mother tongue is to develop knowledge in the pupil’s own language, as this is fundamental for language-, identity- and personal development. A well-developed mother tongue provides good conditions for learning Swedish, other languages and other subjects (Swedish National Agency for Education, 2018a, p. 1). A student having a parent with another mother tongue shall be offered tuition although some conditions must be fulfilled which is decided by the school principal (Education Act Chapter 10 §7, 2010).

During 2017/2018 in Grades 1-9, 24\% of the pupils came from other backgrounds (pupils born outside Sweden or with both parents from another country) (Swedish National Agency for Education, 2017a). The most frequently taught languages are: Arabic, Somali, English, Bosnia/Croatia/Serbian, Persian, Kurdish, Spanish, Finish, Albanian and Polish (Swedish National Agency for Education, 2017b). The reading and writing skills of the mother tongue in this group vary as the skills in the school language (Kästen-Ebeling, 2018, p. 34). In 2016/2017 there were 283 304 pupils who were accepted for tuition and 59\% of these pupils took part of tuition (Swedish National Agency for Education Chart 8, 2017).

\(^2\) For examples see under previous research in thesis
2.2.4. Curriculum and L1

In the Swedish curriculum from 2018, Curriculum for the compulsory school, preschool class and school-age educare, there are five sections:

“The first section, *Fundamental values and tasks of the school*, applies the compulsory school, preschool class and school-age educare. The second section, *Overall goals and guidelines*, applies to the compulsory school and, apart from the content about grading, to the preschool class and school-age educare. The third section applies to the *preschool class*, the fourth section to *school-age educare* and the fifth section containing *syllabuses* applies to the compulsory school. It is important to read the different parts of the curriculum as a whole in order to understand the purpose of the education” (Skolverket, 2019).

In the Swedish curriculum from 2018, *Curriculum for the compulsory school, preschool class and school-age educare*, it is stated that a language is a tool for thinking, communicating and learning. People use language to develop their identities, express emotions and thoughts. It is also used to understand how people feel and think. Having a rich and varied language is important for understanding and functioning in a society where different cultures, philosophies, generations, and languages meet. The Swedish curriculum also states that the mother tongue contributes to the development of language and learning in other fields. The aim is therefore to teach the pupils, for mastering their mother tongue and can become conscious of its importance for their own learning in different school subjects (Swedish National Agency for Education, 2018b, p. 86).

2.3 English in an international and national perspective

2.2.1. English as lingua franca

There are over 1.5 billion people in the world studying English as a second language (ESL) although, less than 400 million use it as L1 (Breene, 2016). English as a foreign language (EFL), is a part of the modern foreign languages and, *English as lingua franca* is a part of the world of English. There can be native speakers involved in ELF-interactions but most people who are involved do not have a common native language or a common national culture, and therefore English is an additional language (Jenkins, 2008). This positions English as the first language for international communication, or so-called *lingua franca*. Therefore, there is a natural perception that it is important to start teaching English as soon as possible in the early ages. In this way, pupils will increase their chances to develop their abilities in the English language and achieve a high level of self-confidence (Lundberg, 2016, p. 11). In almost all European countries, the English language is mandatory and therefore obligatory to learn (European Commission/EACEA, 2017, p. 15). Countries outside Europe are starting to teach English at an early stage, very often at the age of four or, even three in some parts of Asia (Lundberg, 2016, p. 18).
2.2.2. Influence, knowhow and importance of English in Sweden

In Sweden, English is the first foreign language the school system offers, and lessons usually start at the age of seven (European Commission/EACEA, 2017, p. 29). A survey from the Swedish National Agency for Education (2004) shows that half of the children in the fifth grades state that they learn much more outside of school than inside. This has a significant influence on the “language shower” and affects pupils’ acquisition of language skills, especially English (Lundberg, 2016, p. 16). Considering the teaching in English, it should be done in such a way that the pupils develop an interest in languages and culture, and so that they can use their language skills and knowledge (Swedish National Agency for Education, 2018b, p. 34). English is also, together with Swedish and Mathematics (Universitets och Högskolerådet, 2019) one of the main subjects that is needed for further studies at the university level (Universitets och högskolerådet, 2018). Confirmation of the excellent English skills in Sweden is found in its ranking in The EF English Level for Schools Index (EF EPI-s). Out of 88 countries, Sweden was ranked 3rd in 2016 and 1st in 2018 (Education First, 2018).

2.4 Multilingualism and identity

Schmidt at Göteborgs Universitet & Wedin at Högskolan Dalarna has written an article together for Skolverket, Språkutvecklande undervisning, describing the importance of teaching to develop language. Linguistic students have good skills in the Swedish language and master one or more languages. Others have knowledge in several languages but have not achieved a level that is expected of them considering their age (Schmidt & Wedin, 2017, p. 1). That is why, multilingual pupils have the right to get support to develop their L1 (Swedish National Agency for Education, 2018b, p. 86) and L2 simultaneously (Schmidt & Wedin, 2017, p. 2). To challenge the pupils cognitively making the content of the subject comprehensible is achieved when teaching is adapted. In that way, the pupils can develop and show their language skills in multiple ways (Schmidt & Wedin, 2017, p. 2).

The attitudes that are founded in schools are influenced depending on how policies, curricula and assessments are organised and formed. They hold a mirror to the dominant groups of the society and represent values and priorities. These values and priorities have a huge impact on how the interactions between teachers, pupils and other groups appear (Cummins J., 2017, p. 173). The teacher has an important role when it comes to changing the attitude in the classroom. A positive approach and a relationship based upon respect and sensitivity is essential. A reminder is that the teacher is also learning from the pupils about their background, culture and knowledge (Cummins J., 2000b see Schmidt & Wedin, 2017, p. 4). The interaction between pupil and teacher is the most central. In this situation development is proceeding, identities tested and developed but also the learning is in action, what Cummins (2000b see Schmidt & Wedin, 2017, p. 5) mentions to be maximum cognitive engagement and maximum identity investment. Schmidt and Wedin also bring up that in the interaction between the pupil and teacher, the cultural, linguistic and personal identities of the pupil must be affirmed (Schmidt
This provides possibilities for the pupils to invest in themselves, their identity and in their learning. The aim is that the cultural experiences from the pupils shall be expressed, shared and confirmed (Schmidt & Wedin, 2017, p. 5). This to motivate them to engage themselves when learning in different subjects (Cummins J., 2000b see Schmidt & Wedin, 2017, p. 5).

Affirming the pupils’ multilingualism has great importance as this is connected to identity (Schmidt & Wedin, 2017, p. 5). Cummins (2000b see Schmidt & Wedin, 2017, p. 6) emphasis that there is a connection between engagement and identity investment as improved results contributes to a better self-esteem. Language comprehension is not only a superficial comprehension but also a deeper comprehension of the language and a cognitive processing (Cummins J., 2000b see Schmidt & Wedin, 2017, p. 7). It is always positive to compare different languages. This to improve the linguistic awareness about grammar and word sequence and when to use different linguistic skills in what repertoire (Wedin, 2018, p. 6).

2.5 Translanguaging

2.5.1. Language practice and obstacles

Cen Williams was the first to use the term *trawsieithu* in 1994, in reference to a pedagogical practice among pupils who were bilingual in Welsh and English. They were asked to alternate between the two languages. The purpose of this study was to observe their use in receiving and producing the languages. Since then translanguaging is the definition used in the literature for the complex and fluid language practises of bilingual approaches (Garcia, Lin, & May, 2016, p. 1). If the pupils receive input in one language the output will be in the other. If they read a text in English they will write or talk about it in their L1 and if they receive information in their L1 they will offer a summary in English. The result of the translanguaging process ends up in an improvement of both languages, and also a deeper and wider knowledge development in other subjects (Svensson, 2018, p. 1).

Translanguaging is referred to the process that the bilinguals are performing. It is “[...]multiple discursive practices in which bilinguals engage in order to make sense of their bilingual words” (Garcia, 2009, p. 45). A teacher may face obstacles to implementing translanguaging in the classroom. These may include: that there is no time for another project, they worry that the control of what is been said or they may not know how to manage the situation since the teacher has no knowledge of the L1 (Svensson, 2017, pp. 40-41). However, teachers need to learn to have a positive attitude towards pupils from other backgrounds if these pupils are going to be able to use their potential and overcome language barriers. The teachers need to be aware of the needs of a multilingual classroom, to adapt the didactic questions, have strategies and resources (European Commission, 2015, p. 11).

2.5.2. Social justice, social practice and identity
Originally from Cuba, Garcia is one of those who promoted the use of all linguistic resources in teaching, and also the person who created the paradigm shift that currently prevails in the teaching of multilingual students. Garcia believes that, in order for optimal knowledge building to take place, all multilingual resources must be used simultaneously (Svensson, 2017, p. 49). Garcia has two principles of teaching: social justice principle, all languages have the same value: social practice principle, relates to how translanguaging is applied between pupils. By using them, the teacher should see the linguistic knowledge within the pupil as a resource (Ibid, p. 51) and this resource contributes to the development of knowledge, identity and language (Cummins J., 2007, p. 238).

Creese and Blackledge (2010, p. 103) suggests that the use of bilingualism using questions, repetitions and translations between the languages and at the same time using literacy to motivate the pupils, gives meaning to the task and helps moving forward. By using translanguaging as a pedagogical approach (Creese & Blackledge, 2010, p. 115) and the multicultural context in writing tasks (Wedin & Wessman, 2017, p. 116), a stronger identity is promoted and this supports better learning (Creese & Blackledge, 2010, p. 115).

### 2.6 Self-confidence, motivation and identity

#### 2.6.1. Self-confidence

Self-confidence is also an important factor in the development of identity among multilingual pupils, as self-confidence is necessary to reach what Cummins calls *empowerment*, which is a sense of your own power and your own abilities (Cummins, 1996 see Svensson, 2017, p. 81). If the teacher is supporting the perception of the pupil’s language abilities the self-confidence of the pupils and their confidence in their abilities will increase (Svensson, 2017, p. 81). When teachers are building relationships, this gives the pupil a sense of confirmation and value (Hattie, 2014, p. 166). Positive development of each pupil’s identity is certain only when multilingualism and a multicultural classroom is supported (Svensson, 2017, p. 82).

If schools choose to work with the mother tongue and encourage pupils to use it and their linguistic knowledge the result is that both the pupils and the teachers feel they have an influence. This could be for example, by encouraging pupils to writing in their mother tongue and in the second language. It gives the pupils a sense of identity and self-confidence since they are able to use all their cultural and linguistic knowledge (Cummins J., 2017, p. 176).

#### 2.6.2. Motivation

To maintain the motivation needed for learning a language, it is of great importance that pupils discuss how to learn a language in different stages of their language acquisition. This is necessary to make the pupils understand how to use different strategies for learning a language (Lundberg, 2016, p. 138). Also, having an accepting environment for different cultures and languages makes pupils more motivated to work in school and use their cognitive abilities.
When a pupil does not notice nor experience progress in learning English or is not exposed to linguistic challenges, then the level of motivation is decreasing and the pupil’s attitude towards language learning will be negative (Dörnyei, 2001). The feeling that progress is being made is the most important motivator in learning a language, and the feedback from the teacher is significant for young learners in this regard (Lundberg, 2016, p. 167). Motivation is supported when the pupil’s interests are taken in consideration, and when they are introduced to the English phrases that they meet every day. This means that the learning of English has a purpose and it is therefore also meaningful (Ibid, p. 127).

2.6.3. Identity

Identity can be explained as “ [...] the feeling that you are your own person with your own thoughts, opinions and abilities” (Svensson, 2017, p. 81). Through meetings with other people and the experiences you gain, you create a picture of yourself. This is a part of the process of forming an identity where experiences, memories, languages and life experiences are included in shaping yourself (Svensson, 2017, p. 81).

2.7 Previous action research

The first action research project was performed in Turkey where a cross-cultural study was carried out showing the advantage of using all language skills. The second and third action research was carried out in Sweden and both presents the importance of using L1 for the pupil’s comprehension and learning which ends up in giving an identity. But they also describe the importance of how the multilingualism is implemented in the organisation. Lastly, the two studies from Saudi Arabia and Finland presenting the attitudes of the teachers’ and the challenges.

2.7.1. Cross-cultural language study

The first action research study was performed in Turkey, where 28 pupils who were supposed to be learning English were interviewed. The aim was to find out what makes a lesson boring but instead, the results gave a possibility for the teacher to reflect upon the lessons based on translating and lecturing. The topics were general things in life such as money, time and work, but after observations the performance of the pupils, did not give what the teacher expected. The pupils found it hard to remember the expressions and did not know when to use them (Cakir, 2012, p. 61). Therefore, the teacher incorporated a cross-cultural language study in the multilingual classroom instead. The pupils were asked to write down proverbs in their L1 and to find the equivalents in Turkish. The versions in Turkish would then be compared with the English versions in discussions. Both versions would also be noted in a vocabulary-book, where the pupils could make notes in both the L1 and in English. They also worked in groups to write stories and create dialogues (Ibid, p. 62) through drama (Ibid, p. 64). The results of these efforts showed that cross-cultural language made it easier to understand English and that sometimes the words did not exist in one language and vice versa (Ibid, p. 63). The pupils want to get involved in the learning process and to use the techniques they prefer. Furthermore, the pupils’
motivation to learn a language will increase when they can actively participate in the learning process (Ibid, p. 64).

### 2.7.2. Consequences of languages policies

The school involved in this study received a huge number of newcomers, and the educators wanted to implement good conditions for integration and inclusion. In Sweden, Swedish is normally the only language used at school. Therefore, the 32 teachers went to Canada and Britain to gather information by shadowing which gave the fundament to the development of educational forms and methods for teaching multilingual pupils. They found that the knowledge and linguistic skills of the pupils could be used, supported and developed (Wedin & Wessman, 2017, p. 879).

Therefore, the primary school implemented a reach project between 2013-2016 about the consequences of the policies and processes that play an important role particularly in the aspects of the hierarchies of languages in school. The aim was to analyse the multilingual work in terms of policy and practice. Wedin and Wessman (2017, p. 873) reveal that, when educational practices create space for students with diverse linguistic resources, it has influence in how the power and roles are shared between the pupils and the teacher. This also has an effect on how much the pupils’ increase their commitment in terms of their ability to strengthen their identity. All of the teachers were obliged to participate in this study and the monolingual norm was abandoned (Ibid, p. 879).

The discussions that were held at the Swedish school resulted in tasks about moral questions for the whole school. The tasks were made and presented in different languages and modalities. Another project was the language of the month, where the teachers, pupils and other staff were worked with a specific language each month were involved learning some words in that language. Other ways of working involved using their linguistic knowledge to compare the grammatical features in L1 and Swedish. In the language workshop, the 28 newcomers were involved in creating an identity map. They could choose to write in their strongest language, but many of the pupils also alternated with Swedish. The task was presented in their L1. After this, the study guide helped to translate the identity map into Swedish. All of these activities made the pupils feel involved and, they showed great interest in them (Ibid, p. 879). Letting the pupils present in different languages gave them the possibility to show “the identity that they wanted to claim and the identities they wanted to attain”. This also gave them opportunities to express themselves and to construct diverse identities through language, ethnicity and social status, which is a skill also useful outside the school. It additionally gave the pupils an opportunity to develop their identity and the possibility to use their linguistic resources to develop their writing skills (Ibid, p. 885). Promoting language policies and giving value to each language has great importance for social change since it promotes social equity and fosters

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3 Pupils from the age of 6-15 that has just arrived to Sweden as immigrants or asylum seekers not knowing any Swedish.
change (Ibid, p. 886). The development of language policies is described by Ruiz (1984) as a process involving in three steps: starting from Swedish being the language that is the only one accepted, through accepting different languages, to changing the perspective and seeing different languages as a resource – in other words, a change from monolingual to a multilingual perspective.

2.7.3. Identity development, language policy and language teaching

Wedin (2016, p. 45) describes the results of an action research and school projects as a confirmation of pupils’ varied linguistic and cultural identities. The purpose was to analyse how the language policy, which gives space for multilingual practices in school can support the pupils’ development of identity. The focus was to develop local language policies to create multilingual practical teaching methods. The action research had a focus on practical teaching and the local projects had focus on level of conduct to change the language policy (Wedin, 2016, p. 51).

Identity is a useful concept to use when studying policy and practice on connection with multilingual pupils and teachers (Ivanič 1998, Gee 2000, Cummins 2000 see Wedin, 2016, p. 46). Within social constructivism people’s identities are multiple and possible to negotiate. This as individuals can accept, demand, oppose, challenge and retake different identities (Fairclough 1989, Gee 2000 see Wedin, 2016, p. 46). That means that identity can be used to analyse language in relation to power (Wedin, 2016, p. 46). The power ration influences the possibilities of the individual to choose different identities (Wedin, 2016, p. 46). To describe language in different contexts there are two models: one that has layers where text is the first layer, cognitive processes the second layer and the event the third layer and at last the social cultural and political context the fourth layer (Ivanič, 2004 see Wedin, 2016, p 46). The second modell is where interaction between pupil and teacher counts. Here maximal identity investment and maximal engagement from the pupil are made as the teacher focuses on language, language use and content (Cummins, 2000 see Wedins, 2016, p. 46). The model from Ivanič focus on the dimensions of power while the modell of Cummins put focus on the forme and didactic perspectiv of languages. Linguistic practitioners are expressions of language policy as for example in teaching context. There is a link between policy and practice. This connection is described in three levels. The first is the level of conduct “declared language policy” (Shohamy, 2006 see Wedin, 2016, p.47); the second is level of attitude “perceived language policy” (Bonacina-Pugh, 2012 see Wedin, 2016, p. 47): the third level is the practice level "practiced language policy" (Bonacina-Pugh, 2012 see Wedin, 2016, p. 47). The three levels show the context using the conduct level, language use and events in the internship level with the help of language selection and with the status through the attitude. These models describe the relationships that exists between language and power and how factors at different levels are embedded in each other (Wedin, 2016, p. 47).

The action research was carried out with good contact between researchers, school leaders and teachers and had an ethnographic orientation. The data collected was notes from observations in the classrooms, audio recordings as interviews with the principal, teachers and pupils. Other
forms of data collection were in form of artifacts such as teaching materials, student texts, local policy documents and digital material. All parties involved met regularly to exchange experience and discuss changes for next coming planning. The teachers have planned and taught while the researcher has collected data (Wedin, 2016, p. 52). The local projects were established as there were many newcomers and there were also many languages but a lack of staff. The school worked therefore to find forms of integration for the staff involved such as study guide⁴, mother tongue teacher and the SVA-teacher⁵. Some example of integration forms were book clubs where everybody was obliged to participate even staff from the canteen and the janitor. Another policy at the level of conduct was abolishing the “here we only talk Swedish” attitude and implement a multilingualistic norm. The norm was created by having an international handling plan, a plan for newcomers, directions how to give study handling and a policy document for newcomers learning. Activities as the language of the month were introduced were all staff learned some words. The languages were also presented in the corridors in different ways. The pupils referred in their language to the different subjects (Wedin, 2016, p. 53). The principle and SVA-teacher did change into a norm with multilingualistic norm with help from steering documents, literature and teachers of education. This change of norm was implemented by developing the knowledge and discussions in the working teams (Wedin, 2016, p. 54).

The teachers in grade 4 wanted to stimulate the pupils to reflect about their linguistic qualities. The pupils were interviewed and confronted with discussions and exercises to make them aware about their linguistic qualities. Focus here was to find out about attitudes and experiences considering the language. What is considered mother tongue and do pupils navigate in different linguistic contexts? The mother tongue was connected to the origin but the linguistic resources were used in different situations depending on the connection to the person. The teachers gave the pupils texts to write in their mother tongue and when presenting their task the power in the classroom changed. The teachers got to be the novices and the pupils the expert as they explained when some classmates could not understand (Wedin, 2016, p. 55). Giving the pupils the power, to explain contributes to a feeling of importance and the space of using different languages increases. Other tasks the pupils worked with were writing about their personal history. In this task one pupil wrote in Arabic. The task was presented in Arabic and translated into Swedish by the help of the study guide (Wedin, 2016, p. 55). The pupils got an opportunity to work with these texts which gave them the option to appear with the identity they wanted. They could express themselves and construct identities in relation to their language, ethnicity and social status (Wedin, 2016, p. 56).

For the newcomers there was also a workshop established were they could get support from the study guide and SVA-teacher. The pupils worked with texts from different genres. Since some students did not previously had the opportunity to go to school, this has great significance (Wedin, 2016, p. 56). Translanguaging was used as strategy all along. The working process was

⁴ A student who is unable to follow the teaching in Swedish has the right to receive support in the form of study guidance in their mother tongue https://www.framtid.se/yrke/studiehandledare

⁵ SVA-teacher teaches Swedish for pupils having Swedish as a second language, see definitions in section 2.
organized in three steps where the first one was to follow an instruction how to change lamp. The second, was to read and understand the playing rules for a card game called *Finns i sjön*. The third, was to follow and write a recipe. Having support from the teacher, study guide, SVA-teacher and parents they all could create and write a text in their strongest language, some even wrote in Swedish. This means by offering the possibility to use the language resources they could develop knowledge in the subject but also in the Swedish language, and they got possibility to present themselves as competent pupils (Wedin, 2016, p. 57).

The action research which was the practical part, together with the local project working with policy in the conduct level shows a relationship between these two. Having these levels working simultaneously is permitted to undertake practical teaching and to explore what alternatives there are to offer possibilities for identity development. To give the pupils the opportunity to use their linguistic skills and therefore to let them show their competence was evident when the pupils were the experts and teachers took the role to learn. Here, the diversity is clearly appearing, not only in language but both in a social and cognitive aspect. Having an influence on the conduct level as practical level, input from the principle and SVA-teacher has great importance for the outcome. Identity development for the pupils, who you are, what you can become depends on the policy of language in the school (Wedin, 2016, p. 59).

2.7.4. EFL- teachers’ attitudes when using L1

Whether the use of L1 is accepted and when L1 should be used in the classroom are difficult questions to answer, and the opinions of teachers diverge. A study was performed in Saudi Arabia amongst 104 EFL-teachers where the purpose was to find out the attitudes of the teachers towards using L1, and when to use the L1 in teaching English. The data collection was carried out with interviews and questionnaires which revealed interesting opinions (Ahlsheri, 2017). Most of the EFL-teachers pointed out that using L1 in the classroom was to some extent acceptable. The teachers pointed out that L1 was particularly useful when translating, and comparing the English grammar to Arabic grammar, but also in preparing for certain lessons. The result of this study shows that the teachers mostly have a negative approach. 74.3% of the teachers agreed that using L1 reduced opportunities to listen or understand English, 68.6% agreed that using L1 in multilingual classes was not practical, 82.9% agreed that using L1 reduces the opportunities to speak and practise English, 66.7 % agreed using L1 resulted in negative transfer from L1 into English and 76.2% agreed using L1 prevented the pupils from thinking in English (Ibid, p. 29). Another opinion was that using L1 makes the users less anxious (Ibid, p. 28).

2.7.5. Teachers’ challenges

A study from Finland focused on the attitudes and the challenges facing the teachers’ in the multilingual and multicultural classroom to find out about their experience and the tools they need. The study made clear that there were didactic, methodological and organisational challenges. In addition to this, the Finnish national curriculum brings up a perspective of multilingualism as natural. It also encourages the development of plurilingualism. However,
neither the curricula nor the teachers highlight the importance of using the different languages and cultures represented in the classroom. The teachers also mentioned that they find the curricular guidelines have not been adapted to the growing linguistic and cultural heterogeneity that exists today in school (Björklund, 2013, p. 126). Another negative attitude among teachers was that the mother tongue was not considered as a resource (Ibid, p. 129)

3. Theoretical backgrounds

The theories that are applied in this thesis will be used to highlight the data regarding the teacher’s attitudes and reflections on one hand, and the comprehension by the pupils from the teacher’s approach on the other hand.

3.1 A theoretical approach to reflection

3.1.1. Dreyfus’ and Dreyfus’ and levels of persons’ in action

Reflection comes from the Latin reflectere meaning “to bend back, or turn away”, from re- “back” + flectere “to bend”. The definition is a “remark made after turning back one’s thought on some subject” (Etymoline, 2019).

Dreyfus and Dreyfus (1986) have distinguished various levels of a person’s actions, from novices to experts, with some other categories between these two levels. Novices act by following the rules (Dreyfus & Dreyfus, 1986, p. 1). Advanced beginners will take other situational factors into account for example, they will listen to how the car sounds to make the right judgement when choosing the right gear. A person that acts with competence has a feeling of responsibility. This person has the capacity to see the hierarchical procedure involved in how decisions are made. This procedure includes shaping a plan, analysing the situation and performing the necessary actions that the goal can be reached (Ibid, p. 2). When a person acts with proficiency, they use their intuition. This means they have the know-how. Experts have knowledge about what to do that is based on mature and practised understanding. In fact, they have so many expert skills that it is a part of them (Ibid, p. 3). Dreyfus and Dreyfus mean that when teaching is proceeding normally, the expert teacher has no need in taking decisions. The teacher is doing the things that usually work. Therefore, the performance of an expert is usually ongoing and non-reflective. But when the time comes, the expert will analyse before acting and reflect on intuitions. In this way, it can be said that the rules and the theories about teaching and learning are internalised but also automatized and with time become a part of the teacher’s intuition (Ibid, p. 4).

3.2 Theories in second language acquisition

3.2.1. Krashen’s hypothesis
Krashen’s theory is that we acquire language when we understand a message, the input hypothesis. Listening to the surroundings, understanding and taking in, results in comprehensible input, starting to speak and a stimulation toward language acquisition. Using the TL when learning a language does not contribute to comprehensible input. But by using artefacts and keeping the input light and lively the acquisition of language is supported. The TL will come on its own and the learner’s speaking ability will emerge gradually. Krashen also emphasises that the acquisition of a second language occurs in the same way as the L1. First, we learn one word, then two, and so forth. Krashen points out that it is not factors as the instructions, different measures of exposure to the second language, and the age of the acquirer that are the causative factors leading to success (Krashen, 1980). The affective filter hypothesis is another important part of this process. Krashen describes the factors that make learning a language successful. These are motivation, self-esteem and anxiety. The better the self-esteem and self-confidence, the better the language acquisition will be. Of course, anxiety is contrary to this process, and the less anxiety the better the language acquisition will be. If the motivation is low if self-esteem is low and if self-esteem is low and anxiety high then the pupil might understand the instruction, but the language acquisition will not take place. The brain will not receive the information to perform the language acquisition, as there is a blockage called the affective filter (Krashen, 1980).

3.2.2. Swain’s output theory

Gibbons (2018, p. 194) mentions Merrill Swain’s output theory. The Comprehensible output is the pupils’ use of language skills. This is fulfilled when the pupils are given opportunities to interact and not just to answer questions with a few words. They need to be aware of how they use their language and in what way they speak. The most useful interactions involve the one having problem-solving dialogues. The pupils will work in groups or in pairs to solve different problems. The use of language in such interactions is not only the result of what they have already learned but a source for new learning.

To have output – the product of the language acquisition is what the learner has learned. The output hypothesis is based on the idea that “the act of producing language (speaking or writing) constitutes, under certain circumstances part of the process of second language learning” (Swain, 2007, p. 5).

From the learner’s perspective, the output may sometimes be a so-called “trial run” or a hypothesis testing function. That means they reflect on how to say or write their intentions (Ibid, p. 39). This could occur when the pupil is modifying their output in a conversation to make confirmation checks (Ibid, p. 40).

The metalinguistic reflective function of the output is the reflection upon the language produced by the other or the own language. This again contributes to second language learning. The output here consists of speaking, writing, collaborative dialogue and private speech (Ibid, p. 49).
4.Method and materials

Having presented the theories above, the following section contains descriptions of how the study has been conducted and the foundation of the lesson planning. There will also be a discussion on validity and reliability as well as ethical perspectives.

4.1 Choice of Method

In order to find answers to the research questions, 1) What is the classroom teacher’s impressions and experiences when teaching EFL using L1? 2) What is the classroom teacher’s experience of how using L1 influences the pupils’ participation in the lesson? and 3) What are the mother tongue teachers’ attitudes towards using pupils’ L1? information from teacher and mother tongue teachers needed to be collected.

The method used for the research was action research which is a form of research that is close to the participants, or it is so-called “practice-oriented research” (Stukát, 2014, p. 39). The data collection was conducted through interviews with the teacher and the mother tongue teachers. Interviews are suitable for gaining an in-depth understanding and detailed data insights are obtained by a person who has valuable knowledge (Denscombe, 2016, p. 287). In addition to the interview’s observations were also conducted. Through this, it is possible to look, listen and register both verbal and non-verbal behaviour (Stukát, 2014, p. 55).

4.1.1. “Towards a theory of experience”

There is a distinction between experience and learning and the former proceeds affect the latter. The two have an impact of experience on learning. But on the contrary has less to do with learning on experience (Pugh, 2011, s. 109). Roth and Jornet (2014) has written a paper about theorizing experience by using Dewey and Vygotsky’s work and interpreting it regarding to a recent development in phenomenological philosophy. Some of their work will be presented here under to connect later on with the experiences in the result of this topic (Roth & Jornet, 2014, p. 106).

Roth and Jornet refer to Vygoskij’s definition that experience is “a category of thinking, a minimal unit of analysis”. It includes people referring to their intellectual, effective and practical characteristic’s. It also refers to the peoples social and material environment as their transactional relations such as mutual effects on each other. The authors refer again to Vygotskij that experience is not something concealed within individuals. Experience “extends in space and time across individuals and setting in the course of temporally unfolding social relations, which themselves are perfused with effect. To have experience is achieved when social events like events in school lessons are produced. The events are continuous happenings in the society and these happenings also give rise to the interaction itself. Roth and Jornet (2014, p.107) mention Dewey’s definition of experience as “when an event that we have lived has run its course and comes to a determinate conclusion – a consummation”. It is important to analyse the category of experience as it points out the question of the unit of analysis. This question is
evident to new socio-cultural and situative theories that have a goal to offer a holistic account of the relations in which the individual and the environment “mutually determine each other”. It is situated in between the aspect of knowing and learning. Roth and Jornet (2014, p.107) take up both Dewey and Vygotskij whom both gave the experience a category for understanding, learning and development. This is the minimum analytic unit that contains all the features of the whole. Further on Roth and Jornet (2014, p. 107) the mention Dewey again as he denoted a functional transaction. This transaction “constituted and transformed subjects and their environments in the course of practical activity”. Transaction means participating terms such as the acting subject and the environment can not be independently specified. The reason is that one is part of the other. But we are subject also not only subject to experience and in the experience, but there is also always an excess of cognitive construction. And there also an excess of experience over “intellectual subject matter learning”. This excess is what Dewey refers to “attitudes”. These attitudes “are what count in the future” (Roth & Jornet, 2014, p. 107).

4.1.2. Action research

Action research involves a cycle that consists of planning, action, observation and reflection (Eriksson, 2007, p. 182). The thinking involves the idea of solidarity and social commitment, and its main purpose is to help people to explore their own situation, in order to be able to change it to a result that has some advantage for the practitioners (Ibid, p. 175). The goal is that all the parties that are involved in the research shall together come to an understanding of what is the best way to achieve success from a real situation (Stukát, 2014, p. 39). For example, as a teacher in an educational context, this could be to share, improve or develop the pedagogical content (Eriksson, 2007, p. 175).

From the starting point, the process goes ahead and new questions arise, reflection and new planning is done for new action and so it goes on. The strength of action research is that it is a tool to reflect on what is happening in the study. The action is central and differs from other forms of research (Ibid, p. 182).

![Figure 1. Action research cycle (Hopkins, 2002)](image)

Considering this, the method is action research and the instruments interviews and observations.
4.1.3. Lesson planning

The foundation of the lessons for the action research was planned by considering the participants in the teaching-studying-learning process. In the *Curriculum for the compulsory school, preschool class and school-age education* the purpose, aims and goals of education are defined (2018b).

The didactic triangle describes the relationship between the content, the teacher and the pupils according to Johan Friedrich Herbart (Petersson, 1983, p. 46). The didactic triangle is drawn with the content, teacher and pupil at each corner (Kansanen & Meri, 1999). When the teaching is carried out, there is a problematisation of how the teaching should be planned. Therefore, some questions need to be answered for the sake of the pedagogical planning such as; Who is going to learn? What is going to be taught? When is it going to take place? With whom and where? Through what method is the pupil going to learn? Why and for what reason? (Hansén & Forsman, 2015, s. 54).

![Figure 2. The didactic triangle. A tool to explain the relations between teacher, content and pupil. Several questions are needed to be answered for pedagogical planning (Teachers educators' visions of pedagogical training within music education, 2019).](image)

The lessons were built upon the didactic triangle and connected to the curriculum, see Appendices 3-5 for the lessons.

4.1.4. Interview

In this study, four interviews were carried out with the teacher, see Appendix 1 as well as a holistic interview, see Appendix 2, contributing to a perspective over the three lessons this to obtain a better understanding of the experience from the teacher using the L1. The Somali, Kurmanji and Arabic mother tongue teachers were also interviewe to identify their attitudes, see Appendix 3.

The teachers were interviewed with interview guide approach. This means that the questions are set in such a way to ensure that all areas are covered. The same questions are asked to the teacher after each lesson. The questions to mother tongue teachers were different to the teacher’s but all mother tongue teachers confronted the same questions. This makes it easier to gather data (McKay, 2005, p. 52).

The interview questions were prepared in advance and were structured to get a better overview of the collected data. Cohen, Manion and Morrison (2007, p. 349) confirms that demanding the questions in a structured way will lead to answers that are as explicit and detailed as possible.
although in the end there was also an open question if there was something the respondent might have to add as questions might have appeared during the interview (Kvale, 1996). The questions were made on open questions. Yes and no questions were avoided as they do not provide the opportunity for developing answers (McKay, 2005, p. 53). Some background questions were asked such as education and time of employment at the school and in the profession to give the interview an indication of the starting, and also create a comfortable situation for the respondent (Denscombe, 2016, p. 277). Also, the interviews were conducted in Swedish as this is the common language and best language of communication for all teachers.

4.1.5. Observation

Observations are important as the information given in interviews might not be completely trustworthy (Stukát, 2014, p. 55). The goal of observation is to see the perceptions of the members – their perspective, convictions and experiences (Denscombe, 2016, p. 308). In this thesis, the member is the teacher and the purpose of the observation is to find out the perceptions of the teacher when using the L1 in EFL teaching. For this research, observations were undertaken during each lesson with the placement of the author at the end of the classroom giving a possibility for a good view, which also is confirmed by Denscombe (2016, p. 300).

The observations were undertaken by having an observation schedule, see Appendix 4. This is to emphasize the attention to what is to be investigated (Denscombe, 2016, p. 296) although the events that occurred was also noted in a chronological way when the events appear. The result of the observation is a concrete document for further reasoning (Stukát, 2014, p. 56).

4.2 Pilot study

Cohen, Manion and Morrison (2007, p. 234) point out the importance to do a pilot study to ensure reliability. The observation schedules and interview questions were presented to a teacher in grade 1-3 not involved in the action research.

4.2.1. Design of the pilot study

Three questions were asked to evaluate the observation and questionnaire:

- Are the questions relevant for the purpose of the study?
- Should any questions be added?
- Are there questions that are irrelevant?

For the observation:

- Are the events relevant for the study?
- Anything that should be added?
- Are there events that are irrelevant?

The respondent from the pilot test gave comments on the observation schedule which was improved. Some questions were also reconstructed. Denscombe (2016, p. 237) states that things
are to be changed before starting the research. This to prevent upcoming surprises during the research.

4.3. Selection of the participants

The selection of this school was made due to the previous contact, but also because the pupils have a multicultural background that involves a variety of native languages and therefore fit for the study. The school represents schools in Sweden having a large number of pupils coming from different backgrounds. In 2017, the school had 356 pupils with 27 languages. The percentage of pupils achieving the expected goals in Grade 6 in 2017 was 59.6%.

Contact was made with the classroom teacher in order to present and discuss the implementation of the action research of three lessons. Thereafter the consent letter was sent to the headmaster and signed, see Appendix 5. The sample is consisted of a Grade 3, with 19 pupils. Four of whom have Swedish as mother tongue and the remaining have Dari, Thai, Kurmanji, Arabic and Somali as a mother tongue.

The teacher that gave the three English lessons was the main teacher and had neither experience in using L1 before in teaching nor having the mother tongue teachers in Somali, Kurmanji and Arabic, to familiarise the pupils in the subject before teaching any lesson. This was also new to the mother tongue teachers. The teacher as the three mother tongue teachers signed the consent letter, see Appendix 6.

4.4. Implementation

In this section, the implementation of the planning of the lessons, interviews and the observations will be presented. The collection of data from the interviews and from the observation begun first after the consent letter was approved by the supervisor and signed by the headmaster, and from teacher and mother tongue teachers.

4.4.1. Lesson

The three lessons were discussed between teacher and author, planned and were carried out two times. After each interview changes were adopted following the action research cycle. They all took place over the course of two days, with Lesson 1 and Lesson 2 in the morning after each other, and Lesson 3 in the morning of day 2. The planning of the lessons with reference to the Curriculum for the compulsory school, pre-school class and school-age educare (2017) can be seen under each lesson, see Appendix 7-9.

The mother tongue teachers in Arabic, Somali and Kurmanji were asked by the teacher to familiarise the pupils with the set of words during the mother tongue lessons a week before the first lesson was conducted, see Figure 3, Figure 4 and Figure 5. The classroom teacher gave the
pupils having Swedish as mother tongue the introduction to the same words. The words that were trained for the English lessons were taken from the book “English Learning”,

Figure 3. Words taught for the English lesson by the mother tongue teacher in Somali. Picture from the Study book “Learn English” from Majema!

Figure 4. Words taught for the English lesson with the mother tongue teacher in Kurmanji. Picture from the Study book “Learn English” from Majema!

Figure 5. Words taught for the English lesson with the mother tongue teacher in Arabic. Picture from the Study book “Learn English” from Majema!

Lesson 1 “Repeat/translate/tell”, focused on the repetition of the words that were going to be used in the three lessons. The second part was to translate a dialogue into the mother tongue with iPad, the pupils were divided into groups according to their mother tongue except for a pair that had Dari and Thai. The last part of the lesson was to tell the content of the dialogue to the partner in a chosen language.

In Lesson 2 “Ask/Ask/Switch” the teacher used the same pictures but laminated. The pictures were used for asking questions to each other. When correctly answered the pupils switched picture and raised their hand to show they were ready for another question. The teacher also

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6 The study book is edited by Majema! There are three books aimed for grade 1-3. The chapters cover different themes that are familiar to the pupil such as activities, food, colours et. The authors are Sofia Hession, Sofia Panagioutidou, Roderick Hunt and Alex Brychta.
participated. The second part was to answer the question put in English by the teacher, still using the laminated pictures. The pupil should answer in their mother tongue.

Lesson 3 “Repeat/Listen/Write” had three parts. The first part was to repeat the words with the teacher. The teacher gave questions in English and the pupils answered in their mother tongue. The second part was a listening exercise and the last part was creating sentences. If time was left over, a crossword was given as extra task.

The teacher gave an interview on each lesson and a holistic interview regarding all three lessons was also conducted. The Somali, Kurmanji and Arabic mother tongue teachers were also interviewed.

4.4.2. Interviews

The interviews carried out with the classroom teacher were conducted in the classroom day 1 after Lesson 1 and Lesson 2 and day 2 after Lesson 3, see Appendix 1 The interviews took about 20-30 minutes each. The holistic interview took about 40 minutes and was conducted day 2 shortly after, see Appendix 2. Before the first interview, the letter of consent was given and the teacher signed, thus giving the consent to participate in the study.

The interviews with the mother tongue teachers had been booked on day 2 The first interview took place in the morning, after Lesson 3, with the Somali mother tongue teacher in the teacher’s classroom. The second interview was conducted with the Kurmanji mother tongue teacher in a staff room, and finally, the Arabic mother tongue teacher in the afternoon in a classroom, for interview questions, see Appendix 3. Also, here before the interview, the letter of consent was given and the teachers all signed, thus giving their consent to participate in the study.

4.4.3. Observations

The observation schedule was used for the observations that were undertaken in the morning of Lesson 1 and Lesson 2 at day1 and in the morning of Lesson 3 in day2. While the teacher was conducting the lessons, the author observed taking notes regarding the teacher’s approach, as well as the communication and attitude towards the pupils. Also, it was noted how the teacher gave encouragement and feedback to the pupils. The notes from these observations were made continuously as the lesson went on using the observation schedule as a model to observe specific and interesting events which formed the basis of the teacher’s attitude towards using the mother tongue in the classroom, see Appendix 4.

4.5. Method of analysis

To analyse the information received from the interviews and observations grounded theory was used. The purpose is to analyse terms and theories describing the content of the text. By making cross-reference with the observations this leads to an understanding for the context of the material and thereby identify themes (Denscombe, 2016, p. 394). The themes will be given codes which can be of any sort such as names. When looking into the interview or observation it is necessary to find out about the size of the unit that is going to be used, only a word or a complete sentence (Ibid, pp. 395-396). What is to be studied could be an event, an action, an
opinion. The codes that are going to be used can be taken from the collected data or use codes that can be used for the analyses (Ibid, p. 396). The themes that have been created from the results of the observations are task, challenge, motivation, feedback, and didactic. The construction of the themes was first sorted by categories and then created by connecting the important observations to the research questions. The themes from the interviews were also categorised by giving attention to the answer from the teacher and thereafter classified under each theme connecting to the research questions. The themes from the interviews are pupil’s personal development, teacher’s impression & anticipations, didactic perspective, participation & motivation, and challenges.

Figure 6. The themes for the interviews based upon the grounded theory

It is though important to be aware that themes can interfere with each other and also be difficult to define each of them.

4.6. Validity and reliability

4.6.1. Validity

The term “validity” refers to how the research has been undertaken and what methods have been used. It also examines if the methods are suitable for the purpose of the study (Kvale, 1989 see Thornberg & Fejes, 2017, p. 258).

The action research is qualitative research and has validity since it is practical research from which gives it a special identity as research strategy (Denscombe, 2016, p. 181). The collected data is also an advantage for qualitative research. As it is an outcome from the practice field, they are empiric data and therefore they contribute to a result with validity (Ibid, p. 411).

Observations can also be confusing. What is to be observed? Where to look? And for how long the attention is given an event? All these have influence (Cohen, Manion, & Morrison, 2007, p. 412). And by using the observation schedule this minimizes the errors (Cohen, Manion, & Morrison, 2007, p. 187).

When interviewing the author sits opposite to the respondent. The answer can be checked after questions directly in case of doubt. Thus, data has a higher validity (Denscombe, 2016, p. 288).
There is also a possibility to return to the participants to verify the validity of the outcome so misunderstandings and opinions can be studied, *validity of respondent* (Ibid, p. 411).

### 4.6.2. Reliability

It is of importance that the study is conducted in a way which makes it possible to re-conduct and obtain similar results to be reliable (Cohen, Manion, & Morrison, 2007, p. 137). Hence, the result from the action research is in principle only applicable in that particular context with precisely the participants and the conditions (Denscombe, 2016, p. 188). Although, a way to succeed is to make sure that the procedures are used similarly such as interviews and observations (Ibid, p. 411). However, the participants are different, and they might not answer the same thing at each question which can contribute to a different result. Also, interviewing another teacher comprising other pupils in the class or a different grade might have changed the outcome of the results.

### 4.6.3. Generalisation

One issue is that action research has also been accused of being too small, and therefore having results that are difficult to generalise in a bigger context (Eriksson, 2007, p. 180). The advantage of action research is though that it transforms the results into practical activities (Stukát, 2014, p. 39).

At last, the study was conducted in an area in a city in Sweden where the segregation was high and social and economic background was present. Therefore, the outcome might not be representative for the whole country.

### 4.7 Ethical aspects

When conducting researching, it is important to comply with certain ethical principles in order to protect the individuals involved in the study. Individual requirements for protection must be fulfilled according to four requirements: the *information requirement*, the *consent requirement*, the *confidentiality requirement* and the *usage requirement* (Vetenskapsrådet, 2002, p. 6).

The *information requirement* means that the researcher must inform the parties concerned about the conditions that are required for participating in the current research. The parties should be informed the participation is free and that they can interrupt the participation any time (Ibid, p. 7). The *consent requirement* means that the participants in a survey have the right to decide on their participation. As the research is not aimed for sensible facts, the consent can be given by a teacher or a headmaster (Ibid, p. 2). The *confidentiality requirement* means that all the information obtained from different persons in a survey must be treated as confidential and stored in such a way so that no one can access it. All the information is kept safe in the possession of the researcher (Ibid, p. 12). Finally, the *usage requirement* means that data collected about an individual person may only be used for the purpose of the research (Ibid, p. 14).
The research project must take into account all these requirements, in order for a study to be carried out. In the resent case, the persons involved were informed that it was free, there was a possibility to withdraw from the study, se Appendix 18. The teacher, the mother tongue teachers as the headmaster all signed this document. All of the parties were orally informed two weeks before the visit of day 1.

5. Results

One class, grade 3, with 19 pupils where only four have Swedish as a mother tongue participated. The rest of the pupils hade Somali, Arabic, Kurmanji, Dari and Thai as a mother tongue.

The observations were made in the classroom on day 1 and day 2. In front of the whiteboard there was a table for the teacher and a projector was located in the ceiling.

The interviews were conducted with the teacher after each lesson although the holistic interview was made later day 2. The results, will be presented chronologically starting with lesson 1 and lesson 2 following by the observations, carried out day 1 and the interviews with the teacher, and thereafter the same presentation for Lesson 3. The interviews with the mother tongue teachers will be presented at the end as they were all conducted on day 2.

Here under a presentation of teachers involved and the mother tongues amongst pupils.

Table 1. Presentation of the teachers.

<table>
<thead>
<tr>
<th>Classroom teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue teacher 1</td>
<td>Somali</td>
</tr>
<tr>
<td>Mother tongue teacher 2</td>
<td>Kurmanji</td>
</tr>
<tr>
<td>Mother tongue teacher 3</td>
<td>Arabic</td>
</tr>
</tbody>
</table>

Table 2. Presentation of the pupil’s mother tongues

<table>
<thead>
<tr>
<th>Mother tongue</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali</td>
<td>3</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
</tr>
<tr>
<td>Kurmanji</td>
<td>7</td>
</tr>
<tr>
<td>Dari</td>
<td>1</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
</tr>
<tr>
<td>Swedish</td>
<td>4</td>
</tr>
<tr>
<td>Total pupils</td>
<td>19</td>
</tr>
</tbody>
</table>

The choice of the tasks was to involve the pupils and use the L1. The planning of the lessons was based upon the didactic theory and Curriculum, for a detailed explanation, see Appendix 3-5.
The answers from the teacher have been transcribed to themes by the use of the grounded theory. When dividing the phrases into themes the teacher’s perspective has been taken into consideration as the aim is to find the teachers experience and attitude. It is also important to be aware of that some themes lap over each other and therefore can be a source to the reduction of reliability into the units used for the themes are phrases. The names of the themes for the interviews for the teacher are; didactic perspective, participation & motivation, challenge, teacher’s impressions & anticipations and pupil’s personal development. The names of the themes for the observations are task, instruction, motivation challenge, didactic and feedback.

5.1 Lesson 1 - Repeat/translate/tell

This lesson was the first lesson the teacher used the mother tongue ever during teaching. It was held at day 1 at 08.15-08.45, see Appendix 3.

5.1.1. Observation Lesson 1

The task was to translate a dialogue from the study book “Learning English” see Figure 7, in their mother tongue by using iPad and dictionaries with the help of internet. Considering the task the pupils were allowed to work in groups according to their mother tongue except for the pupil with Dari and Thai who worked together. The pupils having Swedish as their mother tongue sat outside. One of the Arabic mother tongue teachers spontaneously entered the classroom to check the spelling and grammar. The pupils used all their language skills for the part to tell the context of the dialogue. Some used their mother tongue and English and/or Swedish.

![Figure 7. The dialogue used in lesson 1 where the pupils translated into their mother tongue (Hession, Panagiotidou, Hunt, & Brychta, 2016)](image)

For the theme instruction the languages used by the teacher during the lesson were Swedish and English for instructions but for dividing into groups and explanations Swedish was used. When the pupils confirmed that they had understood they used Swedish or English.
Some challenges that occurred were more practical issues such as non-functional iPads and difficulties with using the dictionaries. The teacher had to help the pupils with the input in the dictionary since they did not know if to put in a word or sentence and to remind them to check the word translated with each other.

The teacher walked around in the classroom to check the forwarding of the task, and show interest in the use of the pupil’s mother tongue while asking if the translation was correct motivation, and then giving positive feedback, with a smile on the face for finding the word with, feedback. Finally, the teacher summarised the lesson in Swedish and the pupils gave their point of view by raising their hands.

5.1.2. Interview with the teacher after Lesson 1

In the theme participation & motivation, the teacher expresses a visible change in reference to the pupil’s engagement in the classroom. The teacher refers to that some pupils normally are not able to be still or are not active but was now focusing on the task. It was calm and there was engagement in the classroom. One pair did work very well together even they did not have the same mother tongue. The pupils used Dari, Thai and Swedish to translate to understand the English dialogue.

Considering the didactic perspective, the dialogue did not need much preparation and easy to start with for the pupils. iPads should be tested and suitable apps for translating should be verified with the mother tongue teachers. The dictionaries should be downloaded for each mother tongue, this to avoid time loss and not progressing in the task.

During the lessons also challenges appeared. One of them was that the teacher was not being able to help due to not knowing the language of the pupil. The other challenge was the pupil not having enough writing or reading skills in their mother tongue.

Looking into pupil's personal development the option to work in groups with the same mother tongue or not has no importance, on the contrary, they help each other as did the pupils who spoke Dari and Thai.

The teacher also mentions that it would be of interest to see if the pupils would use their mother tongue by their own free will, teachers’ impressions and anticipations.

5.2 Lesson 2 – Ask/ask/switch

This lesson was held 9.45-10.30 on day 2, see Appendix 4

5.2.1. Observation Lesson 2

The first task was to ask each other questions while walking around and raise the hand when ready for another question. The pictures were taken from the study book. The pupils had already
been familiarised with the pictures that were laminated by the mother tongue teachers, see Figure 8-9.

![Figure 8-9. Laminated pictures that were used in the ask-ask-switch lesson and also in the second part when teacher ask to the whole class (Hession, Panagiotidou, Hunt, & Brychta, 2016).](image)

Questions like: “Hello, how are you? Do you know what this is? It is a dog” Other questions could be: “Hello, how are you? Do you know what this is? It is a hot dog. Do you like hot dogs? No, I prefer…” was used when the pupils mingled.

In the second part, the pupils were asked to tell the word in their mother tongue.

Considering instructions, the teacher gave the pupils instructions what to do and how to do in both Swedish and English, for example they should come closer to the white board and in the beginning of the lesson. For gathering the pupils in their benches, the teacher counts down from 5 and used Swedish.

In the second part, the teacher walked around and asked each pupil questions in English standing in front of the pupil’s desk. After the pupil answered the teacher repeated the word in the mother tongue of the pupil. The teacher also asked “Do we know this word in another language?” didactic.

Many pupils raised their hands and shared the words in their mother tongues. Then the teacher said: “And what is it in Swedish”? The Swedish-speaking pupils then raised their hands’, participation.

They enjoyed themselves and were laughing and encouraging each other by giving high fives the teacher participated and all pupils enjoyed and laughed. Many pupils wanted to ask and switch picture with the teacher in the ask/ask/switch, motivation.

The teacher gave feedback by saying good and well done when the pupils answered correctly in the ask/ask/switch. In the second part the teacher gave positive feedback by saying “Well done, Good” or “Bra” in Swedish.

5.2.2. Interview with the teacher after Lesson 2

In this lesson, the participation & motivation was presented by the pupils when enjoying themselves asking each other the questions. The task was suitable for all, even for the pupils having Swedish as mother tongue as everybody could join. There was much more activity and the pupils wanted to share the words in their language in the second part where even a quite pupil participated.

Considering the didactic perspective from the teachers experience the first part when moving around and asking questions was a god way of creating relationships between the pupils and
the pupils and the teacher. By asking questions about food was also simple for using the English language. The teacher also states that the lesson must have done something with their vocabulary since the participation is much higher than usual.

The challenge that occurred appeared in the second part when the pupils with other mother tongue answered questions of what the picture is in English and then in their mother tongue. This could make the Swedish pupil feel left behind.

Looking into the theme about pupil’s personal development the teacher commented that using the L1 would contribute to the use of different languages not being so stigmatised and the pupils would learn words from other languages. The pupils also started to compare words with languages and finding out that some are similar and some different.

5.3 Lesson 3 – Repeat/listen/write

This lesson was carried out on day 2 08.15 – 08.45, see Appendix 5.

5.3.1. Observation Lesson 3

The first task was to repeat after the teacher in English while the same pictures from food, meals and activities trained with the mother tongue teachers. Page of the book was shown on the whiteboard, see Figure 10. The second task was a listening exercise, see Figure 10, to connect people with the food. Here the phrases "I like/ I prefer" was included as a repetition from Lesson 2. The third task, was to create sentences, see Figure 11, by the help of the words from the listening exercise. The last task, was a crossword, see Figure 12, where all words from the pictures were incorporated.

The teacher asked about the words the day before in English and Swedish. Instructions about the content of the lesson in both Swedish and English. The food and meals are showed from the book through the projector on the whiteboard, see Figure 13. When doing the second task the teacher gave instructions again in both English and Swedish that the pupils should be connected to the food and that there were two possibilities to listen. The information about the third part was given at the same time.

The teacher proceeded to ask the pupils to name the images in English: "What do we have here?" All of the pupils rose their hands to answer the next question from the teacher which was: "Do we know it in another language? Or "Can we say it in another language?", didactic.

All pupils rose their hands and shared the word in their mother tongue including the pupils having Swedish as a mother tongue. Sometimes pupils answered in mother tongue first and then in any language. Also, the teacher repeated the words in different mother tongues as well as Swedish. The teacher seemed more relaxed this lesson compared to the lesson the day before participation.
At the end of the lesson the teacher made a follow up about the pupils’ experience of using the L1 during the three lessons.

5.3.2. Interview with the teacher after Lesson 3

The teacher’s input considering participation & motivation is that the pupils were focusing on the listening exercise and working well in groups with the sentences.

The didactic perspective describes the repletion on the whiteboard in the first part as a good way to involve everybody in the task.

Under impressions & anticipations, the teacher reveals that using a different form of questioning as “What does it mean in English?” and “Do we know in another language?” it “And in Swedish?” made a difference for the pupils. Here it included all the pupils. The pupils could participate as they could answer in the L1 which motivated them to answer the English word.

Looking at the theme of pupil’s personal development working in a group, when having fulfilled the listening exercise and creating phrases, contributes for comprehension as they helped each other and used all their linguistic resources to fulfil the task.

5.3.3. Interview with the teacher – holistic perspective
This interview was carried out to get a deeper understanding of the teachers experience of using L1 during the English lessons.

First, the theme teacher's impressions & anticipations where the teacher expresses that even though the pupils and the teacher have not used L1 before the pupils were enthusiastic and the teacher found it easy to use the L1 as the tasks were suitable. A positive outcome for the pupils was that when the teacher repeated after the pupils it gave them a moment of value. Looking at the participation & motivation the teacher expressed that the pupils understand and made progress in their task gave the teacher motivation. So many pupils being active also encouraged the pupils who normally are more passive.

For the theme pupil's personal development, the teacher mentions that having different languages was not a hindrance. The language skills can be used to solve a task as the pupil with Dri and Thai. Did. Using L1 and translating would give the pupils a chance to compare the languages and therefore also a value to the language. The pupil would get motivated to learn the mother tongue. The pupils were very proud to use the L1 and felt more secure about themselves in the situation.

Considering the challenges, the teacher argues there are challenges for the teacher. It was a new sphere to enter, the teacher had no knowledge in the mother tongue and how should the teacher be able to assist the pupil when help is needed. Another issue was not knowing what has been said gave an insecure feeling not having control of the situation. The trust between the pupils and the teacher and pupil needs to be grounded. Having the mother tongue teachers involved gave a value for the pupils and a vision is to use their expertise in for example working thematically.

For the didactic perspective the issue with pupils having less knowledge in writing and reading skills of their mother tongue was an issue and needs to be followed up.

5.4 Interview with mother tongue teachers

The interviews with the mother tongue teachers in Somali, Arabic and Kurmanji were conducted on day 2. The presentation of the result from these interviews will be synthesized together here under. The teachers all have different experiences working as a teacher and mother tongue teacher in Sweden. The Somali mother tongue teacher had a Master from Somalia and has worked at the school for 4 years while the Arabic teacher attended Swedish course at the university in Sweden to teach in the mother tongue. The Kurmanji mother tongue teacher has a teacher education from Iraq and a Swedish legitimation in teaching mother tongue. They all teach from F-6.

The teachers insist that it is important to know the mother tongue as this helps for comprehension and further studies. The Arabic teacher pointed out that using language skills is important. If the pupil is multilingual then focus must be put on the language that permits
learning one way of doing it is to use translanguaging. Using the mother tongue helps to learn English so pupils can compare and learn faster. The Somali mother tongue teacher and Kurmanji mother tongue teacher emphasised that knowing about the culture, food and language are important to get an identity and to feel that you belong somewhere but also to know how to behave in Sweden and when the pupils arrive in their own country.

When they taught the food and meals meant for the lessons the mother tongue teachers have different experiences. The Arabic mother tongue teacher explained that most of the pupils already knew the words and those who did not have Swedish mothers. The Somali mother tongue teacher informed that they did not only talk about the food and meals but also with what to eat and when it was eaten. They even discovered some meals did not exist in their culture like hot dog. The Kurmanji mother tongue teacher also talked about what to eat with the different food in their mother tongue and also comparing the dishes to the Swedish culture. Many pupils did already know in their mother tongue.

All three mother tongue teachers approved that a were engaged and positive in the task learning English words. The mother tongue teachers were positive for collaboration in developing the mother tongue tuition although how it is organised today it is hard to do as there is a lack of time. The use of the mother tongue in English lessons could though be applied if they would receive the task in time to introduce to their pupils.

6. Discussion

In this section, the results will be discussed from the action research in relation to previous research. This is to clarify the importance of using L1 considering the teachers’ experience, the pupils’ participation and the perspective of the mother tongue teachers. The questions and the purpose will be answered during this section. First a discussion about the method used for this study.

6.1 Method discussion

The action research was used to get near the practical part of teaching (Denscombe, 2016, p. 180). The study was carried out by using lessons, observations and interviews with the hope to answer the aim and the research questions (Stukát, 2014, p. 41) and to get a deeper understanding of the phenomenon (Larsen, 2017, p. 27). The interviews were made both to the teacher and mother tongue teachers to get their perspective of using L1 (Ibid, p. 23). The observations were carried out in the attention of gathering particular events about the teacher’s approach using L1 (Denscombe, 2016, p. 296). The method used in this study did answer the aim and research questions through the action research which was based only on three lessons, therefore generalisation is not possible. Instead, this study could be a possibility to strengthen the theory that using L1 is important (Ibid, p. 100).

The interviews were conducted in Swedish even though this thesis is written in English. The reason for this is that Swedish is the first language in this country and by using Swedish it would
make the interviews easy for the participants. The grounded theory was used for the interviews and the observations describing the content of the text (Denscombe, 2016, p. 394). Investigations were made in Swedish and translated into English which also leaves a situation open for misunderstandings and parsing.

Concerning ethical guidelines for this study (see section 4.7).

6.2 Results discussion

The aim of this study has been to highlight the use of L1 during three lessons of EFL in a grade 3. The study was focusing on teachers’ impressions and experiences when using L1 teaching English. To answer these aims, the following research questions were developed. 1) What are the teacher’s impressions and experiences when teaching EFL using L1? 2) What is the teacher’s experience of how using L1 influences the pupils’ participation in the lessons? and 3) What are the mother tongue teachers’ attitudes towards using pupils’ L1? The discussion below will be about the results of this study in relation to previous research. The discussion will also lift the importance to use L1 based upon the results and will be organised under three subheadings that correspond to the research questions.

6.3 Classroom teacher’s impressions and experiences when teaching EFL using L1?

6.3.1. The challenges

The challenges are different. The questions arise from the teacher's side. The teacher was not able to assist the pupil when help was needed. Another issue was not knowing what has been said gave an insecure feeling not having control of the situation. The trust between the pupils and the teacher needs to be grounded. Svensson (2017, pp. 40–41) address the need for control by the teacher, such as not knowing what is said and thus not having control of the situation. Other factors that are common are that there is no time to do a project. This is also an argument that teacher as mother tongue teachers mention referring to the way the organisation of mother tongue tuition was build up today.

Having a positive attitude towards students with a different background is of great importance if they should be able to use their potential and overcome language barriers (European Commission, 2015, p. 11). The teacher showed, for example, a positive attitude at lesson two when the pupils were asked about what the pictures represented. Here the teacher moved around in the classroom and was in front of the student to ask the question while there was a smile on the teacher’s face. Although the teacher has not worked with using the mother tongue the acting from the teacher in the classroom was adapted for the task. Dreyfus and Dreyfus state that advanced beginners take factors in consideration from the situation (1986, p. 1) which refers to the teacher’s adaption in the different actions when asking for the word in mother tongue and the exercise when asking questions and switching pictures.
Another challenge that could play an important part was inclusion. The teacher pointed out that four of 19 pupils have Swedish as their mother tongue. The teacher expressed the view that these pupils could get a feeling of exclusion when using the L1. During Lesson 1 when translating into their mother tongue, they sat outside the classroom in a group and translated. Lesson 3 went much better when the teacher included everyone, reconstructing the questions. Here the pupils with Swedish mother tongue participated in the second part. The first part of Lesson 2 was an including task, when only English was used with asking and changing pictures. Other difficulties that arose in Lesson 1 were the iPads not functioning properly, dictionaries that were difficult to handle and pupils who did not know how to use the dictionaries. To have a multilingual classroom, it is recommended to have adapted the teaching, have strategies and the management of devices that are of importance (European Commission, 2015, p. 11). The teacher also confirmed that all devices should be checked before so they function and there should be suitable dictionaries for each language. The teacher referred to the expertise of the mother tongue teachers. It is also required that you as a teacher must have knowledge of the subject, what should be taught, language skills and the ability to express yourself (Hattie, 2014, p. 161).

6.3.2. The didactic perspective

According to the teacher the tasks were suitable for using the mother tongue. The pictures represented food, dishes and activities, see pictures, and many students showed interested in sharing the word in their language. When the interest of the pupil has been taken into consideration and they come in contact with sentences in English that they get in touch with every day it gives meaningfulness (Lundberg, 2016, p. 126). The Curriculum describes that English should be taught in a way that the pupils develop an interest in education and culture and that they use their language skills and knowledge (Swedish National Agency for Education, 2018b, p. 34). As seen on the planning of Lesson 1 the pupils got the opportunity to translate the dialogue from English to the mother tongue and then tell in any language. The condition for translanguaging has been met. The pupils were also very proud when they could use their L1. This also means Garcia’s theory is applicable. Appreciating each language, social justice, working with each language, social practice, how translanguaging is used between people are the two main principles of teaching with translanguaging. By using these two principles, the teacher uses the different languages in translating and asking what it is in another language, the teacher sees the linguistic knowledge as a resource (Svensson, 2017, p.51). The support of pupil’s language skills contributes to that self-confidence will rise but also the confidence to use their abilities (Cummins 1996 see Svensson 2017, p.81).

The result shows that working in groups is positive for the pupils. They needed all their language skills when translating and creating sentences. Swain points out that comprehensible output is the use of language skills. When they interact with each other and work together they need to be aware of how to use their language and a way to do this is through dialogues. The outcome is a new source of learning (Gibbins, 2018, p.194). The dialogue, the teacher’s questions of what we have here and the exercise of ask-ask-switch was the comprehensible input. The product of the language acquisition was the creation of the sentences in Lesson 3, which is a part of the process of second language learning, output hypothesis (Swain, 2007, p.
5). Using translanguaging is according to Svensson resulting (2018, p. 1), in the development
of both languages and that the pupils gets a deeper and broader knowledge of the subject. The
pupils also started to compare the languages and see differences and similarities. Milambiling
(2011, p. 35) points out that if English is combined with other languages, it makes the pupils
aware of the differences and similarities in the languages. This method is related to strengthen
language awareness and linguistic sensitivity to the pupils and give them a value at school
(Björklund, 2013, p. 130).

The content of the lessons by using pictures, being explained earlier by the mother tongue
teachers, a dialog from the study book to translate into mother tongue while working in groups,
the ask/ask/switch- exercise and the questions asked from the teacher about the name of the
picture, together with a hearing exercise and creating the sentences in English, were simple
tasks and interesting for the pupils. All the pupils could with the help of their language skills
solve the task together. Creese and Blackledge (2010, p. 103) claim that using bilingualism with
questions, repetition and translations, and the simultaneous use of literature justifies the students
and it progresses and the task is moving forward.

The questions used were light and the task of translation and creating sentences gave the
opportunity for the pupils to participate and be active during the lessons. Krashen also
emphasizes that using artefacts and keeping the input easy and active there is support for
language acquisition (Krashen, 1980).

During the three lessons, the teacher gave the pupils the possibility to use the L1 when
translating the dialogue and answering what the word means in their language. The teacher gave
the opportunity to the pupils to answer but the teacher also mingled with the pupils and let the
pupils mingle with each other as working in groups. Wedin and Wessman (2017, p.873) reveal
that when space is left for pupils with different linguistic resources it has influence on how
power and roles are shared between pupils and teacher. UNESCO (2011, p. 13) states that
deciding on which language that should be the language of instruction and not taking the mother
tongue in consideration is a matter of exercising power and marginals and minimize the rights
of the pupils.

6.3.3. Attitudes

We can all agree that English is necessary to know. In Sweden, English is necessary for further
studies, but as mentioned earlier, a large proportion of pupils, 43% with foreign backgrounds
do not pass grades for upper-secondary studies. Svensson (2017) mentions that the reason is
due to different values that are built into different structures and organizations such as the
school. When built in, they are considered normal. In school, it is considered that one should
learn Swedish first by speaking Swedish. The attitudes are a hinder for multicultural and
multilingual societies (Svensson, 2017, p.32). The teacher’s attitude also plays an important
role. Some attitudes presented from the study in Saudi Arabia coming from the 104 EFL
teachers are for example; that using L1 reduce the opportunities to speak and practice English;
using L1 gives a negative transfer from L1 into English and using L1 prevents the pupil from
thinking in English. This experience stands in contradictory to the teacher’s experience from
this study. It emerges from the result of the interview with the teacher that, although two
students did not have the same mother tongue, Thai and Dari, this did not prevent them from helping and supporting each other in English when working together. Here they used their mother tongue and Swedish to solve the task. The working method with groups contributes also to reinforce the identity of the pupil. As meeting other people and gaining experience where the memories, languages and life experience are included to create a picture of yourself (Svensson, 2017, p. 81). If teachers have a positive way of working in a multicultural and multilingual classroom this contributes to a positive development of the identity of the pupil (Svensson, 2017, p. 82).

The study made in Finland focusing on the attitudes and challenges of the teacher showed that there were low expectations on the pupils and the teacher looked more to language skills than knowledge (Björklund, 2013, p.129). Another negative attitude was that the language was not seen as a resource (Björklund, 2013, p. 129). The results show that this is not the case by this teacher or mother tongue teachers’ as the L1 was used for comprehension of English. As the teacher took the decision to use the L1, with a task that everybody could execute, the teacher had expectations on the pupils. The teacher and the mother tongue teachers decided to work with the L1. Cummins state that if a school has taken the decision to work with the mother tongue the result is that pupils and teachers feel that they have influence (Cummins, 2017, p.176).

The results gave the teacher experience about using the mother tongue in the teaching, which was positive, and hopes to be able to develop a collaboration with the mother tongue teachers. The experience is explained by Roth and Jornet (2014, p. 107) as a” a category of thinking, a minimal unit of analysis”. The teacher wants to use it first in English and then expand to work thematically but as the situation looks today, it is difficult with time. The experience of the teacher gave what Roth and Jornet, 2014, p. 107 explain about that experience “extends in space and time across individuals and setting in the course of temporally unfolding social relations, which themselves are perfused with affect”.

In the results it appears that the teacher and the mother tongue teachers put a value in the language and saw it as a resource when using it for explaining the food, meals and activities and including the mother tongue in the classroom. A positive event to put a value of the L1 was when the teacher repeated after in the L1 of the pupil. The teacher also tells the pupils to take the opportunity to discuss and help each other in using their L1 for understanding. The value of languages in society are different as languages outside Europe do not have the same value\(^7\) (Hyltenstam, Axelsson, & Lindberg, 2012, p. 74). The marginalisation and minimisation of pupils’ languages is a political and socioeconomic issue (Stroud 2002, pp.48-49). Milambing mentioned in her study that there is an importance of creating a multilingual awareness a part of the environment (Milambing, 2011, p.19). The education policy often forms pupils and wants to implement a homogenous policy (Cummins, 2017, p.160).

The results show that during the observations, it appeared that the teacher encouraged to use the language by asking whether the translation was correct and listening to the pupils' explanations when the teacher walked around in the classroom. Feedback was given when the

\(^7\) The languages in this class Arabic, Somali, Kurmanji, Dari, Thai and Swedish.
pupils answered the question what it was it called in another language or what the picture represents in English. The teacher supported the use of L1 in English or Swedish. Feedback is important for young pupils (Lundberg, 2016, p. 167).

6.4 The teacher’s experience of how using L1 influences the pupils’ participation in the lessons?

According to the teacher, there was motivation and encouragement from the pupils. It was quiet in the classroom and the focus was on collaborating and solving the task. This was also seen in the Swedish action research. The activities made the pupils engaged and they showed great interest (Wedin & Weissman, 2017, p. 879). By using their mother tongue more often in the classroom this also contributes to that stigmatization of using the L1 decreases and that the pupils learn new words from different languages. Svensson (2017, p. 103) also confirms to have a classroom where different cultures and languages are accepted makes the pupils more motivated to work and to use their cognitive abilities. When a pupil does not notice or experience progress in learning or is not exposed to linguistic challenges, the motivation is decreasing and the attitude towards language learning will be negative (Dörnyei, 2001).

The Swedish research by Wedin and Weissman (2017) also made activities that were based upon translations and they could use the strongest language that they wanted when presenting. The teacher in this study also gave this possibility to the pupils as they could tell the content of the dialogue in any language. The Swedish action research showed that promoting language policies and giving a value to each language has a great value for social change since this promotes social equity and foster change (Wedin & Wessman, 2017, p. 886).

The purpose of the research in Saudi Arabia was to use English only so the pupils could show knowledge and benefit from using L2. Krashen states that when using the TL there is no comprehensible input (Krashen, 1980). But some teachers from the same study also declared that when using L1 makes the pupils less anxious. The teacher from this study claims that a pupil who normally only whispers in the English lesson participated for the first time using the mother tongue and later the English language. Krashen supports this by the affective filter hypothesis. If the self-esteem and motivation are low and anxiety high the language acquisition will not take place, there is a blockage as the brain will not get the information (Krashen, 1980). The teacher claims that this could be a question of feeling secure when using L1 together with the English language. Cummins describes that self-confidence is important to achieve empowerment, your power and own abilities. The teacher also means the use of L1 made a difference because they could use their vocabulary in their mother tongue to answer the question in English. The teacher means that this could explain the high participation of the pupils as the pupils understand in their mother tongue they can connect and answer, the input hypothesis. Understanding what is taken in is stimulation for language acquisition (Krashen, 1980).

6.5 What are the mother tongue teachers’ attitudes towards using pupils’ L1?
All teachers understood that the mother tongue was important. To master it in speech and writing is important for learning at school. The mother tongue is a tool for learning. Cummins believes that by using the mother tongue it enhances the intellectual and academic resources of the individual (Cummins, 2000, p. 38).

Everyone said that it was important to know their culture as food, biology, history for having an identity. The mother tongue teacher who taught in Kurmanji emphasizes that it is important that both sides, Swedish and Kurdish pupils should accept each other's culture and structure in society. The mother tongue teacher in Arabic said that with the language comes everything around a person. The research says that there is a connection between bilingualism and linguistic and cognitive development of the pupil (Cummins, 2000, p.39).

The mother tongue teacher in Arabic stated that identity is important for having a place in society. The Somali mother tongue teacher mentioned that one should know how to behave in different situations and environments. From the interview of the mother tongue teacher in Kurmanji stated that the feeling that you belong somewhere is necessary as to have an identity. All mother tongue teachers informed that the pupils did not think it was strange to learn English words in their mother tongue lessons. The pupils also got a wider explanation for the different dishes and not just what it is called in their language. The mother tongue teacher in Somali informed that there were even dishes that did not have a name in their language such as “hot dog” as they do not have this dish in their culture. This was also found out in the study made in Turkey when using cross-cultural language, some words did not exist in one language and vice versa (Cakir, 2012, p.63). Cummins describes how there are relationships between knowledge in literacy in the first and the second language and that this can provide growth in the long term in English skills (Cummins, 2000, p. 39). The organisation of the mother tongue tuition today makes it difficult due to lack of time, but they are all positive to extend the collaboration. If the task would be given in time it would be possible. The experience of the use of L1 although difficult to realise. Roth and Jornet (2014, p.107) quote from Dewey: “when an event that we have lived has run its course and comes to a determinate conclusion “.

7. Conclusion

This action research, even though limited, has given an insight into the experience of the teacher using the L1. The experience given by the teacher and mother tongue teachers in the interviews and the observations makes it clear that there are positive outcomes using the L1 such as more activity, motivation, self-esteem, low-anxiety and high engagement in the classroom when using the L1. But it is also important to have suitable functional devices and suitable tasks.

Even though there is a positive experience as some pupils showed more interest, pupils with different languages can work together, weak pupils had a moment to shine up and there was an improvement of focusing the implementation of using L1 is not really a problem in the classroom. This teacher saw the language as a resource in teaching and a possibility in using translanguaging. The issue that appears from teacher and mother tongue teachers are time and
organisation around the support of the mother tongue. How to use the mother tongue teachers? In what way is it suitable considering the organisation? The teacher declared that not having the knowledge in the mother tongues is a disadvantage for the pupils.

Considering this it is essential to foster attitudes among politicians and in school that languages are a resource for the individual and society. Based on the previous studies presented it is necessary to create conditions for multilingual pupils to acquire English skills. The fact is that pupils with other background still will come to Sweden and that 43% of pupils do not succeed for upper secondary school. The study in South Africa shows the importance of supporting L1 when different attitudes and policies occur in society. The pupils got intensive support in L1 before 1976 and the result was that pupils passing secondary school rose to 83.7%, but when changing the political perspective, after 1976, the L1 was not supported anymore in the same way and the pupils passed for secondary school decreased to 44%.

For the individual, English means possibilities for further studies and using in professional career. For the society the language skills are a part of the citizens education that can be used if the citizen can participate in society. Starting with English as early as possible has great importance.

In society and in the school, attitudes are embedded in norms that contribute to the categorization of pupils of the mother tongue. As long as there is a division of languages and these are valued differently, there will be attitudes that lay the foundation for the pupils' continued language development which affects the school result.

It is necessary to have high expectations on the pupils and give a value on each language which means getting an identity. Identity is when you as a person can create your thoughts, opinions and abilities. You need to feel that you belong somewhere, you create a picture of yourself. It gives a value to the person. Because we all have the same value, do we not?

7.1 Recommendations for future research

This study only gives a glimpse of how it was to work with the mother tongue in the classroom. The focus was on teachers’ and mother tongue teachers’ and not the pupils, which is actually the most interesting.

One example for further research could be to undertake the same action research but over a longer period of time to give more time for reflection and more cycles in the action research process. It could be undertaken in two classes in order to gain a broader understanding including the pupils' perspective focusing on the identity, self-esteem, motivation, language skills, knowledge and abilities.

The results that emerged regarding the teacher’s experiences and challenges could be developed in a study in which the pedagogical structure could be studied in a broader perspective. The involvement of mother tongue teachers and the organization of tuition could also be analyzed.
References


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Appendix 1 Interview questions after lesson 1, 2 and 3 with the teacher

Intervjufrågor efter lektion 1, 2 och 3 med läraren

Hjälpmedel/Läromedel
Vilka hjälpmedel användes?
Vilka läromedel användes?
Var hjälpmedel och läromedel lämpligt? På vilket sätt?

Lärarens uppfattning om lektionen
Vilka var utmaningarna?
Hur uppfattade eleverna lektionen med modersmålet?
Fanns det någon positiv överraskning med användandet av modersmålet? På vilket sätt?

Uppgiften
På vilket sätt lämpade sig användandet av modersmålet i engelska?
Hur var gruppindelningen gjord?

Modersmålslärare
På vilket sätt hade modersmålslärare stöttat innan?
Vilken var modersmålslärarens insats? Skulle den varit på ett annat sätt?

Eleverna
Märktes något specifikt hos eleverna?
Vad var det bästa hos eleverna?
Hur var det att använda elevernas bakgrund och erfarenheter i modersmålet för att undervisa i engelska?
Har du något annat du vill tillägga?
Appendix 2 Interview questions with the teacher – holistic perspective

Intervjufrågor med ordinarie lärare - holistiskt perspektiv

Lektion
Vilken lektion tycker du var mest givande? Varför?
Finns det någon speciell situation som du upplevde var givande?
Vilken var minst givande? Varför?
Finns det någon speciell situation som du upplevde var mer utmanande vid användandet av modersmålet?
Finns det specifika tillfällen du tycker att modersmålet passar bra att använda i engelskan?

Lärarens uppfattning av elevens intryck
På vilket sätt uppfattade du att eleverna reagerade på lektionens upplägg med modersmålet?? Hur såg man det?
Tycker du att eleverna har påverkats genom användandet av modersmålet? På vilket sätt?
På vilket sätt har elevernas motivation ändrats?
Tycker du att eleverna stärkts i sig själva? Hur, kan du ge ex.?

Lärarens erfarenhet och inställning
Hur tänker du nu efteråt om att använda modersmålet i engelskan?
Finns det möjlighet för dig att planera undervisningen utefter modersmålet på annat sätt på engelskan? På vilket sätt?
Vilka möjligheter finns att samarbeta med modersmålsläraren i engelska?
Har du något du vill tillägga?
Appendix 3 Interview questions with the three mother tongue teachers

Intervjufrågor med de tre modersmåslärare

Generellt
Vad har du för utbildning?
Vilka språk talar du?
Vilka årskurser undervisar du i?
Hur länge har du arbetat som modersmåslärare?

Undervisning i skolan
Hur många gånger i veckan undervisar du?
Hur många elever och grupper har du?
Vad prioriterar du i din undervisning, vad är viktigt?

Användandet av modersmålet
Vilka möjligheter ser du i att samarbeta med läraren i engelska på ett annat sätt?
På vilket sätt reagerade eleverna när du visade engelska ord?
Har du något du vill tillägga?
### Appendix 4 Table 1  Template - schedule for the observations

**Schema för observationer**

| -visar olika sätt att använda modersmålet |
|---|---|
| -talar om för eleven att använda sitt modersmål |
| -frågar om vad det heter på elevens modersmål |
| -använder själv elevens modersmål |
| -ger en klapp på axeln, eller give me five e. d. |
| -elev ledsen – lärare tröstar på svenska |
| -uppmärksamma gott beteende verbalt |
| -skriver upp ord på olika språk på tavlan och jämför med engelska |
| -skriver upp ord på olika språk på tavlan och jämför med engelska och sedan svenska |
| -modersmålsläraren beskriver på modersmålet |
| -lärare beskriver på engelska |
| -läraren beskriver på engelska och svenska |
| -läraren engagerar sig i eleven |
| -L blandar engelska och svenska för jämföra |
| -L blandar svenska och modersmål jämföra |
| -L blandar engelska och modersmål jämföra |
| -L blandar svenska, engelska och modersmål jämföra |
| -använder engelska för att förklara begrepp |
| -använder engelska för att förklara grammatik |
| -använder svenska för att förklara grammatik |
| -använder svenska för att förklara begrepp |
| -ger eleven möjlighet att säga vad de vill lära sig i engelska genom modersmålet |
| -ger möjlighet till eleven att säga hur de känner med uppgiften när modersmålet används |
| -ger positiv respons på elevernas inspel och ansträngningar när eleven använder modersmålet i engelska |
| -pratar lärare och modersmålslärare på ett positivt sätt med varandra |
| -ger skriftliga uppgifter från modersmål till engelska |
| -ger skriftliga uppgifter från modersmål till svenska |
| -ger läsuppgift från modersmål till engelska |
| -ger läsuppgift from engelska till modersmål |
| -gör grupparbete eller pararbete |
| -gör Enskilt arbete |
| - beskriver syftet, CI och förmåga |
| -använder kroppsspråk för att förtydliga budskapet |
Information om deltagande i aktionsforskning om modersmålet i engelsk undervisning

Hej,

Jag heter Catarina Nkembo och läser sista terminen på Grundlärarprogrammet med inriktning F-3 vid Högskolan Dalarna.

Mitt examensarbete är inom ämnet engelska. Jag är intresserad av att se hur aktionsforskning kan utveckla undervisningen i engelska. Planerade deltagare är lärare och modersmålslärare.

Enligt forskning är det positivt för eleven att använda sitt modersmål i alla ämnen inklusive engelska. Aktionsforskningen är också ett sätt för att få en djupare förståelse för hur modersmålet kan användas i engelskan men även i skolan som helhet för att synliggöra andra språk som resurs.

Aktionsforskningen är relativt tidsbegränsad och ska ha skett inom en två veckors period med avslut i vecka 7. Under tiden ska lektioner planeras, utföras och diskuteras, se bilaga. För att komma igång föreslås en första träff med berörda lärare och modersmålslärare för att diskutera de didaktiska frågorna inför lektionerna.

Datainsamlingen kommer att göras med hjälp av observationer och intervjuer av lärare och modersmålslärare. All insamlad information under aktionsforskningen kommer att behandlas och framställas konfidentialt samt därefter att makuleras. Skolan och deltagande personer kommer att vara anonyma i den slutgiltiga uppsatsen som presenteras vid Högskolan Dalarna. När uppsatsen är klar kommer den att finnas tillgänglig i sin helhet och ni kan naturligtvis få tillgång till den.

Ytterligare information lämnas av nedanstående;

**Student:**
Catarina Nkembo  
H13catnk@du.se  
072-253 06 80  
Sandgatan 14  
247 63 Veberöd

**Handledare:**
Christine Cox Eriksson  
ccc@du.se  
023-77 88 58  
Högskolan Dalarna  
731 88 Falun

**Rektor:**

Ort/Datum

........................................  ........................................  ........................................

Signatur

........................................  ........................................  ........................................
Bilaga
Totalt kommer 3 lektioner att planeras och utföras enligt schema nedan.
Hej,

Jag heter Catarina Nkembo och läser sista terminen på Grundläararprogrammet med inriktning F-3 vid Högskolan Dalarna.

Mitt examensarbete är inom ämnet engelska. Jag är intresserad av att se hur aktionsforskning kan utveckla undervisningen i engelska. Planerade deltagare är lärare och modersmålsläranare.

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Aktionsforskningen är relativt tidsbegränsad och ska ha skett inom en två veckors period med avslut i vecka 7. Under tiden ska lektioner planeras, utföras och diskuteras, se bilaga. För att komma igång föreslås en första träff med berörda lärare och modersmålsläranare för att diskutera de didaktiska frågorna inför lektionerna.

Datainsamlingen kommer att göras med hjälp av observationer och intervjuer av lärare och modersmålsläranare. All insamlad information under aktionsforskningen kommer att behandlas och framställas konfidentiellt samt därefter att makuleras. Skolan och deltagande personer kommer att vara anonyma i den slutgiltiga uppsatsen som presenteras vid Högskolan Dalarna. När uppsatsen är klar kommer den att finnas tillgänglig i sin helhet och ni kan naturligtvis få tillgång till den.

Ytterligare information lämnas av nedanstående;

**Student:**
Catarina Nkembo
H13catnk@du.se
072-253 06 80
Sandgatan 14
247 63 Veberöd

**Handledare:**
Christine Cox Eriksson
ccc@du.se
023-77 88 58
Högskolan Dalarna
731 88 Falun

**Lärare/modersmålsläranare:**

Ort/Datum

……………………………

Ort/Datum

……………………………

Ort/Datum

……………………………

Signatur

……………………………

Signatur

……………………………

Signatur
Ni tillfrågas därför om att delta i en aktionsforskning
Jag lämnar härmed mitt samtycke till att delta i aktionsforskningen: Ja ☐ Nej ☐

**Bilaga**
Totalt kommer 3 lektioner att planeras och utföras enligt schema nedan.

- Avslutande med individuella intervjuer
- Introduktion, intervju och planering av lektion 1
- Utförande av lektion 3 med observation
- Utförande av lektion 1 med observation
- Intervju i grupp av lektion 2. Reflektion och diskussion samt planering av lektion 3
- Utförande av lektion 2 med observation
- Intervju i grupp av lektion 1. Reflektion och diskussion samt planering av lektion 2
Appendix 7 1st lesson day 1 - Read/translate/tell

Första lektionen dag 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Mother tongue teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.15-8.45</td>
<td>Ordinary</td>
<td>No</td>
</tr>
</tbody>
</table>

Preparation

The pupils who speak Kurmanji, Somali and Arabic were informed and has been taught from the mother tongue teachers about the theme (foods, meals and activities a week before,

The didactical questions

What shall be taught?

English sentences as “How much is it? That is expensive..., I take instead”.

How?

The pupils shall read a dialogue from the book and translate into L1. The second task is to tell each other the content of the dialogue in a chosen language.

With what?

Artefacts: iPad (google translate, lexicon) and white paper
Study material: English book

For whom?

For pupils with Arabic, Kurmanji, Somali, Thai and Dari as mother tongue.

Method?

The pupils work in groups or in pair depending on how many are speaking the same mother tongue. They help each other to translate and write the text on a white paper.

Groups?

Somali, (two boys, one girl); Arabic (two boys, one girl); Dari & Thai; (two girls); Kurdish (two boys); Kurdish (two boys, one girl); Kurdish (two boys); Swedish (two girls, two boys)

Where?

Pupils with another mother tongue than Swedish will be in the classroom and those with Swedish mother tongue in a group outside.

Referring to Curriculum for the compulsory school, preschool class and school-age educare 2011 (Swedish National Agency for Education, 2018b) for lesson 1

English

Aim
”Through teaching, pupils should be given the opportunity to develop all-round communicative skills/…/ and the ability to adapt use of language to different situations, purposes and recipients…” (Swedish National Agency for Education, 2018b, p. 34).

**Abilities**

”express themselves and communicate in speech/…/ use language strategies to understand and make themselves understood…” (Swedish National Agency for Education, 2018b, p. 34).

**Core content**

“…Content of communication • Subject areas that are familiar to the pupils/…/ Listening and reading – reception • Different types of simple conversations and dialogues…” (Swedish National Agency for Education, 2018b, p. 35).

**Knowledge**

“…can communicate in English, both in the spoken and written language/…/The school should provide pupils with structured teaching under the teacher’s supervision, both as a whole class and on an individual basis…” (Swedish National Agency for Education, 2018b, p. 11).

**Goals**

“…The school is responsible for ensuring that each pupil on completing compulsory school/…/can learn, explore and work both independently and together with others, and feel confident in their own ability…” (Swedish National Agency for Education, 2018b, p. 11).

**Mother tongue**

**Aim**

“…Teaching in the mother tongue should aim at helping the pupils to develop knowledge in and about the mother tongue/…/ The teaching should help the pupils to master their knowledge of the structure of the mother tongue and become conscious of its importance for their own learning in different school subjects…” (Swedish National Agency for Education, 2018b, p. 86).

**Abilities**

“…express themselves and communicate in speech and writing/…/use their mother tongue as an instrument for their language development and learning…” (Swedish National Agency for Education, 2018b, p. 86).

**Core content**

“…Reading and writing • Strategies for writing different types of texts in areas familiar to pupils…” (Swedish National Agency for Education, 2018b, p. 87). “…Dictionaries and other aids for spelling and understanding words…” (Swedish National Agency for Education, 2018b, p. 87)
Appendix 8 2nd lesson day 1 - Ask/ask/switch

Andra lektionen dag 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Mother tongue teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.45-10.15</td>
<td>Ordinary</td>
<td>No</td>
</tr>
</tbody>
</table>

The didactic questions
What is going to be taught?

Meals like apple pie, meat balls and hot dog. Food like chicken, meat, fish, potatoes, rice, pasta and steak. Some activities like riding a horse, walk a dog, go to the cinema and play the piano. Questions that were asked:” Hello, how are you? Do you know what this is? It is a dog”. Other questions could be: “Hello, how are you? Do you know what this is? It is a hot dog. Do you like hot dog? No, I prefer…”.

How?

The pupils can move in the classroom and they show that they are ready to answer a question by rising the hand. In pairs they alternate by asking and answering questions based upon the pictures. If the answer is correct the switch picture if not they continue moving around int the classroom. In the second part of the lesson the pupils sit in their benches and the teacher shows the pictures and asks: “What is this? “The pupils answer in English. Here after the teacher asks:” Do we know the word in another language?” The pupils can answer in their mother tongue (In this lesson Swedish is also seen as a mother tongue).

With what?

Study material: Laminated pictures of food, meals and activities from the book in English

For whom?

The pupils with Arabic, Kurmanji, Somali, Thai, Dari and Swedish.

Method?

First a lesson where pupils were moving around in the classroom and here after sitting in the benches answering the questions.

What?

The movement is mainly done by the pupils in the front of the whiteboard since there is plenty of room. In the second part the questions were asked at the pupils while they were sitting in their benches.

Referring to Curriculum for the compulsory school, preschool class and school-age educare 2011 (Swedish National Agency for Education, 2018b) for lesson 2

English

Aim

” understanding spoken/.../English/.../ to use different tools for learning/.../Teaching should encourage pupils to develop an interest in languages and culture, and convey the benefits of language skills and knowledge/.../being able to formulate one’s thinking and interact with
others in the spoken and written language…” (Swedish National Agency for Education, 2018b, p. 34)

**Abilities**

“…understand and interpret the content of spoken English and in different types of texts…” (Swedish National Agency for Education, 2018b, p. 34).

**Core content**

“…Content of communication • Subject areas that are familiar to the pupils/…/ Listening and reading – reception • Different types of simple conversations and dialogues…” (Swedish National Agency for Education, 2018b, p. 35).

**Guidelines**

“…All who work in the school should in their activities, contribute to the school being permeated by equality and solidarity between people…” (Swedish National Agency for Education, 2018b, p. 10).

**Mother tongue**

**Aim**

“…Speaking, listening and talking • The contents of texts and their typical words and terms/…/ Culture and society • Customs, usage and traditions in areas where the mother tongue is spoken in comparison to Swedish customs, usage and traditions…” (Swedish National Agency for Education, 2018b, p. 88).

**Abilities**

“…adapt language to different purposes, recipients and contexts/…/ express themselves and communicate in speech and writing, (Swedish National Agency for Education, 2018b, p. 86).

**Core content**

“…Speaking, listening and talking • Pronunciation in the mother tongue…” (Swedish National Agency for Education, 2018b, p. 87)
Appendix 9 3rd lesson day 2 - Repetition/listening/writing

Tredje lektionen dag 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Mother tongue teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.15 – 08.45</td>
<td>Ordinary</td>
<td>No</td>
</tr>
</tbody>
</table>

The didactic questions

What shall be taught?

First a repetition of the meals and food and there after a listening exercise about the same.

How?

The pupils get to answer the teachers question on the pictures that are presented on the white board through the camera. The pupils answer questions;” What is this? Do we know in another language?”. After repetition they listen to an exercise where the goal is to put the right person with the right food. The last exercise is to write sentences with help from the study book in English based upon the words from the listening exercise.

With what?

Artefacts: Listening file to the study book, the whiteboard and overhead camera.

Study material: English book

For whom?

The pupils with Arabic, Kurdish, Somali, Thai, Dari and Swedish.

Method?

The pupils sit in their benches during the repetition and compare their answers after the listening exercise as writing sentences.

Groups?

Somali, (two boys, one girl); Arabic (two boys, one girl); Dari & Thai; (two girls); Kurdish (two boys); Kurdish (two boys, one girl); Swedish (two girls, two boys)

Where?

In the classroom.

Referring to Curriculum for the compulsory school, preschool class and school-age educare 2011 (Swedish National Agency for Education, 2018b) lesson 3

English

Aim

“…In order to deal with spoken language and texts, pupils should be given the
opportunity to develop their skills in relating content to their own experiences, living conditions and interests…” (Swedish National Agency for Education, 2018b, p. 34)

**Abilities**

“…understand and interpret the content of spoken English and in different types of texts…” (Swedish National Agency for Education, 2018b, p. 34)

**Core content**

“…Content of communication • Daily life and ways of living /…/Listening and reading – reception • Clearly spoken English and texts from various media…” (Swedish National Agency for Education, 2018b, p. 35)

**Mother tongue**

**Aim**

“…Teaching should give pupils the opportunities to develop their cultural identity and become multilingual…” (Swedish National Agency for Education, 2018b, p. 86)

**Abilities**

“…use their mother tongue as an instrument for their language development and learning…” (Swedish National Agency for Education, 2018b, p. 86)

**Core content**

“…Speaking, listening and talking pronunciation in the mother tongue…” (Swedish National Agency for Education, 2018b, p. 87)