

The multilingual student

THE BELIEFS PRIMARY SCHOOL TEACHERS HAVE ABOUT
TEACHING MULTILINGUAL STUDENTS IN A MULTILINGUAL
CLASSROOM.

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1.Introduction

This thesis is a study of teachers' beliefs about multilingualism, and what beliefs primary school teachers have about teaching multilingual students in a multilingual classroom.

This study is aimed at the 4th and 5th grade in primary school, from the ages of nine to ten. The thesis is focusing on speakers that speak more than two languages. The thesis also investigates what it is like to be a multilingual student in a multilingual society and how monolingualism disappears.

In this thesis the focus is aimed at primary school and finding out what goes on in the multilingual English classroom, through reports, experience, and observations from the teachers, teaching English in a Multilingual classroom.

It focuses on learning methods, and how the English curriculum is applied to the educational program. It makes use of qualitative data from interviews with teachers that practice English in a classroom with multilingual students. These interviews are done anonymously and in line with NSD guidelines.

The study focuses on the teacher's view and experiences along with the teacher's observations. What beliefs do primary school teachers have about teaching, in a classroom filled with Multilingual students?

In a modern world multilingualism is a highly relevant subject, and it can have many positive sides and benefits. But what about the difficulties that follow? Are there any? If so, how does the educational program and government facilitate this. As mentioned, Multilingualism is a very relevant subject, it is included in the LK20 English subject curriculum, (LK20, 2019). "As a formative assessment, the pupils in 4th grade are supposed to be able to demonstrate and develop competence when they relate their experiences of encounters with the English language and English-language cultures." (LK20,2019). This is an indication that the pupils are learning about the different "Englishes" of the world, and the different cultures and parts of the world that use English as a communicative language. Another learning and competence aim that is in the English subject curriculum, after year four is, "Explore and talk about some linguistic similarities between English and other languages that he or she is familiar with and use this in his or her language learning" (LK20,2019). With this we can understand that multilingualism in the English subject is very important.

Another reason for multilingualism being such a relevant subject is that language diversity in Scandinavia, and especially Norway is wide. Norway has now been a multilingual community for centuries. A big source for this is immigration, Norway has a big percentage of immigration, mostly it is motivated by economics, political, social, and other factors. (Krulatz, Dahl, Flognefeldt, p.20, 2018)

The aim of the thesis is twofold. Firstly, to answer what the beliefs of primary school teachers have about teaching multilingual students and whether multilingual children do have benefits for being multilingual, this study is exploring learning methods and the competence that is seen in the students.

More specifically, to look at the speed of learning and the amount of competence seen in the multilingual student. And secondly the study focuses on whether the students show tendencies of being ahead or showing difficulties. Such as in learning capacity, speech, and writing. Do teachers see the multilingual student as an asset in the English classroom?

The theory section of this thesis aims to explain the basics of multilingualism and the key concepts that are used in multilingualism. In this thesis Multilingualism will also be seen in relation to multiculturalism, as the two concepts are often used together to explain the origin of multilingual culture, to better understand how a multilingual nation occurs.

In the methodology section, to understand what has been done to the data to properly analyze it, the research methods and the interview guide will be described. It provides the basis for the data collection and the analysis.

This will also be processed to allow for a thorough analysis. The analysis itself is divided into two main parts: First the analysis will focus on the different learning methods the teacher's use, and the second part will focus on the advantages and disadvantages the multilingual students show.

2. Theory

Multilingualism is the term used to describe a speaker that has the ability to speak more than two languages, this could be an individual or a group of speakers. We separate between *simultaneous* multilingualism and *sequential* multilingualism. (Krulatz,Dahl,Flognefeldt,p.53-55,2018).

Simultaneous multilingualism is a term used when an individual learns more than one native language at the same time during early childhood, before the age of three. While **Sequential** multilingualism is when the individual first acquires the *native language* first and then learns a second language. (Krulatz,Dahl,Flognefeldt,p.53-55,2018). An example of this could be that a child is born and raised in Norway, and the mother is Norwegian, but the father is British. Then the child will learn the two languages Norwegian and English, *simultaneously*, and the two will become the child's *mother tongue*. An example of *sequential* multilingualism could be that an individual only learn Norwegian for the first years of their life, in early childhood before the age of three, and then later learn English. This would then be an example of an individual that learn a second language after establishing the *native language*.

Bilingualism is the term used when an individual has an ability to speaks two languages. But there are different types and views of this term that can be used, Additive bilingualism is used when a second language is learned, in an addition to the individual's linguistic competence, not at the cost of its first language. *Balanced bilingualism* is when the individual has equal competence in the two languages. *Dominant bilingualism* is the language where the individual has the strongest competence out of the two languages. There are also types that indicate whether the language is learned early or late in life. This term is called, *Early bilingualism* which is when a speaker learns more than one language in the early stages of life, early childhood before the age of three. And the opposite of this is the *Late bilingualism*, which indicates that the second language is learned later in life, sometimes as an adult. There are also two more terms that is divided into two. This is the *Simultaneous bilingualism*, which is acquiring two languages as your *mother tongue* and at the same time, while the *Subtractive bilingualism* is when learning a second language is detrimental to your first language. (Krulatz, Dahl, Flognefeldt, p.53-54,2018). *Successive bilingualism* "Is used when acquisition of a second language after your first language (mother tongue) has been (partly or entirely) acquired". (Krulatz, Dahl,Flognefeldt,P.53, 2018)

Trilingual Is the term that is mostly used when referring to an individual that speaks three languages. An individual that only speak one language is called a **Monolingual**, which is not as common today and is mostly seen as a minority group of speakers.

(Krulatz,Dahl,Flognefeldt,P.53-54, 2018).

When learning language within the field of multilingualism, there are some different terms used. A lot of children grow up with different languages and may learn two or more languages at the same time from the time they are born.

First language (L1) is referred to – Language one, which indicates that this is the first language learned. It can also be referred to as the child’s mother tongue or native language. This is the language learned in early childhood before the age of three. A child can grow up with having to learn two languages at the same time, then it will be L1`s in a plural form. An example of this can be, that the child has a British father that speaks English to the child, and a mother that speaks Spanish. Then the child’s L1`s, will be English and Spanish. These are the two languages the child will learn *simultaneously*. (Krulatz, Dahl, Flognefeldt, p.78, 2018).

Second language (L2) is referred to – Language two, which is the language learned after L1 and is not the native language. This is often learned in social settings, such as a subject at school. This would be the child’s first foreign language. For Norwegian speakers, Norwegian is usually their L1, and as they enter school their L2 is the English language, which is typically taught from 1st grade. (Krulatz, Dahl, Flognefeldt, p.78, 2018). “In very simple terms, these learners are now becoming *bilingual*” (Krulatz, Dahl, Flognefeldt, p.78,2018). Bilingualism as mentioned earlier is the term used when an individual speaks two languages, when an individual speaks three languages or more it is called a *trilingual* or *multilingual* in some cases. If an individual only speaks one language the term that is used is, *monolingual*. (Krulatz, Dahl, Flognefeldt, p.53-54, 2018)

Third language (L3) is referred to – Language three, which is the language learned after L1 and L2. This is often the situation of children that learn Norwegian as their second language. An example of this, could be If a child`s L1 is Spanish, then Norwegian would be the child`s L2, therefor when attending school and being introduced to English, English would be the child`s third language, L3. (Krulatz, Dahl, Flognefeldt, p.78, 2018).

Language Learning

According to the – Enacting Multilingualism, they explain that even though we use these different terms such as, L1, L2 and L3. There can be different ways to use them. For example, an individual that learns Norwegian at home, would have Norwegian as their L1, and then they would have English as their L2, and language learned after that would be L3.

But it can be different, here is another example: If an individual learns Spanish at home as their mother tongue, they will have Spanish as their L1, not Norwegian. Norwegian will be their L2, which would be learned in social settings and at school. A Norwegian individual or student that has Norwegian as L1, will have English as their L2, but not for the individual that had Spanish as their L1, English would then be L3. (Krulatz, Dahl, Flognefeldt, p.79, 2018).

As we can see, there are multiple ways of language learning, by being a mixed culture the children may learn one or two languages at the same time, then we are referring to L1`s, Language one in plural form.

Norwegian speakers, that usually learn Norwegian as their First language, L1 at home, will usually learn their Second language, L2 as a subject at school. In Norway, the first foreign language they will encounter is typically English, which is taught from 1st grade. As mentioned, in a Norwegian setting the child is learning her or his First language, L1 at home which is Norwegian, then later learns her or his Second language, L2, which would be English. It is after this they learn their third language, L3 which also is referred to as a foreign language. In Norway this is usually languages such as, German, Spanish or French.

In Norwegian schools the students can learn two languages, English as their second language, L2 which is the language learned after their mother tongue, which is referred to as the language learned in early childhood, before the age of three and First language, L1. Second languages are usually learned for the purpose of education and work. After that the students have opportunities to learn foreign languages as well, such as – German, Spanish and French, as mentioned earlier. (Melchers, Shaw, Sundqvist, P.8-9,2019)

A multilingual society can give advantages, such as in workplaces for example. In a multilingual culture there is a lot of children with different nationalities this equals a

classroom full of multilingual students. As a teacher looking for work, a multilingual employee would be more attractive than a monolingual one. The request of multilingual teachers has increased over the years. This is an obvious result of having a multilingual nation. One reason for a teacher to be more attractive than others can be that he or she is seen as a person with more knowledge, background and can relate and understand the student on different levels.

Origin & Multilingual Culture

“A nation of immigrants “is a familiar phrase used when speaking about the United states, but Norway as a nation has become quite similar over the years. Norway has, as well as the United States, England and many more countries, opened the doors and welcomed many different immigrants from all over the world. This has resulted in a multilingual society and nation. (Genesee, p.15-17, 1994)

Multilingualism is a subject that concerns almost everyone today, as research indicates that no nation in the world is completely monolingual anymore (Meyerhoff,2019,p.115). In some cases, this is due to the way modern nations have been composed based on rough geographic boundaries and because of historical political allegiances and conquests. Nowadays, it is also because of the ease and speed of movements of people between different nations. Some countries and societies are more multilingual than others due to large immigrant communities and ethnic groups that use many different languages. There are nations that consider themselves as monolingual, such as Greece and Japan. Historical reasons for that have been to hold on to the nation’s identity, culture, and race. (Meyerhoff,2019, p.115).

Norway is also known for being a multilingual country. Modern Norway consists of multicultural communities that are multilingual. Due to large immigrant groups from all over the world frequently moving and settling in Norway. But Norway is not a multicultural and multilingual country only due to immigration, according to: - *Enacting Multilingualism, 2018*, it is explained thoroughly how the Sami people of Norway, has contributed to the multilingualism and multiculturalism in Norway in a different way than through immigration.

“The Sami population has a special status as a minority people. Geographically, it is spread across Norway, Sweden, Finland and Russia, and the Sami are recognized as an **indigenous** or **autochthonous** people. This implies that they are considered native to the

land they live in – they are not there as a result of colonization or immigration.” (Krulatz, Dahl, Flognefeldt, p.21, 2018)

Lingua Franca

In many ways we can say that multiculturalism in Norway has contributed in a way that the younger generation has a larger multilingual community. “With the growing influence of English Norway is acknowledging the risk of domain loss – of English taking over as a first, option in specific societal domains, such as tertiary education and research.” (Krulatz, Dahl, Flognefeldt, p.23, 2018).

Different people with different background that settles in Norway, often use English as the language that they communicate with. **Lingua Franca**, is term used to describe the language that is used to communicate in. “A contact language (system) which serves as a common means of communication by speakers of different first languages” (Krulatz, Dahl, Flognefeldt, p.19, 2018).

When we look at Scandinavia with a focus in Norway especially, there has been an increase in language diversity over the years. One specific place that this is noticed is the child`s first learning space, at preschool. A lot of the preschool children in Norway grow up with one or several first languages, L1`s, the one we refer to as the mother tongue. The preschool supports the use of the child`s first language and tries to actively work with the child so that it can help with the learning of other languages as well. It is very important that the child can express itself in whatever language that comes naturally for them, and at the same time feel that they are being heard and accepted. Many learn their mother tongue first, for example English, and then Norwegian, others both at the same time. A lot of the preschool teachers see a variation in the children, some speak well early on others blossom later. The teachers say that the cooperation with the child and its parents play`s a big role. The child`s mastery depends on both the child itself but also the parents and the environment. It is very important that the caretakers and the preschool staff cooperate for the children`s wellbeing and multilingual language acquisition (Udir,2014).

English Speaking Classroom

In the English-speaking classroom teachers of multilingual students have found that there is a multilingual turn in education, it is a recent recognition, in educational and research settings, that traditional monolingual practices and conceptualization need to be replaced with a multilingual orientation. There can be a lot of differences seen in the multilingual students, such as the choice of language they use in the interaction with the monolingual students but the teachers as well. Often when a multilingual child interacts with a monolingual child, they can feel forced to only speak the one language they both understand and can communicate in, rather to use code-switching for example, which is a practice that multilinguals often use. When two individuals both speak the same different languages, code-switching may occur. This is when they communicate in a way where they switch using different words from the two different languages, both individual words but also sentences. For multilingual children, especially younger children this is very common, it can be due to the early stages of learning and it simply feels easier to use the word that may seem better to use. Some may also see this as a difficulty, when a multilingual child knows words in their mother tongue for example but can not express the same meaning in the second language. Many preschool teachers use the method of observing the child and their language and writing down simple words and sentences, and then learn them to better understand the child. This way the child is equally heard and understood. Equality is very important and if we look at the educational setting in Norway, in 2017 the Norwegian government introduced the fundamental principles and values underpinning the renewed national curriculum for primary and secondary education coming into force in 2020. The principles are firmly rooted in the Education Act (1998) and are a legally binding official program. The principles present equality and equity as central values in education, and Schools must take the diversity of students into account in such a way that everyone can enjoy a sense of inclusion at school and in society. (Krulatz, Dahl, Flognefeldt, s.121-124, 2018).

METHODOLOGY

This study relies on qualitative analysis from interviews, where questions have been answered by different teachers practicing English in a multilingual classroom.

Qualitative methodology entails analysing knowledge where you can examine opinions of experiences and how they can be interpreted. It also relies on first-hand observation such as in the interviews.

In this study the interviews are from five different teachers from different age groups, from different places. This gives an indication on what patterns are seen repeatedly as well as differences. The method used in this study when observing is taking notes, in line with NSD guidelines while the participant is describing and sharing their beliefs and experiences. When using an interview as a method for data collection you are given the chance to have a one-on-one conversation and ask direct and personal questions.

The interview guide that is used for this study, is an interview guide that is divided into five different sections. The first section is about the teacher background, such as educational qualifications, age, and experience.

It then follows with the second section which is about the teacher beliefs, there the teacher can explain individually their beliefs on multilingual teaching. How they personally perceive the multilingual teaching in their day-to-day learning program.

The third section is about the teacher`s experience, it allows the teacher to describe different and unique experiences with multilingual teaching. This could be a positive experience but negative as well. An example of a question in this section is: “How do you teach writing in the multilingual English classroom?”. With this question we can better understand the different methods used by the teacher in the classroom.

The fourth section is about the teacher`s attitudes towards the curriculum and competence aims, where the teacher can give their personal opinions and explain the different tools which are used in the teaching program, to for example help the student any way its needed. The fifth and final section is an open section where the teacher can add things that were not mentioned that they feel are important.

These interviews have been studied thoroughly, to understand the differences and the similarities the teachers provide from their experiences and observation. Through the

teachers experience and observations it also made it possible to see patterns that repeated itself in multilingual language learning.

It was made notes during the interviews and the notes formed the basis for the analysis. The interviews were carried out anonymously, in line with NSD guidelines.

ANALYSIS:

In this part of the thesis is a presentation of the findings that have been done. In this section the thesis focuses in detail the results from the five interviews. The results are structured primarily by question. And the findings are organized by way of categories. These categories correspond to those of the interview guide, which is referred to in previous section. "How do you teach writing in the multilingual English classroom?". This section presents each question and the result that followed. Furthermore, is reflects on the patterns that are seen, such as in advantages and disadvantages. The thesis also present different diagrams which show a graphical representation of the data collected. It is a description of different variables of the results. The results will be referred to as, Teacher one, two, three, four and five. Due to the interviews being anonymously completed in the guidelines of NSD.

Educational Background

Teacher one, the first participant was 25 years old, and had practiced for five years, and three of them was a substitute while studying. When starting practicing. teacher one choose a heavier focus on the English subject. The participants final education was a bachelor's degree in English language.

Teacher two, the second participant was 37 years old, and had practiced being an English teacher since 2001. The participants educational qualification was a bachelor's degree in English language as well.

Teacher three, the third participant was of age 44, and had practiced teaching English for 5 years. The participants educational qualification was primary school teacher.

Teacher four, the fourth participant was of age 60, and had practiced teaching English for 20 years, and the participants educational qualification was primary school teacher.

Teacher five, the fifth participant was of age 35, and had practiced teaching English for 6 years, and the participants educational qualification was primary school teacher with a master's degree in English.

Teacher`s Belief

When asked about their beliefs about whether they thought a multilingual student have advantages when it comes to language learning, three of the five participants had positive feedback on this. They did feel that some of the multilingual students did have advantages over the students that were not multilingual. Teacher one, believed that a multilingual student is already familiar with handling multiple languages, and showed to be more prepared to learn other and new languages. Teacher two, believed that while being a multilingual student, understanding of the connection of different languages would occur, and that it would be easier to see the similarities while having the knowledge of multiple languages. Teacher three, believed that the multilingual student did show a faster progression when learning a new language than the non-multilingual students.

In contrast to this, teacher four, did not have any specific experience with multilingual students having advantages when it came to language learning. This participant did not feel that there were any noticeable differences in the speed of learning a new language.

Teacher five, did also have a different experience that was not mentioned by the three first participants. Teacher five saw difficulties at some of the multilingual students. While learning new languages they could have a hard time with mixing the words from different languages. Teacher five, did also see a tendency of concentration issues.

When asked about what they considered to be the benefits of the multilingual classroom, clearly the answers were all positive. All the teachers agreed on that they felt that having a multilingual classroom was something they experienced as positive. Teacher one, expressed experiencing that the multilingual students presented themselves like already prepared when it came to language learning. Many of the multilingual students showed good English skills compared to the other students that were non multilingual. Teacher two, expressed experiencing open mindedness and understanding of other cultures. Teacher three, four and five thought from their experience that it was useful in the sense that the students could learn from each other and maximize their learning.

When asked about if they had encountered any challenges when teaching multilingual students, there were clearly some challenges seen in all the answers. So, in this question 5/5 had experienced challenges when teaching multilingual students. Teacher one, mentioned that there were some uses of slang that did not fit in the correct way to learn language. Teacher two, three and four all mentioned that they had experienced challenges like, mixing different languages when reading, misunderstanding with other students and teachers and incorrectly interpretations.

Teacher five had an observation that showed that specific words could be harder to pronounce than others, due to the languages they already knew. That the multilingual student would mix the pronunciation from two different languages for example.

Teacher`s Experiences

When asked about how they taught multilingual students, they all had similar experiences such as: Not large differences due to having to follow the same curriculum to all the students. But one similarity that clearly showed was, that many of the multilingual students showed tendency of being ahead with schoolwork and was therefore given harder homework on occasions. As for the teaching part they all used, practicing the language, with making the students speak to each other as a practice, but also music and singing was a part of language learning.

When teaching writing to the multilingual students, teacher one focused more on proper grammar and sentences. Teacher two, also focused more on grammar and used dictionaries daily. Teacher three, four and five all used writing on board as a learning method. As well as dictation. The question about how they teach reading, Teacher one said, “the same as the other students, focusing on proper pronunciation”. Teacher two and three, used audio textbooks. Teacher four used activities such as, singing the syllables, singing the sounds together, learning the alphabet correctly but involving the parents as well was important. Teacher five, practised the same method for the multilingual students as well as to the non-multilingual students.

In the question about how they used multilingualism as a resource in the English classroom, as indicated in the LK20 English Subject curriculum (Fagfornyelsen), 5/5 Agreed on that multilingualism is a good resource to teach intercultural competence. Teacher two and five, both answered that they let the student bring different books into the classroom so they could share with the others in the classroom and learn from each

other. Teacher one, three and four all agreed on that having a multilingual student in the classroom, was beneficial for the other students, and used presentation as a learning method.

Teacher`s attitudes towards the curriculum & competence aims

When asked about, what curriculum aims they thought were important when teaching English to the multilingual students, 5/5 pointed out that curriculum aims from the core elements were seen as very relevant. Curriculum aims such as, understanding other cultures, communication and identity development was what Teacher one answered. Teacher two answered that learning the students to communicate in English regardless of culture and language background was very important. Teacher three and four answered, that the competence aim that include, “Explore and talk about some linguistic similarities between English and other languages that he or she is familiar with and use this in his or her language learning” (LK20,2019). Was seen as very relevant and important.

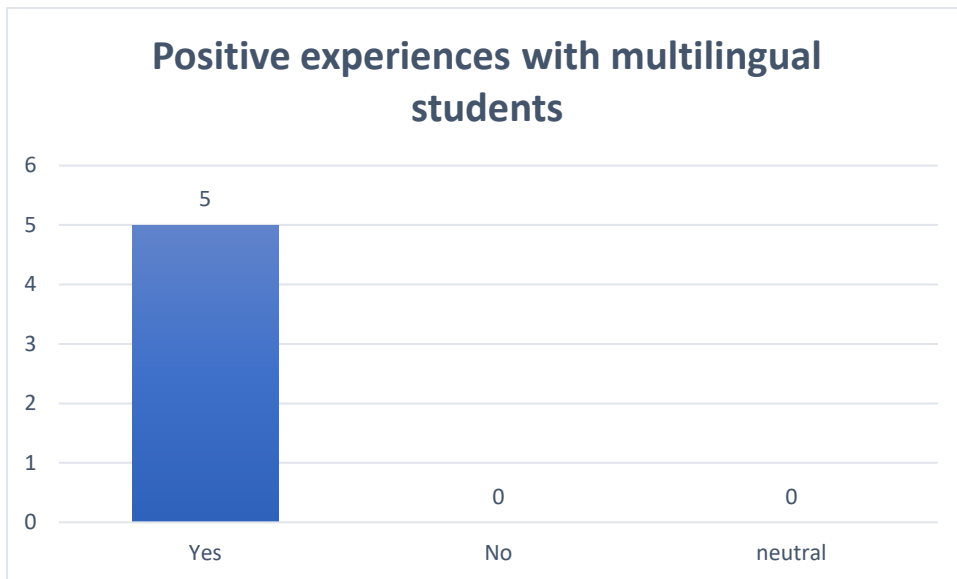
Teacher five answered that all the aims that included culture understanding was important, without pointing out one particular. When asked about how they support multilingual students that show tendency of learning difficulties, 5/5 answered that they were able, to hold extra classes and hours with the students. They were able to give special support to those who needed it, such as digital tools, flash cards to learn words with comparing them to pictures to help them remember easier. Spending one on one time with the student. But also adjusting assignments.

In the question of, how they assessed English speaking and writing skills in the multilingual classroom, Teacher one answered, Oral presentations and weekly grammar test. Teacher two and three both answered, Written assignments and dictations in groups but also individually.

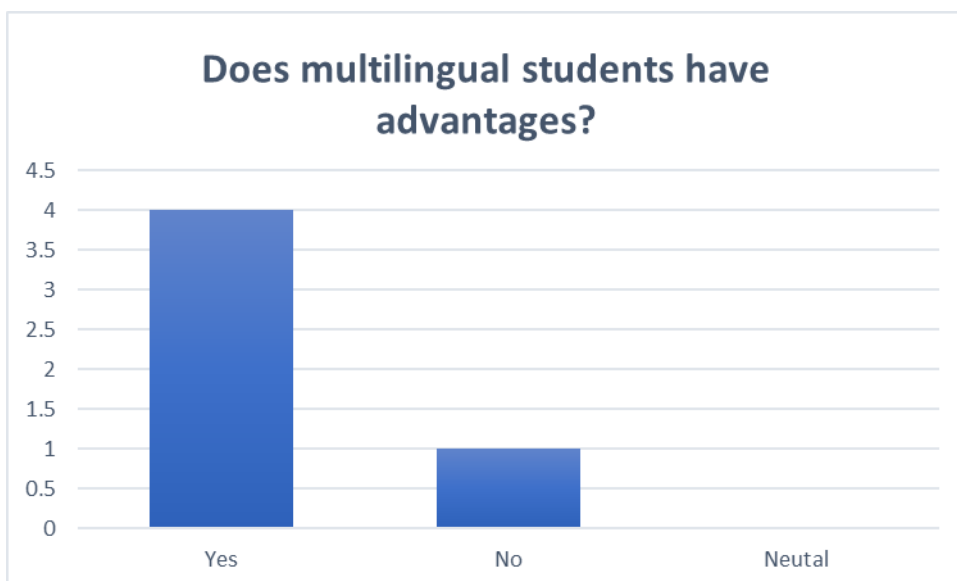
Teacher four also answered oral presentation and written tests. And Teacher five answered giving proper feedback to the students was a good way of better their skills.

In the end 5/5 did not have any comments to add.

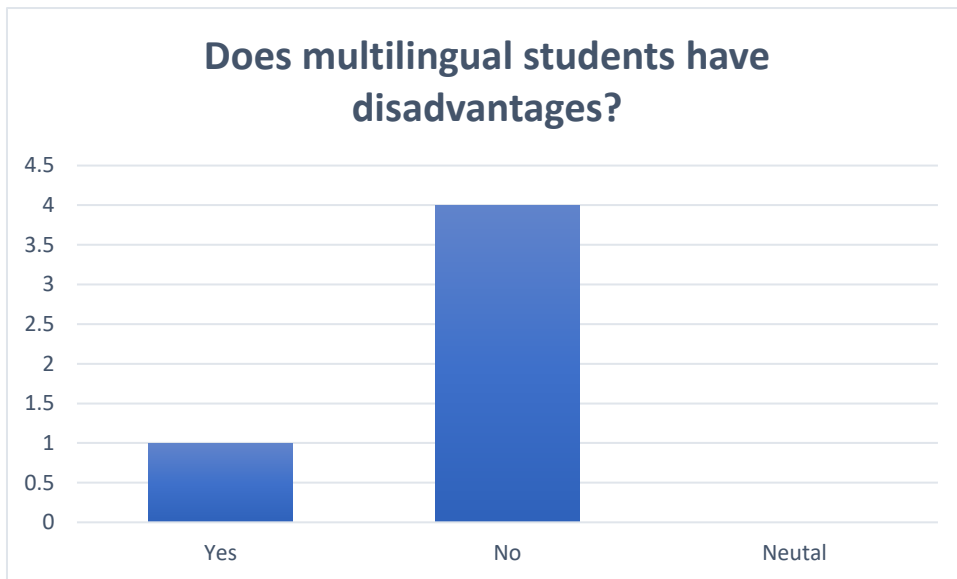
In this next section there will be a presentation of four different diagrams which show a graphical representation of the data collected, it is a description of different variables of the results.



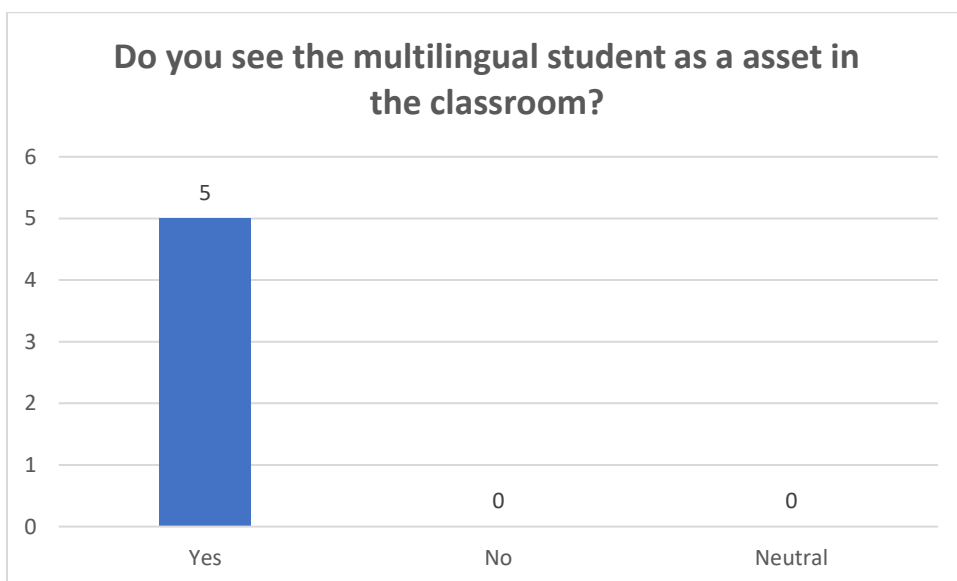
When asked about their experience with multilingual students in the English classroom, all the teachers that were interviewed expressed, all positive encounters and experiences with the multilingual students.



This diagram shows that when asked about advantages when it comes to multilingual students, and what their beliefs were, only one of the participants disagreed, and did not have any experience or observation that a multilingual student showed any advantages over the non-multilingual students. But 4/5 did agree, that they did believe that the multilingual students did have some advantages over the non-multilingual students when it came to learning.



In this diagram, only 1/5 believed that multilingual students have disadvantages, in some areas when it came to learning and development in the classroom.



In this last diagram, the result show that 5/5 agreed that they did see the multilingual student as an assent in the English classroom.

Conclusion

This study has had as aim to explore the beliefs of five different teachers that all practice teaching English, at the primary level in Norway. The teachers have all been teachers from 4th and 5th grade. The focus of the interviews has been to explore the beliefs of teachers in relation to multilingual students. This research project has highlighted theory related to

multilingualism and multiculturalism. (Krulatz, Dahl, Flognefeldt,2018). The semi-structured interviews, with teachers of multilingual students as participants were employed in a qualitative collective case study research to answer the following research question: What are the beliefs primary school teachers have about teaching multilingual students in a multilingual classroom? How do the teachers' beliefs about multilingual students compare with the theory on this topic?

Firstly, why this topic is relevant as a research study is that it can contribute to new and more advanced methods when it comes to language learning or learning in general as a multilingual student, that can be helpful for the student but the teachers as well.

The teacher`s beliefs about multilingual students can be compared to the theory that is highlighted in this thesis, most of the participants, did agree on that they did see the multilingual student as an asset in the classroom, and this is seen as a positive aspect of multilingualism and multiculturalism.

What this thesis showed is that both the selected theory and the results from the interviews did show aspects of positivity mostly. But there is a minor section about the difficulties that occur with being multilingual both in the theory related to this topic but also resulted in the interviews.

In the future this is a topic that is worth researching even more, to strengthen the knowledge and capacity of the teachers but also to give the students all the opportunities that they can get.

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Appendix

- Interview Guide

Educational Background:

1. How old are you?
2. How long have you practiced as an English teacher?
3. What are your educational qualifications?

Teachers' experiences:

1. How do you perceive multilingual students in the English classroom?
2. What are your experiences with multilingual students?
3. How do you teach writing in the multilingual English classroom?
4. How do you teach reading in the multilingual English classroom?

Teacher's belief:

1. There are beliefs that a multilingual child has advantages when it comes to language learning. What is your view about this?
2. What do you consider to be the benefits of the multilingual classroom?
3. Do you encounter any challenges when teaching multilingual students? If so, why?

Teacher's attitudes towards the curriculum & competence aims:

1. According to the current Curriculum in the English subject, fagfornyelsen (The Knowledge Promotion 2020) It says that as a competence goal the student must be able to: listen to and understand words and expressions in adapted texts. What curriculum aims do you think are important when teaching English to multilingual students?
2. The Curriculum in the English subject encourages the students to: Write simple texts that express thoughts and opinions. How do you teach English to the multilingual students?

3. What kind of assessment and support is given to multilingual students that show tendency of learning difficulties?

Final comments:

1. Is there any questions or comments you would add? Or is there anything else related that you think should be mentioned?