

MASTER'S THESIS

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“Languages is a huge part of me”: A case study of Norwegian pupils' identity

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Abstract

This thesis investigates the ways young adolescent learners express and reflect upon their identity, applying the Language Portrait Silhouette as an identity text. The setting of this study is a rural region of Norway, and the classroom was dominated by Norwegian pupils. The identity of the young language learners was expressed by pupils themselves in an English teaching context. This thesis is underpinned by multilinguality, and draws on research and theory from multilingualism, language and identity, and visual methodologies. Through a case study design, this study analyses ten language portrait silhouettes, tables, and reflection texts, produced by pupils aged 14 to 15 years. The analysis is driven by the expressions and experiences of the participants in the data collection, and an inductive approach is applied. Implementing a visual, semiotic, and narrative analysis, this study investigates pupils' understandings of themselves from a multilinguality perspective. The findings identify 1) a personal, 2) a sociocultural, and 3) a linguistic aspect as foundational in the construction of a multilingual identity. The complexity of pupils' identity requires an inclusive and comprehensive approach to language teaching. By viewing the pupils as experts in their lives and co-creators of the research process, this study validates pupils' agency and emphasizes their voice expressed in the language portraits, the tables, and the reflection texts.

Sammendrag

Denne oppgaven undersøker hvordan unge elever uttrykker og reflekterer over sin identitet ved å bruke Language Portrait Silhouette som identitetstekst. Settingen for denne studien er i en landlig region i Norge, der klasserommet var dominert av norske elever. Identiteten ble uttrykt av elevene selv i en engelskundervisningskontekst. Denne oppgaven er underbygget av konseptet *multilinguality*, og trekker på forskning og teori fra flerspråklighet, språk og identitet, og visuelle metoder. Gjennom et casestudiedesign analyserer denne studien ti språkportrettsilhouetter, tabeller og refleksjonstekster, produsert av elever i alderen 14 til 15 år. Analysen er drevet av uttrykk og erfaringer til deltakerne i datainnsamlingen, og en induktiv tilnærming er anvendt. Ved å implementere en visuell, semiotisk og narrativ analyse, undersøker denne studien elevenes forståelse av seg selv fra et *multilinguality* perspektiv. Funnene identifiserer 1) et personlig, 2) et sosiokulturelt og 3) et språklig aspekt som grunnleggende i konstruksjonen av en flerspråklig identitet. Kompleksiteten i elevenes identitet krever en inkluderende og helhetlig tilnærming til språkopplæring. Ved å se på elevene som livsekspert og medskapere av forskningsprosessen, validerer denne studien elevenes handlefrihet og understreker deres stemme uttrykt i språkportrettene, tabellene og refleksjonstekstene.

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1. Introduction

1.1 Background

One of the features of the twenty-first century is the “blurring of territory that was clearly demarcated by language and culture” (García, 2009, p. 24). As a result of the increasing globalisation and immigration, the linguistic backgrounds of pupils in language learning classrooms are more diverse. This is also reflected in the Norwegian classrooms, as it is becoming more common for Norwegian teachers of English to work with multilingual students (Krulatz & Torgersen, 2016). Since we are aware of the linguistic complexity of the world, monolingual schooling seems “utterly inappropriate” in the twenty-first century (García, 2009, p. 24). Unfortunately, these perspectives are still not often recognised by policy makers and practitioners (Conteh & Meier, 2014; Hall & Cook, 2012).

In school settings, there is a “strong notion of isolating the teaching of English from that of other languages in the curriculum” (Cenoz & Gorter, 2013, p. 592). The English language teacher is expected to only use English and avoid any reference to other languages (Cenoz & Gorter, 2013). Within this notion, pupils should be discouraged or even banned from making use of any existing language knowledge (Hall & Cook, 2012). This monolingual ideology is not only entrenched in second and foreign language teaching, but also in society. According to Lüdi and Py (2009), this ideological background is founded on the idea that monolingualism represents an “original state”, which was reinforced by the one state-one language ideology in Europe since 18th century (p. 155).

Recent scholarly understanding and research have moved away from monolingual conception of language, where languages are seen as separate entities (Conteh & Jean, 2014). Languages and language varieties are viewed as integrated within the linguistic repertoire of an individual, who draws on previous learning and their entire language repertoire to construct new knowledge (Conteh & Meier, 2014). In Norway, there is an assumption that multilingual speakers are primarily from ethnic minorities or have migration backgrounds (Haukås, Storto & Tiurikova, 2021). Considering the rich linguistic diversity of Norway, this assumption does not seem adequate (Krulatz, Dahl & Flognfeldt, 2018). Taking into account the multilingual realities and recent research on identity, this study questions the separation of languages in learning and teaching.

This study contributes to existing understandings of how young adolescents perceive and practice multilingualism, as well as express their identities. The new insights into pupils’ perception of themselves result in a need for inclusive pedagogies and classroom practices.

An incorporation of multilingual pedagogies into classroom practices requires a shift in the perception that only multilingual learners are capable of developing language awareness, towards an understanding that all individuals are capable of accommodating and managing multiple languages.

1.2 Structure of the thesis

This thesis consists of five parts. First, I contextualise the background of this study, and present the objectives and the research question of this thesis. Thereafter, the theory chapter introduces three main theoretical fields in the light of recent research: multilingualism, language and identity, and multilinguality. Next, I discuss multilingual approaches in teaching, such as visual methods (Pitkänen-Huhta & Pietikäinen, 2016) and identity texts (Cummins & Early, 2011). In the third section, I present the background and the challenges of the chosen methodology. Section four presents a visual, semiotic, and narrative analysis of pupils' Language Portrait Silhouettes (LPS), tables, and reflection texts obtained during the data collection. The findings are discussed in section five. The findings indicate that the Norwegian pupils' linguistic repertoires consisted of ten languages in total, with meaningful connections to colours, emotions, cultural references, lived experience, language learning and use. Pupils' multimodal expressions suggest the following three aspects as constructs of their identity: *personal*, *sociocultural*, and *linguistic*. The findings of this study demonstrate that a multilingual repertoire is not something that is exclusive to migrants, but all individuals are or could be considered as multilingual (Haukås, Storto, & Tiurikova, 2021).

1.3 Objectives and research question

This study is embedded in Aronin's and Ó Laoire's (2004) concept of multilinguality, and the research question of this thesis is:

How do adolescent learners in 9th grade in Mid-Norway express their identity using a Language Portrait Silhouette?

Multilinguality is a comprehensive concept that describes the complexity of identity. The notion of multilinguality entails a focus on individual experiences of language learners and allows a qualitative exploration of their knowledge and approaches to learning, behaviours, abilities, social backgrounds, interactions, and statuses (Aronin & Ó Laoire, 2004, pp. 17–19). To explore the identities of the participants from a subjective perspective, this study is embedded in the concept of multilinguality and focuses on the personal aspects of this notion. One might ask why pupils' expressions of identity are relevant and why this research question should be addressed. Krulatz and Torgersen (2016) report that there is a need for a greater

understanding of what being a multilingual involves. As we are all multilingual at some extent, all pupils should experience pedagogical approaches that view and bring to the fore their diverse linguistic repertoires as a resource and support their multilingual identities.

This study challenges the established monolingual mindset (Cenoz & Gorter, 2013) by applying a classroom practice that encourages pupils to discover their multilingual identity, acknowledges multi-competence (Cook, 2013, 2016) and views multilingualism as a resource (Turner, 2020; Rodríguez, Carrasquillo, & Lee, 2014). It is based on a visual methodology that allows pupils to explore, recognize, and use to communicate their identities multimodally. This study emphasizes the voices of young learners – their own language habits and their own perceptions of themselves. In addition, this study serves as an example of how teachers can reference multilinguality and expand their understanding of pupils' identities in their classrooms and meet the expectations of English and core curricula at the same time.

1.4 Language context in Norway

As this study was carried out in Norway, it is important to consider the language context of this country. Norwegian and Sámi are the two official languages in Norway. Norwegian is spoken by most of the population. A variety of spoken dialects connected to the geographical areas of the country are used. For some people the knowledge of a dialect is an identity marker, as it expresses one's local belonging. The Sámi language family is protected by legislations since the Sámi are considered as indigenous peoples in Norway. There are currently three Sámi languages still in use in Norway - Northern Sámi, Lule Sámi and South Sámi. Pupils who live in the administrative area for the Sámi language have a right to education in these languages, either as a first or a second language (The Norwegian Directorate for Education and Training, 2020). The European Charter for Regional and Minority Languages was conformed in 1992 (Council of Europe, 1992). Norway was one of the 25 countries to ratify the agreement. As a result, Sámi, Kven, Romanesque and Romani are protected by the Norwegian minority language pact ratified in 1993 and entered into force in 1998 (Ministry of Local Government and Regional Development, 2022).

The language situation is influenced by an increasing immigration to Norway. The immigration growth started in the 1970s and reached its peak in 2012. Although the development from the 1970s till 2022 was marked by years of fluctuation, the overall tendency has been positive (Statistics Norway, 2022). In 2022, 18,9% of the Norwegian population are immigrants, or born of immigrant parents (Statistics Norway, 2022).

According to the Norwegian Directorate for Education and Training (2017), 15% of the pupils

had an immigrant background in 2017 in primary and secondary education. This implies a change in the linguistic landscape of the Norwegian classrooms, as pupils' linguistic backgrounds are now more complex, and seems to indicate that the Norwegian classrooms represent learners with diverse linguistic backgrounds. Although linguistic diversity is increasing through transnational migration and global communication, rural communities may have less diverse group of migrants (Hiss, Pess & Sollid, 2021). However, it does not mean that these rural areas are devoid of multilingualism as reflected in this study.

In this study, I investigate the linguistic situation of pupils that live in a municipality in the region of Trøndelag. The school where the study took place is in a village with a small residential community. This combined primary and secondary school was the only school in this village. As specified by Statistics Norway (2022), the settlement of the village is 1.1 km² with 1949 inhabitants in 2021. Since the pupils were all Norwegian, the language landscape of this class is rather homogenous than diverse in terms of pupils' linguistic and cultural backgrounds. This means, that there were no immigrant children in the class who come or have parents from parts of the world in terms of the traditional way of speaking about linguistic diversity. Therefore, this class does not fall into the traditional description of the diverse classroom. To some degree, this case study reflects the linguistic landscape of a rural area in a central Norway.

1.5 National curricula in Norway

Subject curricula were revised, and several interdisciplinary topics were introduced in 2020 in Norway. In the fourth year of my teacher education in spring 2021, I taught a ninth grade class in English. At that time, I kept in mind the renewed curricula of LK20, as our future teaching should no longer be based in the LK06 (The Norwegian Directorate for Education and Training, 2019).

The Knowledge Promotion (LK20) refers to a Norwegian school reform that embraces all basic education, including primary school, lower and upper secondary school, and adult education. It was launched in November 2019 and took effect in August 2020. One of the main ambitions of this reform was a renewal of the curricula for the school subjects, known as subject renewal, or *fagfornyelsen* in Norwegian. Compared to LK06, the main changes in the LK20 involve the structure of the curricula, an introduction of three interdisciplinary topics and in-depth learning, a renewal of the competence concept, as well an emphasis on formative assessment (The Norwegian Directorate for Education and Training, 2019). In the next section, I present the parts of the curriculum that are relevant for this study.

1.5.1 Interdisciplinary topics and core curriculum

The LK20 states that school shall facilitate learning in the three interdisciplinary topics: health and life skills, democracy and citizenship, and sustainable development (The Norwegian Directorate for Education and Training, 2019). These topics are not subjects on their own, but they touch upon key societal challenges that should be addressed in several subjects. Schools are expected to facilitate learning within these three themes by having them as their common thread. This way, it is believed that pupils will achieve understanding and see connections across subjects.

Identity and cultural diversity are some of the core values of education and training elaborated in the core curriculum. These values imply that pupils should be able to “preserve and develop their identity in an inclusive and diverse environment”, and that “teaching and training shall ensure that pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others” (The Norwegian Directorate for Education and Training, 2019, p. 7). The core curriculum also underlines how language gives us a sense of belonging. As a part of the practicum period, the English students were asked to plan a lesson in line with one of the interdisciplinary topics from the core curriculum in LK2020. I chose to base my lessons on “Health and life skills” which emphasizes the importance of the development of a positive self-image and confident identity in the childhood and adolescent years.

In the English subject, the interdisciplinary topic “Health and life skills” refers to expressing pupils’ feelings, thoughts, experiences, and opinions in writing and orally in English. This implies that pupils should learn to express themselves in different modes, and their voices should be supported. Keeping in mind the university assignment as well as my future intension of teaching in a way that accommodates linguistic diversity and affirms all pupils’ identities, I applied the Language Portrait Silhouette (LPS) along with a table and a reflection text. The LPS is an identity text that entails various facets of pupils’ identities, affirms identity, and gives voice to the language learners. Keeping in mind that positive identity development and the ability to express oneself is emphasized in the core curriculum, the application of identity texts as a pedagogy of powerful communication is an appropriate way of meeting the expectations of the curriculum.

1.5.2 English subject curriculum

In Norway, English is a mandatory school subject from Year 1. In the lower secondary school, pupils must have 222 teaching hours (60-minute units) of English (ENG01-04) from Year 8 to Year 10 (The Norwegian Directorate for Education and Training, 2019). The number of English lessons in Year 9 is determined by the school's administration. What pupils learn in their English lessons in their ninth grade must be in accordance with the competence aims after Year 10 in the English curriculum (ENG01-04). The subject must reflect the central values, the core elements, the interdisciplinary topics, and the basic skills described in the English curriculum (ENG01-04).

English is described as an important subject for cultural understanding, communication, all-round education, and identity development (The Norwegian Directorate for Education and Training, 2019). The core elements of English address communication, language learning and working with texts in English. In addition, the curriculum explicitly states that “pupils shall experience that the ability to speak several languages is an asset at school and in society in general” (The Norwegian Directorate for Education and Training, 2019, p. 2). Language learning does not only refer to English, but to identifying connections between English and other languages the pupils know (The Norwegian Directorate for Education and Training, 2019). This emphasis on seeing connections between languages in language learning was also present in the previous English subject curriculum in LK06 (The Norwegian Directorate for Education and Training, 2013).

Pupils are expected to build the foundation for seeing their own identity and others' identities in a multilingual and multicultural context (The Norwegian Directorate for Education and Training, 2019). After Year 10, pupils are expected to be able to explore and describe some linguistic similarities and differences between English and other languages they are familiar with and use this in their own language learning. This competence addresses the whole linguistic repertoire of a pupil, expecting pupils to compare and apply their linguistic knowledge in language learning. It also underscores the interconnectedness between languages and identity.

1.5.3 Foreign language subject curriculum

Along with English learning from Year 1, pupils can choose an additional foreign language subject from Year 8. The schools must offer at least one of the following languages: French, German, Spanish, or Russian. If a pupil wishes to study English in more depth, it is possible to choose English specialization instead of an additional foreign language. The core elements

of the foreign language subject are communication, intercultural competence, language learning and multilingualism, and language and technology (The Norwegian Directorate for Education and Training, 2019). This curriculum underscores that pupils should experience multilingualism as an asset in school and society from Year 8. As this study investigates nine graders, we can presuppose that the concepts expressed in the foreign language curriculum should be familiar for the pupils.

When referring to language learning and multilingualism, the curriculum states that knowledge and exploration of own language learning enables students to learn and understand language learning in a life-long perspective. By transferring language learning skills and experiences from languages pupils are familiar with, learning becomes more effective and meaningful. The curriculum presupposes that pupils are already multilingual and have extensive language experiences, at least with English, from different contexts when encountering the foreign language subject. This demonstrates that the LK20 has more reference to language and multilingualism which were not highlighted in LK06.

2. Theoretical perspectives

This section consists of three main theoretical fields. First, I address the notion of multilingualism because this study is embedded in a multilingual perspective, where pupils are seen as multilingual. Therefore, they are being dealt with as multilingual. I attempt to explore the different definitions of multilingualism to clarify the dimensions of multilingualism as a phenomenon. Then, I review the literature that deals with the relationship between language and identity, as this study presupposes a connection between the use of language and who we are. This connection is underpinned by the concept of multilinguality. In view of the work being done on language and identity the concept of multilinguality reflects the complexity of individual's identity. Finally, I refer to visual methods (Pitkänen-Huhta & Pietikäinen, 2016) and identity texts (Cummins & Early, 2011) as useful tools for fostering linguistic awareness and identity investment (Krulatz, Steen-Olsen & Torgersen, 2018) in the English learning classroom.

2.1 Multilingualism

In the last 15 years, there has been “a social and a multilingual turn in the fields of second language acquisition (SLA) and bilingualism” (Cenoz & Gorter, 2015, p. 3), implying that multilingualism as a phenomenon is complex, and it should be approached holistically rather than atomistically. Holistic refers to the belief that parts of something are intimately interconnected as opposed to an atomistic view, which refers to separable and independent

elementary components (Cenoz, 2013). The concept of native-speakerism has been challenged, and an understanding of multilingual speakers shaping their communicative context while engaging in language practices has grown (Cenoz & Gorter, 2015).

Recent research has emphasized that multilingualism is the norm rather than an exception (Jessner-Schmid, 2015). Since multilingualism is a complex phenomenon, there is no universal definition of the term. The differing background and ideologies of researchers focus on different dimensions of multilingualism. According to the European Commission (2007), multilingualism is viewed as “the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). In this definition, the ability to engage with different languages applies to both individuals, institutions, and societies. Kemp (2009) views a multilingual person as someone who can use three or more languages. Wei (2008) describes a multilingual individual as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4). Multilingual language practices do not simply regard the use of multiple languages, as “the essence of current multilingualism is in how the many languages of the world are mastered and used” (Lo Bianco & Aronin, 2020, p. 3). The ability of multilingual speakers to shuttle between languages within the integrated system of repertoire is referred to as translanguaging, which is a part of multilinguals’ multicompetence (Canagarajah, 2011).

According to Franceschini (2011), there are three premises of the concept of multilingualism. First, multilingualism and its social and cultural shaping is seen as a natural part of people’s lives due to individuals’ biologic possession of language skills and the need for language contact. From the historical point of view, the European cultural area has been multilingual for centuries due to cultural transfer and trade (Franceschini, 2011). The nation state thinking prevailed in the 17th and 18th centuries and homogeneity and separateness arose along with the linguistic theories from 19th and 20th centuries. For instance, Pavlenko (2000) describes how the Chomskian notion of native speaker competence assumes monolingualism to be the norm (Chomsky, 1965). Despite this fact, multilingual practices were “parallel and ongoing” in these periods (Franceschini, 2011, p. 345). Lastly, the growing sensibility towards diversity and increasing waves of immigration resulting in a growing interest in multilingualism imply a change in perspective. Taking these premises into account, Franceschini (2011) states that multilingualism “conveys the ability of societies, institutions, groups, and individuals to have regular use of more than one language in their every-day lives over space and time” (p. 346).

2.1.1 Individual and societal multilingualism

The key concepts of multilingualism and plurilingualism are presented in the “Guide for the development of language education policies in Europe” (Council of Europe, 2007). This guide shifts its focus from languages to speakers, as the terms multilingualism and plurilingualism are introduced. Plurilingualism refers to the speaker’s competence, while multilingualism implies the presence of languages in a geographic area (Council of Europe, 2007). The Common European Framework of Reference for Language (CEFR) Companion Volume from 2018 reflects the academic and societal developments, updating the CEFR from 2007. The updates include descriptors for mediation, online interaction, plurilingual and pluricultural competence and sign language competences, marking the Council of Europe’s engagement with language education (Council of Europe, 2020).

The CEFR (2020) definition applies the expression “coexistence of different languages”, giving an impression of a more fixed presence of languages (p. 30). The term “plurilingualism” reflects an “uneven and changing competence” based on a single repertoire which allows switching between languages or dialects, expressing oneself in a language but understanding a different language, drawing on different languages to understand a text, identifying common words, mediating between individuals without common language, making use of the whole linguistic repertoire and utilizing non-verbal communication (Council of Europe, 2020). In contrast to the fixed description of multilingualism, plurilingualism reflects a dynamic perspective on plurilingual competence.

2.1.2 Multilingual competence

Cook (1992) introduced the term “multi-competence” to refer to a person’s overall knowledge of L1 and L2. Considering that we are beyond the L1 and L2 dichotomy, this definition is inadequate. To reflect the overall competence of a multilingual individual, Franceschini (2011) argues for the need of a more suitable term, as it must capture “the flexible usage of several varieties, also between those that are considered as different languages” (Franceschini, 2011, p. 348). As a result of more recent research, the definition of multi-competence has been extended to regard “the overall system of a mind or a community that uses more than one language” (Cook, 2016, p. 14).

The change of focus in the definition is closely linked to recent bilingualism and multilingualism studies that adopt holistic, dynamic and complexity approaches within multilingualism research (Aronin, 2016). The term does not only apply to the first or the second language only but involves “the whole mind of the speaker” (Cook, 2013, p. 3768).

This leads to an expansion of multi-competence to describe a basic ability or potential state of mind of every person. Due to the naturalness and inevitability of language contact with people, multilingualism demonstrates a natural phenomenon that is compatible with the concept of multi-competence (Franceschini, 2011). Within this multi-competence perspective, one accredits the abilities and the complex identities of individuals that use more than one language. This means that a multilingual speaker is viewed as more than a sum of the different languages one knows. A multilingual individual is not considered as deficient, and the outdated monolingual native speaker is no longer seen as an ideal (Ortega, 2014). A multi-competence approach in language teaching foregrounds all pupils' abilities and resources. In the following section, I address language repertoire as a concept closely related to the linguistic skills of multi-competent learners.

2.1.3 Language repertoire

Zentella's (1997) term "linguistic repertoire" refers to the composite linguistic resources that are available for speakers in different social contexts and communities. Even though the attention is on the languages and their varieties, a multicompetent person can use the "appropriate linguistic variety for the appropriate occasion" (Franceschini, 2011, p. 351) and draw on the knowledge of an extended and integrated linguistic repertoire. This understanding has resulted in a prevailing tendency where languages are not treated as isolated entities but have rather soft boundaries within the multilingual turn (Cenoz & Gorter, 2015).

Busch (2017) has expanded the concept of linguistic repertoire to foreground the bodily and emotional dimension of intersubjective interaction. Rather than focusing on the number of languages within a repertoire, the notion of language repertoire extends to examine the relationship between linguistic variation and the construct of belonging or difference, questioning how the language contributes to exclusions or inclusions. Thus, a linguistic repertoire comprises moments of lived experience that inscribe themselves into the linguistic memory. The reason behind an inscription can be strong emotional impacts or repeated occurrence. As a result, the individual is viewed as "formed through and in language and discourse", while the repertoire is "formed and deployed in intersubjective processes located on the border between the self and the other (Busch, 2017, p. 346).

Aronin and Lo Bianco (2020) have honed on the most important languages in the individual's language repertoire consisting of a set of selected languages and skills, referring to this group as a Dominant Language Constellation (DLC). In contrast to language repertoire, a DLC comprises only the most expedient or "vehicle" languages for a person, which together

perform the most vital functions of a language (Aronin, 2016). These languages and skills enable the individual to meet all her or his needs in a multilingual environment (Aronin & Singleton, 2012). The languages might have different levels of statuses, as the prominence or importance of an international, a state or a minority language might be unequal. DLC is also a social phenomenon which meets such needs of a community as communication, interaction, and identity marking (Aronin & Singleton, 2012). There is a significant difference between the notion of a DLC and the linguistic repertoire. While a linguistic repertoire includes the “totality of an individual’s or community’s linguistic skills”, a DLC reflects the “vehicle languages which stand out as being of prime importance” (Aronin & Singleton, 2012, p. 63). Respectively, the DLC only considers the essential languages meeting the needs of an individual, while the linguistic repertoire includes the totality of languages disregarding the importance, or status of the languages.

2.2 Language and identity

In the last 20-30 years, there has been a growing interest in language learner identity in second language acquisition studies. Within socio-psychological approaches identity was viewed as stable and unchangeable (Blackledge & Pavlenko, 2001). Post-structuralist scholarship considers identities as “multiple, dynamic, and subject to change” (Blackledge & Pavlenko, 2001). More recently, the interest in identity and language teaching has shifted its focus from the linguistic input and output in second language acquisition, to language learner’s relationship with the social world (Norton, 2016). The individual is viewed as “diverse, contradictory, dynamic and changing over historical time and social space” (Norton, 2013, p. 4).

Studies have found that identity is a “multifaceted composition”, involving language as a “crucial constituent” (Aronin & Ó Laoire, 2004, p. 12). Wei (2008) underscores the different language experiences of multilingual individuals as constituting “what they are” (p. 4). These experiences entail one or several language acquisition process during childhood, and language learning later in life (Wei, 2008). Aronin (2016) argues that the linguistic component plays a crucial role in shaping identity, as “human language provides informational, cognitive and emotional input, and through this forms and transforms a person” (p. 144). Since language constitutes, represents, and mediates the identity of an individual, it is through language that we communicate our identity and show who we are (Aronin & Ó Laoire, 2004). It has also been acknowledged that choosing a language does not only depend on the availability of the linguistic resources, but it is also “an act of identity” (Cenoz, 2013, p. 9).

When describing identity, Norton (2013) refers to a person's understanding of their relationship to the world, how it is constructed in time and space, and how the possibilities for the future are understood by the person. Norton (2013) believes that second language acquisition theory needs to “develop a conception of identity that is understood with reference to larger, and frequently inequitable, social structures which are reproduced in day to-day social interaction” (p. 45). Additionally, Norton (2013) states that “the role of language is constitutive and constituted by the identity of one who learns language” (p. 45). She further describes that “it is through language that a person negotiates a sense of himself within and across different places at different times, and it is through language that a person gains access to - or is denied access to - powerful social networks that provide the opportunity to speak” (Norton, 2013, p. 45).

Barkhuizen and Strauss (2020) argue that both language learning and identity construction are social processes in which learners interact with social partners. There are three ways in which language contributes to identity construction; 1) by address - how others talk to us, 2) by attribution - how others talk about us, and 3) by affiliation – how we talk like others. The key element shaping people's identities is how they understand their relationship with other people and social structures. The use of the target language does not solely serve the purpose of exchanging information, but it organizes and reorganizes the sense of who we are and how we relate to the social world, leading to an engagement in identity construction and negotiation (Norton, 2013). The relationship between language and identity is seen as “mutually constitutive” (Blackledge & Pavlenko, 2001, p. 249).

2.2.1 Participative identity construction

When addressing a person's connections to a language or languages, linguistic identity and multilingual identity are two commonly used terms. Although both terms address language or languages, Fisher et. al. (2020) applies the first term to the way a person identifies (or is identified) in each of the languages in one's linguistic repertoire. The second term, on the other hand, presumes that the person is aware of the linguistic repertoire they possess, and therefore explicitly identifies as multilingual (Fisher et. al., 2020). Consequently, multilingual identity can be defined as person's explicit self-identification as multilingual because of person's awareness of their linguistic repertoire (Fisher, et. al. 2020). Fisher et al. (2020) argue that the process of identity change is something that should be explicit and participative. Pupils must engage in an active process where they consider their linguistic and multilingual identities, as well as how these identities might change.

Since the LPS and the activities related were carried out in a language learning classroom, the conceptual framework of participative multilingual identity construction is relevant for this study (Fisher et al., 2020). To facilitate participative multilingual identity, Fisher et al. (2020) proposed a four-stage framework applicable in the language classroom. Within the conceptual framework, multilingual identity formation is defined in terms of learner's active involvement in the language learning process in the classroom, where identity is (re)negotiated. The first stage involves acquiring sociolinguistic knowledge about pupils' own and others' linguistic repertoires. The second stage of the framework regards engaging with the knowledge pupils gained from previous stage in social contexts and interactions. This stage requires an active interaction with their peers and the teacher, where pupils reflect on what "knowing" a language means, as well as see this knowledge in relation to one's own multilingual self (Fisher et al., 2020). Next stage concerns a possible change in pupils' current multilingual identity positioning. For example, pupils might or might not identify themselves as multilingual by understanding that they are the ones who can reconceptualize their own identities (Fisher et al., 2020). The final stage involves a change in learners' future self-possibilities and investment in language learning in future. This stage is a result of acknowledging one's linguistic repertoire, gaining new knowledge, renegotiating, and then altering the understanding of one's multilingual identity.

When comparing the individual, the relational/social, and the historical/contextual as three main domains of experience, Fisher et. al. (2020) identifies key features of their conceptualisation. Identity construction is both an individual process and a social phenomenon that is shaped by external influences through an engagement in semiotic practices and interactions (Fisher et. al., 2020). Since identity is mainly a process of identification, meaning making can take place by understanding the contexts in which semiotic practises arose. Multilingual identity formation is therefore possible if individuals are reflexive about their multilingual self and take part in the participatory process. The formation and development of a multilingual identity is important for two reasons. First, the recognition of one's multilingual identity might lead to more investment in learning and maintaining one's languages. Second, a multilingual mindset could lead to a greater sense of connectedness and positive social relationships both at and beyond school.

2.2.2 Multilinguality

Every multilingual has their own particular identity, which is defined by language or languages to a great extent (Aronin, 2016). Multilinguality is the term Aronin and Ó Laoire

(2004) apply when referring to the inner constructs of a single speaker with a knowledge of two and more languages. Multilinguality is defined as “an individual’s store of languages at any level of proficiency, including partial competence and incomplete fluency, as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge on languages, language use and language learning/acquisition” (Aronin & Ó Laoire, 2004, p. 17-18). Multilinguality is therefore a holistic concept that includes metalinguistic awareness, translanguaging, language mixing and communicating, and allows an individual to use their languages in various contexts. Hence, multilinguality reflects the complexity of a multilingual identity which consists of sub-identities such as national, cultural, gender identity as well as a language profile, which proposes a more holistic view of an individual (Aronin & Singleton, 2012).

Multilinguality includes “everything that causes and accompanies” the knowledge of two or more languages, and could be related to social, family, career activities, educational awareness, lifestyle, emotions, and affective states (Aronin, 2016, p. 193). For this reason, multilinguality includes both psychological, sociolinguistic, and social notions, focusing on the whole identity of a person, which is expressed or enacted via languages. This individual characteristic not only embraces the results from using several languages in the present, but also involves the potential results in the future, and is expressed through actions, perceptions, attitudes, and real and possible personal life scenarios. The foundation of this individual characteristic is multi-competence, which is a compounded state of linguistic knowledge (Aronin, 2016).

Multilinguality is illustrated in terms of a biotic system, where sets of languages operate and function together as a single entity, meaning that “language learning and use implicates a wide range of modifications occurring while interacting simultaneously through the mix of languages” (Aronin & Ó Laoire, 2004, p. 19-20). This metaphor of ecology entails such characteristics as complexity, interrelatedness, fluctuation, variation, and inconsistency, multifunctionality, inequality of function, self-balance, self-extension, and non-replication (Aronin & Ó Laoire, 2004). Complexity refers to the languages in one’s linguistic repertoire and the wide range of competencies and skills. Interrelatedness represents contact, exchange, and mixture between several languages. Fluctuation is understood as the changes in mastery of a language affected by time. Variation and inconsistency encompass the various level of mastery of different languages. Multifunctionality refers to the different goals and purposes of language, such as oral or written communication, and identity negotiation, explaining why the

functions of a language can be unequal. Self-balance concerns decline and improvement of language skills, while self-extension regards new language learning or other extension of other language domains based on existing knowledge. Lastly, non-replication denotes the inextricability and interdependability of every language. As the biotic system is a part of the language aspect, multilinguality includes linguistic knowledge. However, this knowledge is a part of multilinguality, but it is not the whole of multilinguality.

2.3 Multilingual approaches in teaching

Several scholars have expressed the need for an education that is meaningful to all children and language learners in the world today. Skutnabb-Kangas et. al. (2009) argue that multilingual education is not only about the needs of linguistic minorities, as speakers of the dominant language should just as much benefit from multilingualism. Research indicates that not only multilingual, but also monolingual pupils benefit from multilingual pedagogy (Dagenais, 2005; Duibhir & Cummins, 2012; Naqvi et al., 2014). Therefore, multilingual education is an education for all. This realization along with the increasing diversity and mobility of population underscores the need for shifting from monolingual to multilingual ideologies in the views of multilingualism (Cenoz & Gorter, 2020). In addition, multilingual education not only bridges the languages in the process of education, but “seeks to actively empower the learners and their communities” (Skutnabb-Kangas et. al., 2009, p. 301).

2.3.1 Visual methods

Arts-based, creative visual methodologies such as identity texts provide a way to access and understand participants' voices and experiences without restricting them to communicating in one dominant language. Pitkänen-Huhta and Pitikäinen (2016) state that visual methods have been applied in different areas of research, such as anthropological research of communities and practices, language research of semiotics and linguistic landscapes as well as ethnographic research on language practices and language learning. When researching language practices and learning through visual methods, “seeing language” is a term that describes the research strategy where drawings are used to “get insight into the beliefs, motivations and experiences related to the language, language learning and multilingualism as experienced and visualised by the language user” (Pitkänen-Huhta & Pietikäinen, 2016, p. 6). The application of visual methodologies in the classroom invites pupils to express their identities visually in a way which extends the limitations of language. These multimodal expressions can facilitate identity exploration in a language learning classroom, as they go beyond traditional written and oral communication.

Visual methods are commonly used in language research, and multimodal, creative activities are highly relevant for the English language classroom. One strength of applying drawings as a method for seeing language is its flexibility, since the task is accessible to pupils with different drawing. At the same time, it also has its weaknesses as pupils might think that they must have certain drawing or artistic skills to complete the task, and therefore feel discouraged (Pitkänen-Huhta & Pietikäinen, 2016.) Pupils express their inner world through a visual mode, which could be more accessible for those that struggle to express themselves orally or in writing. The language learning classroom is where pupils can experience language in new and emotional ways. What stimulates pupils to consider and recognize their multilingual identities in this study are the activities that encouraged them to delve into the relationship with their languages. Since the focus is on the inner world of a pupil rather than the “output” of a certain language, the concept of multilinguality covers the aspect of personality which is often inseparable from a person’s language portrait. This supports the application identity texts as an entryway into the exploration of pupils’ multilingual identity.

2.3.2 Identity texts

One way of affirming pupils’ identities is through identity texts, which can be written, spoken, visual, musical, dramatic, or multimodal combinations (Cummins, et al., 2005; Cummins & Early, 2011). In identity texts, pupils make positive statements about themselves, and they can express themselves through various modes without the limitations of the linguistic mode. An identity text lives on for a considerable time as pupils treasure the product they have created and want to share it with an audience, which in turn becomes an important source of positive feedback and validation. Thus, identity texts are viewed as a resource for multilingual pedagogy as they facilitate cross-language transfer, literacy engagement, and identity development (Krulatz & Iversen, 2019).

The creation of identity texts in multiple modalities assumes particular importance for pupils who have experienced language, culture, or religion devaluation, as they incorporate “a counter-discourse that repudiates the devaluation of identity that is frequently embedded in educational structures and relationships” (Cummins, Hu, Markus & Montero, 2015, p. 558). In the process of creation, pupils can increase their feelings of self-worth and pride in themselves, their cultural and linguistic communities. Therefore, identity text projects have been referred to as pedagogy of powerful communication (Walker, 2014), as pupils engage in a sociological process that challenges constraining power relations and renounces negative stereotypes that devalue pupils’ identities (Cummins, Hu, Markus & Montero, 2015).

We can draw parallels between identity texts and Sims Bishop's (1990) metaphor for books and their potential. She considers books as mirrors, windows, and sliding glass doors, emphasising the importance for young learners to see themselves in literature. In a language learning context, the language represented and referenced in the classroom should not be exclusively English. Through identity texts, pupils experience inclusive language practices that reflect their linguistic and cultural resources and consider their complex language repertoires. Both identity texts and the activities applied in this study focus on pupils' authentic voices, where pupils speak for themselves. On that account, identity texts go beyond instructional practices and should not be treated as a solely cognitive or linguistic process.

2.3 Summary

For adolescents and young language learners "the language class is often the first time they are consciously and explicitly confronted with the relationship between their language, their thoughts and their bodies" (Kramsch, 2006, p. 98). To be able to confront this relationship, pupils must experience pedagogical approaches that acknowledge all languages in their linguistic repertoires and encourage them to challenge traditional power structures by participating actively in their own learning (Aronin & Ó Laoire, 2004, p. 181). As demonstrated in this chapter, language constitutes one of the most defining attributes of an individual. The individual aspect of multilingualism entails the presence of personal characteristics, language competence and the capacity to use languages effectively (Aronin & Ó Laoire, 2004). To understand the intrinsic characteristic of the multilingual, it is necessary to base the study of multilingualism on the notion of identity.

3. Methodology

Choosing the appropriate methodology in research means "developing a research question and the tools to generate evidence for its answer", which should be compatible with the theoretical framework of the study (Rose, 2016, p. 23). This case study employs a phenomenological approach to studying reality as people perceive it, which is grounded in a qualitative paradigm. In this study, the perceived reality addresses ninth graders' identity expressed through an LPS. Data sources consist of LPS, tables, and reflection texts carried out during a fourth-year student-teacher practicum. The data were collected during four 45-minute English lessons. Since the data were gathered at one single point in time, this study provides a snapshot of pupils' responses in a given moment and is therefore cross-sectional. This section presents reflections on the research design, and is organised as follows: first, it outlines the methodological approach of the thesis; second, it explains the relevance of the

particular approach; and third, this section considers the methodological and the ethical challenges of this study.

3.1. Research design

3.1.1 Qualitative research

According to Denzin and Lincoln (2011), qualitative research is “a situated activity that locates the observer in the world” (p. 3). It consists of interpretive and material practices that “make the world visible”, involving an interpretive, naturalistic approach to the world (Denzin & Lincoln, 2011, p. 3). When defining qualitative research, Creswell (2013) puts larger emphasis on the process which starts with assumptions and theoretical frameworks, then continues with a collection of and an analysis of the data and finishes with a description of the report. According to Creswell (2013), qualitative research is characterised by a natural setting where the researcher is a key instrument and involves a complex reasoning through inductive and deductive methods. A qualitative researcher is dependent on gathering rich, descriptive data which can include the views, impressions, and insights of the contributors. This is especially important in cases where a small number of people participate.

3.1.2 Phenomenological case study

Yin (2014) argues that case studies usually focus on an in-depth investigation of a single or multiple cases, and expand our understandings about individual, group, social, political, and related phenomena. The goal of a case study is to expand and generalize theories (Yin, 2014). Case study research is the preferred method when the main research questions aim to answer the questions “how” and “why”, the researcher has little control over the observable events, and a contemporary phenomenon is studied (Yin, 2014). Following a case study design, the researcher must be cognizant of the context in which the action occurs when interpreting data, as the boundaries between the phenomenon investigated and the context are not always obvious in a case study.

Within the phenomenological approach, we need to understand how the personal knowledge and subjective realities are linked to the personal and subjective experiences (Moustakas, 1994). Each of us has our own reality and our own way of engaging in the world. Nyeng (2012) emphasises that a phenomenological disposition is concerned with “lived experience” of the individuals that engage with and in the world. The aim of a phenomenological research is to give a precise description of a participant’s own perspectives, experiences, and the horizon of understanding (Johannessen, Tufte & Christoffersen, 2016). By describing people’s subjective experiences, the researcher indirectly grasps the structures which are

embedded in their consciousness, and the routines and habits in the mindset which constitute the phenomena (Nyeng, 2012).

This case study is underpinned by phenomenology where the focus is on the essence of the lived, subjective experiences of the pupils within the English language classroom. The aim of this study is to gain an in-depth insight into pupils' identities where the focus is not only on answering "what" and "how" the identities were expressed, but also affirming and involving pupils as active members of the classroom. Consequently, I address how pupils expressed their identity (behavioural events), focusing on pupils in a particular ninth-grade English learning class (the case), while following the national, university and practicum school regulations in teaching (real-word-context). The knowledge gained in this study is context specific, allowing to understand the characteristics and implications of the specific case.

3.1.3 Ontological and epistemological assumptions

A paradigm is defined as "a basic set of beliefs that guide action" (Guba, 1990, p. 17). It defines the worldview of a researcher, but the beliefs "can never be established in terms of their ultimate truthfulness" (Denzin & Lincoln, 2017, p. 195). A paradigm encompasses ethics, epistemology, ontology, and methodology. The main question within ethics is "How will I be as a moral person in the world?", while epistemology considers the relationship between the researcher and "the known", asking "How do I know the world?" (Denzin & Lincoln, 2017, p. 195). Ontology questions the nature of reality, while methodology pays attention to "the best means for gaining knowledge about the world" (Denzin & Lincoln, 2017, p. 195). Ontology as well as epistemology are both central terms within the area of social studies. The field of social studies concerns the social reality which is connected to interaction between people, involving experiences and interpretations (Johannessen, Tufte & Christoffersen, 2016). Within the field of social research, we should be aware of how our personal assumptions about individuals and society influence research results. This section presents fundamental understandings behind qualitative research, as the type of research affects the choice of the methodological approach.

3.1.3.1 Ontological assumptions on the nature of reality

Ontology concerns reality, and the ontological theories can be understood as prerequisites for understanding human and society (Johannessen, Tufte & Christoffersen, 2016). According to Nilssen (2014), there are three ontological assumptions to consider in qualitative research. The first ontological assumption within qualitative research is based on the precondition that there are several realities (Nilssen, 2014). Reality is complex, in constant change, and

constructed by the individuals involved in a research situation. If the researcher and the “researched” can experience reality differently (Glesne & Peshkin, 1992), the research can give us some answers, but not the answer (Nilssen, 2014).

According to Nilssen (2014), the second ontological assumption within qualitative research is that knowledge is constructed in the meeting between the researcher and the research participants, where researcher tries to lessen the distance between them. As a result, the constructed knowledge is affected by and dependent on the interplay between the researcher and research participants. Within qualitative research, the researchers are interested in the perspectives of the participants, and their perception of reality (Nilssen, 2014). Thus, the perspectives, understandings and experiences of a subject are significant for the researcher.

The third ontological assumption of qualitative studies is connected to the nature of the relationship between the researcher and the research participants. In qualitative research, the researcher is the most important instrument (Nilssen, 2014). This means, that the research of a qualitative researcher can never be objective or free from values (Creswell, 2013). Therefore, the researcher must recognize and be aware of the subjectivity in the research, and how the personal preconceptions might affect the study. The values, partiality, and biases of the researcher and research participants should be reported in the study (Nilssen, 2014). There are also limitations in terms of the objectivity of the researcher when the main emphasis is on the participant voices. Due to the variety of analytic directions within qualitative designs, transparency remains an important requirement in all phases of the qualitative research process (Johannessen, Tufte & Christoffersen, 2016). For case studies, Yin (2014) suggests a thoughtful, balanced, and transparent tone.

3.1.3.2 Epistemological assumptions on the nature of knowledge

Epistemology is concerned with nature of knowledge, and what we can know about reality (Johannessen, Tufte & Christoffersen, 2016). It contemplates the source of knowledge, the truthfulness of knowledge and how knowledge can be acquired in the first place. This study relies on the interpretive framework of a constructivism paradigm, where the nature of reality (ontological belief) is that there are “multiple realities which are constructed through our lived experiences and interactions with others” (Creswell, 2013, p. 38). The constructivism paradigm assumes a “relativist ontology”, where there are multiple realities, and a subjectivist epistemology, where the participant and the researcher co-create understandings (Denzin & Lincoln, 2017, p. 57). Hence, the emphasis is on the inductive approach where rich data are gathered, moving from specific observations to broader generalizations. This research started

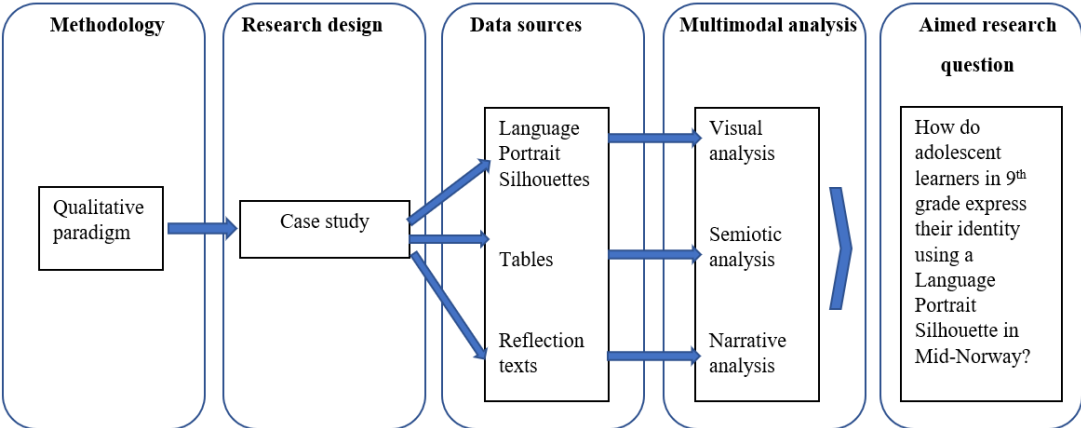
with investigating pupils’ responses and then moved on to more general conclusions about the individual instances. An inductive approach rests on a process where the researcher moves from studying specific empirical phenomena, to more general rationale for theory building (Nyeng, 2012).

Since this study concerns pupils’ identities and subjective experience of language, it is embedded in the constructivism paradigm. The philosophical beliefs within the interpretive frameworks of constructivism also impact the methodological beliefs or approach to inquiry. This study assumes that the lived, subjective experiences construct pupils’ realities, meaning that there is no one “true” reality. In terms of the epistemological beliefs, or how reality is known, this research supposes that reality is co-constructed between the researcher and the research participants, which is in turn shaped by their individual experiences. Individual values (axiological beliefs) within this research are honoured, which is typical for social constructivism (Creswell, 2013). Thus, the values of the participants and the researcher are inherent in this study.

3.1.4 Qualitative design

Considering that the core property of qualitative research is that people “make sense out of their own concrete, real-life experiences in their own minds and in their own words” (Cropley, 2021, p. 5), and this study focuses on how pupils express their identities, qualitative design seems appropriate for this study. Figure 1 presents the qualitative design of this study by illustrating the interconnectedness between the choice of methodology, research design, data sources, analysis, and research question. Each data source is investigated separately, but the analysis constitutes a harmonious multimodal ensemble that contributes to answer the research question.

Figure 1. *Qualitative research design.*



3.2. Research question

This thesis examines ninth graders' identity expressions in Mid-Norway. The underlying aim of the research question is to acquire an understanding of the complexity of identity by interpreting and describing Norwegian pupils' identity expressed through a Language Portrait Silhouette (LPS). The research question of this thesis is:

How do adolescent learners in 9th grade express their identity using a Language Portrait Silhouette in Mid-Norway?

This study is embedded in the concept of multilinguality (Aronin & Singleton, 2012). In contrast to individual multilingualism which focuses on language systems and codes of the "speaker", multilinguality is more connected to personality and intrapersonal dynamics of the "communicator" (Aronin & Ó Laoire, 2004, p. 18). Whereas individual multilingualism concerns "state of a languages in contact", multilinguality includes cognitive and linguistic abilities and resources (Aronin & Ó Laoire, 2004, p. 18). Multilinguality is intertwined with aspects of identity, such as emotions, attitudes, preferences, anxiety, cognitive aspect, personality type, social ties and influences and reference groups, allowing to explore language learners' knowledge and approaches to learning, behaviours, experiences, abilities, social backgrounds, interactions, and statuses (Aronin & Ó Laoire, 2004). This way, multilinguality incorporates both physiological, psychological, and social dimensions of a person, highlighting the individual experiences of language learners (Aronin, 2016).

3.3. Selection of site and participants

This study was conducted in a ninth grade class during a teacher student practicum in the context of English learning classroom. The practicum class consisted of 22 pupils, who were between 14-15 years old. The lessons of the practicum-teacher were fairly divided between a group of four student-teachers, who "borrowed" the lessons from the practicum teacher and practiced their teaching. I taught four 45-minute lessons during two weeks. Ten pupils – three boys and seven girls - participated in the project. The framework of this study was pre-determined by the lesson plan of the pupils and the practicum guidelines. The way pre-service teachers were matched with the classes was based on their and the practicum teacher's subjects. Consequently, the assigned practicum class was not coincidental, but a result of the subject choices me and the practicum teacher had made in the past.

Since sampling in qualitative research is seldom random (Rapley, 2014), the population of this study was closely linked to the assigned practicum teacher, while the sample was defined by pupils in the English class. For this reason, the sampling is limited to the naturally

occurring circumstances in terms of the practicum framework. The fact that the study was a part of a teacher student practicum made it unnatural for me to offer the opportunity to participate in the project only to selected pupils. To avoid a situation where some pupils would experience the setting unjust and preferential, every pupil in the English class did similar activities and was given the option of participating in this project. The data analysis includes the work of the pupils who consented themselves and whose parents agreed to their child's participation. Necessary consent forms were obtained from ten pupils and their parents. The selection method of this research is a non-probability and an opportunity sampling because it took place during my teacher student practicum with no random elements involved, and the available pupils took part in the activities. The data collection consists of ten language portrait silhouettes, ten tables and ten reflection texts.

3.4 Data collection methods

This study includes three data collection methods: LPS, table, and written reflection. The data were collected as a part of a classroom activity in the end of the fourth lesson, lessening the interference into pupils' everyday lives. During the practicum, I planned and carried out four English lessons on multilingualism with the assigned class. In these lessons, pupils expressed themselves multimodally in visual and written modes. First pupils received the LPS and the table. The LPS and the table were interconnected, as the table reflected pupils' connections to the languages represented in the LPS. In the LPS, pupils expressed themselves through a visual mode. In the table, pupils themselves interpreted the columns and applied the most appropriate mode according to them. As soon as pupils handed in the LPS and the table, they received a written task and started writing their reflection text based on the LPS. In the written task, pupils expressed their reflections on the visual drawing through a written mode. The role of the table in this research was to bridge the transition between LPS and a written text for pupils, and it served as a mediator between the visual and written mode.

3.4.1. Language Portrait Silhouette

For more than 25 years, graphic visualisations, such as the language portrait silhouette have been used in schools to “initiate the process of language reflection and promote sensitivity in dealing with multilingualism” (Busch, 2018, p. 2). The LPS has also been used as a research tool dealing with the lived experience of a language.

In an LPS, pupils visualise their linguistic repertoire using the outline of a body silhouette. A LPS is not simply a representation of the

Figure 2. *Body outline in the LPS.*



individual’s language repertoire, but it is a situational and context bound production created in the interaction between the participants, framed by the specifications and the setting (Busch, 2018). The entry to pupils’ subjective experiences in this study started with a visual representation of a body outline, which for some pupils might represent themselves. The physical aspect of “seeing” a language allowed pupils to express their languages by using different colours and positionings in a drawing.







The outline of the body in the LPS has varied in previous studies. In some LPS, the hands point downwards, while in others the right hand is raised. I chose the body outline with one arised hand, because it made the difference between the left and right hand more obvious. Since the left and the right hand point in different directions, the pupils would need to consider which of their languages fits more in the “waving” hand, and which is more suited for the down-pointing hand. Hence, the different directions facilitate for more reflection over the languages in pupils’ language repertoires, and how they should be illustrated.

The lesson started with a brainstorming on what languages the pupils spoke and the concept of linguistic repertoire. Although I was aware of the possible limitations of applying such verbs as “speak” and “write”, I chose to use the verb “speak” for clarity. The instructions pupils received were written above the LPS, saying “Please paint/draw the various languages of your linguistic repertoire onto the body silhouette, using different colours for each language”. I kept in mind that the instruction of the task should not be too abstract, and it should not set boundaries for pupils’ imaginations. Along with the instruction of the task, I also answered any questions from the pupils.

3.4.2. Table

Figure 3 demonstrates the table that pupils received after completing their LPS. The table consisted of six columns with the following elements: language, place, colour, symbol, emotions, and an extra column for anything pupils would like to add. The LPS was quite open in its requirements, since it did not explicitly state what elements pupils needed to include, nor in what order they had to draw in the languages. The table, on the other hand, is more fixed as the content of columns was pre-determined, and there is a much clearer expectation of what pupils should include.

Figure 3. Columns in the table.

LANGUAGE 	PLACE 	COLOUR 	SYMBOL 	YOUR EMOTIONS CONNECTED TO THIS LANGUAGE 	ANYTHING YOU WOULD LIKE TO ADD? 

This table is beneficial for several reasons. First, it is an aid in organizing the visual representations in the LPS. Second, it supports the transition between the visual and the written mode. Third, this table gives pupils a further opportunity for reflection around the elements displayed in the columns. Since pupils had English twice a week, the table may have helped them in remembering their rationale for their choices in the LPS from the previous lesson. Thus, they could start working with their writing assignment more efficiently.

3.4.3. Reflection text

After pupils completed their LPS and tables, they were asked to write a reflection text where they explained the choices they made in their LPS. For pupils, this was the last task that concluded our lessons on multilingualism. Figure 4 depicts the instructions for the reflection task.

The instruction stated that they could include elements from the table, such as place, colour, symbol, or feelings, and it encouraged pupils to feel free to draw on any other connections they had to their languages. It also asked pupils to reflect on how they felt doing these activities. In addition, they were supposed to have a heading, an introduction, a main body, and a conclusion to add structure to their text.

A reflection text was included for the following reasons: 1) to reflect on language and identity, and what this relationship means for them as individuals; 2) to complement their drawings with an additional mode of communication to get a deeper insight into pupils' identities from first-person perspective; 3) to develop their writing skills in English.

3.5. Data analysis

Within a multimodal approach, “language, whether as speech or as writing is one means among many available means for representation and for meaning making” (Gee & Handford, 2012, p. 37). People orchestrate meaning through their selection and configuration of mode, and the meanings across different modes are often intertwined within a communicative event (Jewitt, 2011, p. 15). Jewitt (2011) argues each mode in a multimodal ensemble realizes different communicative work, but the different modes contribute to communication and

Figure 4. Instructions in the reflection text.

Assignment week 10-11

Topic: Multilingualism

Due: 16th March 20:00

Length: 500 – 1000 words.

Please write a **reflective text** where you **explain the choices** you made when working with your language silhouette. You **can** include some elements from the table, such as **place, colour, symbol or feelings**, but **feel free to draw on any other connections** you have to your languages. Please **include a reflection on how you felt** doing these activities (filling in language body silhouette and the table) in your answer. Choose a **suitable heading**.

Remember to include an **introduction, a main body and a conclusion**.

Reflection questions worth considering:

- *What languages did I include? Why?*
- *Did I include every language I can? Were there any languages that were left out? Why?*
- *Do you have the same feelings/attitude connected to every language? If no, how and why is it different?*
- *Did you connect your languages to specific people?*
- *Did you connect your languages to specific places?*
- *Why are the languages you have illustrated important to you?*
- *Do you think languages are an important part of person's identity?*

meaning making equally. In this data collection, the semiotic work of the drawing is to display the different languages within the language portrait. The table organizes the content of the drawing, serves as an aide-mémoire for the pupil in the process of writing, and initiates a process of self-exploration. The semiotic work of the written reflection text is to describe, explain and elaborate the drawing and the table.

When applying the term mode, Kress (2010) refers to the “semiotically articulated means of representation and communication” (p. 182). As all modes have their possibilities and limitations, this study does not choose between one more preferable mode but applies both visual and written mode (Kress, 2010). To make up for the constraints of the visual mode, I chose to supplement pupils’ LPS with tables and reflection texts. This also works the other way around since the visual mode in LPS go beyond the possibilities of a written mode. This way, the visual and written mode complement each other, and provide a more coherent multimodal representation of pupils’ identities. To secure a deeper understanding of pupils’ identities as well as maintain the authenticity of verbal and nonverbal responses, a multimodal analysis is applied. I apply visual analysis for the drawings, semiotic analysis for the tables and narrative analysis for the reflection texts.

3.5.1. Visual analysis

To go beyond the limitations of language, pupils expressed themselves visually in drawings. Language limitations refer to the possible difficulty of writing about concepts in English if pupils do not have words for them due to restricted vocabulary. Language could also be a barrier since the sender of a message (pupil) cannot be sure if and how the message is understood by the recipient (student teacher) (Rose, 2016). These limitations may be experienced by pupils because of the foreign language or added by me as a researcher through subjectively interpreting pupils’ tables and reflection texts. For this reason, pupils’ identity was initially expressed through an LPS. The advantage of the LPS is in making pupils’ multilingual identities visible for themselves and their classmates.

Lines, contrasts, colours, areas, and surfaces are some of the pictorial elements which constitute meaning in the LPS (Busch, 2012). The meaning of the visual expressions can be affected by the different uses of colour or different compositional structures (Kress & van Leeuwen, 2020). Association is one possible source for making meaning with colour (Kress & van Leeuwen, 2002). It concerns the question “where?”, as in “where have I seen it before?” (Kress & van Leeuwen, 2002). The ideational function of colour can note specific people, places, things, or more general ideas (Kress & van Leeuwen, 2020). In the visual

analysis, I focused on a) the chosen colour to represent a language, and b) language positioning on the body silhouette. This way, I explored how the arrangement and the composition in the LPS created a meaningful whole.

3.5.2. *Semiotic analysis*

To investigate how meaning was transposed to the tables, I applied semiotic analysis. The tables were approached as multimodal texts since meaning was conveyed through combinations of linguistic and visual modes of communication. The column on symbols and emotions added an additional insight into pupils' identity, as these connections to languages were not explicit in the LPS. In the analysis chapter, I explore what signs pupils connected to the languages in their LPS and discuss their possible underlying meanings.

According to de Saussure (1974), sign is the basic unit of language. Signs are not limited to physical signs but is a term referring to something that stands in for something else. For example, words are signs as they convey an idea that is attached to the word, without necessarily having a particular relationship between the signified and the signifier (de Saussure, 1974). The signified is a concept or an object the person communicates. The signifier is the idea that is attached to the signified. The symbols and the emotions expressed in the tables are signs that convey an idea. In semiotics, the symbols and emotions would be considered as signifiers because they stand in and/or represent something. The concept we associate with the representations in pupils' tables is referred to as signified.

3.5.3. *Narrative analysis*

Since narrative and identity are closely connected, narratives are seen as prime vehicles of expressing identity (De Fina, 2015). This study considers the context of the storytellers (pupils) as well as the context of the told experiences (Barkhuizen, 2015). It focuses on the content of pupils' narratives exploring "what they are about", "what was told", "why", "when", "where", and "by whom" (Barkhuizen, 2015, p. 99). This is done by "identifying common thematic elements across research participants" and using evidence from pupils' reflection texts (Riessman, 2008, p. 74). Thematic content analysis highlights the experiences of the narrators and their reflections on these experiences by searching for themes in the data. These themes are then grouped into larger categories for further interpretation and discussion (Barkhuizen, 2015). In addition to reflecting on their own experience, pupils became storytellers, as they conveyed their perceptions and added another dimension to their role within a narrative.

3.6. Methodological challenges

When conducting research, one must be aware of the ethical principles and the ethical guidelines underpinning their project. This is especially important in the field of social sciences, where the research is directly linked to individuals and relationship between people (Johannessen, Tufte & Christoffersen, 2016). The researcher should always consider which topics are ethically correct to study and must be aware of the possible impact of a research study on the participants in terms of the perceptions of reality and knowledge conveyed. Some of the methodological challenges are connected to the role of the researcher, the chosen sampling method, and the interpretation of the data in the process of analysis. Therefore, the qualitative inquirer must demonstrate that the study is credible (Creswell & Miller, 2000). There are several qualitative measures that assess the quality of the study in qualitative research. According to Lincoln and Guba (1985), “the conventional criteria for trustworthiness are internal validity, external validity, reliability and objectivity” (p. 218). However, these terms are more common for the positivist paradigm. Within the constructivist paradigm, I apply credibility, transferability, dependability, and confirmability to assess the quality of the research (Denzin & Lincoln, 2017), as they are more appropriate for my qualitative study.

3.6.1. Credibility

According to Hannes (2011), credibility is one of the “evaluation techniques” applied in qualitative research designs. This evaluation technique is used to evaluate “whether or not the representation of data fits the views of the participants studied, whether the findings hold true” (Hannes, 2011, p. 4). To show that the way I represent the data in this study comply with the views of pupils, I rely on the verbatim quotes. Verbatim quotes are one of the possible evaluation techniques for assessing credibility in qualitative research designs. The inclusion of verbatim quotes from pupils’ reflection texts is an attempt to increase the credibility of this study.

3.6.2. Transferability

Transferability assesses “whether research findings are transferable to other specific settings” (Hannes, 2011, p. 4). When the study includes rich, thick descriptions of the participants or of the setting, the readers themselves can determine whether the particular study is transferable due to shared characteristics (Creswell, 2013). In this study, the methodology chapter provides a detailed description of the contextual background for the assigned practicum school, practicum teacher and practicum class, as well as the reasons behind applying the LPS, the table and the reflection text as classroom activities. These descriptions facilitate the

transferability judgement of whether the findings of this study are applicable to other contexts.

3.6.3. Dependability

Dependability is another technique for assessing a qualitative study, which evaluates whether the research process in “logical, traceable, and clearly documented, particularly on the methods chosen and the decisions made by the researchers” (Hannes, 2011, p. 4). The researcher should be explicit in describing the research process, and the reader should be able to follow and assess the researcher’s choices made during the study. This way, dependability is established through an auditing of the research process (Creswell, 2013). The conduct of this study was frequently reviewed by an “outside auditor” (Hannes, 2011), which was the supervisor of this thesis.

One of the evaluation techniques which increases the probability that credible findings will be produced is triangulation (Hannes, 2011; Lincoln & Guba, 1985). The use of triangulation “reflects an attempt to secure an in-depth understanding of the phenomenon in question” (Denzin, 2012, p. 82). Creswell and Miller (2003) refer to triangulation as a validity procedure, where “researchers search for convergence among multiple and different sources of information to form themes or categories (p. 126). In this study, triangulation refers to the set of empirical material or data collection. The triangulation or combination of data, i.e., the LPS, the table, and the reflection text, is an attempt to develop a comprehensive understanding of data, improve validity and ensure the quality of this research. Since I investigate “multiple forms of evidence rather than a single incident or data point in the study”, the validity of the narrative account is increased (Creswell & Miller, 2000, p. 127). The fact that pupils expressed themselves multimodally reinforces participants’ voices and increases credibility of this research.

3.6.4. Confirmability

Confirmability as an assessment technique evaluates “the extent to which findings are qualitatively confirmable through the analysis being grounded in the data and through examination of the audit trail” (Hannes, 2011, p. 4). In qualitative research, it is important that the findings are a result of the research, not the researcher’s subjective attitudes (Johannessen, Tufte & Christoffersen, 2016). The researcher and the object of the study affect each other mutually and continually, as they are involved in a common context (Alvesson & Sköldbberg, 2000). Therefore, the researcher should show self-awareness of their impact on the research. The conversations with the supervisor of this study have underscored that the analysis must be

driven by the data produced by the participants, rather than the researcher's personal preferences or expectations.

3.7 Research ethics

The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) is a part of the Norwegian National Research Ethics Committees (NNREC), which provides guidance and advice on research ethics (NNREC, 2019). Research ethics refer to “a wide variety of values, norms, and institutional arrangements that help constitute and regulate scientific activities” (NNREC, 2019). One of the core values of research ethics is respecting human dignity, which means protecting personal integrity, preserving individual freedom and self-determination in the choice of topic, as well as when reporting and publishing results (NNREC, 2019). According to the Norwegian jurisdiction, a person under the age of 18 is defined as a “child” (The Norwegian Directorate for Children, Youth and Family Affairs, 2016). Even though one might define the participants as young adolescents with their own voice, there are several ethical considerations I must include in this study. In any research with children, one must consider the child's willingness to participate, informed consent, issues of disclosure, power disbalances and representations of the child (Phelan & Kinsella, 2013).

3.7.1 Informing research participants

This study is based on the responses pupils produced during a fourth-year student teacher practicum. To include the LPS, tables, and the reflection texts in the thesis, I needed to ask for pupils' and their parents' consent. A half year later, I visited the practicum school on my fifth study year to meet the pupils I taught during the fourth-year practicum. The purpose of my visit was to talk to them about my plans of writing a thesis about identities and include their contributions in the project. During the visit, the pupils were personally informed about the field of research, the purpose of the research, who will have access to their information, the intended use of results, and the consequences of participation in the research.

3.7.2 Consent form

In addition to explaining the aspects of this study orally, pupils and their parents received an information and consent form, which was grounded in the guidelines and requirements of the Norwegian Centre for Research Data (NCRD). The information provided in the consent form followed NCRD's template and included necessary information for research participants, such as the consequences of the research, voluntary participation, and the right to withdraw from the study at any time. Parents' consent form was written in a neutral manner, to avoid

exposing them for undue pressure. Pupils were provided with language-adapted information and consent forms. Both pupils and parents could contact me for questions at any time.

I also understood the authority of a student teacher and how the imbalance of power between the student teacher and the pupil may impact pupils' willingness to adhere. Hence, the information given on the voluntary participation and the consequences of participating in this study were explicitly underscored. The consent received from participants and their parents was freely given, informed and explicit in written form. The personal data in this research are re-identified and anonymised, as no real names are used. The identifiable data related to participants is stored responsibly, and no longer than necessary to achieve the objective of collection (NNREC, 2019).

3.7.3. Pupil's voice

Historically, the social position of children in research has been disempowered, as they were treated as objects of study (Garvis, Ødegaard & Lemon, 2015). Ibrahim and Ellis (2021) point to the fact that children have traditionally been treated as invisible objects as well as excluded from social structures and processes. As a United Nations member state, Norway has committed itself to complying with United Nations Convention on the Rights of the Child (UNCRC, 1989), and made it a part of the Norwegian law. This way, the state is responsible for ensuring fulfilment of children's rights.

New sociology of childhood emphasises the value of being in the present rather than becoming a valuable citizen in the future (James et al., 1998; Qvortrup, 1985; Mayall, 2002). If pupils are to be participants and co-researchers, it requires that the teacher treats pupils as competent and active members of the classroom (Ibrahim & Ellis, 2021). Phillips (2014) denotes "attention to informed consent, choice of participation, choice of identity and disclosure, and listening to research queries, concerns, comments and ideas communicated via any mode the child chooses" as ethical practices in research with children (p.168). The adult should make sure that the child understands that it is her or his decision to participate, and consent should be treated as a process rather than an isolated decision (Kuchah & Pinter, 2021).

In this study, pupils' own opinions and perspectives are respected and appreciated. The phenomenological underpinnings of this study emphasize the experience of research participants. Pupils are acknowledged as complete subjects, and their lived experiences within their life-worlds are valued in this research. The descriptions of the drawings and tables

provided in the reflection texts reduce researcher's room for interpretation, hence accentuate pupils' voices. To empower pupil's voices, this study aims at researching with pupils rather than on pupils.

3.7.4 NCRD's assessment of the study

The processing of personal data in the research was reported to the Norwegian Centre for Research Data (NCRD). In 2021, the NCRD concluded that the processing of personal data in this project is in accordance with the privacy legislation. In this study, the participants of the project are 14-15 years old. The researcher obtained consent from the participants themselves and from their guardians for the processing of personal data. The NCRD acknowledged that the processing of personal data follows the principles in the Privacy Ordinance and are in accordance with the requirements in art. 4 and art. 7. Those articles require the consent to be voluntary, specific, and informed.

3.8. Summary

Riessman (2008) states that in social sciences one questions what can be considered as "truth", as well as if qualitative research should be assessed based on criteria such as reliability and validity, especially in narrative projects. In this qualitative study, I have attempted to apply more appropriate assessment criteria for qualitative research, such as credibility, transferability, dependability, and confirmability. Additionally, I have endeavoured to provide descriptions of the setting, as well as give an open and detailed presentation of the procedures applied throughout the study with the intention to strengthen the reliability of this study (Johannessen, Tufte & Christoffersen, 2016).

The field of study of social studies is concerned with individuals, society, and social phenomena. When conducting social research, the researcher is a participant of the society she or he studies. Within qualitative approach, it is the people who constitute the world, not vice versa (Johannessen, Tufte & Christoffersen, 2016). Taking the interpretive position of constructivism, the "truth" of this research is therefore pluralistic, interpretive, open-ended, and contextualized (Creswell & Miller, 2000). Although there is an ongoing discussion about the generalizability of findings in qualitative studies, I believe that the outcomes of this study are applicable to related phenomena or research that "share the same empirical circumstances" (Baskerville & Lee, 1999, p. 61).

4. Analysis and findings

4.1 Introduction

Data analysis consists of “examining, categorizing, tabulating, testing, or otherwise recombining evidence, to produce empirically based findings” (Yin, 2014, p. 161). When analysing several modes of expression, the term modality is used to describe the semiotic resources that are applied in texts (Løvland, 2007). Semiotic resources are the actions and artefacts we use to communicate, which can be produced through our voice, facial expressions, gestures, writing and by other means (van Leeuwen, 2005). To provide a comprehensive representation of pupils’ responses in the light of multilinguality, I have analysed the LPS, the table and the reflection text separately. The findings are then synthesised and presented in the summary of this chapter. Although this is a qualitative case study, I have used tables and graphs to visualize and facilitate access to the data for the reader.

4.2 Visual analysis of LPS

Colouring in a LPS is an artistic process in which a person’s linguistic repertoire is visualised in a body template. The body template and the background are blank. This initiates an ambition within a pupil to complete the silhouette and its context. In this study, some pupils coloured in the languages and added a facial expression, hair, or a written list of the languages incorporated (see Figure 5). In Figure 6 and Figure 7, some parts of the LPS remained uncoloured, while Figure 5 and Figure 8 illustrate body silhouettes that are filled out entirely. A distinctive attribute of all the figures presented below is the thoughtful consideration of the colour and the placement on the LPS.

Figure 5. A facial expression in an LPS.

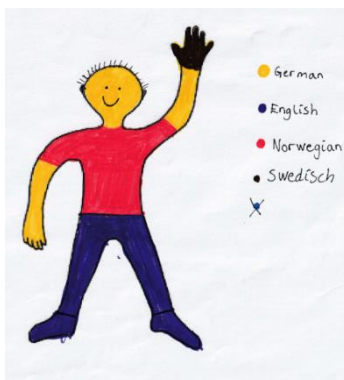


Figure 6. “Uncoloured” body parts in an LPS.



Figure 7. Clear transitions between languages.



Figure 8. Particularly precise language placements on the LPS with uncoloured body parts.



Since the language portrait is an artwork that consists of visual elements, it should be examined in a way that observes, processes, and interprets the visual choices made in the process of creation. Therefore, visual analysis is appropriate for understanding and interpreting the drawings of the pupils.

4.2.1 Collection of languages

What stands out in the LPS is the collection of languages represented among the participants. In total, pupils mentioned ten languages. Table 1 displays the languages represented, and by how many pupils. Languages are listed from the most to the least represented among the participants.

Table 1 shows that Norwegian and English were coloured in by every participant. German and

Spanish were included by at least half of the pupils. Half of the pupils included German, while six had Spanish in their LPS. In addition to Norwegian, two Scandinavian languages were represented. Six pupils included Swedish, and two pupils included Danish. This could be explained by the geographic positioning of the school in which the teaching took place. The practicum school was located in a town in Mid-Norway, only one hour ride from Sweden. Language-wise, Norwegian, and Danish share similarities in vocabulary, but Swedish is easier to understand in terms of pronunciation for Norwegian speakers. To what extent a Norwegian person understands Danish and/or Swedish also depends on the speaker and the dialect.

Two languages in the table demonstrate pupils' future ambitions, reflecting the languages pupils would like to learn at some point in their lives, such as Japanese and Russian. Te reo Māori was connected to a participant's experience of living one year in New Zealand.

Another participant included a secret, invented language, which was developed by her and her friend and used in occasions where no one should understand their conversations at school. This form of communication had a special purpose and was meaningful for the pupils that created, developed, and maintained this language.

The languages represented can be divided into seven categories

- 1) Heritage language (Norwegian).
- 2) Foreign language learnt from Year 1 (English).
- 3) Foreign languages learnt from Year 8 (Spanish and German).
- 4) Scandinavian languages (Swedish and Danish).
- 5) Languages learnt due to life circumstances (te reo Māori).
- 6) Languages pupils would like to learn in the future (Japanese and Russian).
- 7) "Fantasy"- an invented language (Secret).

Table 1. *Languages in the LPS.*

Language	Number of pupils
Norwegian	10
English	10
Spanish	6
Swedish	6
German	5
Danish	2
te reo Māori	1
Japanese	1
Russian	1
Secret (invented)	1

4.2.2 Language positioning

Language positioning regards the location of the language on the body silhouette. In a recent study of 570 language portraits, Soares, Duarte and Günther-van der Meij (2021) found a pattern where pupils tended to place the languages in accordance with the participants' perceived linguistic skills. The languages pupils considered themselves to be the best at were placed on the upper parts of the body, while the languages they considered to be not as good at on the lower parts. An upper body embraces the area from head till waist. A lower body includes the area from waist till toes.

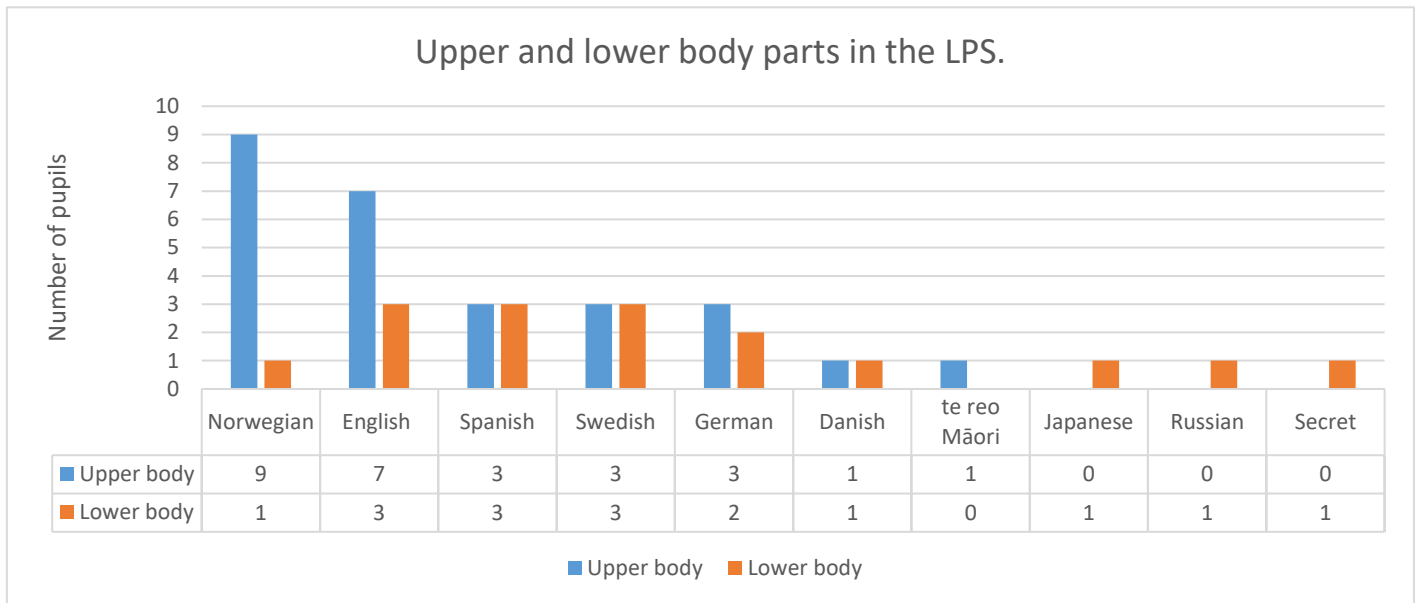
To illustrate which languages were positioned on the upper and lower body, I categorised the languages according to their placement on the LPS in Table 2. Table 2 demonstrates that head, heart, and arms were most common upper body parts for Norwegian. English, Spanish, Swedish and German were typically placed on hands on the upper body. On the lower body, feet were the most common body part for Norwegian, Spanish, Swedish, German, Danish, Russian, and Secret language.

Table 2. *The number of times a body part was referenced for each language.*

	Norwegian	English	Spanish	Swedish	German	Danish	te reo Māori	Japanese	Russian	Secret
Upper body	Head x4 Shoulder x2 Arms x3 Heart x4 Chest x2 Middle body x1 Stomach x1	Head x1 Brain x1 Arms x1 Hands x3 Stomach x1	Brain x1 Head x1 Hands x2	Hands x2 Stomach x2	Head x1 Arms x1 Hands x2	Neck x1	Head x1			
Lower body	Feet x1	Legs x2 Feet x1	Feet x3	Feet x3	Feet x2	Feet x1		Legs x1	Feet x1	Feet x1

Table 3 reflects an overall overview of the number of participants that placed the languages on the upper and lower body. The blue bars represent upper body parts, while the orange bars represent lower body parts.

Table 3. *Upper and lower body parts in the LPS.*



The dominant language of school, Norwegian, was placed on the upper body by nine pupils. It was frequently placed on the head, the heart, and the arms of the body silhouette, marking a clear upper-body pattern. English was placed on the arm/hand area by four participants. Three pupils chose to place English on their legs/feet, while two pupils placed the language on their stomach. The last pupil placed English on the brain. This means, that English has been placed on the upper body by seven participants. Three of five participants placed German on their upper body, while the rest of the pupils placed it on their feet. This might imply that most of the pupils with German in their LPS consider themselves rather competent than inexperienced in this language (Soares, Duarte & Günther-van der Meij, 2021). Half of the pupils placed Spanish on their feet, while the other half positioned it on the upper body (hands, head, brain). Swedish was positioned on the lower body (feet) by half of the participants, while the other half placed it on their hand and middle body area. Danish was located both on the upper part (neck) and on the lower part of the body silhouette (one foot). Te reo Māori was situated on the upper body by the pupil. Japanese, Russian, and Secret language were all situated on the feet, dominating the lower body. This shows that the placement of a language does not always follow a certain upper or lower body direction, but an orientation is evident for several languages.

The organs in the upper body are responsible for such functions as thinking, feeling, and communicating. The lower body parts have different functions such as standing and moving around. The different functions associated with the upper and lower body might be transferred

to the functions of language. The upper body part functions are necessary for accommodating the cognitive and social needs of a human being. From this point of view, it makes sense that the clearest placement of English and Norwegian was on the upper body, as these languages are mostly used in school and pupil's daily life. The lower body parts might indicate the distance pupils sense for the languages they are unmotivated or required to learn, or do not have an opportunity to learn at the current point of their lives. At the same time, a pupil could be motivated for learning a language that was placed on the lower body in the future. The effort of learning a foreign language at school (German, Spanish) compared with the effort of learning a language not offered at school (Russian, Japanese) could enhance the perception of distance of languages pupils would like to learn in the future.

4.2.3 Colour choices

Pupils were provided with coloured pencils during the activity. Participants' choice of colour was neither regulated by explicit or implicit rules, or by the authority of experts or role models (Kress & van Leeuwen, 2002). Therefore, the choice was relatively free. As a teacher, I asked them to colour in the LPS, but the choice of colours was up to pupils.

It is believed that the choice of colour is seldom unintended or unplanned. According to van Leeuwen (2022), colour expresses identity. Kress and van Leeuwen (2002) argue that colour "means", and the meaning of colour varies from culture to culture. The connection between colour and meaning might seem obvious, but it is "idiosyncratic, unpredictable and anarchic" at the same time (p. 343). As there is no shared understanding of the meaning of colour across "all of society", colour as a semiotic resource is constituted by the interests of the sign-makers, and the task is to "understand the differential motivations and interests of sign-makers in the different groups" (Kress & van Leeuwen, 2002, p. 345). In this analysis, I investigate the potential connection between colour and language by exploring the meaning behind pupil's colour choices.

4.2.3.1 Flags

Pupils in this study tended to represent their languages in the LPS through the colours of the flags of the countries they associated with, as discovered in Melo-Pfeifer's (2015) study. Seven pupils chose the blue colour to represent English, five of six chose yellow or blue for Swedish, and seven chose red or white for Norwegian. Spanish was illustrated through yellow or red by five of six pupils. In total, nine of ten pupils chose at least one colour found in the country's flag to represent a language in the LPS.

Table 4 provides an overview of colours that were chosen to represent pupils’ languages. The first row reflects the colours pupils chose in their LPS. The second row highlights the colours that are found in countries’ flags.

Table 4. Number of times pupils chose a colour to represent a language in the LPS.

	Norwegian	English	Spanish	Swedish	German	Danish	te reo Māori	Japanese	Russian	Secret
Colour	Red x5 White x2 Purple x1 Yellow x1 Pink x1	Blue x7 Pink x1 Orange x1 Purple x1	Yellow x3 Red x2 Pink x1 Orange x1	Yellow x4 Blue x1 Brown x1	Green x1 Pink x1 Blue x1 Orange x1 Yellow x1	Green x1 White x1	Brown x1	Purple x1	Grey x1	Silver x1
Colours in country’s flag										

Table 5 denotes how many pupils chose a particular colour to represent a language in their LPS. The blank cells imply that no pupil chose the colour to represent a language.

Table 5. Colours illustrated in pupils’ LPS.

	Norwegian	English	Spanish	Swedish	German	Danish	te reo Māori	Japanese	Russian	Secret
Blue		7		1	1					
Brown				1			1			
Green					1	1				
Grey									1	
Orange		1	1		1					
Pink	1	1	1		1					
Purple	1	1						1		
Red	5		2							
Silver										1
White	2					1				
Yellow	1		3	4	1					

To provide a visual representation of pupils’ colour choices, data from Table 4 were illustrated in a bar chart. Figure 6 represents pupils’ colour choices and highlights the most popular colour choices for each language among pupils. For example, red was a popular choice for Norwegian, blue for English, yellow for Spanish, and yellow for Swedish. The bar chart in Figure 9 is based on the numbers listed in Table 5.

Figure 9. Colours displayed in pupils’ LPS presented in a bar chart.

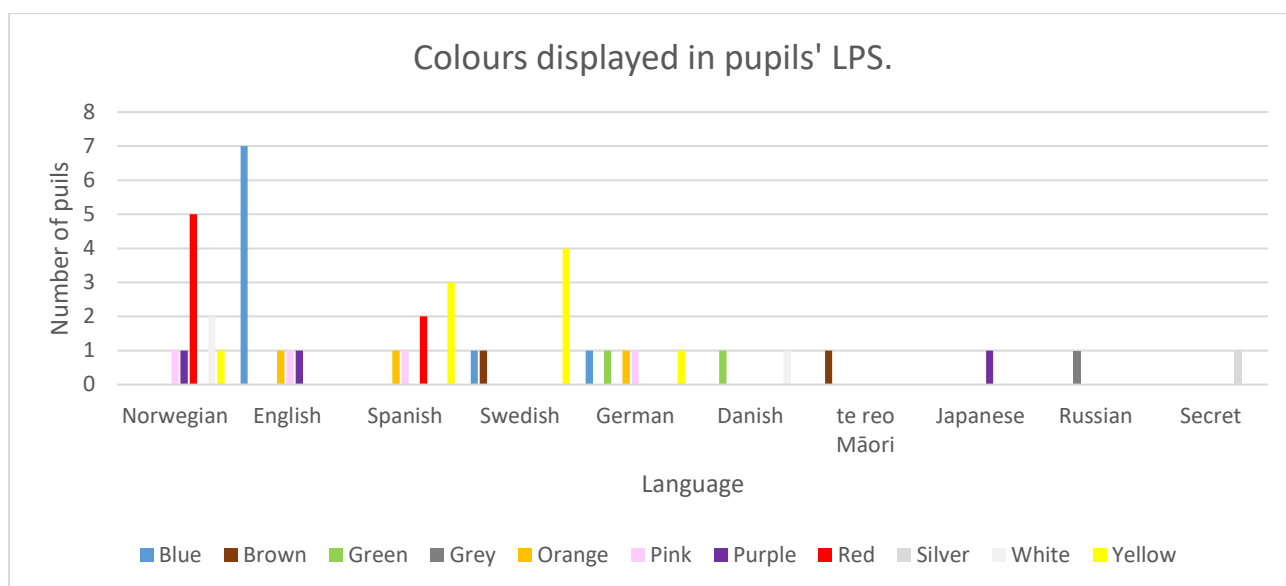


Table 4, Table 5, and Figure 9 demonstrate that pupils often chose a colour that is represented in a flag. However, it was not always the case. For example, one participant chose pink and yellow for Norwegian. In some instances, English was illustrated by orange, pink, and purple. Likewise, Spanish was illustrated by orange and pink. For Swedish, one participant had chosen brown and green colour. This implies that pupils must have used a different point of reference when choosing these colours, which I discuss in the next section.

4.2.3.2 Personal experience

When pupils chose to illustrate Danish through green, German through dark blue or Russian through grey, they did not choose the colour according to the country's flag. Pupils had in mind their personal set of affordances which they selected according to their communicative needs and interests in a given context (Kress & van Leeuwen, 2002). Some of the pupils explained their colour choices in the reflection texts.

For example, the choice of grey for Russian is connected to its neutral tone, and pupils' lacking knowledge of this language - *The reason I choose grey for the colour of Russian is because it is not much to the colour of grey, and I do not know much Russian.* Choosing green for Danish was based on the pupils' summer experience, where he had seen green water slides and green food - *The reason I chose green for danish is because I was there always in the summer. And Denmark has always ben my favourite plays to be in the summer. I also went to lalandia it was a big water park whit a lot of green slides, the also sold a lot of green food.* Another pupil chose dark blue for German as it reminded him of his experience with learning the colours in German - *I choose dark blue as the colour for German because it was the first*



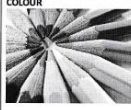













colour I learned I German. Dark blue is dunkelblau in German. As the quotes show, a colour is a signifier or a “code” that we read.

To be able to read a code, we need to consider the associative value of colour, for example when associating red with love, or other phenomena of high symbolic and emotive value (Kress & van Leeuwen, 2002). The association or provenance regards the question where the colour comes from, or where it has been seen before (Kress & van Leeuwen, 2002). The meaning of grey, green, and blue was explained by the meaning makers themselves – the pupils. The verbatim quotes demonstrate that the colour choices came from a comparison of the characteristics of grey and pupils’ knowledge of Russian, a context of learning German and a summer vacation in Denmark, where green colour was dominating. This underscores that the meaning of colour is based on an association with different sources or carriers of that colour. In this case, proficiency, learning experiences and pleasurable experience from vacation was the source of individual associations.

4.3 Semiotic analysis of tables

Figure 7 presents the table which consisted of six columns: language, place, colour, symbol, emotions and an uncategorized column for pupils’ own reflections and comments. Figure 10 shows that the answers were communicated in writing and drawing, emphasizing pupils’ agency in choosing a preferred method of communication. In this example,

Figure 10. *Semiotic modes in the table.*

LANGUAGE	PLACE	COLOUR	SYMBOL	YOUR EMOTIONS CONNECTED TO THIS LANGUAGE	ANYTHING YOU WOULD LIKE TO ADD?
					
mondearen german. deutch	head, shoulder under arm	pink/red			
engdish	down facing arm	green			
spanish	stomach	blue			
sectat	right foot	yellow			
	left foot	silver			

language, place, and colour columns are completed in written words, while symbol and emotion columns were filled out with symbols. According to de Saussure’s sign theory, the signifier is the physical form expressed in the symbol column. The signified is the mental concept attached to this symbol. In Figure 10, the signified for German and Spanish is a study book, but the mental concept attached to this symbol is the language learning experience in the foreign language classes. Intriguingly, the pupil called the German language “deutch” originally, but then crossed it out and applied the English word instead.

4.3.1 Symbols

In the “symbol” column, pupils chose a symbol, a mark, a sign, or an object that represents each of their languages. Table 6 provides an overview of the symbols that were chosen for the

ten languages. The number behind the symbol indicates the number of times a symbol was mentioned by participants. Some of the participants chose to skip the symbol column, leaving it blank.

Table 6. *Symbols expressed in the symbol column.*

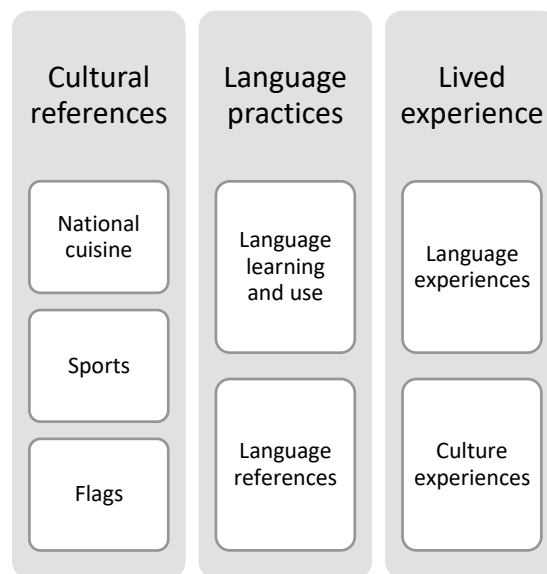
	Norwegian	English	Spanish	Swedish	German	Danish	te reo Māori	Japanese	Russian	Secret
Symbol	Cheese slicer x5 National cuisine x2 No symbol x2 Heart x1 Mountains x1	National sport x2 No symbol x2 Flag x1 Star x1 Infinity sign x1 British English x1 National cuisine x1 World map x1	Vacation x2 Spanish flag x2 Learning material x1 Teardrop x1 The day of the dead x1	No symbol x2 Sports x2 National cuisine x1 Vocabulary x1	Learning material x2 No symbol x2 National cuisine x1	Potato x1 Carousels x1	Taiaha x1	No symbol x1	National cuisine x1	Circling lines x1

National cuisine was mentioned six times by pupils when illustrating a language. For example, meatballs were associated with Swedish, bratwurst with German, fish and chips with English and brown cheese with Norwegian. An association to sports was made four times, connecting football to English and skiing to Swedish. A reference to the nation's flag was made three times (for English and Spanish). Three pupils connected German and Spanish to their textbooks and notebooks, associating these languages to the school subjects. A connection to the language itself was made three times, referring to British English, "glass" for ice-cream in Swedish, and a potato to reflect the pupils' perception of the Danish phonology, marking the distinct features in the pronunciation of Danish and Norwegian. Lastly, pupils expressed their personal experiences, such as driving carousels in Denmark or going to vacation in Spain. The symbols presented in Table 6 are synthesised into six overlapping themes across languages

- 1) National cuisine or the type of food pupils view as characteristic for a country.
- 2) Sports pupils associate with a country.
- 3) Flags as national symbols which show belonging to a certain nation.
- 4) Learning materials such as textbooks and notebooks pupils apply in school subjects.
- 5) Language references that regard vocabulary or spoken language.
- 6) Personal language and culture experiences.

We could further argue that national cuisine, sports, and flags are sub-themes which belong within one overarching category – cultural references, since culture is an umbrella term that encompasses traditions, lifestyles, and national identity. Learning materials and language references are both connected to language learning and use. Therefore, learning materials and language references fit under the wider category - language practices. Personal language and culture experiences both involve a direct, first-hand involvement or participation in events. This way, these themes compound a third category – lived experience. The overarching categories are presented in Figure 8.

Figure 11. *Overarching categories in the tables.*



4.3.2 Emotions

Table 7 illustrates the emotions pupils attached to each of their languages. The emotions were described through adjectives or smileys. To visualise a tendency, the emotions were divided in three different rows in table 7 – positive, negative, and neutral.

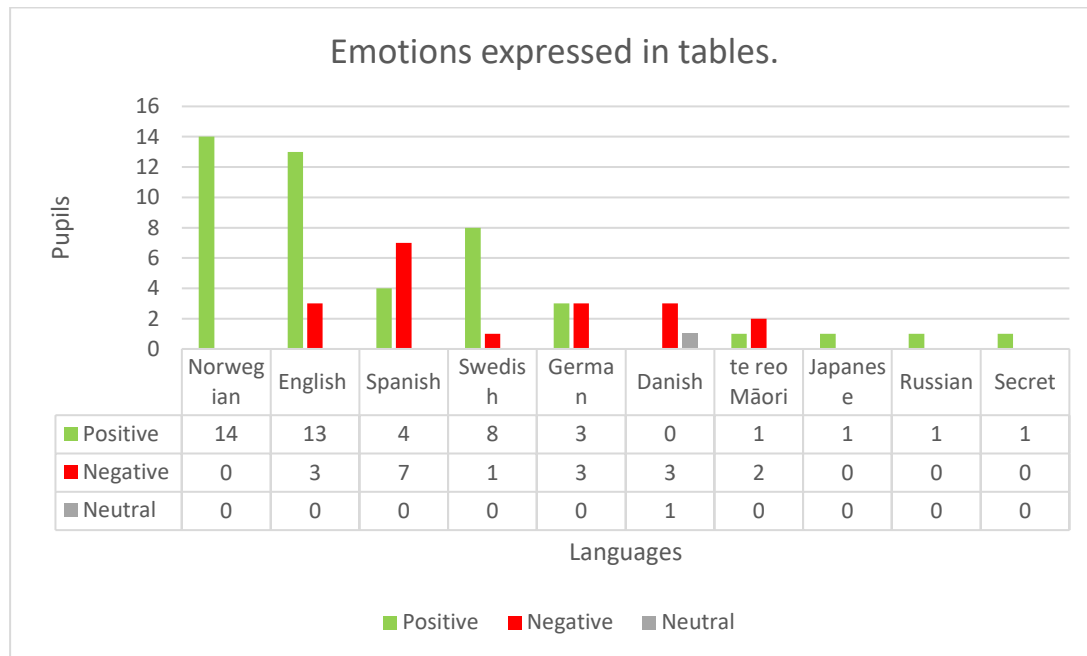
Table 7. *Emotions attached to different languages as described in tables.*

Emotions	Norwegian	English	Spanish	Swedish	German	Danish	te reo Māori	Japanese	Russian	Secret
Positive	Happy x6 Smiling face x2 Warm x1 Joy x1 Easy x1 Excited x1 Proud x1 Nice x1	Happy x5 Smiling face x2 Excited x2 Hopeful x2 Proud x1 Fun x1	Smiling face x1 Excited x1 Happy x1 Hopeful x1	Happy x3 Fun x2 Proud x1 Hopeful x1 Excited x1	Happy x1 Hopeful x1 Excited x1		Hopeful x1	Proud x1	Hopeful x1	Smiling face x1
Negative		Difficult x1 Angry x1 Sad x1	Angry x3 Difficult x2 Stressful x1 Irritated x1	Disappointed x1	Sad x1 Disappointed x1 Difficult x1	Weird x1 Angry x1 Disappointed x1	Angry x1 Scared x1			
Neutral						No emotion x1				

Table 7 highlights that pupils often expressed mixed emotions for a language. For example, one pupil felt happy, disappointed, and excited about English at the same time. Even though these feelings might seem somehow paradoxical, this spectrum of emotions makes perfect sense for the pupil. Table 8 displays the number of times positive, negative, and neutral

adjectives were used for each language. Some pupils used up to three adjectives to describe their emotions towards one language.

Table 8. *Emotions expressed in tables.*



According to Table 8, every pupil showed a positive attitude towards Norwegian, and this language was described by a smiley face, warmth, joy, ease, happiness, and pride, marking a strong positive attitude towards their heritage language. For English, 13 of the 16 adjectives applied were positive. This might be connected to the early introduction of the English subject at primary schools and exposure to English on social platforms. One of the 9 pupils had, however, written “happy, angry, sad”, showing contrasting emotions and mixed feelings about English. Another pupil reported in her table that English is a little difficult to learn, and that it felt like everyone spoke this language.

Pupils tend to have mixed feelings about Spanish. Some refer to anger and stress, while others mention hopefulness, happiness, and drew smiley face. The overall attitude is more negative than positive. This could be explained by the fact that pupils are introduced to Spanish as a foreign language subject in Year 8. Both German and Norwegian belong to the Germanic language family, while Spanish is a Romance language. This might require more effort in learning Spanish grammar-wise. Even when choosing Spanish at Year 8, pupils could feel “pressured” to learn an additional language.

For Swedish, most pupils applied positively loaded adjectives such as “funny”, “happy”, “proud”, “hopeful”, “excited” and “fun”. Yet, one pupil applied “disappointed” along with the

positive adjectives. Considering that Norwegian and Swedish belong to the North Germanic languages, they share some similarities in terms of pronunciation, but differences in word meaning (“false friends”). This could be the reason why the Norwegian pupils describe Swedish as “fun” and “funny”. As reflected in the tables, many pupils associated Swedish with skiing in Sweden, which is a common vacation activity for pupils due to the geographical closeness between the Norwegian town and the Swedish border.

4.4 Narrative analysis of reflection texts

The idea of reflection texts was to complement and elaborate on the LPS which served as entryways to identity exploration. Intriguingly, the written mode added new insights about pupils’ identities, and explained the visual and semiotic modes, making them more understandable. In this narrative analysis, I provide verbatim quotes from pupils’ texts that emerged during the thematic coding, based on these five categories:

- 1) *recognizing the role of language*
- 2) *lived experience*
- 3) *inheritance*
- 4) *imagined communities*
- 5) *metaphors*

4.4.1 Recognizing the role of language

The narrative analysis revealed that this activity had initiated a process where pupils started to recognize the importance of languages – *The activity was fun to do. It made me realize how important languages are to me.* Another pupil wrote - *I think languages are an important part of a person’s identity.* A similar understanding was expressed in the following reflection on language discrimination - *It can affect us much if we don’t get to talk our mother language. If we don’t get to talk our mother language...we get a little upset maybe and get a little lost...then we maybe loose our self a little because we don’t try to talk anymore.* This recognition implies a process of metalinguistic awareness, which is described as “the ability to both focus on linguistic form and switch focus between form and meaning” (Haukås, Bjørke, & Dypedahl, 2018, p. 35). Realizing the importance of languages can, in turn, lead to a following conclusion - *Languages is a huge part of me, and I think it is a huge part of many other peoples too.* This quote illustrates how a better understanding of oneself may lead to a better understanding of others.

Sharing a part of their identity is something pupils seem to appreciate - *I enjoyed this activity because I had the opportunity to share with languages I know, and what I connect them with,*

and what I feel about them. This quote illustrates how a pupil sees himself in the future - *This activity also made me realise that I would like to learn more languages in the future. I am looking forwards to learning more languages, and to use the languages I know and will learn.* The reflection texts suggest that the pupils had not come across multilingual practices before. Before this study, many pupils were not aware of their own language repertoires, and what these languages meant to them. The narrative analysis of the reflection texts showed that pupils expressed positive attitudes towards the activities, their languages, and their future language learning. While this study was dominated by solely Norwegian pupils, they acknowledged the link between language and identity, and demonstrated an extensive language repertoire that all pupils have access to.

4.4.2 Lived experience

As found in Ibrahim's study (2019) and explained in Busch (2017), pupils' identity construction is embedded in lived experience. Lived experience involves language use in meaningful interactions that have value or strong emotional impact. In this study, pupils underscored the people that were involved in the interaction, the geographical location where of the lived experience, and how they felt about being in the particular context.

German and Spanish were connected to the foreign language subject teachers by several pupils - *I connect German to my German teacher.* The connection to the Spanish teacher was justified as follows - *I connect this language to my Spanish teacher... I do not know any other teachers who are talking this language.* Another pupil connected Spanish to her family members - *I love talking Spanish to my dad and my brother even though they don't understand what I'm saying. I often speak Spanish with my stepsister. She is very good in Spanish.* English was connected to the subject teacher - *I connect this language to my English teacher because she is the one teaching me it,* but also a friend than helped the pupil to learn English - *I also do speak English a lot to because I have an American best friend who I speak with every day, so he helps me get better.* For Norwegian, pupils wrote - *I connect Norwegian to my family and my friends and I connect this language to the king of Norway, Kong Harald.*

Several pupils referred to their skiing experience in Sweden, where they not only practiced the sport, but also the Swedish language - *I included Swedish because every winter my family and I used to go skiing in Sweden. When I am in Sweden I talk to Swedish people, and I like the way they are speaking. They have a nice accent.* This pupil described her interaction with Swedish speaking people, which is a part of her personal experience of visiting Sweden.

Another pupil had experienced Danish during his summer vacation, as he visited Legoland

and a waterpark. During his visit, he noticed the differences between Danish and Norwegian and provided an example of what speaking Danish felt like – *I feel like a big potato in my throat.*

Te reo Māori was included in a participant's LPS after he had spent a year in New Zealand – *the only word that I can say on Maori is Kia Ora. And it means hello, this language is in my head the reason for this is because when I was in New Zealand, I was thinking a lot about a year and everything.* The only word this pupil could say is the greeting. Still, he included this language in his LPS, unlike the pupil who understood Danish, but chose to leave it out. It seems like the first-hand encounter with this language in the actual context had value for this participant. Experience with and through language is one of the components in the tripartite framework of identity (person-place-experience), which explains why te reo Māori was included in the LPS (Ibrahim, 2019).

In all these verbatim quotes, pupils address their subjective experience lived through language. The lived experience described corresponds with the social and psychological environments of a communicator, which are intertwined with the idiosyncrasies and peculiarities of each pupil. What determines whether the language is included in an LPS or not is pupil's perception of the meaningfulness of the lived experience, not the level of competency of the language.

4.4.3 Inheritance

Inheritance reflects the social background of the pupils, which entails reference groups, social ties, and influences of the participants (Aronin & Ó Laoire, 2004). The narrative analysis indicated that every pupil identified Norwegian as their first language. Norwegian and Norway were often connected in pupils' responses – *... Norwegian is my main language and its also the plays, I grew up this makes it special for me.* The place of birth has had a strong impact on the social ties of the pupils, and the following quote demonstrates why Norway as a country is special for the pupils – *Norway placed on my body really close to my heart because it is there, I was born it was there my life started I have close relations to people in Norway like my family it is always going to be my favourite country.* The importance of family is described as follows – *Because when I am with them, I feel like I am home. Because I am from Norway.* It also seems like being born in a country equals learning the dominant language – *since I was born in Norway, I grow up speaking Norwegian.* In addition, pupils expressed a positive affiliation to their national identity and the language itself – *I'm proud to be*

Norwegian, and - *When I speak this language, I feel happy because it shows what country I am from, and that makes me proud.*

When describing Norwegian language, dialects were brought up as they were associated with certain geographical areas in Norway - *I connect Norwegian to my home place and my dialect.* This language was often associated with friends and family, which in turn created a sense of belonging - ... *when I am with them, I feel like I am home. Because I am from Norway.* Pupils' relation to Norwegian seems to be determined once and for all - *it is the language I have always spoken and the language I will always remember.* Simultaneously, pupils expressed pride when they identified themselves as Norwegians - *I placed Norwegian on the heart because I'm Norwegian.* The choice of colour was strongly associated with the country's national flag - *The reason I choose red for Norwegian is because of the flag.*

4.4.4 Imagined communities

The fourth category reflects pupils' attitude towards future language learning. In the reflection texts, I observed several utterances where pupils expressed their wish to belong to a certain imagined community. Some of these wishes were justified with the existent circumstances, such as being able to comprehend a conversation in the neighbouring country or communicating with a family member. Others were more abstract, where the pupils imagined how they would belong to certain linguistic communities.

Kanno and Norton (2003) introduced the concept *imagined communities*, which refers to "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (p. 241). Apart from engaging with tangible communities and concrete relationships in our everyday lives, it is possible to feel a sense of belonging with people that we have not met yet. Imagination and envisioning help us visualize ourselves with people we would like to meet in places we would like to visit. Even though such conceptualized relationships might exist in the learner's imagination only, Kanno and Norton (2003) argue that they are no less real and might have an even stronger impact on people's current actions, investment and learning trajectories.

For example, curiosity motivated one pupil to learn more Swedish - *I would like to speak Swedish because it a nice talking language and it has a lot of funny words. When I am in Sweden, I would like to understand what that are talking about and if they are talking about me.* French was never mentioned neither in the LPS or the table, but there was a participant who considered learning French in the reflection text - *I have also thinking about to learn*

French, because I think French people have a beautiful pronounce on their language. The same pupil would also like to learn German to be able to speak to a family member - I have thinking a lot of learning German since my aunt speaks German, and it had been fun to speak German with her. Learning more Spanish is mentioned by another pupil - I feel hopeful when I speak Spanish because I hope to learn more about it.

These citations verify that pupils envision themselves as speakers of certain languages and members of certain communities for different reasons. Thus, pupils feel a sense of attachment or affiliation to a particular person or a group that motivates them to do certain investments in the real life, for example learning a foreign language. The knowledge of a new language can be extended by the aspects and items from another, which can further enhance other language domains. This vision underscores the feature of self-extension, which illustrates the marked tendency with multilinguals to extend their knowledge, skills, and skill-application (Aronin & Ó Laoire, 2004).

4.4.5 Expressing identity through metaphors

Applying metaphors is typical for abstract concepts such as emotions, mental activity, and social practices (Lakoff & Johnson, 2003). Language learning and language experiences are cognitive processes which pupils might find easier to describe by providing examples of something more concrete and tangible. Even though we experience these concepts and processes directly, they are typically understood in terms of other entities and experiences (Lakoff & Johnson, 2003). Previous research shows that language learners describe their individual attitudes and beliefs towards foreign language learning through figurative language, such as metaphors. In Kramsch's (2003) study, pupils were encouraged to describe their language learning experiences by applying such phrases as *language learning is like*, *speaking this language is like*, and *writing this language is like*. Although figurative language was never mentioned for pupils in this study, several participants described their language experiences through spontaneous metaphors.

Addressing the actual functions of the body parts was one way of expressing a participant's perception of Spanish - *The reason I chose feet for Spanish is because sometimes it's like standing on your feet some time it almost doesn't take any energy at all but sometimes it one of the hardest things you can do. A similar metaphor was used for English - ... I think that I am quite steady in English, and my feet are quite steady to. This illustrates that feet do not always indicate a distance to a language as discussed in the visual analysis but can signify a sense of solidity in a language. The hands on the body template were connected to*

communication by several pupils - ...*the reason I chose the hand, is that I think of it like communicating like waving*. In this case, the pupil has compared hand-waving or greeting with communication. Speaking a language was associated with voice, which metaphorically symbolises the ability to express oneself - *I can use my voice to make a change*. Another participant wrote that she has Norwegian in her soul, implying that she is deeply connected with this language. In these examples, pupils used figurative language to express something (a concept) by something else (a metaphor).

4.5 Summary

The triangulation of the data collection and data analysis tools resulted in an extensive answer to the initial research question of this study: *How do adolescent learners in 9th grade in Mid-Norway express their identity using a Language Portrait Silhouette?* The visual analysis of the LPS resulted in seven categories, including heritage, foreign, Scandinavian, fantasy, and future languages. The semiotic analysis revealed that language knowledge, language learning, and language use is associated with positively, negatively, and/or neutrally loaded emotions. The symbols chosen in the tables were divided into three main categories; 1) cultural references, 2) language practices, and 3) lived experience. The narrative analysis of the verbatim quotes recognized inheritance, lived experience, imagined communities, multilingual identity recognition, and metaphors as constitutors of pupils' identities.

5. Discussion

The findings from the visual, semiotic, and narrative analysis underscore the presence of personal aspects of multilinguality in the data collection. This section synthesises and discusses the characteristics of multilinguality that emerged from the LPS, tables, and reflection texts from the theoretical perspectives on language and identity, multilingualism, and multilingual approaches in teaching. It starts with a deliberation over findings that indicate lived experience and individual attitudes as the first aspect of pupils' identity. Next, it addresses the sociocultural aspect of and its meaning for pupils' identity. Then, this section contemplates the linguistic aspect as the third facet of pupils' identity and discusses language knowledge and use. Lastly, it presents the pedagogical and the research implications of this study.

5.1 Personal aspect of multilinguality

The personal aspect of multilinguality includes opinions, preferences, attitudes, emotions, affective states, real and possible life scenarios (Aronin & Ó Laoire, 2004; Aronin, 2016). Busch (2017) argues that moments of lived experience engrave themselves into the linguistic

memory, because they represent special events with strong, emotional impact or because they occur repeatedly. The emotionally loaded and bodily inscribed experiences with language and individual preferences were reflected in pupils' choice of colour, symbol, and real-life situations that reminded them of their lived knowledge of the world, confirming that languages encapsulate lived experience (Ibrahim, 2020). The bodily and emotional dimensions of perception and speech underscored the personal aspect of multilinguality and highlighted the multifaceted nature of pupils' experiences with language. Thus, pupils' experience of identity depends on the language experiences, which are inscribed into the linguistic repertoire.

The ability to distinguish between their languages and the situation they are brought into implies an accurate perception of the linguistic and communicative resources pupils deal with and indicates that pupils have developed different relationships with their languages, pointing to a considerable level of self-knowledge and emotional self-perceived images (Melo-Pfeifer & Schmidt, 2012). The identity links expressed through the LPS, tables, and reflection texts suggest a complex process of identity construction through the languages pupils know and use in interaction with real people, in concrete places through meaningful events (Ibrahim, 2016). By regarding pupils as the experiencing subjects with their multi-layered linguistic repertoire (Busch, 2017), this study identified multilingualism as a feature of all participants of this study and hold a potential to challenge the traditional perception of a multilingual speaker.

5.2 Sociocultural aspect of multilinguality

Multilinguality is intertwined with a sociocultural aspect, which includes social ties, influences, and reference groups (Aronin & Ó Laoire, 2004). Throughout the data, pupils expressed a perception of a strong affective belonging to Norway as their birthplace, and their primary reference groups, such as family and friends. In addition, they positioned and identified themselves as members of the Norwegian language community and referred to Norwegian as their "main" or "favourite" language, reflecting how the attitudes are impacted by the sociocultural milieu, to a greater or lesser extent (Aronin & Ó Laoire, 2004). Norwegian seemed to be strongly linked to the sense of belonging to a national group with a unified national identity. Considering that national state is a social construct where the role of the language forges a sense of national identity, we can question if national identities are an artificial concept that is a result of monolingual state making (Lo Bianco, 2010). This demonstrates that a linguistic repertoire reflects a life that is lived in a real sociocultural,

historical, and political space (Blommaert, 2009), which affects one's perception of themselves as national and global citizens.

The analysis revealed that nine pupils chose a colour for their language according to the nation's flag (Soares, Duarte & Günther-van der Meij, 2021; Melo-Pfeifer & Schmidt, 2018), indicating that the idea of a homogenous nation, state and language is more prevailing among participants than the personal associations to "where" the colours come from (Kress & van Leeuwen, 2002). Flags represent and symbolize different nations, and the colours of flags denote specific nation states (Kress & van Leeuwen, 2002). This reflects how pupils create identity links to particular language-national perspectives, and show affiliation towards designated linguistic culture, within political and social boundaries (Ibrahim, 2016). In addition to referring to flags, pupils expressed the cultural references in tables through symbols and demonstrated their way of thinking about a certain culture. However, some of the symbols are stereotypically representative of a particular cultural tradition, and could enhance generalizations about people, languages, or certain nations (Ibrahim 2016). To provide a more holistic view of the world pupils live in, pupils' insights must be addressed in the language learning classroom.

The fact that pupils illustrated their languages separately with a clear "border" between the languages implies that pupils perceive their languages as separate entities, with no common skills transferred across the languages. This might be a result of the monolingual pedagogy experienced in language learning classes and how language is perceived in society. The drawings, tables, and reflection texts illustrate how identity can be influenced by individual, social, and contextual factors (Fisher et al., 2020), and is shaped by the sociolinguistic settings in which the individual lives (Aronin & Ó Laoire, 2004). At the same time, the lived experience is a strong feature of pupils' identity as discussed in section 5.1, implying a contradiction with this section. This contradiction underscores the complexity of the phenomenon investigated.

5.3 Linguistic aspect of multilinguality

The number of languages represented in pupils' LPS varied from minimum three to maximum five. Throughout the study, pupils frequently referenced their language knowledge and use, and demonstrated that their languages had different functions. The two languages that were in common for every participant was Norwegian and English. Since the same number of pupils included English and Norwegian in their LPS, one might assume that pupils' knowledge of or the positioning of these two languages on the language silhouette is also equal.

Pupils tended to place English on their upper body, and 13 out of 16 emotions applied for English were positively loaded, indicating that English seems to have a strong significance for pupils. However, English has mostly been connected to the head and the arms on the body silhouette, but never to pupils' hearts. English seems to have specific purposes in certain contexts, such as watching films and series for entertainment, travelling, and communicating online using English as lingua franca. Despite the more formal, or educational link pupils have with English, there is still a sense of attachment connected to this language which might come from pupils' exposure to this language from Year 1, or even earlier. The interaction with people in digital spaces and the application of English in their daily lives might have developed a stronger connection to English than other foreign languages. Keeping in mind the setting of the school and the inclusion of English in every LPS, the standing and status of English seems to be prevalent in this rural community. Yet, the affiliation and the emotional bond to English is weaker than Norwegian, as described in section 5.2. Within the concept of multilinguality, this inequality of languages and different type of affiliation is a characteristic of complexity, as the different languages in pupils' repertoires serve different goals and purposes (Aronin & Ó Laoire, 2004).

5.4 Implications

This section presents the pedagogical and research implications of this study. The pedagogical implications address the possible benefits and limitations of applying a LPS, tables, and reflection text as a classroom activity. The research implications consider the affordances of implementing a LPS as a data collection tool and suggest a multimodal approach for a gathering more comprehensive data.

5.4.1 Pedagogical implications

From the perspective of the Fisher et al. (2020) framework of participative identity construction, pupils engaged in an explicit, active, and participative process. The collection of data included "all" languages – a fantasy language, languages they wished to learn in the future, languages they understood but could not speak. In the reflection texts, pupils expressed the different aspects of "knowing" a language and uttered that these activities made them realize how important languages are to them. This, in turn, helped pupils in identifying the relationship between language and identity. There is an assumption that the construction of learners' multilingual identities will occur regardless of teachers' explicit focus on the nature and role of language. However, research denotes that effects can be enhanced by an additional "identity" element that actively promotes reflexivity (Forbes, et. al., 2021). Therefore,

classroom engagement and pupil's individual identity negotiation is not a matter of course. Since we cannot be sure whether the knowledge acquired is something pupil relates to, and if this knowledge is enough for transforming pupil's identification, the teacher should encourage pupils to ask themselves questions such as "what does this mean to me?" to find personal meaning in the new knowledge (Fisher et al., 2020).

Furthermore, the LPS gave pupils an illustration of their current language repertoire and served as an entryway into an engagement with several aspects of identity. Thus, LPS is a valuable activity that allows pupils and teachers to explore the languages and the multilingual identities present in the language classroom. In this study, the LPS turned out to be a catalyst for Norwegian pupils in engaging with the relationship between language and identity. Not only did the participants depict a presence of language diversity, but they also demonstrated that their identities are a highly complex construct that consists of several personal, intertwined features (Aronin & Ó Laoire, 2004; Fisher et al., 2020).

5.4.2 Research implications and future directions

As a LPS provides data that are mostly expressed visually, one might question whether the depth provided in such data collection is sufficient for a researcher. The fact that the participants of the research are the ones who hold the key to the potential meanings of colour in their LPS does not make the visual analysis any easier for the researcher, as there are no "generally valid laws to account for the meaning of a particular colour" (Busch, 2018, p. 10). As the actual interpretation of the colour or the positioning can only be given by the author of the LPS, an additional mode, written or spoken, must be applied to gain a deeper insight into participant's perspectives. The nature of this study reflected a snapshot of pupils' identity at one point in time. Pupils should learn that linguistic repertoires and identity might change over time. From this point of view, the nature of the LPS does not allow pupils to trace any further change in their relationship to or between languages. The one-visit nature of the practicum provided a "snapshot" of pupils' identities, at the current time in the current circumstances. However, the passage of time can induce a change in pupil's perception of themselves and others. To be able to track any change, it would be intriguing to address the identities of the participants in another visit, perhaps with a few years in between. The cross-sectional design and the research tools of this study were deficient in reflecting the shifting and ongoing nature of multilingual attitudes and practices though a longer period. Therefore, a longitudinal design which validates pupil's voice over time is recommended for "capturing" the inherently complex and dynamic nature of identity.

6. Conclusion

The findings of this study confirm the presence of the following intrinsic aspects of Norwegian pupils' multilinguality: *personal, sociocultural, and linguistic*. These features are not separate entities but incorporate various aspects of multilinguality, such as individual preferences, self-image, potential to gain knowledge, embedded attitudes, individual stores of languages at any proficiency, and language knowledge and use (Aronin & Ó Laoire, 2004). In this study, pupils investigated themselves and acquired knowledge about their own linguistic repertoires and the inner constructs of their identity. The activities were carried out by Norwegian pupils who discovered that they have extensive language repertoires that consist of multiple languages which encapsulate their lived experiences within personal and sociocultural contexts. Consequently, this study establishes that multilingualism as a phenomenon should not be associated with persons with minority, immigrant, or refugee backgrounds only. This study emphasizes that the Norwegian participants are all multilingual, and all pupils benefit from multilingual practices.

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Appendix

NCRD's assessment of personal data processing - Norwegian

12.12.2021, 12:16

Meldeskjema for behandling av personopplysninger

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

434887

Prosjekttittel

Masteroppgave i engelskfaget

Behandlingsansvarlig institusjon

Nord Universitet / Fakultet for lærerutdanning og kunst- og kulturfag / Grunnskole

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Nayr Ibrahim, nayr.d.ibrahim@nord.no, tlf: 75517359

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Margarita Wcislo, marguxis13@hotmail.com, tlf: 47153615

Prosjektperiode

23.08.2021 - 30.06.2022

Vurdering (1)

01.10.2021 - Vurdert

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 01.10.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige personopplysninger frem til 30.06.2022

LOVLIG GRUNNLAG

Deltagerne i prosjektet er 14-15år. Prosjektet vil innhente samtykke den registrerte selv og fra deres foresatte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som foresatte kan trekke tilbake. Barna vil også samtykke til deltakelse.

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

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i

<https://meldeskjema.nsd.no/vurdering/60a50334-46d7-4795-8485-d0a986f4ce74>

1/2

personvernforordningen:

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt dato for prosjektslutt for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos NSD: Kajsa Amundsen

Lykke til med prosjektet!

Vil du at barnet ditt skal delta i forskningsprosjektet om flerspråklighet 2021/2022?

Dette er et spørsmål til deg som er forelder/foresatt om å gi samtykke til at ditt barn kan delta i et forskningsprosjekt hvor formålet er å forske på subjektive tilnærminger til flerspråklighet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for ditt barn.

Formål

Formålet med prosjektet er å forske på hva språk betyr for individer. Denne subjektive tilnærmingen til flerspråklighet kan blant annet uttrykkes gjennom visuelle representasjoner. Omfanget av forskningsprosjektet er på mellom 60-80 sider.

Flerspråklighet og spesielt elevens oppfatning av å være flerspråklig har tradisjonelt hatt lite plass i skolen. Derfor tar dette forskningsprosjektet utgangspunkt i den subjektive opplevelsen av eleven, og foreslår bruk av visuelle metoder som hjelper elever å uttrykke sine opplevelser av å være flerspråklig. Disse opplevelsene bygger elevens språklige identitet, og hjelper læreren å forstå eleven på en dypere måte.

Dette forskningsprosjektet danner datagrunnlaget for masteroppgave.

Hvem er ansvarlig for forskningsprosjektet?

Margarita Wcislo skriver masteroppgaven. Nayir Ibrahim er ansvarlig for forskningsprosjektet.

Hvorfor får barnet ditt spørsmål om å delta?

Barnet ditt får spørsmål om å delta fordi han/hun var med i engelsktimene til Margarita Wcislo, da hun underviste om flerspråklighet under vårpraksis i 2021.

Hva innebærer det for barnet ditt å delta?

Hvis du samtykker til at barnet ditt kan delta i prosjektet, innebærer det at du gir tillatelse til å bruke språksilhuetten, tabellen og refleksjonsteksten barnet ditt leverte inn i vår 2021 som datagrunnlag for prosjektet. Alle besvarelser blir anonymiserte. Opplysninger samles inn og registreres elektronisk.

Foreldre/foresatte kan få se oppgavene på forhånd ved å ta kontakt på e-post

margarita.laskova@student.nord.no

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du samtykker til at barnet ditt deltar, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle personopplysninger til barnet ditt vil da bli slettet. Det vil ikke ha noen negative konsekvenser for verken deg eller barnet hvis du ikke gir samtykke eller trekker samtykket senere, og det vil på ingen måte påvirke ditt eller barnet sitt forhold til skolen/lærer.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om barnet til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er student og veileder ved Nord Universitet som vil ha tilgang til barnets opplysninger.
- Navnet til barnet vil bli erstattet med en kode som lagres på egen navneliste adskilt fra øvrige data.
- Deltakerne vil kunne ikke gjenkjennes i publikasjon.

Hva skjer med opplysningene til barnet når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2022.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om barnet, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om barnet,
- å få slettet personopplysninger om barnet, og
- å sende klage til Datatilsynet om behandlingen av barnets personopplysninger.

Hva gir oss rett til å behandle personopplysninger om barnet?

Vi behandler opplysninger om barnet basert på foreldre/foresatte sitt samtykke.

På oppdrag fra fakultet for lærerutdanning og kunst- og kulturfag ved Nord Universitet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

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

Margarita Wcislo

5. års student ved Nord Universitet

margarita.laskova@student.nord.no

Nayr Ibrahim

Førsteamanuensis, fakultet for lærerutdanning, kunst og kultur

nayr.d.ibrahim@nord.no

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

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Nayr Ibrahim

Margarita Wcislo

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet om flerspråklighet, og har fått anledning til å stille spørsmål.

Vennligst kryss av	JA	NEI
Jeg har lest informasjonsskrivet	<input type="checkbox"/>	<input type="checkbox"/>
Jeg forstår formålet med forskningsprosjektet	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tillater at barnets anonymiserte tegning brukes i forskningsprosjektet	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tillater at barnets anonymiserte tabell brukes i forskningsprosjektet	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tillater at barnets anonymiserte refleksjonstekst brukes i forskningsprosjektet	<input type="checkbox"/>	<input type="checkbox"/>
Jeg forstår at jeg kan trekke tilbake samtykket når som helst uten å oppgi noen grunn	<input type="checkbox"/>	<input type="checkbox"/>

Jeg samtykker til at opplysninger om mitt barn behandles frem til prosjektet er avsluttet

(Signert av foreldre/foresatte, dato)

Forespørsel om deltakelse i forskningsprosjektet om flerspråklighet 2021/2022

Bakgrunn og hensikt

Dette er et spørsmål til deg som er elev om å delta i et forskningsprosjekt for å skaffe innsikt i elevenes subjektive opplevelse av å være flerspråklig. Du får spørsmål om å delta fordi du var med i engelsktimene til Margarita Wcislo, da hun underviste om flerspråklighet under vårpraksis i 2021. Elevers subjektive oppfatning av å være flerspråklig har tradisjonelt hatt lite plass i skolen. Derfor tar dette forskningsprosjektet utgangspunkt i elevers egne opplevelser av å være flerspråklig. Omfanget av forskningsprosjektet er på mellom 60-80 sider, og danner datagrunnlaget for masteroppgaven.

Hva innebærer studiet?

Jeg forsker på elevenes egne opplevelser av å være flerspråklige. Datainnsamlingen skjer gjennom undervisning i engelsk på 9. trinn, der elever fyller ut språksilhuetter og tilhørende tabell, samt skriver en refleksjonstekst der de beskriver sine språksilhuetter.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du gir tillatelse til å bruke språksilhuetten, tabellen og refleksjonsteksten du leverte inn i vår som datagrunnlag for prosjektet. Alle besvarelser blir anonymiserte. Opplysninger samles inn og registreres elektronisk.

Mulige fordeler og ulemper

Informasjon som samles inn om deg skal kun brukes slik som beskrevet i hensikten med studien. Alle personopplysningene vil bli behandlet konfidensielt. En kode knytter deg til dine opplysninger gjennom en navneliste. Det er kun forskeren og veilederen som har adgang til navnelisten og som kan finne tilbake til deg. Det vil ikke være mulig å identifisere deg i resultatene av studien når disse publiseres. Masteroppgaven skal etter planen avsluttes i 2022. Studien er registrert i Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS.

Frivillig deltakelse

Det er frivillig å delta i studien og deltakelse har ingen påvirkning på din skolegang. Du kan når som helst og uten å oppgi noen grunn trekke ditt samtykke til å delta i studien. Dette vil ikke få konsekvenser for din videre opplæring. Dersom du ønsker å delta, undertegner du samtykkeerklæringen på neste side.

Med vennlig hilsen

Margarita Wcislo

Nayr Ibrahim

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet om flerspråklighet, og har fått anledning til å stille spørsmål.

Vennligst kryss av

JA NEI

Jeg har lest informasjonsskrivet

Jeg forstår formålet med forskningsprosjektet

Jeg tillater at min anonymiserte språksilhuett brukes i forskningsprosjektet

Jeg tillater at min anonymiserte tabell brukes i forskningsprosjektet

Jeg tillater at min anonymiserte refleksjonstekst brukes i forskningsprosjektet

Jeg forstår at jeg kan trekke tilbake samtykket når som helst uten å oppgi noen grunn

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

(Signert av prosjektdeltaker, dato)

Hvis du har spørsmål til studien, kan du kontakte Margarita Wcislo på tel. 47 15 36 15 eller margarita.laskova@student.nord.no

Tusen takk for din deltakelse!