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MASTER'S THESIS

Student teachers' thoughts on promoting metalinguistic awareness through pluralistic approaches. A mixed method study

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Acknowledgements

To my supervisor, for believing in me. And to my partner for endless patience and cheering me on. Thank you.

Abstract

This study is intended to shed light on teacher students' thoughts about including pluralistic approaches to build metalinguistic awareness in their pupils, in their future careers as English teachers in Norway. Previous studies show that both teachers and teacher students lack knowledge about multilingualism and teaching in a multilingual classroom. A lack of focus on these topics in teacher education might be to blame for this, and needs to be addressed, as multilingualism is becoming increasingly relevant with the new national curriculum placing a larger emphasis on this than the previous. Pluralistic approaches are ways to teach language that includes more than one language. Done correctly, this will foster metalinguistic awareness, which in turn will aid in language acquisition. There are also certain aspects of metalinguistic awareness that can only be unlocked through pluralistic approaches. A majority of teacher students do wish to include consider certain pluralistic approaches and consider metalinguistic skills that can only be taught through such an approach as important. However, most of them do not seem to be consciously aware of the link between MLA and multilingualism, and their thoughts about including other languages stem from a wish to validate pupils with L1s other than Norwegian, rather than for language learning itself. A few students also hold ideas about teaching English in a monolingual approach, which is not at all compatible with the objective of the English subject in Norway. These are notions that will subconsciously inform their teaching in the future if the teacher education does not intervene.

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Introduction

The inspiration for this project comes from personal experiences with teachers who did not know how to teach English to pupils whose first language is not Norwegian. “They don’t speak Norwegian properly yet, so we can’t teach them English” seems to be a common theme. This has also been confirmed by people working in teacher education, whom these teachers turn to in asking for advice on how to teach English to these multilingual pupils and how to make use of multilingualism in their teaching (personal conversations communication). This makes teaching English to pupils with other L1s than Norwegian difficult, but it also could affect how English is taught pupils with a Norwegian L1 as well, as including other languages and pluralistic approaches are beneficial in the development of MLA, which in turn benefits language learning. Research shows the same: teachers report that they do not feel prepared to teach English to their multilingual pupils and their knowledge of the phenomenon is lacking (Dahl & Krulatz, 2016). One of the explanations that have been suggested is that the topic is not being covered properly in teacher education and that teacher students also seem to struggle with the term multilingualism and what it entails (Surkalovic, 2014).

Furthermore, research indicates that metalinguistic awareness and multilingualism are closely linked and that they mutually benefit each other. This indicates that applying a pluralistic approach to teaching English, an approach that is based on the inclusion of other languages to differing degrees, might benefit *all* learners and not just the multilingual ones (it could also be argued that the “monolingual” Norwegian speaking pupils learning English are in fact also multilingual as they are learning English). That is not to say that a teacher would be expected to know or be able to speak all the languages represented in their classroom, that would be considered a superhuman feat after all. Neither is it to say that English needs to take a backseat or share the spotlight with other languages. The target language remains English. However, if teaching English through a pluralistic approach might improve learners’ ability to learn and English as well as provide the tools they need to aid them in the learning process of languages other than English as well, it surely is worth exploring

Arguments for including pluralistic approaches can also be found in the national curriculum, both current, LK06, and the upcoming from the Fall of 2020. Currently, competence aims from year 2 all the way through to year 10 expect the pupils to be able to compare English to their own first language, so not including other languages is not really an option. Only a few learners will do this intuitively, however. Most pupils need to be given the tools to be able to do this. The upcoming curriculum is even expected to put a larger emphasis on multilingualism.

The teacher students of today will be the teachers of tomorrow. According to teacher cognition theory, their thoughts and opinions subconsciously influence how they approach teaching. Thus, looking into what they think about a topic that is becoming increasingly relevant might provide an insight into how this could look in the future. This study explores student teachers' thoughts about applying pluralistic approaches in their future English teaching careers to promote pupils' metalinguistic awareness. To try and figure this out, one main research question has been formulated: *What are Norwegian teacher students' thoughts on promoting metalinguistic awareness through pluralistic approaches in their future English teaching career?* as well as three sub-questions: *How do Norwegian teacher students of English understand multilingualism? What thoughts do they have on using pluralistic approaches in their future English teaching career? And To which degree is there a difference between the thoughts of first- and second-year students on the topic of pluralistic approaches to promote MLA?*

1. Theoretical Framework

The following chapter will provide the theoretical framework upon which this study is built. It covers the topics metalinguistic awareness and multilingualism and how they are connected. Provided in this chapter is also a summary of relevant education policy documents, as these present the expectations that are put upon teachers and act as a guide with expressed goals. While LK06 is no longer used as of 2020, this was the curriculum used when this study was conducted and the curriculum the respondents should know about. The two previous studies briefly mentioned in the introduction will be presented to provide a context for the study. Finally, the topic of teacher cognition is covered, as this becomes relevant whenever the subject matter is pre- and in-service teachers' thoughts and opinions in any shape or form.

1.1 Metalinguistic awareness

In the language learning process, we eventually start paying attention to language and our own language acquisition, developing metalinguistic awareness (from here referred to as MLA). Jessner (2006), refers to Malakoff when defining MLA as allowing “the individual to step back from the comprehension or production of an utterance in order to consider the linguistic form and structure underlying the meaning of the utterance” (p. 41). As such, a highly metalinguistically aware individual, might find it accessible to see language “from the outside” and subject it to abstract thought as well as creative and playful manipulation.

Gombert (1993) argues that metalinguistic awareness is a category of metacognition, which in psychology is described, in short, as the individual's ability to control, monitor and assess their own thinking and cognition and their conscious awareness of these processes (Proust, 2010). As to exactly how these processes work is a topic of debate among the experts and is not covered by the scope of this study, as that is several studies in itself.

Metalinguistic awareness, or knowledge, as Gombert (1993) refers to it, can further be divided into the three categories: metaphonological knowledge, metasyntactical knowledge and metasemantic knowledge. Together, the three subcategories make up the individual's

“knowledge of the nature of the linguistic information” (p. 578). Metaphonological knowledge describes the knowledge of the phonological units, the sounds of a given language or language variety. Metasyntactical knowledge is comprised of the knowledge of syntax, the sentence structure in a language and finally metasemantic knowledge is the knowledge of the relationship between the word and its’ meaning in an utterance.

1.2 Multilingualism

Due to its nature and use in several fields, multilingualism has proven to be difficult to define and there is no single definition. Jessner (2006, p. 10) claims that the study of multilingualism has only just begun and that it is a topic of heated debate. Indeed, there seems to be little agreement among the experts as to what makes a person multilingual. She points to the arbitrary nature of the many definitions of multilingualism and refers to Skuttnab-Kangas, who has identified four different categories based on the different criteria used to define the term. These four categories are: *origin*, under which multilingualism is defined as a developmental phenomenon. *Competence*, which uses linguistic competence in two or more languages as the defining factor. *Function*, which considers the role that use of language plays within the community or to the individual. The final category is *social, psychological or sociological*, which takes the speaker’s attitude towards and identification with two or more languages into account.

The only aspect that seems to be the common denominator seems to be that it is distinct from monolingualism. Which, as the term implies, has to do with *one* language. Other than that, there seems to be some disagreement in terms of a specific number of languages and whether bilingualism (two languages) falls under the category of multilingualism. Some researchers, mainly those working with third language acquisition, find it useful to separate the two terms, using bilingual for users of two languages and multilingual for users of three or more. Today, the mainstream stance on the definition in terms of a number of languages, however, is to use multilingualism as the generic term, which covers both bilingualism and beyond (Cenoz, 20013 p. 7).

In a 2008 article by Li (as cited by Cenoz, 2013), a multilingual individual is defined as “anyone who can communicate in more than one language” (p. 5). In this definition, Li does not differentiate between active (speaking and writing) and passive (listening and reading) communication. Cenoz (2013) also highlights the definition provided by the European Commission in 2007, which states that multilingualism is “the ability of (...) individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 5). These two definitions both accept two or more languages as a criterion for multilingualism, but they also highlight another area of debate when it comes to defining the term, which is competence. In the first definition, where there is no difference between passive and active communication, there is little requirement for competence other than being able to at the very least understand more than one language, without necessarily being able to produce it. The definition used by the European Commission does not necessarily put any requirements on competence either, however the use of “on a regular basis” and “in their day-to-day lives” might imply that there is a demand for a certain level of competence in order to be considered multilingual. According to Dewaele (2007, p. 104), early definitions of the term bilingual were restricted to mean that a person needed to have acquired the two languages as mother-tongues and with perfect mastery of them both in order to qualify. At the very least native-like control over the two languages was a requirement. This is highly problematic as it excludes a large portion of people who would otherwise be considered multilingual and it could also be argued that if «native like» mastery is a criterion, then very few people could truly be considered multilingual.

Finally, Some also distinguish between the terms multilingualism and plurilingualism, where multilingualism is used to describe the societal phenomenon in which several languages coexist within a community and plurilingualism is used to describe *individual* multilingualism, where a person knows more than two languages (Krulatz, Dahl & Flognfeldt, 2018. p.11). For the sake of this study, the two terms will be used interchangeably. The reasoning for this is that “plurilingualism” is a relatively new term and most of the theoretical framework this study is based on uses the term “multilingualism” to also mean multilingualism within the individual. This study will also be using the term multilingual as a generic term to also cover bilingual, in order to include those learners with a monolingual background in the process of acquiring English. L1 will be used to describe the first language

an individual learns, while L2, L3 etc will describe languages learned after this, for simplicity's sake, although these terms are not as straightforward, as people can be learning several languages simultaneously rather in succession and even have more than one L1 (Krulatz, Dahl & Flognfeldt, 2018. p. 42). It might also be worth noting that research suggests that there might be a difference in language learning process, depending on if the individual is drawing from two languages in learning a third language or if the person is drawing from more than two languages in the acquisition of another. This will be explained later in the chapter.

1.3 MLA in multilinguals

While metalinguistic awareness is something that most possess to some degree or another, studies have been conducted that indicate that multilinguals surpass their monolingual peers in certain areas of MLA and that it at the very least appears to be different in nature between the two (Jessner, 2006. p 42). The role MLA plays in multilingualism cannot yet be fully explained in all its complexity (Jung, 2013), however, research does suggest that there is a connection between the two and that multilingualism might be a driving factor in the dynamic relationship between MLA and literacy (Roehr-Brackin, 2018, p. 41.). Simply put, that is to say that some early metalinguistic abilities aid in the process of learning how to read and write, while the ability to read and write further develops MLA. For a bi- or multilingual learner “increas[ed] levels of L2 knowledge potentially result[] in larger and more lasting effects on metalinguistic (and literacy) development” (Roehr-Brackin, 2018, p. 41). Based on the idea that multilinguals seemingly possess an increased sense of MLA, Jessner (2008) coined the term “M-factor”, which is a term used to encompass everything that distinguishes a multilingual system from a monolingual system. A key component of the term is metalinguistic awareness, which develops in the multilingual learner from increased language learning experiences and contact with language, which in turn influences further language learning (Jessner, 2008. p. 12).

1.4 From a monolingual approach to a multilingual approach

According to Cenoz and Gorter (2013 p. 591), there has been a tendency to isolate language when teaching English as a second language. Separating English from the other language(s) in the learners' or the curriculum's repertoire has been a way of emulating the monolingual native speaker of English in order to achieve the (mostly) unattainable goal of native like command of the language. Teachers are often expected to use exclusively English, and to pretend to be monolingual, avoiding referencing the first language or any other languages. Based on personal experiences, this can be observed in the English classrooms with teachers who pretend they do not understand when a pupil addresses them in Norwegian and in statements such as "we only speak English in English class" when this occurs. As Cenoz and Gorter (2013) put it: this "monolingual ideology encourages students and teachers to act as if they were monolingual speakers of English so as to achieve the unreachable goal of speaking English as if they did not know other languages" (p. 593). In a society where monolingualism has been the norm, multilinguals have mistakenly been considered several monolinguals in one, and as such, their linguistic competence has been measured against the monolingual standards of native speakers (Jessner, 2006, p. 10). This is problematic according to Cook (1999), as multilinguals and monolinguals are inherently different. The multilingual's linguistic competence equals the sum of all their languages combined, and each language should not be considered separately.

Hard boundaries between languages in education is an artificial concept, as the multilingual's reality consists of soft boundaries, where speakers tend to combine elements from different languages (Cenoz & Gorter, 2013, p. 592). Scholars suggest that these soft boundaries need to be applied in education as well, by involving all the languages available to the learner. It is argued that such an approach could improve the efficiency in language teaching, as it allows for the plurilingual learner to draw on and develop their metalinguistic awareness and use all the resources at their disposal (Cenoz & Gorter, 2013, p. 596). Softer and more fluid boundaries between languages in teaching English as a second language is a requirement if the aim of the subject is to encourage multilingualism in the speaker. This is also the case for the current Norwegian national curriculum (kunnskapsdepartementet, 2016), and even more so in the upcoming one (kunnskapsdepartementet, 2018).

1.5 Multilingualism and MLA in the Norwegian National Curriculum

Emphasis on multilingualism is found reflected in the current Norwegian national curriculum, the Knowledge Promotion (LK06). In the chapter on the purpose of the subject of English in Norwegian schools, it is explicitly stated that “Learning English will contribute to multilingualism and can be an important part of our personal development” (Kunnskapsdepartementet, 2016. p 1). This suggests that multilingualism is something to strive for and that it is something that might be of personal value to the individual. A softening of the boundaries between languages is also touched upon in the competence aims. As a matter of fact, from year 2 and all throughout a pupils’ mandatory education, he/she is expected to be able to compare English vocabulary and structures of the English language to his/her own native language. After year 2, the pupil is expected to be able to “find words and phrases that are common to English and one’s native language» (Kunnskapsdepartemntet, 2016. p. 6), after year 7, he/she is expected to be able to «identify some linguistic similarities and differences between English and one’s native language» (p. 8). These aims cannot be achieved without softening the boundaries between languages. Furthermore, the latter one quite clearly links these goals to MLA in its wording, as making comparisons and identifying linguistic traits is a metalinguistic ability. However, MLA is not mentioned in the Knowledge Promotion specifically. Although, it is implied in the purpose chapter, where it is stated that awareness “of the strategies that are used to learn a language, and strategies that help us to understand and to be understood, the acquisition of knowledge and skills becomes easier and more meaningful” (Kunnskapsdepartementet, 2016, p.1). MLA is also implied under one of the four main subject areas, language learning, which focuses on the processes involved in learning a language and seeing relationships between English, one's native language and other languages. It covers knowledge about the language, language usage and insight into one's own language learning. *“The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language”* (Kunnskapsdepartementet, 2016. p. 2).

Finally, the new curriculum, Fagfornyelsen, currently in development and planned to be set in motion in the Autumn of 2020 is expected to expand further on the multilingual aspect from the current one. It is still being drafted, however, UDIR have released the three “core

elements” of the English subject curriculum, one of which is “language learning”. In describing this core element, UDIR suggest that

“[k]nowledge about English as a language system (sounds, vocabulary and sentence and text syntax) combined with language learning strategies will give the learner both choices and opportunities when they communicate and interact in English. Language learning involves seeing connections between English, their own language and any other language the learner might know. Knowledge about language learning enables the learner to use multilingualism as a resource” (Kunnskapsdepartementet, 2018. My translation).

This explicitly states a connection between MLA i.e. language learning and multilingualism as well as identifies multilingualism as a resource as opposed to the slightly vaguer terminology used in the Knowledge Promotion, where multilingualism is described as something that might contribute to personal development rather than used as an actual resource in language learning.

1.6 Pluralistic approaches

The link between MLA and multilingualism indicates that it might be beneficial to approach language learning in a way that takes advantage of the symbiotic relationship between the two, wherein increased MLA nurtures language learning and language learning further develops the metalinguistic awareness in a learner. This might be achieved by softening the boundaries and moving away from the compartmentalised view of language teaching (Candelier et al, 2012, p. 8) as mentioned earlier in this chapter. Several specific didactic approaches have been developed with this in mind.

The term pluralistic approaches refers to a didactic approaches that involve several, i.e. more than one, language varieties and cultures, as opposed to singular approaches, which only take into account one language or culture in isolation (Candelier et al, 2012.). This is not a new phenomenon, but rather something that has been emerging in the field of language teaching over the past 30 years. Candelier et al. (2012, pp. 6-7) point out four distinct pluralistic

practices. The first of which, the *intercultural approach* will not be discussed here. While the cultural aspect is also a crucial part of language learning, the focus of this study is that of the linguistic aspect. As such, only the linguistic oriented approaches will be explained. These are the *integrated didactic approach*, *intercomprehension of related languages* and *awakening to languages*.

1.6.1 Integrated didactic approach

The integrated didactic approach is according to Candelier et al (2012) the most common one out of the three. The idea behind this method is to help the learners “establish links between a **limited** number of languages” (p. 6), which are ones taught within the school curriculum. The approach aims to use the language of education as an aid in the acquisition of a first foreign language and then these two languages will later work as a foundation in the acquisition of a second foreign language. Ideally this will establish a mutual support between all three languages. Put in a Norwegian context it would be using Norwegian to help the pupils acquire English as their first foreign language. This could be achieved by looking for similarities in structures and transparent words, i.e. words that sound and mean the same in both languages. When the pupils then go on to learn a second foreign language of their choice in secondary school, normally French, Spanish or German, the links already established between Norwegian and English would then be used as an aid in acquisition. This notion is found reflected in the national curriculum. Being able to compare ones native language and English is a recurring theme in the competence aims for English throughout both primary and secondary levels (Kunnskapsdepartementet, 2016). Using both English and Norwegian is not specifically mentioned in the curriculum for foreign languages. However, two of the competence aims do mention examining “similarities and differences between the native language and the new language and exploit(ing) this in his or her language learning” (Kunnskapsdepartementet, 2016, p. 6) as well as exploiting ones experience of language learning in order to learn a new language. This might imply English as one possible experience of language learning for the pupils that only speak Norwegian and English as well as any other language the pupils might have learned.

1.6.2 Intercomprehension between related languages

Learners working on two or more languages from the same linguistic family simultaneously was an approach mostly used with adult learners in the 1990s (Candelier et al, p.7). One of the languages is the learners' mother tongue, language of education or previously acquired language. The idea is that the learners use their knowledge of an already acquired language to learn a related language. Reading and listening, the receptive skills, are the main focus in this approach.

1.6.3 Awakening to Languages

The Awakening to Languages approach might be considered the most “extreme” one out of the three mentioned here. This is because it includes up to several dozen “languages which the school generally does not intend to teach” (Candelier et al., 2012 p. 7) in some of its learning activities. That is not to say that these languages are the focus of such an approach. Rather, the focus is on the language of education and/or other languages that may be learned in school, such as English in the context of this study. However, the approach is not limited to these languages only, and other linguistic varieties - from both the learners' environment and from all over the world – are incorporated. The idea behind it, initially, was to introduce pupils to linguistic diversity and to recognize the languages of pupils from diverse language backgrounds. Candelier et al (2012) also suggest that the awakening to languages approach also might be used to support language learning in general rather than the learning of a specific language.

1.7 FREPA

In order to provide teachers with resources, the FREPA project was started by the European Centre for Modern Languages, a branch within the council of Europe in order to provide teacher trainers and educational leaders with tools to aid them in implementing pluralistic approaches to their teaching. The project has gathered an extensive database of online teaching materials as well as a training kit for teachers on how to use these resources

(Candelier et al, 2012, p. 5). A central part of the project is the document *FREPA. A Framework of References for Pluralistic Approaches to Languages and Cultures. Competences and Resources* (From now shortened to FREPA), which is what will be used for this project. In this document, the creators of the project have attempted to put together an extensive list of competences and resources that a language learner might develop from pluralistic approaches (p. 13). Three main categories have been identified: skills, knowledge and attitude. These have been divided into overarching sections, which have been further broken down into more detailed *descriptors*, describing these resources. A thorough explanation of how the document is structured is provided in chapter 2. It might also be worth noting that this not only includes what someone might learn in terms of linguistic knowledge, skills and attitudes but also knowledge, skills and attitudes towards culture. For this thesis, however, only the part about language is relevant.

In FREPA, the knowledge and skills descriptors particularly are closely linked to MLA. In the explanation for the choice of knowledge resources, it is stated that “the elements of knowledge presented as resources in the list correspond in the main to explicit metalinguistic knowledge. (...) They are the **result of observation** and a **more or less conscious analysis of some formal characteristics** of language (Candelier et al, 2012, p. 64). MLA is also prominent in the list of skills resources, where the first categories are connected to observation and reflection, which are metalinguistic skills (Candelier et al, 2012 p. 77). With this, FREPA draws a link between pluralistic approaches and MLA. The authors even go as far as to claim that in order to develop quite a few of these resources, a pluralistic approach is in fact *necessary* (p. 24). In other words, it could be said that pluralistic approaches should be considered in order for learners to develop certain metalinguistic abilities and skills.

1.8 Teacher Cognition

Presenting teachers and teacher students with questions about their views and thoughts on teaching matters is paramount to understanding the goings on in classrooms in terms of what is being emphasised and in which way. It turns out, teachers are, somewhat subconsciously, influenced by their cognition in their teaching. This teacher cognition, or sometimes referred to as teacher knowledge encompasses all kinds of cognitive constructs (Borg, 2006, p. 38),

such as their knowledge of the subject they are teaching as well as their thoughts, views and opinions and more deeply rooted beliefs about teaching and learning. This all comes together and guide teachers in their thinking and behaviour in their classroom. As difficult it is to study something as elusive and “unobservable” as cognition, extensive research in the field of teacher cognition has been done for the past few decades. The broader field of teacher cognition has been narrowed down into smaller sub-fields such as teacher cognition and language learning. Teachers might not even be aware about all this “cognition” going on in the background, informing their teaching as they make decisions, both in the planning phase and in the classroom.

1.9 Previous studies: students and teachers

As mentioned in the introduction, Surkalovic (2014) conducted a study where she examined to which extent the teacher education in Norway prepares the students to teach English to multilingual pupils and pupils with L1s other than Norwegian. She based her research on the fact that the Norwegian national curriculum contains competence aims that require pupils to be able to compare English with their native language. This fact, she claims, seems to be ignored in the English teacher education, which does not consider the multilingual perspective in its guidelines. Surkalovic points out that, while the students are expected to be considerate of the cultural and linguistic diversity in the classroom, what is expected of them in terms of knowledge described in the guidelines for the programme is not necessarily consistent with this. The students are expected to be able to compare English and Norwegian and otherwise are only required to have knowledge about the target language rather than knowledge about language and language learning in general. Surkalovic perceives this as a weakness with the programme, as a more general approach to language is crucial in a multilingual classroom. In order to examine whether or not this lack of multilingual focus in the teacher programme is reflected in the students’ knowledge of the topic, Surkalovic conducted a questionnaire with a total of 94 teacher students of English, both from the GLU 1-7 and 5-10 programme and from years 1-4. The results from the study showed that the students did not know much about the language situation in Norway and that they had little general knowledge about language and strategies with which to approach the many different languages they undoubtedly will meet in their future teaching careers. That is to say there is a lack of metalinguistic awareness that

might help them help their students to learn English in a way that meets the requirements of the competence aims in LK06, where the students are expected to be able to compare their native language and English. This is not necessarily an innate ability within the pupils, although with a certain degree of MLA they might be able to do it without being shown how, perhaps especially if their native language and English are related. For the most part, however, if the teacher is not able to provide their pupils with strategies on how to do this, the pupils cannot be expected to be able to intuitively figure this out on their own. It is not a matter of expecting the teacher to speak every language of every pupil they encounter, which would be a superhuman feat, but rather to have enough general knowledge about language and language learning to be able to show their pupils how. This is not something that is only relevant for teachers with pupils who have native languages other than Norwegian, as pupils who are Norwegian native speakers are not exempt from these competence aims.

Finally, while Surkalovic's study uncovered that the students lacked knowledge about both multilingualism and MLA, it also showed that the majority of the students (85%) who participated think that it is important that they, as English teachers, know about languages other than Norwegian and English. Although, she does point out that it is worrying that 13% of the respondents think that English and Norwegian suffice, considering the competence aims in LK06.

A similar study was conducted by Dahl and Krulatz (2016), where they provided a questionnaire to 176 in-service teachers as well as conducted interviews for more qualitative data with four teachers. In their study they explored whether Norwegian English teachers felt prepared to teach English as a third language. In the context of this study that meant teaching English to pupils with L1s other than Norwegian. Their study showed that while a majority of the teachers, 62%, felt that they were somewhat prepared to teach English in a multilingual classroom, only a few had relevant education to this specific topic. The research also uncovered that even though the teachers felt they were somewhat prepared for this task, they also wished for more knowledge about it. In their article, Dahl and Krulatz point out the specific responsibility the English teacher has in supporting multilingualism (p. 3). They base this statement on the national curriculum, which states that part of the English subject is about learning how to learn a new language and making connections between English, the learner's

L1 as well as other languages. However, Dahl and Krulatz argue that while the teachers from their study feel up to the task, they might not realize the complexity of it. They suggest that this is based on a lack of education on the field which also is reflected in the teachers' wish for further knowledge about the topic (Dahl and Krulatz, 2016 p. 13).

1.10 SUMMARY

As it turns out, multilingualism is difficult to define, but can be summed up as competence, such as either passive or active communication to some degree, in two or more languages. This is closely linked to metalinguistic awareness, which allows an individual to see language from the outside and think about language in abstract ways and even play with it. There is research that suggests that multilingual individuals outperform their monolingual peers when it comes to MLA. A higher sense of MLA allows a learner to acquire languages and new aspects of language with greater ease, which in turn aids in the process of becoming multilingual. The two feed into each other and are mutually beneficial. Due to this, it might be worth adopting pluralistic approaches to language teaching and include languages other than the target language, which is the language that is being learnt. This could be considered a way to teach a language that exploits this relationship between MLA and multilingualism, and tearing down the artificial boundaries between languages, as in reality these boundaries are softer, rather than teaching English with a monolingual approach. FREPA has been developed as a framework for applying pluralistic approaches.

Furthermore, multilingualism is seen as a goal in the Norwegian educational system. Recent research, however, suggests that both teachers and student teachers do not have sufficient knowledge to teach English with multilingualism in mind, and thus are losing out on the potential beneficial relationship between MLA and multilingualism. Teacher cognition theory suggests that a teacher's knowledge and thoughts about a topic are subconscious influencers of what is being taught and how it is taught.

2. Method

This chapter will provide an explanation of the methods used to gather and analyse the data for this study. Firstly, a brief introduction of the qualitative, quantitative and mixed methods will be given in order to categorise this study. The participants of the study and questionnaire as a method will be introduced before going into detail on how the questionnaire was constructed, administered, and subsequently analysed. Finally, validity and reliability as well as potential issues with the chosen methodology will be discussed.

2.1 Qualitative dimension

There is a certain qualitative aspect to this study. A qualitative research approach is explorative in nature and attempts to understand “the meaning individuals or groups ascribe to a social or human problem” (Creswell & Creswell, 2018. p 4). In analysing the data, the researcher goes from the specific to general themes. In this process the researcher has to interpret the data in order to extract meaning. In this project, the quantitative dimension is reflected in the two research questions *How do Norwegian teacher students of English understand multilingualism? And What views do they have on using a pluralistic approach in their future English teaching career?* In order to answer these questions, the participants’ answers to items 1-5 in the questionnaire (Appendix 1) were subject to qualitative content analysis in order to extract overarching themes. These five items in the questionnaire were in the form of open-ended questions in order to get a deeper understanding, required for qualitative research. The participants were asked to reflect on the topic of plurilingualism and give explanations for their opinions.

2.2 Quantitative dimension

This study also has a quantitative dimension. Quantitative research provides numerical data that can be subject to statistical procedures (Creswell & Creswell, 2018. p. 4). The number of participants in this study makes statistical tests and analysis a viable option. The quantitative aspect is specifically reflected in the two research questions: *What are their opinions on*

promoting metalinguistic awareness through a pluralistic approach in their future English teaching career? And To which degree do the pre-service teachers themselves possess metalinguistic awareness? These are attempted answered by a Likert scale (item 6. See appendix 1) and two linguistic tests (Items 7 and 8, see appendix 1), respectively, which produce quantifiable data. The data extracted from items 1-5 have also been quantified to some degree.

2.3 Mixed method

Considering that this study is approached both qualitatively and quantitatively, it could be labelled as mixed methods. Mixed methods research involves collecting and integrating both qualitative and quantitative data. The idea behind this approach is that the two forms of data in combination will yield greater insight than what they can on their own (Creswell & Creswell, 2018. p. 4). This study attempts to answer research questions of both a qualitative and a quantitative nature, as stated above. Furthermore, in analysing the data, both qualitative content analysis and some simple statistical analysis have been conducted. It is therefore argued that the methods approach chosen for this study classifies as a mixed methods approach. The mixed methods dimension of the project is mirrored in the questionnaire that was developed, which includes both open-ended questions for qualitative content analysis as well as a quantifiable Likert scale item and two linguistic tasks. In choosing both a quantitative and qualitative approach, the items in the questionnaire shed light on each other and provide a deeper insight into the topic.

2.4 Questionnaire

In order to answer the research questions, the chosen means for data gathering was a questionnaire. A questionnaire was chosen because it is both time efficient and allows for gathering data from larger groups of people at the same time (Dörnyei, 2003 p. 9), as well as versatile, allowing for both open-ended and closed questions. A questionnaire is appropriate for this study due to the mixed method approach. The quantitative aspect requires a larger group of participants and the qualitative aspect requires open-ended questions. choosing a

questionnaire meant that both the quantitative data and the qualitative data could be gathered from a larger group of participants simultaneously.

When designing a questionnaire, there are potentially a few pitfalls. There is for instance little chance to correct respondents' mistakes or clarify misunderstandings (Dörnyei, 2003. p.11). Great care was therefore taken when constructing and before administering the questionnaire to make sure that the questions were as clear as possible and that they left little room for interpretation. Of course there is always the possibility that the respondents are not entirely honest, in order to give what they might consider to be the "desired" answer (Dörnyei, 2003 p. 9). In order to avoid this, effort was made to make the questions as neutral and unbiased as possible. This involved formulating the questions in such a way that a desired answer could not be perceived. An example of this is item 5 (see appendix 1). In the first draft of the questionnaire this question was "*Think about your future career as an English teacher. Would it be important to you to teach in a way that would support your pupils in learning languages other than English?*" In the final version, the word *important* was removed, as it made the question loaded. The participants were also told beforehand that there were no right or wrong answers. While the questionnaire is in English, in order to avoid potential issues with expressing themselves in a second language, the participants were told that they could answer in either English or Norwegian, whichever language they felt the most comfortable with. This was also stated in writing in the introduction of the questionnaire (appendix 1) as well.

2.4.1 Constructing the questionnaire

The questionnaire can be divided into four sections. Part one consists of the first five items, which are open-ended questions. These ask the respondents to reflect on their opinions on multilingualism and on using a pluralistic approach in their future careers as English teachers. These will attempt to answer the research questions *How do Norwegian teacher students of English understand multilingualism? And What views do they have on using a pluralistic approach in their future English teaching career?*

Part two of the questionnaire is item six, which is a Likert scale. The participants are presented with six statements to which they had to indicate their level of agreement. This item sets out to answer the question *What are their opinions on promoting metalinguistic*

awareness through a pluralistic approach in their future English teaching career? The statements in item six are all borrowed, with permission, from A Framework of References for Pluralistic Approaches to Languages and Culture, shortened to FREPA (Candelier et al, 2012) and relate to metalinguistic awareness in different ways. These statements have all been carefully selected based on a few criteria. In order to explain how these criteria were chosen, a description of how the framework is constructed is necessary.

The framework itself is created as an aid for educators and education policy makers, and sets out to describe a set of resources, which are developed by the use of pluralistic approaches to teaching, according to the creators of FREPA (Canderlier et al, 2012, p. 17). The framework divides these resources into the three categories *knowledge*, *skills* and *attitudes*. For the sake of this project, only knowledge and skills were considered, as attitudes, while also an important part of language learning, do not relate to the definition of MLA used in this study.

The category *Knowledge* is further divided into two sections: one section with resources for language and another section with resources for culture. Only the resources related to language were considered as, these reflect explicit metalinguistic knowledge (p. 64). These are further categorised into seven sections:

- *I Language as a semiological system*
- *II Language and society*
- *III Verbal and non-verbal communication*
- *IV Evolution of languages*
- *V Multiplicity, diversity, multilingualism and plurilingualism*
- *VI Similarities and differences between languages and VII Language and acquisition.*

The resources for *Skills* have a similar categorization into sections. These are as follows:

- *I Can observe/analyse*
- *II Can recognise/identify*
- *III Can compare*








- *IV Can speak about languages and cultures*
- *V Can use what one knows of a language in order to understand another language or to produce in another language*
- *VI Can interact*
- *VII Ability to learn*

This “list begins with categories connected to metalinguistic observation and reflection and ends – apart from the category of *Ability to learn* – with categories related to the actuality of situations of communication” (Candelier et al, 2012, p. 77). From the *Skills* resources, only the ones related to MLA were considered.

Further, a description of what knowledge and skills for each resource entails is provided. These descriptors are further hierarchically structured, with one general descriptor on top and more specific descriptors underneath. An example of this can be found in *Knowledge* section IV *The evolution of languages*. Descriptor K4 reads: *Knows that languages are continuously evolving*. A subdescriptor of this is then K4.1, which reads *Knows that languages are linked between themselves by so-called “kinship” relationships / Knows that languages belong to language families*. Then there is K 4.1.1, which reads *Knows about some families of languages and of some languages which make up these families* (Figure 2.1).




Figure 2.1: Hierarchical structure of descriptors. From FREPA pages 26-27

Section IV. The evolution of languages

K 4	Knows that languages are continuously evolving	
K 4.1	Knows that languages are linked between themselves by so-called "kinship" relationships / knows that languages belong to language "families"	
K 4.1.1	Knows about some families of languages and of some languages which make up these families	
K 4.2	Knows about the phenomenon of "borrowing" from one language to another	
K 4.2.1	Knows about the conditions which bring about linguistic "loans" (situations of contact, "lexical / terminological" needs linked to new "products / technologies", swings of style...)	
K 4.2.2	Knows what differentiates a linguistic "loan" from linguistic "kinship"	
K 4.2.3	Knows that certain "loans" have spread across a number of languages (taxi, computer, hotel...)	

Finally, each descriptor is marked with a key (fig. 1), of which there are three different levels (Figure 2). A blank key symbolizes that resorting to pluralistic approaches is useful to develop the resource. A partially coloured in key symbolizes that resorting to pluralistic approaches is important to develop the resource. Whereas a completely coloured in, green, key signals that the developers of FREPA consider resorting to pluralistic approaches essential in developing the resource. The descriptors K 4.2, K 4.2.1 and K 4.2.2 are all marked with partially coloured in keys, whereas descriptor 4.2.3 has been given a green key (figure 1). According to this, then, the knowledge that loan words have spread across a number of languages, is something that the developers consider improbable to obtain without a pluralistic approach.

Figure 2.2: Key rating scale for descriptors. From FREPA page 17

	The contribution of pluralistic approaches is ESSENTIAL	for resources which one can probably not attain without pluralistic approaches.
	The contribution of pluralistic approaches is IMPORTANT	for resources which can be attained without pluralistic approaches, but much less easily.
	The contribution of pluralistic approaches is USEFUL	for resources which can be attained without pluralistic approaches, but for which the contribution of such approaches seems useful enough to be worth mentioning.

When deciding which descriptors to go with for the questionnaire, several factors came into play: which sections to choose from, the hierarchical levels of the descriptors, and the keys. In order to relate it to MLA sections IV, VI and VII from *knowledge* were chosen and from *skills*, sections III, V and VII as these were deemed to be the most relevant. Three different sections were considered for both *knowledge* and *skills* in order to avoid similar or overlapping descriptors. Descriptors on the highest tier were too broad and general while some of the lowest tier descriptors were considered too narrow and specific. Within the context of a Likert scale, it would have been difficult to consider a statement either too general or too specific. Lastly, in order to reflect the link between MLA and plurilingual approaches, only descriptors with green keys were considered. Having applied these criteria, the descriptors that were finally selected were the following:

- K 4.2.3 *Knows that certain “loans” have spread across a number of languages (taxi, computer, hotel).*
- K 6.5 *Knows that each language has its own phonetic/phonological system.*
- K 7.2 *Knows that one can build on the (structural / discursive / pragmatic) similarities between languages in order to learn languages.*
- S 3.7.1 *Can compare sentence structures in different languages.*
- S 5.6 *Can identify one’s own reading strategies in the first language (L1) and apply them to the second language (L2).*
- S 7.3.2 *Can use knowledge and skills acquired in one language to learn another.*

These were for the most part kept true to their wording in the questionnaire, with the exception of K 6.5, where the original wording was altered, as it was perceived it might lead to comprehension problems. “Phonetic/phonological system” was replaced with “sound system”. In K 7.2 the bracketed text was removed as it was deemed redundant.

The questionnaire also has two MLA tasks, however this will not be considered in this study, as it proved difficult to tie in with the remaining questionnaire items and theory in a way that is within the scope of this study.

2.5 Pilot

Before conducting the actual questionnaire, a pilot questionnaire was performed in order to see if the questions would work as intended. Ten teacher students with language study backgrounds (English, Norwegian and sign language) participated in the study. The questionnaire remained mostly unaltered after the pilot; however a change was made to the instruction for the first task. For the pilot, the instruction had read: *Look carefully at how the sentences are structured, and try to write the following sentence in this language.* This was changed into (...) *and try to translate the following sentence into this language.* The change was made to make the instruction clearer, as two of the pilot participants had translated the sentence from English into Norwegian instead of into the made up language. (The change made may not have expressed what the participants were supposed to do clear enough, as some of the participants in the actual study made the same mistake). The order of the questionnaire was also changed after the pilot. For the pilot the two tasks were the last two items, preceded by the personal questions, this order was changed for the final edition of the questionnaire, as Christoffersen and Johannessen (2012, p. 136) suggest placing these questions at the end of the questionnaire. Lastly, the printing for the pilot had been two-sided, this was changed to one-sided for the study, so as to not risk any missed questions when turning the pages.

2.6 Participants

The questionnaire was administered in two different groups of English teacher students attending the 1-7 teaching program at a Norwegian university college. In total there were 13 males and 41 females in the two groups. The first group (Participants 1-31) was a class of first year students towards the end of their very first semester who had recently returned from their first teaching practice experience. Group two (Participants 32-54) was a class of second year students at the beginning of their fourth and final semester of English. This group had recently returned from teaching practice as well. Both groups have through their education briefly learnt about CLIL, content & language integrated learning, which is related to multilingualism. This might have affected answers from some of the participants in the second group. The two groups were chosen out of convenience because they were accessible.

2.7 Administering the questionnaire

The classes were visited during a lecture as agreed with their lecturers. They were given a brief introduction of the study by the researcher and asked to participate. The participants were presented with a consent form (Appendix 2) for them to sign, which was read out loud for them as well. It was also stressed that participation in the study was voluntary and anonymous. The respondents were allowed to answer the questionnaire in either English or Norwegian, whichever language they felt the most comfortable with. The first group were visited in the middle of a lecture, in which one of the topics of the lecture was etymology of words and loan words, which might have affected some of the answers. The second class was visited at the beginning of their lecture. Both groups have through their education briefly learnt about CLIL, content & language integrated learning, which is a teaching method related to multilingualism. This might also have affected answers from some of the participants in the second group. In addition, after having analysed the data from the first group before administering to the second, a decision was made to ask the students of the second group to read the questions carefully. This is stated in the questionnaire itself, however a few participants seemed to have misinterpreted some of the questions. Otherwise the presentation and administering of the questionnaire was identical in both groups

2.8 Analysing the questionnaire

The questionnaires were scanned and turned into a PDF-format so that they could be coded using NVivo 12 Pro, a software designed for qualitative data analysis. Using the program for coding makes the data more manageable than doing it on paper, as all the codes are structured into nodes. These nodes can also be put into hierarchical structures, by creating so-called parent and child nodes (Edhlund & McDougall, 2017 p. 141). This links related codes and allows for sub code categories. This makes all the coding readily accessible and provides an overview of all the codes in the entire data set. Additionally NVivo allows for visualization of the data through maps and graphs.

First, all 15 items in the questionnaire were coded. This was done by highlighting the area of each individual item in the document and putting into a Node. This procedure was repeated for every questionnaire, ending up with one Node for every item. Each Node containing 54 codes. These then became the highest level of parent nodes in the hierarchy of Parent Nodes and Child Nodes. The next step was then to code the participant answers. This was done differently depending on the type of questionnaire item.

The answers to each of the open-ended questions were analysed to look for themes. These were then categorised and put in Child Nodes, structured under the relevant Parent Nodes. Overarching themes were further turned into Parent Nodes with Child Nodes of their own. An example of how all of this was done is the first item in the questionnaire, which asked the participants to explain their understanding of the term “multilingualism”. The item itself was coded as Q1 and turned into a Node. This was done for all the questionnaires, resulting in one Node labelled Q1 with 54 codes, one for each questionnaire. One recurring theme in the participants’ definitions was how many languages one speaks in order to be considered multilingual. A Child Node to Q1, labelled *number of languages* was created. This then became an overarching theme and Parent Node to several Child Nodes: *More than one, Two or more, Several* etc. Nothing was coded into the Parent Node itself, but the codes from the Child Nodes were Aggregated into it. This way the number of codes in the Parent Node equalled the sum of codes in all its Child Nodes (Edhlund & McDougall, 2017. p 137).

A value was assigned to each response option. “Strongly agree” was given a 5 and “strongly disagree” was given a 1. The options between were valued at 4, 3 and 2 respectively. The only respondents that had any answers ranked at 1, strongly disagree, were respondents 2 and 44. However it might be worth noting that their answers to the rest of the questionnaire suggest that they got the order of the scale the wrong way around. They were otherwise very positive in their answers to the open questions and the Likert scale answers do not seem to make sense in relation to these. In order to compare the two groups’ answers, the Mann Whitney U test was applied, as the answers in a Likert scale are non-parametric, meaning there is no fixed value between an answer that is “strongly agree” and one that is “agree”. Non-parametric tests rank the data by assigning numbers, the lowest score is given a rank of 1 and so on. There are several non-parametric tests, but the Mann Whitney test was chosen, as it allows for

comparing two groups (Field, 2018). Each answer valued at 1-5 was put into two tables, one table for each group. These were then put into an online Man Whitney calculator (<https://www.socscistatistics.com/tests/mannwhitney/>), which calculated the data. From this, a p-value is derived. The difference between the two groups would be significant at a p-value of $<.05$. This same procedure was then done for each of the six Likert scale statements.

2.9 Reliability and validity

Reliability increases with number of participants. The number of participants in this study was 54, and if the questionnaire was to be conducted with a different group from a similar demographic or with the same group within a 2-3 weeks timeframe they should be able get the same results in order to test the reliability. Another way to test the reliability of the results could have been to have another researcher analyse the questionnaires and see if they came up with the same categories as the ones presented in this thesis(Christoffersen and Johannessen, 2012, p. 23). This was not possible to do within the scope of this thesis, thus reliability was ensured by the number of participants.

Content validity was ensured by administering the questionnaire in a pilot study before going ahead with the actual study. This way it could be decided whether or not the items in the questionnaire answered what they set out to answer. Thus, the pilot gave an indication which items worked as they were and which did not. Any items that needed to be altered before the administering the questionnaire were altered. In this case, the pilot provided the answers that were expected, and did not need much altering. The only items that were in need of altering were the tasks, however these have been omitted from this study.

2.10 Ethics

As no personal information that could be traced back to a single person was gathered in the questionnaire, the project is exempt from reporting to NSD. To ensure anonymity, the questionnaire was distributed in paper format rather than online, as an online questionnaire could have been traced back to the participant via an IP address. All participants signed an informed consent form on a separate sheet of paper. This consent form was also read out loud

to them and it was made sure that they understood that participation was entirely voluntary and that not participating would have no ramifications for them.

2.11 Limitations

There are certain limitations linked to this being a mixed methods study. While there are benefits of combining the two method paradigms, there are also drawbacks. As a mixed methods study cannot be considered an in-depth quantitative or qualitative study. If this were desired, methods of solely quantitative or qualitative properties would have been applied. However, what it does do is provide data that are both qualitative and quantitative in nature, which makes it possible to have a more nuanced look at both dimensions than would have been possible with just using either method.

As previously mentioned, there are certain pitfalls regarding using a questionnaire as a data gathering tool. While an effort was made to work around most of these in the construction of the questionnaire as described in 2.4, some are harder to avoid. There is for instance the disadvantage of unreliable and unmotivated respondents (Dörnyei, 2003. p. 10). This became evident, as two respondents left all of the open-ended questions blank and only responded to the Likert scale. A few respondents did not answer these questions as detailed as desired, despite being asked to do so. Additionally, regardless of having worked toward making the open-ended questions as clear as possible a few respondents did not answer the questions asked of them. When answering the “why” questions some respondents rather answered “how”. This could have been avoided by asking the open-ended questions in interviews or group discussions in addition to or instead of the questionnaire itself. This would have allowed for correcting misunderstandings and probing for more detailed answers, however at the expense of number of participants and thus a qualitative dimension.

3. Findings and Discussion

Presented here are the categories that emerged in the analysis of the qualitative questions from the questionnaire (Items 1-5) as well as the results from the Likert scale (Item 6). Each of the categories are briefly explained followed by a few examples. A discussion follows each item presented, where the results are considered in light of the theory presented in chapter 1. It is important to note that there is a difference between number of respondents and number of codes, as most respondents provided answers that fell under several categories. Examples are transcribed as is, errors and occurrences of Norwegian in the respondents' answers have not been corrected. Examples of whole answers given in Norwegian have been translated.

3.1 Item 1: Please explain what "multilingualism" is.

Three main categories have been extracted from the respondents' answers to the first item in the questionnaire, "please explain what multilingualism is". The emerging categories largely reflect the definitions of the term multilingualism, which will be further discussed later in this chapter. The three categories are as follows: *Number of languages*, where the respondents mentioned a specific number or in some way tried to quantify languages. Some of the respondents also mentioned one or more competencies as criteria for their definition of multilingualism, these answers are coded under the category *Competence*. The last main category is *Context*, which was coded for whenever the respondents mentioned a context or situations in which multilingualism may occur. A fifth category was titled *Other*. These are answers that do not belong in the other categories, are too few to make up categories of their own yet might be worth investigating.

3.1.1 Number of languages

70 % of the respondents mentioned a number of languages as a part of their definition of the term multilingualism. The category *number of languages* can further be divided into four subcategories, the two largest ones being *Several languages* and *More than one*. These were

registered 22 and 15 times, respectively. Two smaller subcategories were *two or more*, which was registered three times and *more than two*, which was registered only two times.

(Insert table or graphic representation)

Examples several languages:

Respondent 10: “Multilingualism is that you know and speak several languages”

Respondent 25: “You know multiple languages”

Respondent 53: “Multilingualism is a term that means “several languages”“

Examples: More than one

Respondent 6: “Multilingualism is having more than one language (...)”

Respondent 12: “The use of more than one language”

Respondent 50: “(...) å beherske mer enn ett språk” Translation: “To master more than one language”

Examples: Two or more

Respondent 8: “to be able to speak two or more languages (...)”

Respondent 30: “To be able to speak, read and understand two or more languages”

Respondent 42: “At man får opplæring i to/eller flere ulike språk(...)” Translation: “That one is taught in two/or more languages”

Examples more than two

Respondent 40: “(...) I believe it is more than two languages”.

Respondent 43: “Multilingualism is when a person is fluent in more than two languages”

3.1.2 Competence

33 of the respondents (61%) mentioned competence or ability in some form or another as part of their definition of multilingualism. This category was the largest in terms of individual codes, with 55 separate codes. The most frequent subcategories were *ability to speak* with 21 registered codes and *ability to use*, with 13. Some respondents also mentioned understanding as a criterion in their definition of multilingualism. These were coded as *Ability to understand* and in total, this code was registered six times. A few respondents also mentioned *Fluency*, which was coded four times. *Ability to communicate* was coded five times. Literacy coded four times. This can further be divided into two subcategories *reading* and *writing*. There was also one respondent (52) who brought up being able to “(...) use several languages as well as any other”, which was coded at *Balance*. Finally, one respondent (54) brought up being able to express oneself: “Det å kunne bruke flere språk for å uttrykke seg” Translation: “Being able to use several languages to express oneself”. This was coded as *Ability to express*.

Ability to speak

Respondent 11: “(...) I think it means being able to speak more than one language”.

Respondent 13: “It means that you can speak more languages”.

Ability to use

Respondent 4: “(...) at man bruker mer enn ett språk (...)” Translation: That one uses more than one language.

Respondent 38: “Using different languages (...)”

Ability to understand

Respondent 17: “That you can talk/understand multiple languages”

Respondent 42: “En forståelse av flere språk” Translation: An understanding of several languages.

Fluency

Respondent 44: “(...) a fluent speaker in several languages”

Respondent 8: “to be able to speak two or more languages fluently”

Ability to communicate

Respondent 48: “Å bruke flere språk på en måte som gjør deg forstått” Translation: Using several languages in a way that makes you understood.

Respondent 47: “(...) kan bruke flere språk og kommunisere på flere språk” Translation: Can use several languages and communicate in several languages.

Literacy

Ability to write

Respondent 26: “To be able to speak, write and understand multiple languages”.

Respondent 21: “At du kan flere språk skriftlig og muntlig” Translation: That you know several languages written and oral.

Ability to read

Respondent 30: “To be able to speak, read and understand two or more languages”.

3.1.3 Context

Some respondents provided a context for multilingualism in their definitions. This main category was coded from eleven individual respondents. The subcategories found for this category were *Personal*, which was coded where the respondents specifically mentioned people or person and at a total of seven times. *School*, which was coded whenever the respondents linked multilingualism to the classroom or a school environment. This was coded a total of five times. *Grew up with* was coded where someone mentioned that someone is multilingual if they have grown up with several languages. *Daily life* was registered two times. The two respondents used being surrounded by several languages in daily life as a criterion for being multilingual. Finally, registered only one time each were the categories *global*, *group*, *situation* and *work*.

Personal

Respondent 9: “When a person speak more than one language”

Respondent 4: “Det kan være at en enkelt person kan flere språk (...)” Translation: It might be that a single person knows several languages.

School

Respondent 46: “For example students who speak different languages in one classroom”

Respondent 49: “Multilingualism is a tool you could use in the classroom”

Grew up with:

Respondent 22: “At du har/kan flere språk, vokst opp med flere?” Translation: That you have/know several languages, grew up with several?

Respondent 43: “(...)when a person is fluent in more than two languages from a young age”

Daily life:

Respondent 4: “At man bruker mer enn ett språk i det daglige”. Translation: That one uses more than one language in daily life.

Respondent 43: “The person is also surrounded by both languages (...)”

Global:

Respondent 35: “A term describing a set of multiple languages, often correlating to a globalist society”

Group:

Respondent 6: “Multilingualism is having more than one language, either in your personal repertoire or in a group”

Situational:

Respondent 3: “When more than one language is used either in a situation, a conversation (...)”

Work:

Respondent 4: “Eller det kan være at personene (...) på jobben osv har forskjellige morsmål”
Translation: Or it might be that the people at work etc have different mother tongues.

3.1.4 Other

There were also a few answers that do not fall into any of the above main categories, which still might be worth mentioning here.

Two respondents, both of which from Group 2, brought up CLIL (Content Language Integrated Learning) in their definitions of multilingualism:

CLIL

Respondent 45: “*”Multilingualism” er at man kan lære noe på flere språk eller at flere språk blir brukt til å lære bort*”. Translation: “*Multilingualism is that one can learn something in several languages or that several languages are used to teach*”.

Respondent 51: “*Multilingualism is when one is using language and topic learning simultaneously. For example learning math in English can be usefull to learn mathematical terminology in that language*”.

MLA

One respondent (50) mentioned *awareness of language* in their definition: “*Å være bevisst på flere språk*”. Translation: *To be aware of other languages*. Yet another respondent (47) alluded to MLA when explaining the term multilingualism, while not using the specific words metalinguistic awareness, the respondent brought up some aspects of the term in their definition: “*Man kan kanskje se likheter og ulikheter mellom språk og samtale om hva some er spesielt for et gitt språk*”. Translation: “*One might be able to see similarities and differences between languages and have conversations about what is special to a given language*”. The same respondent also mentioned both *knowledge of* and *about* languages. The aspect of *learning languages* came up twice.

Finally, three respondents reported that they did not know or were unsure of the meaning of the term. Twelve respondents provided a translation of the term into the Norwegian “*Flerspråklig*”, of which did not elaborate further.

3.2 Discussion Item 1

The three main categories that emerged from the answers to item 1 in the questionnaire, number of languages, competence, and context all largely reflect definitions used in the field. Looking back to a few different definitions presented in the theory chapter, these are all important aspects of multilingualism, as well as aspects that there seems to be some disagreement over in the field.

The category *Number of languages* reflects the discussion of whether a bilingualism falls under the same category as multilingualism, or if a distinction should be made between the two. However, as explained in the theory section, it is mostly those who study third language acquisition who find it useful to separate the two terms, and outside of that particular field, bilingualism is widely accepted as a form of multilingualism. This division, while unnecessary, of bilingual and multilingual into two different categories is found in the respondents' answers.

Number of languages is also the largest category that emerged in terms of how many of the respondents provided answers that fell into this category. 70% of them gave answers that included a number or a quantity of languages in their definitions of multilingualism. This is perhaps not hard to fathom, as the term itself implies quantity, the first part of the word being “multi” after all. As such, it is not difficult to understand that this is what most people will come up with when asked to define the term. Even someone who has never heard the term before would be able to make an educated guess as to what it entails from the word alone. There does, however, seem to be some disagreement among the respondents in terms of how many languages are a defining factor, with subcategories ranging from *several*, as the largest category, to *more than one* as the second largest. The latter would include bilingualism to be a part of the definition, whereas the former is an unspecified quantity, defined as more than two, but fewer than many (Documentation, n.d) . and as such, bilingualism is considered as something other than multilingualism under this definition. The same applies for the answers that fell under the two smaller subcategories, *two or more* which includes bilingualism and *more than two*, which again, excludes bilingualism from the definition.

While the differing ideas on how many, ie more than one, two or more and more than two and the vague «several» reflect the use of multilingualism and how difficult it is to define the term, as mentioned in the theory chapter. It might also be an indication that the students do not know much about the topic and that they only have a vague understanding of the term. Furthermore, nearly a third of the group failed to mention any form of quantification at all which might be an indication of lack of knowledge about the topic.

The second category *competence*, which also happens to be the largest in terms of number of codes (55), is reflective of another dimension that is brought up frequently in the field of multilingualism and is one of the four different categories of definition put forth by Skutnabb-Kangas, mentioned in the theory section. It is, as described in the theory chapter, yet another element that the experts cannot seem to agree on. The question is how well an individual needs to be able to speak a language in order to be considered multilingual. Or indeed, if being able to speak a language even should be a criterion at all, and that simply reading and listening suffice as Li (as cited by Cenoz, 2013. p. 5) argues. The answers from the questionnaire that fall under the *Competence* category, are further divided into subcategories, where *ability to speak*, *ability to use* and *ability to understand* were the three largest. These are all defining factors that are difficult to measure, which could potentially cover anything between speaking or understanding a few words and phrases in a language other than the L1 and native like control in both or all languages accessible to an individual. They do, however, reflect the dichotomy between active and passive communication. *Ability to understand* can arguably be considered passive communication if understanding can be considered simply as language comprehension either in its spoken or written form. *Ability to use* and *ability to speak*, on the other hand, is about language production. The same can be said for the *Literacy* subcategory that emerged from the questionnaire, albeit a smaller category with 4 codes. Reading and writing are examples of passive (the former) and active (the latter) communication. The students seem to consider the active forms of communication as a form of multilingualism over the passive forms. If only the active forms of communication are considered valid forms of competence for multilingualism, this could potentially exclude certain pupils from being viewed as multilingual when they in fact are.

Furthermore, citing the ability to read criterion for competence in order to be considered multilingual would rule out young multilingual pupils who have not yet learned to read or write in any language or even those pupils who have only learned to read and write in one of their languages.

Another subcategory under competence, although as one of the smallest subcategories, with only four respondents mentioning it. If fluency is considered a criterion for multilingualism, this rules out pupils just starting out with learning a language. Some might never «achieve» multilingualism with the bar being set to fluency. Especially if «fluency» is to be considered as native like mastery of a language. This is, as stated in the theory section, an outdated notion that is no longer applied in the field (Dewaele, p. 104). As such, the view that someone must be perfectly fluent in multiple languages in order to be viewed as a multilingual could possibly be problematic in a classroom setting, as pupils' multilingualism could be overlooked or simply not recognized as multilingualism due to the pupils not being «fluent». Fortunately, there was only a handful of students who brought up fluency.

The third main category that emerged from analysing the questionnaire was *Context*. This is the smallest of the three main categories. The answers that fell into this category reflect the dichotomy of the term multilingualism as both a societal phenomenon and as a personal phenomenon. The respondents considered school and work as arenas in which multilingualism can occur, however in a group of 54 future teachers only five of them considered multilingualism in a classroom context. This might be problematic, as they are guaranteed to encounter multilingualism in the classroom and are required by national curricula, both current (LK06) and future (fagfornyelsen), to utilize it in their teaching. Furthermore, respondents cited growing up with or knowing several languages from a young age as a criterion for being multilingual, which excludes learners who acquire an Lx later in life. Again, as with the issue of native-like fluency, the notion that someone needs to have acquired two or more languages as mother-tongues in order to qualify as multilingual is outdated and no longer considered a requirement for someone to be considered multilingual.

Two respondents alluded to MLA in their responses. These respondents were both from the group of second year students. While they did not use the term metalinguistic awareness, their answers suggest that they clearly see that there is a link between MLA and multilingualism.

Another two respondents mentioned CLIL, without using the term, content and language integrate learning, a way of teaching non-linguistic subjects in two languages. While this is not necessarily in itself multilingualism, Candelier et al (2012, p. 7) suggest that it can be combined with the three pluralistic approaches they present in FREPA. However, the two students who answered both belong to the group who have learned about CLIL and seem to confuse this method of teaching with multilingualism.

3.2.1 Summary of item 1

In summary, the respondents understanding of multilingualism fall under the three categories number of languages, competence, and context. However, within these categories the responses are in disagreement, especially in terms of how many languages a person needs to know and to which degree to be considered multilingual. These differing answers reflect differing definitions of the term, where there are some disagreements. The students' answers might also imply a lack of knowledge or a vague understanding of the term. Very few respondents link multilingualism to the classroom, where they are guaranteed to meet it. Fewer respondents still made the connection between multilingualism and MLA, which is another side to the coin and an important connection to make to be able to use multilingualism as a resource in language teaching and learning.

3.3 Item 2

According to the Norwegian National Curriculum (LK06) “Learning English will contribute to multilingualism”. Thinking back to your own school experience, do you agree?

The respondents were presented with a yes/no option that they had to indicate before they were asked to explain why they did or did not agree with the statement. In answering yes or no to the second item of the questionnaire, *According to the Norwegian National Curriculum (LK06) “Learning English will contribute to multilingualism”. Thinking back to your own school experience, do you agree?* 47 out of the 54 respondents agreed. Only 6 respondents disagreed and one respondent left this item blank. Reasons for both agreeing and disagreeing were varied.

Yes

Learning another language

21 of the respondents who agreed to the statement argued that when someone learns English in school it is an addition to their first language(s), and as such learning English will contribute to multilingualism. (Bilingualism)

Aid in later language learning

10 respondents also mentioned that learning English will also contribute to later language learning and as such would contribute to multilingualism in the long run.

Similarities between languages

Five respondents mentioned that learning English and languages in general will be of help when learning other languages, especially for those languages that belong to the same language family. Plurilingualism!

Communication

Another 11 respondents brought up the fact that learning English will allow you to communicate with people from all across the world and make yourself understood by and understand people with different native languages.

Respondent 37: *I learned a lot of English at school, it was the only arena where I got to speak it and practice pronouncing.*

Respondent 50: *Ja, fordi min egen skolegang er hovedgrunnen til at jeg har lært språk utenom mitt morsmål, og skolegangen dyrket min interesse for språk* Translated: Yes, because my own schooling is the main reason that I have learned languages other than my own mother tongue, and school cultivated my interest in languages.

Other

There were also some reasons given for agreeing that were only coded once each. One of the respondent (48) brought up that learning one language might create motivation to learn other languages as a contributing factor to multilingualism:

“Det bidrar til at elevene blir mer komfortable med å snakke et annet språk enn morsmålet sitt. Dette igjen vil bidra til at elevene føler mestring og kanskje blir motivert til å lære enda flere språk” Translation: It contributes to making the pupils more comfortable with speaking a different language than their mother tongue. This will in turn contribute to a sense of accomplishment for the pupils and they might be motivated to learn more languages.

Finally, one respondent (1) reported that in learning English, they had gained insight into other languages and cultures.

Four of the respondents who checked the box for yes did not provide any explanation as to why they agreed with the statement.

No

Insufficient English teaching

Three informants reported *insufficient English teaching* as the reason they felt that learning English in school did not contribute to multilingualism in their own personal experience. Two of them brought up grammar as the sole focus of their English education in school. Closely linked to the grammar centred education for these two respondents was the lack of emphasis on oral English.

Respondent 46: “*Grammar and writing were the main focus during my education. There was little to none oral English in class*” This respondent also argued that most of the teaching was done in Norwegian.

Respondent 27: “*Faget besto mest av grammatikk enn muntlig engelsk*” Translation: The subject consisted mostly of grammar rather than oral English.

Another respondent (26) reported that they only learned “basic” English in class

Learned English elsewhere

Two respondents also disagreed to the statement due to having *learned English elsewhere* other than in school, but without elaborating on where they did learn English.

Respondent 26: “I learned more outside the classroom”

Respondent 27: “(...)Jeg personlig har lært engelsk gjennom andre kanaler” Translation: I personally have learned English through other channels.

Other

Respondent 43 argued that someone who does not live in a society in which English is spoken outside of school is not multilingual even if their education has made them a fluent speaker of the language.

Another respondent (19) who disagreed with the statement brought up the lack of use of English in other subjects as a reason: “*I don’t feel that there was a big emphasis in the other subjects on English. We had an English class and thats about it really*”.

Finally, respondent 4 argued that when everyone learns English in school it leads to resorting to English while meeting people with different native languages than oneself, rather than learning from each other’s languages.

3.4 Discussion Item 2

The majority of the respondents agreed (Find percentage) with the statement that learning English in school contributes to multilingualism when they were asked to consider their own experience. Out of the ones who answered yes, 21 (find percentage and how many times it was coded for) provided answers that fell into the *learning another language* category, stating that because they are learning an additional language in school, it contributes to multilingualism. This indicates that they consider knowing two languages falls under the category of multilingualism, rather than distinguishing between bilingual and multilingual (See how many in item one compared to item 1). It also could suggest that a majority of students consider the learning process itself a part of multilingualism, and that native like fluency is not necessarily needed to achieve the status of multilingual.

Some of the respondents who answered yes (percentage) also brought up both MLA as well as some pluralistic aspects. They suggested that learning one language will also be helpful when learning other languages later in life, thus contributing to multilingualism. These answers fall under the category *lifelong language learning*. The students who provided these responses

argue that learning English enables learners to make connections between languages, especially between those that belong to the same language family, and that this promotes multilingualism. This is one of the arguments made by those who advocate for pluralistic approaches in language learning, as described in FREPA. While simply enabling the learners to make connections between English and languages they will learn later in life is not in itself a pluralistic approach, as this would include involving those languages in teaching, the idea that learners can build on languages they know to learn related languages is the idea behind the *integrated didactic approach*. The answers that fell under the lifelong language learning category indicate that students are already considering both MLA aspects as well as elements of pluralistic approaches in relation to multilingualism, without necessarily being aware of these terms and applications thereof.

Furthermore, 11 of the respondents who answered yes considered communicating in English as a means to bridge the gap between people with different language backgrounds. Thus, enabling them to communicate despite different language backgrounds and contributing to multilingualism in that sense. This idea might be linked to the societal aspect of multilingualism, where people live in a society where several languages are represented and can communicate through a lingua franca. However, interestingly, one respondent (4) considered the opposite to be true. They argued that when everyone speaks English with each other they cannot learn from each other's languages and as such learning English in school not only does not contribute to multilingualism but inhibits it. This view could perhaps be linked to a monolingual approach to teaching English, where L2 speakers of English are emulating a monolingual speaker without influence from their other language(s). When two people with different language backgrounds then meet, both pretending to be monolingual English speakers, they would not be able to learn from each other's languages. However, with a pluralistic approach to teaching English, it might be more acceptable and readily available for the speakers to draw from all their languages in meeting with others and thus perhaps exchanging knowledge of language.

Other reasons reported from those who disagreed with the statement were insufficient teaching and having learned English elsewhere. These reasonings do not conflict with the notion that learning English in school contributes to multilingualism, rather they report the

education itself to be the issue in the statement. Those who felt that they had not been given sufficient English teaching in school report that there was a focus on grammar, rather than oral communication skills and that their teacher had only used Norwegian in English class, thus they could not use the language for communication. This implies that they consider there to be some requirement for competence. They consider active communication skills, specifically speaking, to be superior to grammatical competence in contributing to multilingualism. Those who reported that they had learned English in other arenas possibly still consider learning English as a contribution to multilingualism, but that they just do not consider school a vital part of their personal English education.

Lastly, other reasons reported for disagreeing to the statement seem to be based on a misunderstanding of or a lack of knowledge about multilingualism. Respondent 19 seems to be getting multilingualism mixed with CLIL. Whereas respondent x seems to be confusing the two dimensions of multilingualism in their answer that since English is not spoken outside of school in Norwegian society (which in itself is debatable) they do not consider learning English to contribute to multilingualism. This would be an example of multilingualism as a societal rather than individual phenomenon.

3.4.1 Summary item 2

The majority of the respondents agree that learning English in school contribute to multilingualism, either because they are learning a second language and thus are becoming multilingual, or because they argue that learning another language makes it easier to learn additional languages. These statements reflect MLA aspects as well as aspects of pluralistic approaches. The students who disagree with the statement seem to either not have a complete understanding of the term, i.e. getting it mixed up with CLIL and considering multilingualism as solely a societal phenomenon, or consider their own school experience to be the problem with the statement rather than learning English itself. Furthermore, active communication, specifically speaking, seems to be valued by the respondents. This goes for both those who agreed with the statement, who consider learning English as contributing to multilingualism

because it allows them to communicate with others, as well as those who disagree who report a lack of “oral English” the reason.

3.5 ITEM 3

The third item of the questionnaire asked the participants to consider their future teaching career, and whether or not they would teach in such a way that prepares their pupils for learning languages other than English. 46 of the 54 respondents answered yes, while 4 answered no. Two respondents did not check either box and yet another two respondents answered ambiguously, i.e. checking both boxes or between the boxes to presumably indicate a both yes and no answer.

Yes

Lifelong language learning

Out of the 46 Yes-responses to this question, 20 respondents gave answers that fell into the main category *Lifelong language learning*. This emerged a total of 27 times and was coded for every time there was a mention that including other languages could somehow be of benefit to learning other languages in other areas of or later in life. This category can be further divided into three subcategories, *Aid in later language learning*, *Strategies*, *Make it easier*, which were coded a total of 14, 7 and 6 times respectively. Further, another subcategory emerged from the subcategory *strategies*, as the specific strategy of *comparisons and similarities* seemed to be repeated by the respondents more so than any other strategy.

Aid in future language learning

14 of the respondents brought up that their pupils will have to learn another language in addition to English at some point either later in life, in secondary school or just in life in general.

Respondent 35: “(...) prepares them for 8th grade where they get to learn a new language”

Respondent 22: «Ettersom de kommer til å lære flere språk senere i skolen» Translation: Since they will learn new languages later in school.

Respondent 50: «Ja, det kommer til å oppstå situasjoner i fremtiden hvor elevene kommer til å få bruk for andre fremmedspråk» Translation: Yes, situations in the future will arise, where the pupils will have to need other foreign languages.

Strategies

The sub category *Strategies* also emerged from the answers from seven of the respondents. These respondents all mentioned strategies as a tool for language-learning that their pupils could apply when learning other languages.

Respondent # 4: “*Jeg ville brukt strategier som de kan bruke når de seinere kanskje skal lære et nytt språk*”. Translation: I would use strategies that they can use when they later might learn a new language.

Respondent # 11 “*I would teach them the techniques to learn English, so they would have a process to learn other languages*”.

Respondent #54 “*That would be my goal. To let the pupils (...) find their way of learning a new language, by teaching them English*”

Comparisons, similarities and differences

Eight of the respondents also mentioned strategies, but provided more concrete examples in their answers. More specifically, the strategies that were brought up were *comparisons, similarities and differences*.

Respondent #1

“I would encourage them to see connections in languages (similarities) as I myself have found it very rewarding.”

Respondent # 40

“(…) make them see similarities and differences between them”.

Respondent # 14

“If I could prepare them for learning other languages I would, maybe make comments/compare with other languages”.

Make it easier

6 respondents who answered yes, explained that they think that teaching in a way that prepares their pupils for learning other languages will make this process easier for them.

Respondent # 19 *“It might make it easier for the pupils to pick up different languages”.*

Respondent # 28 *“Engelsk gjør det f.eks lettere å lære spansk da mange ord ligner”.*

Translation: English makes it easier i.e. to learn Spanish, as many words are similar.

Respondent # 21 *“Vil legge et grunnlag for hvordan man lærer seg nye språk, noe som gjør det lettere for elevene å lære og velge et nytt språk på ungdomsskolen”.* Translation: Will make a foundation for how one learns new languages, something that will make it easier for the pupils to learn and to choose a new language in secondary school.

Value

10 respondents answered that they would want to teach in way that prepares their pupils for learning other languages because knowing languages and knowing how to learn languages are both important in one way or the other and a valuable skill to have.

Respondent # 16 *“It’s important to be able to understand multiple languages”.*

Respondent # 14 *“I think it “riches” your life to be able to speak more languages”:*

Respondent # 35 *“Learning how to learn languages is a great life-skill”.*

Only two of the respondents specified exactly what they considered important about learning and knowing languages. Respondent # 3 reported the importance of being able to work together on improving the world, where language in general and multilingualism plays an important part: *“It is important to be able to communicate with the world so that we can work together, and make a better world together. Language (multilingualism) is crucial for this to work”*. While respondent # 3 put the importance in a bigger perspective, respondent # 12 put it in a more personal perspective and considered the individual’s personal possibilities in the job market: *“In the work market it is highly valued to speak different languages. So if I manage in a way to prepare my pupils for other languages I will do that”*.

Wake interest

5 respondents wanted to wake an interest for language in their pupils and open them up to language learning in general.

Respondent # 52: *“(…)hopefully create an interest for more than English and Norwegian”*

Respondent # 48 *“(…)kanskje vekke en livslang interesse for språk”*. Translation: Perhaps awaken a lifelong interest for language.

Respondent # 14 *“(…) to get them interested in other languages.*

MLA

One respondent (#51) specifically mentioned MLA as a reasoning for wanting to teach English in a way that prepares pupils for learning other languages: *“If you teach the pupils English in an analytical way, they will have a greater “metaspråklig” understanding”*.

A by-product of learning English

2 respondents reported that they think that by learning English, the pupils will as a result also gain the tools and knowledge of how to acquire other languages.

Respondent # 42: “Jeg tror man automatisk forbereder elevene til andre språk når de lærer seg engelsk”. Translation: I think one automatically prepares the pupils for other languages when they are learning English.

Respondent # 7 “Just by learning English they would learn how to understand other languages”.

No

75% (3) of the respondents who answered no were from the group of first year students, while 25% (1) of them was from the group of second years.

Prioritize English

Out of the four respondents who answered no to the question, all of them said this was because they want to prioritize English (and Norwegian).

Respondent # 13: “*I think that in their first year in school, they should just focus on learning Norwegian and English, but in middle school they can choose a third language*”.

Respondent # 15 “*As I’ve seen in practice, the students needs to focus on English during the little time they actually have English at school*”.

Respondent # 30 “*My main focus would be English, but they would get the tools to use similar strategies to other languages*”.

Respondent # 40 “*I want to! But I don’t think I will prioritere det, to be honest. But it is a dream!*”

YES & NO

Two of the respondents (#24 and #31), both from the group of first year students, provided ambiguous answers to the questions by either crossing off both boxes or crossing off between them, indicating both yes and no. The answer provided by respondent #24 reflected the notions that came up in answers from respondents who answered yes or no, specifically from the *strategies* category. Respondent #31 indicated that they had not considered the issue.

Respondent # 24: “Ja og nei. Jeg vil inkludere lærestrategier osv. men det er også viktig å fokusere på det aktuelle språket”. Translation: Yes and no. I will include learning strategies etc. but it is also important to focus on the language in question.

3.6 Discussion Item 3

The majority of the respondents do indeed wish to teach in way that would prepare their pupils for later language learning. It is then reasonable to suggest that they also consider multilingualism to be a positive effect of learning English and thus it is something they wish to aim for. As a matter of fact, the largest category, which was coded for x times/by x respondents, that emerged from the yes-answers is *lifelong language learning*. The students answered that they wish to teach English in a way that supports language learning throughout life. The x subcategories that fell under *lifelong language learning* are all related to both MLA and pluralistic approaches to some degree. The students wish to teach English in a way that *aids later language learning* for their pupils, and consider the fact that most of their students likely will go on to learn additional languages later in their education. This implies that the students consider learning a language a way to make the acquisition of additional languages more accessible. Some of the students even explicitly stated that it will *make it easier*. The students also mentioned that teaching in such a way will provide their pupils with *strategies*. Some students also mentioned more specifically strategies such as comparisons, similarities, and differences, however there was only one who used the word “metaspråklig” (metalinguistic). In order to utilize a previous language learning experience as an aid in

further language learning, some level of MLA is required. Some of these metalinguistic skills, such as the knowledge that “one can build on the (...) similarities between languages in order to learn languages (Candelier et al, 2012. P 30).” can only be obtained through pluralistic approaches according to Candelier et al. That is to say that if this is the way the students wish to teach in the future, a pluralistic approach could be necessary in order to fully set their pupils up for future language learning.

Some of the strategies that were brought up are strategies that are indeed used in certain pluralistic approaches. Making comparisons and identifying similarities and differences are key elements particularly in the integrated didactic approach, where the learners are taught to establish connections between the language of education and a target language through comparisons. Acquisition of a second foreign language then can then draw on these links already established between the language of education and the first foreign language, in this case English. Teaching pupils strategies such as comparing languages and looking for similarities would prove difficult without including other languages with which to compare. Again, if this is how the students wish to teach English, they need to include other languages. However, two respondents who provided answers that fell under the *By-product of learning English* seem to consider that these strategies will come to the pupils automatically as side effects from learning English. While there is research that suggests that MLA increases in multilingualism, it is not a given that all pupils will make the connections autonomously, especially not if English is taught in a monolingual way, i.e. pretending to be native speakers with no previous (or simultaneous) language learning experience to build on. The learners could possibly go on to learning another language with the same monolingual approach if they are not made aware of the resources they already possess in the form of already having acquired one or more languages.

The desire to teach English in a way that prepares the students for learning other languages implies that most students place a *value* in multilingualism and *waking interest* in language, which are both main categories that were coded for Item 4. This is in tune with what is expressed in the national curriculum, both current (LK06) and upcoming, that multilingualism is desired and should be utilized as a tool in the English subject.

There were also 4 respondents who answered that they would not want to teach English in a way that prepares the pupils for further language learning. All of them stated that they would rather *prioritize English*, which is the only category that was coded for the four respondents who said no, suggesting that they think that teaching in a way that prepares the pupils for learning languages in general and teaching English are not compatible and that such an approach would take away from learning English. This wish to focus on the target language is also reflected in one of the two ambiguous answers. Research on the other hand suggests that teaching English in a way that prepares for general language learning, through encouraging MLA by looking at structures and making comparisons between languages would also be of benefit in the English learning process. Furthermore, there is an explicitly stated goal in LK06 and the upcoming curriculum that the purpose of learning English is to encourage multilingualism and prepare the pupils for learning languages other than English.

3.6.1 Summary Item 3

Most students wish to teach English with later language learning, and thus multilingualism, in mind, which is one of the stated intentions of the subject in the national curriculum (LK06). The majority of the reasons for this can be linked to MLA, such as making language learning easier for the learners through providing strategies, such as making comparisons and building on similarities. These are strategies that cannot be learned without including other languages in the process, although a handful seem to believe that these strategies will appear as a side effect of learning English. Other reasons provided indicate that the students place a value in being multilingual and they wish to inspire their pupils and wake interest in learning other languages. Those who do not wish to teach in a way that prepares their students for future language learning wish to rather focus on English and not include other languages. This is a monolingual approach to teaching English, which might create hard boundaries between languages. Rather than making it easier to learn other languages by using the skills learnt from learning one language, learners might go on to learn other languages with the same monolingual approach and not utilizing what they have learned from previous processes.

3.7 ITEM 4

The fourth item of the questionnaire asks the respondents whether or not they would include other languages in their English teaching. 64, 8% (36) of the respondent answered yes, while 27, 7 % (15) answered no. Of the respondents who answered no, 80% (12) were from the group of first year students while 20% (3) were from the group of second year students. 5, 5% (3) of the respondents provided ambiguous answers, all of which were from the first year group. This ambiguity was indicated by ticking off both boxes or between them, as with the previous question. One respondent (# 27) did not check either box.

Yes

X respondents answered yes but did not answer the why/ why not question. From the answers of the respondents who answered yes, three categories emerged. These were *Multicultural classroom*, *Aid understanding* and *comparisons*

Multicultural classroom

This category was coded for a total of 11 times from 11 different respondents. 45,4 % of the responses from this category come from the group of first year students, students, while the remaining 54,6% come from the second year group.

Respondent # 17: It is important to be aware of other cultures, especially in a multicultural classroom.

Respondent # 46: As most classrooms today are multicultural, it is only natural to include all languages spoken.

Respondent # 52: Absolutely. In a multicultural classroom, it is important and useful to use more than the “basic” languages. This will help both the pupils and the parents to feel seen.

Aid understanding

This category was coded for a total of 8 times and was mentioned by 8 different respondents, 6 of which were from the first year group while the other two from the second year group. The respondents indicate that they would use other languages, presumably Norwegian, if there is something the pupils do not understand and when clarification might be needed.

Respondent # 21: “Bare hvis de ikke skjønner det” Translation: Only if they don’t understand it.

Respondent # 5 “If a pupil does not whatsoever understand the word after trying to explain it in different ways. Otherwise, English would be the preferred language”

Respondent # 54: “Norwegian will be used to words that are difficult and to help their understanding”.

Comparisons

8 of the respondents, all of which from the group of second year students, who answered yes brought up that they would use other languages in order to compare and look at similarities and differences between them.

Respondent # 51: “In small parts, so I could have the pupils think about similarities and differences

Respondent # 33: “Making students aware of the similarities in different languages can contribute to a deeper understanding of languages in general”.

Respondent # 42: “Man kan sammenligne med andre språk, se på likheter/forskjeller, opprinnelsen til de ulike språkene og snakke om hvorfor de er blitt som de er blitt».

Translation: One can compare with other languages, look at similarities/differences, the origin of the different languages and why they have become the way they have become.

Other

Respondent # 45: “Det kan hjelpe elevene å forstå systemer og hvordan språkene er bygd opp” Translation: It can help the pupils understand systems and how the languages are constructed.

Respondent # 40: “I think I would definitely connect English to other languages of similar origin. Languages like Spanish have some similarities in words for example. → Increase metacognitive thinking.”

Another two respondents answered that they would like to include other languages, but not if it would confuse their pupils.

Respondent # 54: “If there is a way to help the pupils get a better understanding of the English language by including other language, then I would like to. But if it will only cause confusion it is better to leave it out”.

Respondent # 1: “Yes, but maybe not at a very early stage, as they might confuse the languages with each other”.

No

Do not know any other languages

Out of the 15 respondents who answered no, X reported that this was because they do not know any languages other than Norwegian and English and therefore could not include other languages in their teaching.

Respondent # 16: “I do not know any other languages myself. I would include a L3 if I knew one”.

Respondent # 38: “I only know a little bit of Spanish”.

Time

3 respondents blamed the lack of time for English for not being able to include other languages.

Respondent # 14: “Maybe not so much, because of what I understand is that we get so little time to teach English in school, that I don’t want to use that time on anything else than teaching English”.

Respondent # 19 “We don’t have enough English at school to be focusing on other languages”.

English only in English class

4 respondents, all of which were from the group of second year students, answered that the only language that should be present in English class is strictly English, and maybe Norwegian.

Respondent # 6 “I think it is important for the students to be exposed as much as possible to the English language when they are learning English, because they won’t learn as much about actually using English by just reading glossary or learning grammar”.

Respondent #15: “English only in English class”.

Respondent # 22: “Fordi da skal de lære engelsk. Kanskje norsk” Translation: Because then they are learning English. Maybe Norwegian.

Respondent # 30: “Mainly English. But Norwegian if nessesari”.

Confusion

Another category that emerged in the analysis of the questionnaires was *confusion*. The respondents said that they do not want to include other languages in English class as it might confuse the pupils or they might get the languages mixed up. Out of the 15 respondents who answered no, 3 mentioned *confusion* as a reason.

Respondent # 26: “Probably not, as I think it would be confusing”

Respondent # 28 “Nei, det tror jeg ikke. For det kan være forvirrende, men det kan også være inkluderende og tilpasning for elever fra andre land dersom læreren tar inn deres språk”.

Translation: No, I do not think so. Because that might be confusing. However, it might also be including and adapted learning for pupils from other countries if the teacher incorporates their languages.

One language at a time

Another category that emerged, which might be linked to *confusion*, is *one language at a time*.

Respondent # 36: Fra 1-7 klasse tror jeg de har nok med å fokusere på ett språk om gangen.

Translation: From grades 1-7 I think they have enough focusing on one language at a time.

Respondent # 53: “Many already struggle with English.”

Yes & No

The three who answered ambiguously each reported a different reason, however their answers are all linked to at least one of the above categories for both Yes and No.

Respondent #11: “Maybe not, but I’m unsure. Because I’ll be a teacher for the youngest kids, they might get confused, but it might be easier with the older kids.

Respondent #31: “Besides from Norwegian, probably not”

Respondent # 8: “Yes and no. I would draw some links between English and other languages, for example if some words are similar”.

3.8 Discussion Item 4

While the majority of the students wish to teach with future language learning in mind, there were fewer of the students wish to include other languages when they teach English. However, there was still a majority. Reasons for wanting to do this seems mainly to be informed by an awareness towards a multicultural and thus a multilingual classroom and a wish to make pupils with different language backgrounds feel included. This is reflected in answers such as the one from respondent #52: *Absolutely. In a multicultural classroom, it is important and useful to use more than the “basic” languages. This will help both the pupils and the parents to feel seen.* While making pupils feel seen and included is important, these answers do not necessarily take the language learning aspect itself into consideration. Rather they reflect a sensitivity towards the fact that there are several languages represented in the class from a validation perspective. However, herein lies an implication, perhaps, that other languages would only be included in the case that there were no other languages present in the class other than Norwegian, in which case Norwegian would be included only as a means to explain in the instances that the pupils do not understand instructions and information conveyed to them in the target language. It can also be seen in the light of the study conducted by Krulatz and Dahl, where the teachers considered themselves prepared to teach English to multilingual pupils although it is uncovered that most do not have the competence to do so. Most respondents in this study consider the multicultural classroom as a reason for including other languages, but only a few respondents bring up metalinguistic strategies, such as comparisons. These respondents are in fact describing pluralistic approaches as a means to increase MLA in the learners.

Those respondents who do not wish to include other languages seem to be informed by a monolingual approach to teaching English, with statements such as “English only in English class”. They do not wish to confuse their students by including other languages and claim that there should be a focus on one language at a time, although this goes against the idea of pluralistic approaches and softer boundaries between languages as a way to increase MLA, which in turn makes language learning easier. The students also indicate that they cannot include other languages because they personally do not know any other languages. However, not knowing other languages does not mean they cannot be included. The pupils themselves can be a resource for this, for instance. Furthermore, when it is expected of the students to be

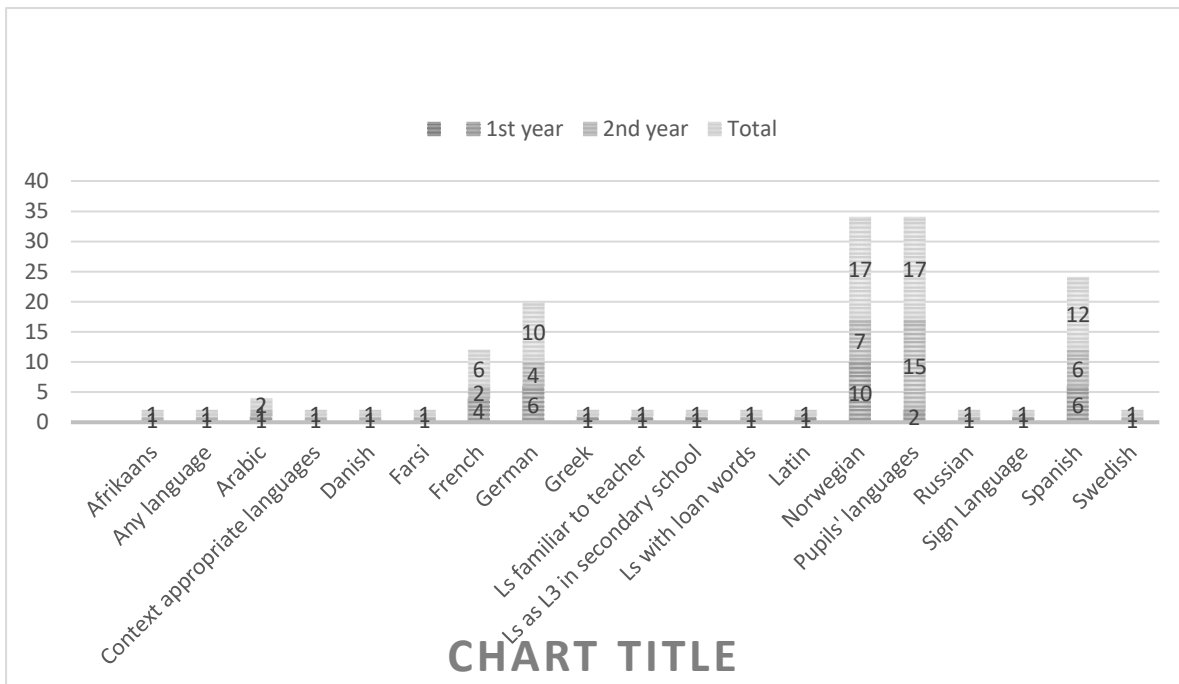
able to compare their native language to English and that their multilingualism should be used as a tool, not including these languages in teaching is not an option.

3.9 Summary item 4.

Most of the students wish to include other languages, mostly as a way to validate the pupils from other language backgrounds, rather than for the sake of learning language and increasing MLA. This can be related to two previous studies. One by Surkalovic, where teacher students thought that they should have some knowledge about languages other than Norwegian and English, and one where teachers said they were prepared to teach English with multilingualism in mind, while the study showed they might not know how to. However, some MLA aspects are also considered as a reason to include other languages, and in a way that can be linked to pluralistic approaches such as including other languages to compare and look at similarities between them. Reasons for not including other languages come from an idea that English should be taught in a monolingual way and that including other languages might confuse the pupils or remove the focus from the target language. The students also think that they cannot include other languages because they themselves do not know any. According to the national curriculum, both current and upcoming, however, other languages need to be included in the English subject to meet certain competence aims and to fulfil the stated purpose of the subject to promote multilingualism.

3.10 ITEM 5

The 35 respondents who had answered yes to the previous question were asked to answer which languages they would include and to explain why. The two biggest categories that emerged from the analysis of their answers was *Norwegian* and *Pupils' languages*. Both of these were brought up by 17 respondents. Other languages that were brought up specifically were French, German and Spanish, which were mentioned by 6, 10 and 12 respondents respectively. Other languages were mentioned specifically as well, but were less frequent (See figure below for the full picture).



Norwegian

In the analysis of the respondents’ explanations for why they would include Norwegian in their English class, a few categories emerged:

To explain

Four respondents said they would use Norwegian to explain something to the pupils if there was something they did not understand.

Respondent # 54: “I would include Norwegian when nødvendig, to help the pupils understand words if explanation, pictures or other don’t work”.

Respondent # 22: “Norsk, hvis de ikke skjønner det på engelsk”. Translation: Norwegian if they do not understand it in English.

“Our L1”

Another four respondents who would use Norwegian expressed that they would include it because it is the first language of the class, or the language that most of the pupils have as

their first language. This indicates that they might not consider that their classroom most likely will include pupils who have L1s other than Norwegian or that pupils with Norwegian as their L1 might even be a minority in some classrooms.

Respondent # 13: “I would include our first language, Norwegian”.

Respondent # 9 “Our L1, Norwegian”.

Comparisons

Four of the respondents also mentioned using Norwegian in English class in order to make comparisons between the two languages.

Respondent # 9: Because it can help some students to see the similarities and differences between Norwegian and English when learning English.

Respondent # 41: Norwegian and other mother tongues to see similarities”.

Pupils' languages

17 of the respondents reported that they would incorporate all the languages represented in the classroom when teaching English. The largest category that emerged in analysing their answers as to why, was *comparisons*. As with Norwegian, the respondents who answered they would include all the languages in the classroom in order to compare them with English and to look at similarities and differences between the languages. All the respondents in this category are from the group of second year students. Another category that emerged was *validation*, where the respondents said they would include all represented languages to make the pupils with L1s other than Norwegian to feel validated in the classroom. *MLA* was another category, which was brought up by two respondents.

Comparisons examples

Respondent # 39: “sett på likheter mellom engelsk og kanskje morsmålet til en elev”

Translation: Look at similarities between English and maybe a pupil’s mother tongue.

Respondent # 43: “All languages that the pupils in the class speak, because it could help the students to understand English if they could relate it to their native language”.

Respondent # 46 “Any languages spoken by pupils in the classroom, to draw comparisons”.

Validation examples

Respondent #46: “Any language spoken by pupils in the classroom (...) to “validate” the pupils’ language”.

Respondent # 47: “De som er representert i klassen. For å bruke ressursene som er tilgjengelig, for å løfte frem kunnskapen som er i klassen”. Translation: The ones represented in the class. To use the available resources and to show the knowledge that exists within the class.

example

MLA

Respondent # 37: “The ones that are familiar to single pupils (...). This helps building “metaspråklig forståelse”.

German, French and Spanish

Three languages that were mentioned specifically were German, French and Spanish. X respondents answered they would include Spanish, x respondents answered French and x German. These have been grouped together here because the reasoning for why these three would be included were very much the same and two or all three of them were brought up together on several occasions. The categories that emerged from the analysis were *Secondary school L3*, *Number of speakers* and *Language family*.

Secondary school L3s

2 of the respondents used the fact that German and Spanish are common languages offered as foreign languages in upper secondary school within the Norwegian school system as a reason for including these languages in their English teaching. This is reflected in the answers to question 3, (*would you teach in a way that prepares your pupils for learning languages other than English?*) where quite a few of the respondents said that they wish to prepare their pupils for future language learning and especially language learning in secondary school.

Examples:

Respondent # 17: *“Spanish and German, because those are (...) relevant with the thought of learning languages in high school”*.

Respondent # 37: *“Snakker selv spansk, noe som noen elever kommer til å velge som fremmedspråk på ungdomskolen”* Translation: I myself speak Spanish, something that some pupils will choose as a foreign language in secondary school.

Language family

Finally, x respondents explained that they would include these three languages because they have some words in common and similar syntax, due to being related languages. This is again reflected in the answers to question 3, where a few respondents said they would teach in a way that would allow for making comparisons and drawing on similarities (and differences) between languages.

Examples:

Respondent # 40: *“I think I would definitely connect English to other languages of similar origin. Languages like Spanish have some similarities in words for example”*.

Respondent # 51 *“I would include Spanish, as this is built up similarly sentence wise”*,

Respondent # 37 *“Maybe German, since it has a lot in common with English and Norwegian”*.

Respondent # 46 *“Languages with similarities. English/French, English/Norwegian, Norwegian/English”*.

Number of speakers

3 of the respondents who brought up German, French or Spanish also used the fact that these languages have several speakers all across the world as a reason. Implying that being able to communicate with people from all over is an important aspect of language learning to some of the respondents. This is also reflected in question 3, where communication was brought up as a reason for teaching with language learning in mind.

Examples:

Respondent # 8 *“German and Spanish. Because (...) these languages are some of the most commonly spoken all across the world”*.

Respondent # 12 *“Maybe German, French or Spanish. Many people speak them”*.

Respondent # 17 *“Spanish and German. Because those are most common”*.

3.11 Discussion Item 5

Out of the languages that the students wish to include in their teaching, Norwegian and languages represented in the classroom are the most frequent ones. The reasons for wanting to include these languages are somewhat overlapping, such as using the languages to make comparisons. This is in line with the competence aims found in LK06, where the pupils are supposed to be able to compare their native language(s) to English, and as such a necessity in order to fulfil the requirements set forth by the Norwegian government. Through including the pupils' languages, the boundaries between languages will be softened, as opposed to with a monolingual approach. Making comparisons might also increase the pupils' MLA, as this is defined as a metalinguistic skill by Candelier et al (2012) which in turn may act as a catalyst in the language learning process. This MLA aspect itself was brought up by two of the respondents

as a reason for wanting to include the pupils' languages. Including languages that the school does not intend to teach, which will most likely be the case when every language represented in the classroom is included, is a pluralistic approach often referred to as "awakening to languages", which is meant to display linguistic diversity to the learners (Candelier et al, 2012 p. 7).

A wish to validate the pupils who speak languages other than Norwegian and English was also provided as a reason to include every language represented in the classroom. However, this does not seem to be with language learning in mind, as much as it is a wish to make these pupils feel seen and included.

There are also two reasons for including Norwegian that does not necessarily equate to language learning. The first one being using Norwegian to explain when the pupils do not understand a task and to ensure messages are being understood. The second reason is Norwegian being "our L1". This is a bit problematic as it does not take into account the other L1s that will most likely be present in a classroom and assumes Norwegian as everyone's L1. It is not the biggest category that emerged, however with 7,4% of the respondents answering this it is big enough to bring up as a concern. This is also where teacher cognition comes in. As Borg points out, these are the kinds of thoughts that might, subconsciously, infer how the teacher works. If these types of misconceptions are not addressed through teacher education, it could potentially affect several pupils encounter with the English subject. These pupils might lose out on the opportunity to draw on their L1s to learn English and increase their MLA. They might have to learn an L3 entirely through an L2, which denies them of the potential benefits of including their L1.

Other languages the respondents wish to include are German, Spanish and French. Some of the reasons for wanting to include these languages can be linked to pluralistic approaches as they have certain elements of certain approaches. Including languages that are related can be likened to the intercomprehension between related languages approach (Candelier et al ref). The purpose of this approach is that the learners learn more than one related language simultaneously. While this is not necessarily the goal here, the idea behind it remains the same

in that languages that belong in the same linguistic family lend themselves to comparisons due to similar traits. Furthermore, the students report wanting to use German Spanish and French because these are languages the students possibly will go on to learn later in their education, which can be compared to the integrated didactic approach. Again, while it is not entirely the same, the idea behind it is comparable, as the aim of the integrated didactic approach is to create links between those languages taught within the school curriculum. These answers also reflect answers to item 3, where the students said they wanted to teach with future language learning in mind because their pupils would likely learn more languages later in their education. Finally, another reason for including these three languages is the number of speakers. This might reflect the value the students put on the ability to use language for communication purposes, as seen in items 2 and 3, as when there are more people who speak the language, there are more people to communicate with.

3.11.1 Summary Item 5

Students wish to include various languages for various reasons. Those who answered that they want to include Norwegian want to use it to explain when there is something the pupils do not understand and not necessarily for language learning. However, they also wish to use it to make comparisons, which would be including it in a pluralistic way and in agreement with certain competence aims and the purpose of the subject. The same can be said for wanting to include every language represented in the classroom. Another reason for this is the wish to make the students with L1s other than Norwegian to feel seen. Some students seem to not consider the fact that they likely will have pupils with other language backgrounds and used the term “our L1” about Norwegian, which is problematic. Students also wish to include Spanish, German and French because these languages are related to English and because the pupils likely will encounter at least one of them later in their education. These reasons can be related to the pluralistic approaches intercomprehension between languages and integrated didactic approach. The number of speakers of these languages is also a reason given, which highlights the value the students put in communication.

3.12 ITEM 6

Table 3.1: Likert scale distribution

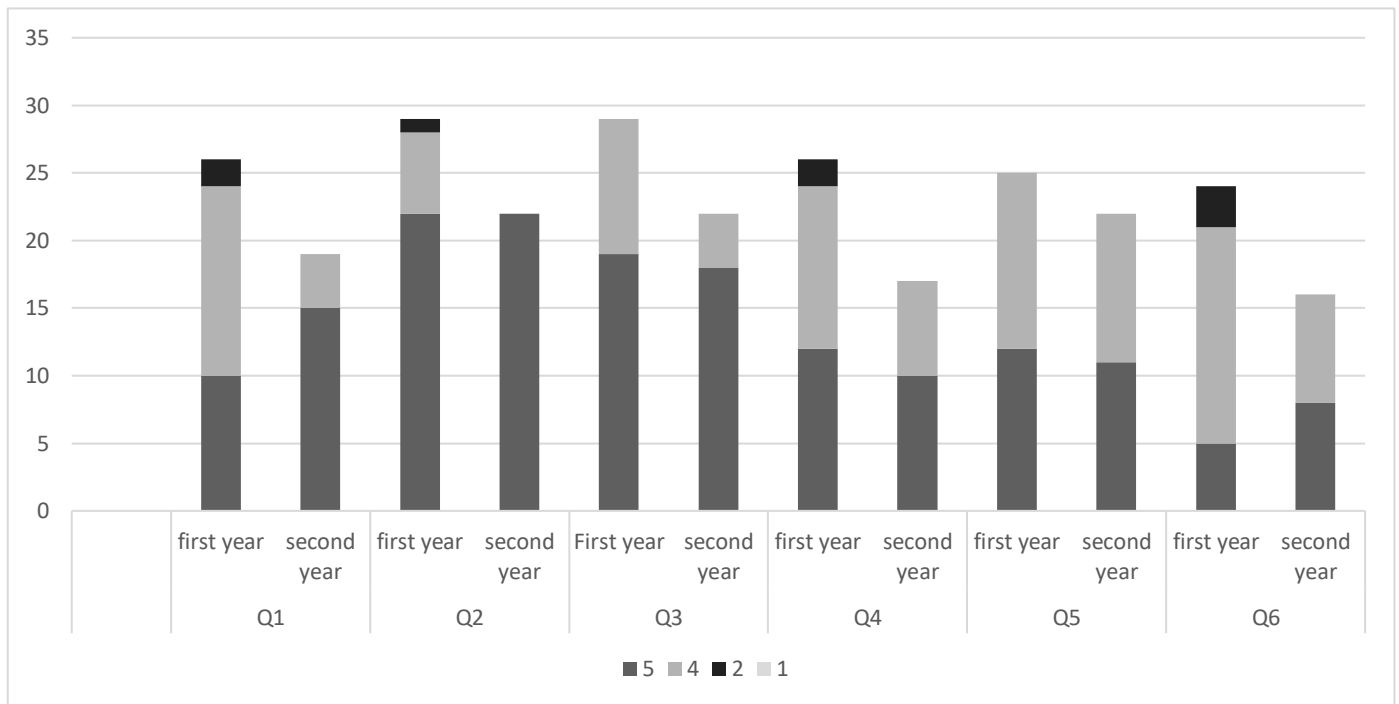
	Q1		Q2		Q3	
	first year	second year	first year	second year	First year	second year
Strongly agree	10	15	22	22	19	18
agree	14	4	6	0	10	4
neutral	4	3	1	0	1	0
disagree	3	0	1	0	0	1
strongly disagree	0	1	1	1	1	0

	Q4		Q5		Q6	
	first year	second year	first year	second year	first year	second year
Strongly agree	12	10	12	11	5	8
agree	12	7	13	11	16	8
neutral	4	6	5	0	6	6
disagree	2	0	0	1	3	0
strongly disagree	1	0	1	0	1	1

Table 3.2: Percentages for both groups combined

Questions	TOTAL	strongly agree	Agree	neutral	Disagree	strongly disagree	Total
Question 1	54	46,29 %	33,33 %	12,96 %	5,55 %	1,85 %	100 %
Question 2	54	81,48 %	11,11 %	1,85 %	1,85 %	3,70 %	100 %
Question 3	54	68,51 %	11,11 %	25,92 %	1,85 %	1,85 %	100 %
Question 4	54	40,74 %	35,18 %	18,51 %	3,70 %	1,85%	100 %
Question 5	54	42,59 %	44,44 %	9,25%	1,85 %	1,85%	100 %
Question 6	54	24,07 %	44,44 %	22,22 %	5,55 %	3,70 %	100 %

Figure 3.1: Diagram showing results from both gro



Bytt ut dette

Table 3.3: Percentages for Group 1 (first year students)

Questions	TOTAL	strongly agree	Agree	neutral	Disagree	strongly disagree	Total
Question 1	31	32,25 %	45,16 %	12,9 %	9,67 %	0 %	100 %
Question 2	31	70,96 %	19,35 %	3,22 %	3,22 %	3,22 %	100 %
Question 3	31	61,29 %	32,25 %	3,22 %	0 %	3,22 %	100 %
Question 4	31	38,7 %	38,7 %	12,9 %	6,45 %	3,22 %	100 %
Question 5	31	38,7 %	41,93 %	16,12 %	0 %	3,22 %	100 %
Question 6	31	16,12 %	51,61 %	19,35 %	9,67 %	3,22 %	100 %

Table 3.4: Percentages for Group 2 (second year students)

Questions	TOTAL	strongly agree	Agree	Neutral	Disagree	strongly disagree	Total
Question 1	23	65,21 %	17,39 %	13,04 %	0 %	4,34 %	100 %
Question 2	23	95,65 %	0 %	0 %	0 %	4,34 %	100 %
Question 3	23	78,26 %	17,39 %	0 %	4,34 %	0 %	100 %
Question 4	23	43,47 %	30,43 %	26,08 %	0 %	0 %	100 %
Question 5	23	47,82 %	47,82 %	0 %	4,34 %	0 %	100 %
Question 6	23	34,78 %	34,78%	26,08%	0 %	4,34 %	100 %

Question 1: *It is important that pupils know that certain “loan words” have spread across a number of languages (for example, taxi, computer, hotel).*

For the two groups combined, 46,29 % of the group strongly agree with the first statement, while 33,33 % agree. 12,96% are neutral, while 5,55% disagree and 1,85% strongly disagree. When taking into account the results from the Whitney-Mann U test, the p -value of these results is .068. the result is significant when $p < .05$. The difference between the two group is not significant.

Question 2: *It is important that pupils know that one can build on similarities between languages in order to learn languages.*

Looking at the two groups together, 81,48 % strongly agree with the statement, while 11,11% agree. 1,85% answered neutral as well as disagree, whereas 3,70% strongly disagree. Results from the Whitney-Mann U test show a p -value of .14, which shows that there is no significant difference between the two groups, as the result is significant at $p < .05$.

Question 3: *It is important that pupils can use knowledge and skills acquired in one language to learn another.*

Combined, 68,51 % of the group strongly agree with this statement, while 25,92% agreed. 1,85% of the respondent are neutral, disagree and strongly disagree. Again, the difference between the two groups was not significant, with a p -value at .30. The difference would have been significant at $p < .05$.

Question 4: *It is important that pupils know that each language has its own sound system.*

Of the whole group of 40,74 % of the respondents strongly agree, 35,18% of the respondents agree with this statement while 18,51% of them are neutral. 3,7 % of the group disagree and 1,85% strongly disagree. The difference between the two groups for this statement was not significant, with a p -value of .81. A $p < .05$ would have indicated a significant difference between the two groups.

Question 5: *It is important that pupils can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).*

42,59 % of the respondents strongly agree with this statement, while 44,44 % agree. 9,25 % are neutral, while 1,85 % both disagree and strongly disagree. Yet again, the difference between the two groups is not a significant one, with a p -value calculated at .32. A significant difference would have been indicated by a $p < .05$.

Question 6: *It is important that pupils can compare sentence structures in different languages.*

24,07% of the group as a whole strongly agree to this statement, while 44,44 % agree with the statement. 22,22 % of them are neutral while 5,55 % disagree and 3,70 % strongly disagree. However, the results from the Whitney-Mann U test again indicates no significant difference between the two groups, with a p -value of .31. The difference would have been significant at $p < .05$.

3.12 Discussion Item 6

When viewing the two agree-categories together, most of the respondents agree rather than disagree with all six statements in the Likert scale. However, some tendencies can be pulled from the answers to the questionnaire, when looking closer at the distribution between the two agree-categories.

Both of the two groups agree the strongest with the 2nd Likert scale item, ***It is important that pupils know that one can build on similarities between languages in order to learn languages***. The respondents seem to value the potential of being able to draw on other languages as a means of learning languages. This correlates with the findings in their replies to the open-ended questions in the questionnaire. In answering item 3, which asked the students if they wish to teach English with future language learning in mind, 85% of them answered yes. Looking at similarities between languages as well as making comparisons between languages are both closely linked categories that emerged from the analysis several of the other open-ended questions. Interestingly, however, the least agreed with statement in the Likert scale is item 6, ***It is important that pupils can compare sentence structures in different languages***. with only 25% of the respondents strongly agreeing and 6% disagree. The majority of the respondents still do agree with this statement when looking at the two agree categories combined, however, to a lesser degree than they agree with the other five statements in the Likert scale. While it could be argued that they are related (as building on similarities between languages arguably requires comparisons to be made between them), differ in that item 2 is defined by FREPA as a *knowledge* resource and item 6 is a *skill* resource. There is a difference between knowing something and having the skill to apply this knowledge. The first one could also be interpreted as any similarities between languages such as similar words as well as any grammatical feature and syntactical structures while the other specifically implies sentence structure, which arguably requires a higher level of MLA than looking at similarities in words. While both are considered by FREPA to be linked to MLA, the skill to do something and the knowledge that it can be done also require different forms of MLA. Furthermore, the second item states the purpose to learn other languages, while item 6

is more of a general statement. Knowing that one can use similarities between languages to learn another might be considered by the students as more useful than simply being able to compare sentence structures in other languages. However, being able to compare sentence structures in pupils' own languages is an explicitly stated aim in LK06 and as such is something the pupils need to be taught in order to fulfil the requirements posed by the curriculum.

The second most agreed with statement in the scale, is the third one: ***It is important that pupils can use knowledge and skills acquired in one language to learn another.*** This statement is linked to the second one in that it emphasises that experiences from a language learning process can be applied to learning another language. Again, this is found reflected in the open questions where some respondents have answered that they would want to prepare their pupils for future language learning, and specifically include languages that they will encounter later in their education

The third most agreed with statement is the first statement: ***It is important that pupils know that certain "loan words" have spread across a number of languages (for example, taxi, computer, hotel).*** This is also the statement where the two groups differed the most and the only statement where the results from the Whitney Mann U test suggest that the difference between the two groups is significant. It is the second least agreed with statement in the group of first year students and the third most agreed with statement in the group of second year students. In FREPA, this descriptor is under the *evolution of languages* section (Candelier et al. p. 27) and is one of the "green key" descriptors. That is, the developers of the framework consider this to be knowledge that cannot be acquired without a pluralistic approach to language teaching.

Statement number five ***It is important that pupils can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2)*** is the fourth most agreed with. In FREPA it falls under section V of skills *Can use what one knows of a language in order to understand another language or to produce in another language* and is

another of the “green key” descriptors, which means that pluralistic approaches are essential for the skill to be developed.

4. Conclusion

Following are the conclusions that might be drawn from this study in the form of answers to the research questions posed in the introduction. Finally, some suggestions for further research are made, as this is just one approach to the topic and it might be worth delving deeper into.

What are Norwegian teacher students' thoughts on promoting metalinguistic awareness through pluralistic approaches in their future English teaching career?

A majority of students seem to be positive towards promoting MLA through pluralistic approaches. However, there is a possibility that they might not be consciously aware of a connection between the two. They bring up several strategies such as making comparisons and looking at similarities between languages, as well as aspects of pluralistic approaches and the idea of teaching for future language learning endeavours, indicating that they have an idea of this connection. However, only a few students make this connection consciously and use the term metalinguistic awareness. Most of them also wish to include other languages in their teaching, however this seems to mostly be inferred by an “inclusive” teaching approach in a multicultural and multilingual classroom rather than from a language learning perspective where including other languages can increase MLA. They want the pupils with different linguistic backgrounds to feel seen and validated, (which is also very important), rather than seeing the language learning benefits that also come with including other languages.

Furthermore, the majority of the students agree with all six statements in the Likert scale, which are statements about the importance of certain metalinguistic skills and knowledges that are best taught with a pluralistic approach according to FREPA. Based on this and the fact that the respondents are already prepared to use aspects of pluralistic approaches in their teaching, it would perhaps not be unreasonable to suggest that they also would be open to

using pluralistic approaches to promote MLA if they were to be made aware of this connection. The minority who do not wish to include other languages or only want to include Norwegian to provide explanations seem to be informed by a monolingual approach to language learning and wish to only use English in English class. This approach, however, is outdated, bereaves the learners of the potential MLA benefits of including other languages and goes against the national curriculum's stated purpose of the subject to foster multilingualism and to use multilingualism as a tool.

How do Norwegian teacher students of English understand multilingualism?

Most students have at least a basic understanding of the term multilingualism and only a small percentage do not know the term. The aspects they bring up are number of languages, competence and situational, which are aspects commonly used in the several definitions of the term. There does seem to be some disagreement among the students, however, about bilingualism vs multilingualism. While bilingualism is widely accepted under the term multilingualism in the field, around half of students make a distinction between the two. Furthermore, a requirement of competence to a certain degree is brought up, where active communication skills are valued, however they do agree, for the most part, that the English subject in schools contributes to multilingualism. Students also consider the individual vs societal dichotomy of multilingualism, but only a small percentage relate multilingualism to a classroom context as well as relate the term to MLA, which is something that should be addressed by the teacher education.

What thoughts do they have on using pluralistic approaches in their future English teaching career?

Most of the students are open to teaching with future language learning in mind as well as including different languages in their teaching of English as is required under LK06 and the future curriculum. A few of the students also mention aspects of specific pluralistic

approaches such as making comparisons and looking at similarities and differences between languages. Those who are more sceptical seem to be informed by outdated “monolingualistic” notion to teaching English and that including other languages might confuse the pupils or take away from learning English.

To which degree is there a difference between the thoughts of first- and second-year students on the topic of pluralistic approaches to promote MLA?

There does not seem to be any significant difference between first- and second-year students, as the majority of both groups think that promoting MLA skills and knowledge to which pluralistic approaches are essential is important. However, it seems like a majority of both groups are not consciously aware of the relationship between MLA and multilingualism/pluralistic approaches.

4.1 Suggestions for future research

In order to get more in-depth information regarding student teacher’s opinions on the subject matter, it could be interesting to collect data in the form of interviews from a smaller sample group or even a discussion group. This could provide a deeper insight into where these opinions come from and why the students think as they do. Another interesting approach would be to present a similar questionnaire to a group of in-service teachers to gauge the opinions from currently practicing teachers rather than from students who only have weeks’ worth of classroom experience. The results from such a study could be compared with the results from a study such as this one. A similar study could be conducted on a group of teacher students, where they get follow-up questionnaires throughout their student years as well as into their teaching careers to see how, or if at all, their opinions change throughout the course of their education and practice.

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MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Multilingualism - I associate it with being bilingual or understanding and using one or more languages, with the purpose of communication.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

By learning english I have gained insight into other languages and cultures. It has enabled me to see connections I don't think I would have seen otherwise. Examples: I understand a lot of german, french and spanish because I know both english and norwegian. Speaking with people from other ~~languages~~ cultures in a common language is so different from having it translated - more meaningful.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I would encourage them to see connections in languages (similarities) as I myself have found it very rewarding. Being able to connect and communicate with people from different cultures is meaningful in many ways, and I would like my pupils to experience that - whether it is through English or other languages.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Yes, but maybe not at a very early stage as they might confuse the languages with each other. However, I myself have found it very fun to explore the origin of e.g. loanwords in English, and I would like to include that. I would not feel comfortable teaching languages I don't know - but I might include French, German and Spanish as I feel somehow confident in pronunciation.

5. If your answer to question 4 was yes: Which languages would you include and why?

languages I am familiar with, and that I know how to read and pronounce. Counting, greetings, polite phrases and so on - small doses.
 French, German, Spanish - these are languages I feel the most confident in besides English.
 Spanish is spoken all over the world and should be useful and recognisable for pupils.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>French</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	① family ② school
Language 2	② school ① travelling and living abroad, university ③ TV, internet
Language 3	① school ② travelling
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

I'd like to improve my french because I find it so rewarding to see connections or suddenly understand the topic of a conversation. I would like to know spanish to be able to understand more of it - right now its just words here and there and it's making me curious. My main reason for learning languages is communicating ^{with} and better my understanding of other cultures - seeing things "from the inside".

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

The ability to speak several languages.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Because studying another language gives you a different understanding of other structures in grammar that can be helpful to then acquire other languages.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I would like to but not sure about whether the strategies for that objective are different or not from the strategies used to teach English as an L2. But would love to!

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Yes, because I think it needs to be an awareness about the multiple cultures that are present in the Norwegian classrooms today. Acknowledging languages is also acknowledging and including students in the classroom with a different cultural background. Children that speak other languages than Norwegian at home should not feel shame for being "different". I think it is positive to drag that in.

5. If your answer to question 4 was yes: Which languages would you include and why?

I would personally like to include arabic, just because i feel it's starting to become a dominant language within the foreign population in Norway and a lot of kids who have arabic as their L1 struggle a bit in the beginning at schools to adapt or understand. I think it could be a great help for those students and also fun for the other students to experiment with different sounds that are not found in english or norwegian 😊

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Minu inu betsiaiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Spanish

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

5

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Spanish</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Portuguese</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 <u>Arabic</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	School / home
Language 2	School / travelling
Language 3	Abroad /
Language 4	Abroad.
Language 5	Abroad

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

French, Italian, cause I like how they sound and also think it would be easy for me to learn cause of their similarity to Spanish.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

when more than one language is used either in a situation, a conversation, or by a person in general

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

By learning English, Norwegian pupils learn a new language and can now contribute in foreign language conversations by using another language than their own

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I will at least try. It's important to be able to communicate with the world so that we can work together, and make a better world together. Language is crucial for this to work
 ↓
 (multilingualism)

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Again, I would try (especially in a multicultural class, then I would use the languages we had present).
 The more languages we know, the better/easier communication with the world is.

5. If your answer to question 4 was yes: Which languages would you include and why?

Other than my pupils languages I would include German, French and Spanish. A big part of the world speak these languages.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki.

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershiyi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

norwegian and english

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Swedish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family, school
Language 2	travelling, TV, friends, family
Language 3	family, school, travelling
Language 4	school
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

I like languages and want to learn more

- more Spanish
- French
- Italian
- German

These are also very large languages so they are good to know

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Flerspråkighet er at det er flere språk til stede. Det kan være at en enkelt person kan flere språk iden forstand at man bruker mer enn et språk idet daglige, for eksempel en med norsk mor og tysk far som bruker begge språkene. Eller det kan være at personene i klasserommet, på jobben osv har forskjellige morsmål.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Jeg føler det fører til at man går over til å snakke engelsk i møte med personer som ikke kan norsk, i stedet for at man kanskje lærer av hverandres morsmål.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Jeg ville ~~læ~~ brukt strategier som de kan bruke
 når de senere kanskje skal lære et nytt språk. Det
 vil gjøre det enklere for dem.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Viss noen av elevene har et annet morsmål enn norsk,
 kan det være nyttig og sammenligne strukturer i språket
~~lære~~ med det språket de kjenner, enten det er norsk
 eller et annet språk.

Mange elever kan kjenne seg utrygge om alt foregår på
 engelsk, og jeg ville dermed tilpasse bruken av norsk i
 klasserommet ut fra at de skal kjenne seg trygge. En utrygg
 elev lærer ikke så mye.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: ~~55~~ 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwa

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, school, TV
Language 2	Family, school, TV, internet
Language 3	School
Language 4	School, family
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Spanish: Learn more, and be ~~more~~ able to have more conversations. To be understood.

German: Same as Spanish, and to understand more talking to tourists.

Generally, it would be great to know more languages, doesn't really matter which one.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Multilingualism is when a person is able to speak more than one languages.
and / or:
a language consists of words or units borrowed from another language.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Learning English helped me to communicate in English and also, since some words in English are similar to Norwegian, it helped me to broaden my vocabulary.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Organizing the topics in English w/ relevant terms will help the pupil to have an overview of how the language is constructed. Similar terms may be applicable in other languages. Some English words are loan words from other languages, thus, it will help make learning a new language easier.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Only in extreme cases when a pupil is not paying attention in class, to adamant in redirect the pupil back to the lecture. If a pupil does not whatsoever understand the word after trying to explain it in different ways. Otherwise, English would be the preferred language.

5. If your answer to question 4 was yes: Which languages would you include and why?

Norwegian which is the most common language
(see question 4.)

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: En betsiaki inu.

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 100

Ershiwu: 25

Sanshisan: 303

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershisan

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian & Tamil (TAMIL)

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Tamil</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Tamil (family)
Language 2	Norwegian (school, family, TV) ^{sidtids}
Language 3	English (School, books at home) ^{English course, church}
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No I already need to work on the languages I have learned to "vedlikeholde" them, so that I don't become "språkforvirret". 😊

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multilingualism is having more than one language, either in your personal repertoire or in a group.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

I agree because learning English can help become a communicational “bridge” when you're talking with someone who doesn't speak your first language.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Knowing how to understand, read or speak more than one language is also helpful with communicating and learning / understand other cultures.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I think it's important for the students to be exposed as much as possible to the English language when they are learning English, because they won't learn as much about actually using English by just reading glossary or learning grammar. Adding another language can become quite confusing.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 3 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	English : in school / at home (internet)
Language 2	Spanish : in school
Language 3	Norwegian : family / in school
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

French and German because ^{they are} ~~it is~~ a very common languages and a lot of people speak these languages. Also they sound very cool and have a lot of similarities to other languages.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multi means more than one, and lingual means language, so the words put together means more than one language. Therefore I believe it is about knowing more than one language

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Because learning more languages helps learning more about other languages, as many of the rules of each language are the same

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Just by learning about english, they would learn how to ~~learn~~ understand other languages

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Norwegian, as it will probably be needed ~~in~~ in some lectures

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

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24: ershi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

5

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 <u>Danish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 <u>Swedish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home, TV
Language 2	School, Internet
Language 3	School
Language 4	TV
Language 5	TV

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

~~to~~ to be able to speak two or more languages fluently, and use it frequently

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Because if more people learn to speak two different languages it will be easier for the world to communicate?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Because I think that learning several languages is a good thing.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Yes and No

I would draw some lines between English and other languages, for example if some words are similar

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

Male

Female

Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family
Language 2	Internet, TV, school
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

When a person speak more than one language.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Yes. I learned both English and Norwegian, and both of these languages helped me when I learned Spanish in 8th. grade.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Yes, because we live in a multi-cultural society in a globalized world where many people want to learn new languages.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I would include Norwegian IF it is necessary.

5. If your answer to question 4 was yes: Which languages would you include and why?

Our L1 Norwegian. Because it can help some students to see the similarities and differences between Norwegian and English, when learning English.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 15

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: _____

24: _____

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, school
Language 2	School, travelling abroad, TV, internet
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Multilingualism is that you know and speak several languages.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

We have to learn english in school to be good in it and confident of using it. But we should also get more english in school, especially from 1-10 grade.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

It is important to know english, but also learn how to "videreformidle din kunnskap" to other people. That is so the english language can evolve.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

If I know any other languages except english and norwegian I would ~~def~~ ofcourse use it.

I would like to teach sign language to students so they can communicate with everybody.

5. If your answer to question 4 was yes: Which languages would you include and why?

~~sign~~ sign language, so my students could talk to everybody, also the people hard of hearing.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
I	the jaguar	have seen	

En	baka	betsiaki	<i>I have seen the fish</i>
I	the fish	have seen	

Min	baka	betsiaki	<i>You have seen the fish</i>
You	the fish	have seen	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min betsiaiki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Tysk</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Polsk</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	mother tongue ; family , school
Language 2	travelling abroad, family, school
Language 3	school, family
Language 4	family, travelling abroad
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

I'm not sure, but I think it means, being able to speak more than one language.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Yes, because the more languages you learn, the easier it will be to learn new ones. This is because you have multiple languages in your head you can relate to when learning a new one. When I knew English, it was easier for me to learn French.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I would teach them the techniques to learn English, so they would have a process to learn other languages in the future.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Maybe not, but I'm unsure. Because I'll be a teacher for the youngest kids, they might get confused, but it might be easier with the older kids.

5. If your answer to question 4 was yes: Which languages would you include and why?

Maybe Greek, Latin and French if anything. This is because these languages are the basis for English, and it would be helpful to see the connection.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree	Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	○ <input checked="" type="radio"/> ○ ○ ○	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/> ○ ○ ○ ○	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/> ○ ○ ○ ○	
...know that each language has its own sound system.	<input checked="" type="radio"/> ○ ○ ○ ○	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/> ○ ○ ○ ○	
...can compare sentence structures in different languages.	○ <input checked="" type="radio"/> ○ ○ ○	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident	Not at all confident			
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>French</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Norwegian is my LI
Language 2	English, I learnt at school and from TV + social media
Language 3	French, I learnt at school
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Spanish, because it is widely spread and useful
Dutch, because I'm 1/4 Dutch

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

The use of more than one language.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

You get to communicate with people you may not could talk with before.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

In the work market it is highly valued to speak different languages. So if I manage in a way to prepare my pupils for other languages I will do that.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Maybe if there are any pupils that speak a different language I would try to include them by let them learn words on their language to the other pupils.

5. If your answer to question 4 was yes: Which languages would you include and why?

<p>I'm not sure.</p> <p>Maybe German, French or Spanish.</p> <p>Many people speak them</p>
--

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 303

Try to write down the following numbers in Chinese

Example: 13: shisan

15: yiwu

24: ersi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

13

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>english</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home
Language 2	School, travelling
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Spanish, French

Many speaks them

Like languages

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

It means that you can speak more languages.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

We learned to speak English and Norwegian. We didn't learn any other language, but in middle school we could choose a third language, I chose Spanish.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I think that in their first year in school, they should just focus on learning Norwegian and English, but in middle school they can choose a third language.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Norwegian to help them understand better if we are working on something difficult.

5. If your answer to question 4 was yes: Which languages would you include and why?

I would include our first language, Norwegian.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

~~Min inu betsiaki~~

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 333

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Swedish</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, everywhere
Language 2	School, family
Language 3	Family
Language 4	School, travelling
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Maybe France, because I like languages

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

It is to speak multiple languages? That you speak more than one language (flerspråklig)

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

because we learned english and this was a new language for us, we already had learned norwegian?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

if I could prepare them for learning other languages I would, maybe make comments / compare with other languages, to get them interested in other languages. I think it "niches" ^(in niches? haha) your life to be able to speak more languages @

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

maybe not so much, because of what I understand is that we get so little time to teach english in school, that I don't want to use that time on anything else than teaching english.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

- 1 yi
- 2 er
- 3 san
- 4 si
- 5 wu

- 10 shi
- 11 shiyi
- 12 shier

- 20 ershi
- 23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 <u>french</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	home, school, family etc.
Language 2	School, travelling abroad, home, films etc.
Language 3	travelling abroad
Language 4	School, TV
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

I'm not sure how to describe it.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

As I've seen in practice, the students need to focus on English during the little time they actually have English at school.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

English only in English class.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:*Example: shisan: 13*Shisi: 74Ershiwu: 25Sanshisan: 33**Try to write down the following numbers in Chinese***Example: 13: shisan*15: shiwu24: ershi

PERSONAL QUESTIONS

1. Gender:

Male

Female

Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

5

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Russian</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Japanese</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 <u>Korean</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family, in school
Language 2	family, in school
Language 3	friends, internet
Language 4	internet
Language 5	internet

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

as many languages as possible.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

I do not know

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Because of the globalization.
It's important to be able to
understand multiple languages

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I do not know any other
languages myself. I would
include a 3L if I knew
one.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiahi

2. Here are a few numbers in Chinese:

- 1 yi
 2 er
 3 san
 4 si
 5 wu
 10 shi
 11 shiyi
 12 shier
 20 ershi
 23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	From parents, school, everywhere
Language 2	School, mostly on my youth exchange
Language 3	in school
Language 4	
Language 5	

in
the us

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

That you can talk/understand multiple languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

We learnt several songs in different languages

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I will teach them strategies for how they learn best, and use the same techniques.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

It's important to be aware of other cultures especially in a multicultural classroom.

↳ Learn songs, birthday songs etc.

5. If your answer to question 4 was yes: Which languages would you include and why?

spanish and german, because those are most common and also relevant with the thought of learning languages in High School

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min betsiaki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

- Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family, friends, school, reading, internet/TV
Language 2	Living one year in the US, traveling, school TV shows/internet
Language 3	school, traveling
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

French, but rather learn Spanish better.
But I don't have the extra time to learn, so
it will probably never happen.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Knowing different
languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Learning English makes it
easier to talk to people
from other countries

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I think that learning something about other countries and languages is important as well

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

We don't have enough English at school to be focusing on other languages

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min ina betsiaki

2. Here are a few numbers in Chinese:

- 1 yi
- 2 er
- 3 san
- 4 si
- 5 wu

- 10 shi
- 11 shiyi
- 12 shier

- 20 ershi
- 23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shi Wu

24: Er Shi Si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>french</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	in friends / family
Language 2	School / movies / games
Language 3	School / lived in France
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Not any specific language,
but it would be cool to know
more

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

The ability to speak/use multiple languages.
If multilingualist possesses more than one language they can speak or use.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

I don't feel that there was a big emphasis in the other subjects on English. We had an English class and met about it really.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I hope so atleast. With different teaching strategies i might make it easier for the pupils to pick up different languages

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Probably not.

There is so little time in today's school system for English that i would focus on that.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
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...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

Finsk?

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

Fluent Norwegian and English

3

Could order something in Spanish

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	A School / at home
Language 2	American school
Language 3	Junior high school
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

To be able to connect with more people

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Flerspråklig

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Jeg lærte fort engelsk noe som har vært svært nyttig i alle år

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Jeg er ikke veldig god i andre språk enn norske og engelsk, men jeg ser ikke noe galt i å lære litt av flere språk.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Hvis jeg har en time der det passer inn.
Dersom man lover om Spania i engelsken
f.eks. Men det er begrenset hvor mye
spansk jeg kan.

5. If your answer to question 4 was yes: Which languages would you include and why?

Spansk fordi det er det eneste språket jeg kan litt av utenom norsk og engelsk

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree			Strongly disagree	
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...know that one can build on similarities between languages in order to learn languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: ~~13~~ 14

Ershiwu: 25

Sanshisan: 43

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: ~~Ershisi~~ Ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

~~Norsk~~ Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spansk</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Norsk, er fra Norge
Language 2	Engelsk, skole, reise, tv, sosiale medier
Language 3	Spansk, skole, reise
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Flerspråkkelig. At du kan flere språk skriftlig og muntlig

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

For man lærer å snakke og skrive engelsk det

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

- Yes
- No

Why/Why not?

Vil legge et grunnlag for hvordan man lærer seg nye språk, noe som gjør det lettere for elevene å lære og velge et nytt språk på ungdomsskolen

4. Would you include languages other than English in the English classroom?

- Yes
- No

Why/Why not?

Bare hvis de ikke skjønner det

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Fransk</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	school, family, tv
Language 2	—— " —— travelling, internet
Language 3	school
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Flerspråklig. At du har/kan flere språk, vokst opp med flere?

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

~~Ja~~ Fordi du lærer flere språk og du får lettere kunnskap og erfaringer

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Fordi det har de godt av videre i livet,
ellersom de kommer til å lære flere
språk senere i skolen.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Fordi da skal de lære engelsk.
Kanskje norsk

5. If your answer to question 4 was yes: Which languages would you include and why?

Norsk, hvis de ikke skjønner det på engelsk

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shíwǔ

24: èrshísì

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spansk</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Tysk</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, school
Language 2	— 11 —, internet, tv
Language 3	school, travelling
Language 4	school
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

fler språklighet
kan snakke flere språk

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

do to the fact that i can speak multiple languages and understand them

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

do to the fact that by learning an second language it will be easier to learn more languages

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

because I do not know any other languages than norwegian and english

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family, in school
Language 2	family, TV, school
Language 3	School, travelling, abroad, family
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Å være flerspråklig

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Ja, fordi skolen idag inkluderer flere språk og bidrar til at elevene dermed får bedre innsikt i nettopp dette å lære språk

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

- Yes
 No

Why/Why not?

Ja og nei. Jeg vil inkludere lærestrategier osv. men det er også viktig å fokusere på det aktuelle språket.

4. Would you include languages other than English in the English classroom?

- Yes
 No

Why/Why not?

I små mengder, og i daglige rutiner som oppstart av dagen eller enkle rutiner som elevene kjenner til

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min betsiki inu



PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	At home / school
Language 2	Studying abroad / school
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Several new languages mainly because of travelling and the importance of globalization

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

You know multiple languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Because we did learn both English and norwegian

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Because when you learn English you can also learn strategies on how to learn other languages

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Because you need to understand how acquisition of words is formed.

5. If your answer to question 4 was yes: Which languages would you include and why?

German, a bit of norwegian because these two languages is similar to English in many ways

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree	Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	○ <input checked="" type="radio"/> ○ ○ ○	
...know that one can build on similarities between languages in order to learn languages.	○ <input checked="" type="radio"/> ○ ○ ○	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/> ○ ○ ○ ○	
...know that each language has its own sound system.	<input checked="" type="radio"/> ○ ○ ○ ○	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	○ <input checked="" type="radio"/> ○ ○ ○	
...can compare sentence structures in different languages.	○ <input checked="" type="radio"/> ○ ○ ○	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min betsiaki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home, school, family, TV
Language 2	TV, school, songs
Language 3	School, TV/films, been to Germany several times
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

When you know multiple languages you can compare them and look at the structure, etc.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

To be able to speak, write and understand multiple languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

We only learned basic English and I learned more outside the classroom

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I think it would depend on the level of the pupils. I would not want to confuse them if learning English was difficult. But preparing them for learning other languages would be ideal.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Probably not as I think it would be confusing.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
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...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

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1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
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Using this list, try to write the following numbers:

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Shisi: 14

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Sanshisan: 16

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident			Not at all confident	
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, TV
Language 2	Tv, Internet, travelling abroad, school
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

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Flerspråklig.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Faget besto mest av grammatik, enn muntlig engelsk. Det bygget grammatik og en vokabular men jeg personlig har lært engelsk gjennom andre kanaler.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

jeg vet ikke.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

jeg kan kun norsk + engelsk.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Du har sett en jaguar.

2. Here are a few numbers in Chinese:

- 1 yi
- 2 er
- 3 san
- 4 si
- 5 wu

- 10 shi
- 11 shiyi
- 12 shier

- 20 ershi
- 23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Worsk.

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Worsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spansk - kan kesille mat.</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	<i>At home, Kindergarten, school etc.</i>
Language 2	<i>At home, school, books, TV, films, travelling</i>
Language 3	<i>School.</i>
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

<i>Jeg vil være flerspråklig.</i>

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Flespråkighet. Noen som snakker fler enn ett språk.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

fordi vi lærte å snakke engelsk flytende og kan bruke språket i utlandet og gjøre oss forstått.
Det gjorde det også lettere å lære spansk.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Fordi man udvikler evnen til å lære nye språk. Engelsk gjør det f.eks. lettere å lære spansk da mange ord ligner.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Nei det tror jeg ikke for det kan være forvirrende, men det kan også være inkluderende og tilpassing for elever fra andre land dersom læreren tar inn deres språk også.

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

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En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaxi

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spansk</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	familie, skole, venner
Language 2	familie, skole, TV, internet, venner, reise
Language 3	skole, familie, reise
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

NA Not sure

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

5. If your answer to question 4 was yes: Which languages would you include and why?

Mainly norwegian

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min betsiaki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, school, friends
Language 2	Family, tv, internet, school
Language 3	school
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

--

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

to be able to speak, read and understand
~~two~~ ~~one~~ more languages.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Look back at my definition.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

My main focus would be English, but they would get the tools to use similar strategies to other languages.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Mainly ~~English~~. English, but Norwegian if necessary.

5. If your answer to question 4 was yes: Which languages would you include and why?

<p>Norwegian</p>

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

- 1 yi
- 2 er
- 3 san
- 4 si
- 5 wu

- 10 shi
- 11 shiyi
- 12 shier

- 20 ershi
- 23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

~~3~~

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Italian</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family, school, TV, internet
Language 2	school, TV, abroad, internet
Language 3	School, travelling abroad
Language 4	Travelling abroad
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

<p>Italian & Spanish. Spanish for travelling the world and Italian because of its beauty.</p>

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multilingualism is when you have several languages.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

because then you have two languages least

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

- Yes
 No
 No

Why/Why not?

I haven't thought about it

4. Would you include languages other than English in the English classroom?

- Yes
 No
 No

Why/Why not?

Besides from Norwegian, probably not

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree	Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	○ ● ○ ○ ○	
...know that one can build on similarities between languages in order to learn languages.	○ ● ○ ○ ○	
...can use knowledge and skills acquired in one language to learn another.	○ ● ○ ○ ○	
...know that each language has its own sound system.	○ ● ○ ○ ○	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	● ○ ○ ○ ○	
...can compare sentence structures in different languages.	○ ● ○ ○ ○	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Mih G@tsiaki ino



PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

(3 w basic skills)

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Russian</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, video movies, friends, school
Language 2	video games, movies, english friends, Family, school
Language 3	Family, travelling there
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Russian properly so I can communicate with Russians when I visit there

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

To be multilingual is ~~to~~ ^{to speak} more than one ~~be able~~ language.

Multilingualism is speaking different languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

English is not my first language, and therefore it ~~no~~ ^{was} a new language for me.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

But not sure how I would do this. But if there is such way, I would do it in my classroom.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Depending on the pupils, but if there are ~~these~~ ^{first} pupils with other languages I would include them.

This will contribute to the pupils understanding of different languages and the challenges each of the pupils face ^{different} when learning a new language.

5. If your answer to question 4 was yes: Which languages would you include and why?

The languages that are spoken by the pupils.
See answer in question 4.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

5

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Danish</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Swedish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family
Language 2	My mother
Language 3	My father
Language 4	school, family, travelling, TV, internet
Language 5	travelling, internet

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Italian, it is a pretty language and I like the Italian culture.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Being able to talk and understand
more than one language

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I'd like to try that.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Making students aware of the similarities in different languages can contribute to a deeper understanding of languages in general

5. If your answer to question 4 was yes: Which languages would you include and why?

The languages relevant for the class
(people with other 1st languages than nor or eng)

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home, friends, school
Language 2	Computergames, Set friends, school
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Spanish.

I regret not putting in more effort at school

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

flerspråklig. Kan være innenfor en person eller en skole.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

5. If your answer to question 4 was yes: Which languages would you include and why?

Andre sine morsmål og Norsk. sammenlignende
språk, oversette OSU.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*
I the jaguar have seen

En baka betsiaki *I have seen the fish*
I the fish have seen

Min baka betsiaki *You have seen the fish*
You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: min betsiaki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

islandsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>islandsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>engelsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family
Language 2	in school, friends, TV, internet
Language 3	in school, travelling, TV, internet
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

not sure yet, but never say never :-)

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

A term describing a set of multiple languages, often correlating to a globalist society.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

At the base level you will know two languages and that is substantial for creating lit multiple.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

To the extent I can, yes. Learning how to learn languages is a great life-skill, but also prepares them for 8th grade when they get to learn a new language

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Letting other students, or myself use other languages fitting the classroom, helps contribute to a deeper level of linguistic skill and certain students can contribute from their own language, boosting motivation

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

English and Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Arabic</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>French</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	At home
Language 2	At home
Language 3	Self taught. books and Duolingo - app
Language 4	Self taught. Books and Duolingo - app
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Chinese and Swahili.
 Chinese so I can travel more, Swahili
 to work more in Africa.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Flerspråklig

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Hjelper oss til å lære flere språk enn morsmålet vårt.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Ved å forklare hvor viktig språk er og gjøre de åpen for å lære flere språk enn bare engelsk.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Fra 1-7 klasse tror jeg de har nok med å fokusere på et språk om gangen

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min bakaa betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Engelsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Spansk</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	School
Language 2	School
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Tysk

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multilingualism is being able to communicate in different languages, ~~as well~~

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

I learned a lot of english at school, it was the only arena where I got to speak it and practice pronouncing.

I learned a lot from movies and games as well, but I never got to speak english during a game or movies

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Later on they (most of them, at least) will have to learn one more language

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I would love to include the languages some of the pupils learn at home

5. If your answer to question 4 was yes: Which languages would you include and why?

The ones that are familiar to single pupils, and maybe German, since it has a lot in common with English and Norwegian. This helps building "metaspråklig forståelse"

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maybe for 7. th grade?
Not sure

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*
I the jaguar have seen

En baka betsiaki *I have seen the fish*
I the fish have seen

Min baka betsiaki *You have seen the fish*
You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family
Language 2	School, gaming, travelling, movies, family
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Would like to be better with german

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Using different languages to talk to other people.
Learning languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

English is a language that many people in the world have in common, so it's important.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Maybe, it depends. Languages is important to learn to connect with others, but me myselfes are not that language "experienced".

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I only know a little bit of Spanish...

5. If your answer to question 4 was yes: Which languages would you include and why?

Norwegian & maybe let the Pupils come up with words from their own language

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min betsiaki inu

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	family + friends
Language 2	school, vacation, internet
Language 3	school, travelling
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

I would like to learn more Spanish and maybe Chinese (because it is one of the most spoken languages in the world)

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

flerspråklige personer

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Når man lærer engelsk, har man flere muligheter til å kommunisere med andre som har engelsk som morsmål eller som andrespråk. Er dessuten enklere å lære språk som spansk, fordi de språkene ligger tett sammen i 'språkfretet'.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Gi de flere muligheter for å utvikle deres språkkompetanse

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Ja, men ikke nødvendig. Kommer litt an på elevgruppen.

5. If your answer to question 4 was yes: Which languages would you include and why?

Sett på likheter mellom engelsk og kanskje morsmålet til en elev. Snakker selv spansk, noe som noen elever kommer til å velge som fremmedspråk på ungdomskolen.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree				
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>					
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>					

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spansk</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Familie / skole
Language 2	skole / reise / internett
Language 3	skole / bo i sør-america / internett
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Tysk, fordi typen er tysk og vi planlegger å flytte til Tyskland.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

My understanding of multilingualism is that someone is somewhat fluent in many languages, more specifically I believe it is more than two languages. In some cases I also believe it can be connected to the different literacies, as well, in the sense that language we use on the internet and slang can be viewed as its own language.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

By learning English we will be able to be somewhat fluent in another language, and be able to use it. I also think the schools do a fair job at this.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

If the pupils are taught in a way that makes them curious of other languages, and make them see similarities and differences between them, I believe they will be more likely to pursue other languages as well → and succeed.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

I think I would definitely connect English to other languages of similar origin. Languages like Spanish have some similarities in words for example. → Increase Metacognitive thinking.

5. If your answer to question 4 was yes: Which languages would you include and why?

As mentioned previously I would at least include Spanish, but see no limitations to also using others.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki.

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 303

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershiqi

PERSONAL QUESTIONS

1. Gender:

- Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian.

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	School, reading, internet, TV, friends, travel
Language 2	School, travel
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

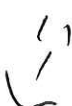
7. If your answer to question 6 was yes: which languages and why?

I really want to learn German and French.
I just believe these two languages sound interesting
and would be useful to have some knowledge about.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Places, rooms, people etc. can be multilingual. – something that has several languages. Maybe even the definition on “language” can variere. 

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

- Yes
 No

Why/Why not?

Norwegians learning English will be students with several languages – more than one.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

I want to! But I don't think I will prioritize it, to be honest. But it is a dream!

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

If I have students that speak other languages, I will help them see likenesses between their mother tongue and English, to help them learn. Also, I think I will use Norwegian to make sure they understand, but hopefully not too much.

5. If your answer to question 4 was yes: Which languages would you include and why?

Norwegian and other mother
tongues to see similarities.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min betsiaki inu

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Romanian</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 <u>French</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Language 5 <u>Swedish / Danish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Mother tongue
Language 2	School, TV
Language 3	Family
Language 4	School (Universities / VHS)
Language 5	Reading, TV

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

More Romanian, because of family.
 more
 French - beautiful and sexy language

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

En forståelse av flere språk,
at man får opplæring i to/eller flere
ulike språk og man har verktøy til
å kunne bruke de ulike språkene,
kanskje på ulike måter.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Å kunne engelsk hjelper med
forståelse av andre/og eget
språk,
Å kunne samtale med mennesker
fra hele verden, å gjøre seg
forstått.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Jeg tror man automatisk forbereder
elevene til andre språk når
de lærer seg engelsk.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Man kan sammenligne med
andre språk, se på likheter/
forskjeller, opprinnelsen til de
ulike språkene og snakke
om hvorfor de er blitt slik
de er blitt.

5. If your answer to question 4 was yes: Which languages would you include and why?

Franske, tyske, spanske, ranske noen
 språk med ~~de~~ mange låne-ord.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*
I the jaguar have seen

En baka betsiaki *I have seen the fish*
I the fish have seen

Min baka betsiaki *You have seen the fish*
You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 303

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Hjemme, på skolen, i barnehagen, sammen med andre mennesker
Language 2	skolen, tv, internett
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Lærte fransk på videregående,
har lyst å ta det opp igjen,
Synes det er kult å kunne flere
språk.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Multilingualism is when a person is fluent in more than ~~one~~ ^{two} languages from a young age. The person is also surrounded by both languages in and outside school.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Even if learning English in school ~~we~~ might mean that you are fluent in English, you have not lived in a society where English is spoken outside school.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Because ^{the} English language is a combination of other languages seeing the similarities between English, French and Norwegian would prepare the students for learning other languages.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Probably yes. I would look at similarities between words in English and add the other languages spoken in my classroom.

5. If your answer to question 4 was yes: Which languages would you include and why?

All languages that are the pupils in the class speak, because it could help the students to understand English if they could relate it to their native language.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25
10 5

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian and Dutch

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Dutch</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	School, kindergarten, generally in life
Language 2	Family
Language 3	Family, school, travelling abroad.
Language 4	School
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Chinese because I ~~wish~~ would like to learn a new way of writing

More Spanish in order to be properly fluent.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Be able to speak English and for example Norwegian,
be a fluent speaker in several languages

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Both in school and by watching tv-series & movies & reading books I became fluent in English as well as Norwegian.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

In 8th grade they will start learning their third language, and it is important to point out differences & similarities in the language I teach and help them on the way when it comes to learning a language, not only English. I will also use other languages that the pupils speak when comparing & learning English.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Language learning is a process, and even though the language can be English (Spanish / French / German), they go through somewhat the same process.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

$$\underline{10} + 3 = 13$$

$$3 + 10 + 3$$

$$2 + 10 + 5$$

$$200 + 10 + 5$$

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

NORWEGIAN



3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Swedish</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 <u>Danish</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home, school, books, internet, communicating
Language 2	TV, school, home, travelling abroad
Language 3	School, travelling abroad, internet (Duolingo)
Language 4	home, school, travelling abroad 
Language 5	home, school, travelling abroad - similar to Norwegian 

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

French - because I would love to live in Madagascar where they speak "gassish" and French. I need to learn Spanish even better as well so that I can use it more & be more confident.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

“Multilingualism” er at man kan lære noe på flere språk eller at flere språk blir brukt til å lære bort.
Det betyr at man kan flere språk

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Jå, ved å lære engelsk ble engelskferdighet en bedre slik at man ble “multilingual”

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Hvis det er mulig ja, og hvis det er på en måte som er både bra for engelsken og andre språk.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Det kan hjelpe elevene med å forstå systemer, og hvordan språk er bygd opp.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norsk

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norsk</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>Engelsk</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Tysk</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Familie, skole, overalt
Language 2	Skole, utveksling, TV, musikk, internet, boka
Language 3	skole
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Having several languages in an culture/setting.
For example students who speak different languages in one classroom.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Grammar and writing were the main focus during my education. There was little to none oral English in class, so most of the teaching was in Norwegian

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Learning a new language is a set of skills that benefits the pupils. ~~It~~ It will in the future help them learn any language, English or others.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

As most classrooms today are multicultural, it is only natural to include all languages spoken. If all the pupils are Norwegian, and only speak Norwegian, it is still relevant and useful to expose them to several languages.

5. If your answer to question 4 was yes: Which languages would you include and why?

Any languages spoken by pupils in the classroom.
 to draw comparisons, contrast and to "validate" the pupils language.
 Languages with similarities English/French, English/Norwegian, Norwegian/German and so forth on.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family + school
Language 2	Family + TV + internet + school + travelling
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Spanish - my mother speaks Spanish.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Jeg tenker at multilingualism er å kjenne til og ha kunnskap om flere språk. Kanskje man er så god at man også kan bruke flere språk og kommunisere på flere språk. Man kan kanskje se likheter og ulikheter mellom språk, og samtale om hva som er spesielt for et gitt språk.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Hadde både norsk, engelsk og fransk-undervisning.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Jeg ønsker hvertfald å rette fokus mot de språkene som er representert i klassen. Har man elever som likes snakker polsk/arabisk/spansk hjemme ville jeg inkludert disse språkene i undervisningen litt her og der. Ikke systematisk nødvendigvis, men små lagar her og der.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Mye det samme svart som over. Ville sammenlignert og snakket om flere språk ja, men hovedsakelig dem som er representert i klassen for før.

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: MIN INU BETSIAKI

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: SHI WU

24: ERSHI SI

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

NORSK

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>NORSK</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>ENGELSK</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>SVENSK</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	TV
Language 2	REISE
Language 3	SKOLE
Language 4	FAMILIE
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

SPANSK → fordi det er så mange som bruker det

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Å bruke flere språk på en måte som gjør deg forstått

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Det bidrar til at elevene blir mer komfortable med å snakke et annet språk enn morsmålet sitt. Dette igjen vil bidra til at elevene føler mestring og kanskje blir motivert til å lære enda flere språk.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Fordi dette vil gjøre elevene klar for å lære et tredje språk på ungdomsskolen og kanskje vekke en livslang interesse for språk.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Jeg ville lett elevene bruke norsk i noen situasjoner, og hvis jeg har noen elever i klassen som snakker andre språk ville jeg involvert de og hørt hva ulike ord er på det språket. Dette kan føre til en dypere forståelse av de ulike språkene

5. If your answer to question 4 was yes: Which languages would you include and why?

Jeg ville som sagt inkludert norsk, ~~men~~ men også inkludert andre språk som kanskje finnes i klassen

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi</i> , <i>computer</i> , <i>hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: ~~Min~~ Min inu batsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, in school
Language 2	Family, in school
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

<p>French and spanish Because they are beautiful languages and useful to know</p>

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multilingualism is a tool you could use in the classroom. Students with different backgrounds and languages can share their knowledge and using this in the classroom can improve learning.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

But that depends how good every teacher is at actually using English in the classroom.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Because understanding the different languages in them self is important

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

If I have students from other countries I would like to include their languages. This I believe will help all my students getting a better view upon how the world is different.

5. If your answer to question 4 was yes: Which languages would you include and why?

The languages of my students with the help of their home.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

$\begin{matrix} | & | & | \\ \text{Min} & \text{betsiaki} & \text{inu} \end{matrix}$

~~Min betsiaki inu.~~
 Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 33

Try to write down the following numbers in Chinese

Example: 13: shisan

15: shiwu

24: ershi si

PERSONAL QUESTIONS

1. Gender:

- Male
- Female
- Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

AS

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident		Not at all confident		
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family, school
Language 2	School
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Russian, more Spanish, German
highly used languages of the world

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Å være bevisst på andre språk.
Være flerspråklig, å beherske mer enn ett språk.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Ja fordi min egen skolegang er hovedgrunnen til at jeg har lært språk utenom mitt morsmål, og skolegangen dyrket min interesse for språk.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

Ja, det kommer til å oppstå situasjoner i fremtiden hvor elevene kommer til å få bruk for andre fremmed språk. Da kan litt kunnskap være til stor hjelp.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

For å få en forståelse for andre språk. Er det likheter? Har man elever i klassen som snakker andre språk hjemme, bruke det som en resurs.

5. If your answer to question 4 was yes: Which languages would you include and why?

<p>Engelsk Spansk Svensk / dansk / nynorsk.</p>

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
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...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that each language has its own sound system.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*
I the jaguar have seen

En baka betsiaki *I have seen the fish*
I the fish have seen

Min baka betsiaki *You have seen the fish*
You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar:

Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

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Try to write down the following numbers in Chinese

Example: 13: shisan

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24: ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

3

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Morsmål (Norsk)
Language 2	English - at school, and lived in the U.S.
Language 3	Spanish - at school.
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Not any in particular but all languages are interesting.

MULTILINGUALISM

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1. Please explain what “multilingualism” is.

Multilingualism is when one is using language- and topic learning simultaneously. For example learning math in English can be usefull to learn mathematical terminology in that language

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Seeing topics with another language can help the pupils see the reasoning behind why stuff is named how it is etc.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

If you teach the pupils English in an analytical way, they will have a greater "metaspråklig" understanding.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

In small parts, so I could have the pupils think about similarities and differences.

5. If your answer to question 4 was yes: Which languages would you include and why?

I would include spanish, as this is built up a bit similarly sentence wize.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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...can compare sentence structures in different languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

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1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
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20 ershi
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Using this list, try to write the following numbers:

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Try to write down the following numbers in Chinese

Example: 13: shisan

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PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Spanish</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family , School
Language 2	School , Video Games
Language 3	School
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Cuz it would be nice to be able to use something that took 5 years of my life.

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

In my mind multilingualism is when you can talk, write and use several languages as well as any other.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

For me this is not a yes or no question. However it is more yes than no. I started talking English before starting school, due to a close friend from The States. ~~My~~ I did not start writing English before school, and of course my English got better during my time at school.

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

We ~~can~~ communicate through language, and language is important. Language fosters understanding, and understanding each other will help with tolerance and respect. Showing our pupils the power of language ~~and~~ and show them some patterns/links will hopefully create an interest for more than English and Norwegian.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

Absolutely. In a multicultural classroom it is important and useful to use more than the "basic" languages. This will help both the pupils and the parents to feel seen.

5. If your answer to question 4 was yes: Which languages would you include and why?

The languages that are present in the particular classrooms. I could also supply with some words in Spanish, German and Afrikaans.

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree					Strongly disagree
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...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can use knowledge and skills acquired in one language to learn another.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...know that each language has its own sound system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
...can compare sentence structures in different languages.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En inu betsiaki *I have seen the jaguar*

I the jaguar have seen

En baka betsiaki *I have seen the fish*

I the fish have seen

Min baka betsiaki *You have seen the fish*

You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiaki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
12 shier

20 ershi
23 ershisan

Using this list, try to write the following numbers:

Example: shisan: 13

Shisi: 14

Ershiwu: 25

Sanshisan: 313

Try to write down the following numbers in Chinese

Example: 13: shisan

15: Shiwu

24: Ershisi

PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 <u>Swedish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 <u>Danish</u>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 <u>German</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Home, school, family
Language 2	friend, family, TV
Language 3	TV
Language 4	TV, holiday
Language 5	TV, friend, school

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Arabic, Russian - to broaden my language skills and be able to connect to more people

MULTILINGUALISM

Thank you for taking part in this study for my master thesis! Please answer the questions as detailed and honestly as possible – there are no right or wrong answers! I am simply interested in your thoughts and reflections on the topic. Should you need more space to write, feel free to write on the back of the sheet with the question you are answering. In which case, please indicate which question you are answering with its corresponding number. You may answer in either English or Norwegian, whichever you are most comfortable with.

1. Please explain what “multilingualism” is.

Det å kunne bruke flere språk for å uttrykke seg /
si noe.

2. According to the Norwegian National Curriculum (LK06): “Learning English will contribute to multilingualism.” Thinking back to your own school experience, do you agree?

Yes

No

Why/Why not?

Føler jeg har fått undervisning som gjør at jeg kan
bruke engelsk på det nivået at jeg kan si det
jeg vil, og forstå det jeg leser/hører
gjøre meg forstått

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

That ~~would~~ would be my goal. To let the pupils see the similarities and find their way of learning a new language, by teaching them English.

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

If there is a way to help the pupils get a better understanding of the English language by including other languages, then I would like to. But if ~~#~~ it will only cause confusion, it is better to leave it out.

Norwegian will be used to words that are difficult and to help their understanding

5. If your answer to question 4 was yes: Which languages would you include and why?

I would include Norwegian when ~~resistant~~ to help the pupils ~~understand~~ ^{readily}.
~~And~~ words ~~and~~ if explanation, pictures or other don't work.

Other ~~languages~~ languages would be difficult for me to include since ~~my~~ I'm not good enough at them, and couldn't use them properly (probably)

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

It is important that pupils...	Strongly agree				Strongly disagree
...know that certain "loan words" have spread across a number of languages (for example, <i>taxi, computer, hotel</i>).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...know that one can build on similarities between languages in order to learn languages.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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...can identify one's own reading strategies in the first language (L1) and apply them to the second language (L2).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TASKS

Following are two language tasks. Please read the instructions carefully and fill in your answers. If you are not completely sure about an answer, just write down what you believe to be correct.

1. Here are three sentences in an unfamiliar language and their English translations:

En	inu	betsiaki	<i>I have seen the jaguar</i>
<i>I</i>	<i>the jaguar</i>	<i>have seen</i>	

En	baka	betsiaki	<i>I have seen the fish</i>
<i>I</i>	<i>the fish</i>	<i>have seen</i>	

Min	baka	betsiaki	<i>You have seen the fish</i>
<i>You</i>	<i>the fish</i>	<i>have seen</i>	

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: Min inu betsiki

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

10 shi
11 shiyi
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Using this list, try to write the following numbers:

Example: shisan: 13

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Try to write down the following numbers in Chinese

Example: 13: shisan

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PERSONAL QUESTIONS

1. Gender:

Male
 Female
 Self-identified

2. What is/are your first language/s?

Norwegian

3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

2

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident				Not at all confident
Language 1 <u>Norwegian</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 <u>English</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	Family and everyone around
Language 2	English School, TV, internet etc.
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

Learning Korean because it would be fun to ~~use~~ be able to know something not very many of ~~the~~ people know (people in ~~my~~ ^{my} area)
 Also because I would be able to understand what artist I follow are saying and not have to pause the ~~shows~~ ^{shows} I'm watching every 5 seconds to read subtitles (K-dramas)

Also be better at German, I learnt it for four years at school but I don't know anything anymore. Just for fun

MULTILINGUALISM

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Yes

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Why/Why not?

3. Think about your future job as an English teacher: Would you teach in a way that also prepares your pupils for learning languages other than English?

Yes

No

Why/Why not?

4. Would you include languages other than English in the English classroom?

Yes

No

Why/Why not?

5. If your answer to question 4 was yes: Which languages would you include and why?

6. Following are a number of statements about knowledge and skills related to language and language learning. To which extent do you agree that *the English classroom* should contribute to developing these? Please indicate the extent of your agreement/ disagreement in the table below.

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...can identify one’s own reading strategies in the first language (L1) and apply them to the second language (L2).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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I the jaguar have seen

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I the fish have seen

Min baka betsiaki *You have seen the fish*
You the fish have seen

Look carefully at how the sentences are structured, and try to translate the following sentence into this language:

You have seen the jaguar: _____

2. Here are a few numbers in Chinese:

1 yi
2 er
3 san
4 si
5 wu

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Using this list, try to write the following numbers:

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Shisi: _____

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Try to write down the following numbers in Chinese

Example: 13: shisan

15: _____

24: _____

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1. Gender:

- Male
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Self-identified

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3. In how many languages are you able to carry out a conversation? (Anything from ordering something at a restaurant to having an academic conversation)

4. Which languages are these and how would you rate your overall confidence in these languages?

	Very confident			Not at all confident	
Language 1 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 2 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 4 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language 5 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Where did you learn these languages? Example: in school, family, travelling abroad, TV, internet etc. If you learned these languages in several different contexts, please list them in their order of importance.

Language 1	
Language 2	
Language 3	
Language 4	
Language 5	

6. Would you like to learn any additional languages?

Yes

No

7. If your answer to question 6 was yes: which languages and why?

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Informed Consent Form

Dear student.

My name is Ann-Kristin, and I am a master student here at HVL. I would like to invite you to participate in a research study for my Master thesis. The topic for my thesis is multilingualism and the English classroom and I would like teacher students' opinion on this. All you need to do to participate is fill in a questionnaire in class and allow me to include your questionnaire in my research database.

The questionnaire is completely anonymous and your participation is entirely voluntary. You may withdraw your agreement to participate at any time and without stating any reason. If you withdraw from participation, you may indicate whether or not the data collected up to that point can be used in the study, and any information you do not want used will be destroyed immediately.

I agree to participate in the study

Date: _____

Name of participant: _____

Signature of participant: _____

If you have any queries or concerns regarding this research, please contact Ann-Kristin Sivertsen (sivertsenannkristin@gmail.com)

Thank you very much for your participation! It is much appreciated.

Ann-Kristin Sivertsen