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MASTER'S THESIS

Student teachers & teachers in the multilingual classroom: A study of student teachers' and teachers' self-perceived preparedness to work in the multilingual classroom at different stages of their careers

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I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 12-1.

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Table of Contents

<i>Acknowledgments</i>	<i>II</i>
<i>List of Figures & Tables</i>	<i>1</i>
<i>List of abbreviations</i>	<i>2</i>
1 Introduction	3
1.1 Relevance	3
1.2 Aim & Scope	4
1.3 Research Questions & Hypothesis	5
1.4 Thesis structure	6
2 Theoretical considerations	7
2.1 Multilingualism	7
2.1.1 Defining Multilingualism - The Individual and social dimension	7
2.1.2 Language Proficiency, use, and Identity	9
2.1.3 The multilingual classroom	10
2.1.4 Multilingualism and Culture.....	11
2.1.5 Multilingualism in Norway	12
2.2 Teacher preparedness	13
2.2.1 Teacher cognitions.....	14
2.2.2 Preparedness to teach in a multilingual classroom.....	16
2.3 Multilingual Pedagogies	21
2.3.1 Framework of Reference for Teaching Approaches (FREPA).....	21
2.4 Teaching and Learning English as an L2 v. L3	23
2.4.1 L3 Language learning	24
2.4.2 L3 language teaching.....	25
2.4.3 L3 English learner's results	25
2.5 Multilingualism and The Curriculum	27
2.5.1 Language Represented in the Curriculum	27
2.6 Guidelines for teacher education	29
2.6.1 National Guidelines 4-year teacher education.....	30
2.6.2 National Guidelines 5-year teacher education	31

2.6.3	Education Institutions	31
3	<i>Methodological considerations</i>	33
3.1	Research Strategy	33
3.2	Participants	34
3.3	Data collection	36
3.3.1	Semi-structured interviews	36
3.3.2	Designing the interview guide.....	37
3.3.3	Pilot interview.....	38
3.3.4	Conducting the Interviews.....	38
3.3.5	Transcribing the Data	40
3.4	Framework for data analysis	40
3.5	Limitations	42
3.5.1	Reliability	42
3.5.2	Validity	43
3.5.3	Ethical and methodological considerations	45
3.5.4	Methodological Reflections.....	46
3.6	Dissemination and Transparency	47
4	<i>Analysis</i>	48
4.1	Previous Knowledge & Experiences with Multilingualism	48
4.1.1	Knowledge of other languages.....	51
4.1.2	How has multilingualism been represented in studies?	54
4.2	Defining and Identifying Multilingualism	56
4.3	Multilingualism in the Curriculum	61
4.4	Multilingual pedagogies	65
4.5	Potential Challenges and Opportunities	72
4.6	Potential for further education and Development	75
5	<i>Discussion</i>	80
5.1	Perceptions of Multilingualism	80
5.2	Self perceived preparedness & practice	83
5.3	Desire for further development	92

6	<i>Conclusion</i>	95
6.1	Conclusions	95
6.2	Further research	99
6.3	Closing remarks	100
7	<i>References</i>	102
	<i>Summary</i>	112
	<i>Summary in Norwegian</i>	113
	<i>Declaration of Equal Contributions in Co-Written Master's Thesis</i>	114
	<i>Appendices</i>	115
	Appendix 1. Interview guide – Student Teachers	115
	Appendix 2. Interview guide – Teachers	118
	Appendix 3. Interview guide (in Norwegian)	121
	Appendix 4. Thesis information letter	126
	Appendix 5. Form of consent	129
	Appendix 6. Later asked questions	130
	Appendix 7. STUDENT TEACHER 1	132
	Appendix 8. STUDENT TEACHER 2	139
	Appendix 9. STUDENT TEACHER 3	148
	Appendix 10. NOVICE TEACHER 1	155
	Appendix 11. NOVICE TEACHER 2	164
	Appendix 12. NOVICE TEACHER 3	174
	Appendix 13. Experienced teacher 1	184
	Appendix 14. Experienced Teacher 2	192
	Appendix 15. Experienced Teacher 3	205
	Appendix 16. Experienced Teacher 4	221

List of Figures & Tables

Figures:

Figure 2.1: *Teacher cognition, schooling professional education, and classroom practice (Borg, 1997)*

Tables:

Table 2.1: *(Translation of results from Dahl & Krulatz, 2016, p.10)*

Table 2.2: *National test scores for English (Statistisk sentralbyrå, 2021)*

Table 3.1: *Participant information*

List of abbreviations

L1 - first language (mother tongue)

L2 - second language

L3 - third language

SLA - second language acquisition

TLA - third language acquisition

ELT - English language teaching

EFL - English as a foreign language

L97 - Kunnskapsløftet, National Curriculum for Knowledge Promotion from 1997

LK06 - Kunnskapsløftet, National Curriculum for Knowledge Promotion from 2006

LK20 - Kunnskapsløftet, National Curriculum for Knowledge Promotion from 2020

GLU 5-10 - Teacher education program for 5-10 grade

GLU 1-7 - Teacher education program for 1-7 grade

HVL - Western Norway University of Applied Sciences

UIB - The University of Bergen

NTNU - The Norwegian University of Science and Technology

OSLO MET - Oslo Metropolitan University

FREPA - Framework of Reference for Teaching Approaches

BUFDIR- Office for Children, Youth and Family Affairs

1 Introduction

The topic of this study is teacher preparedness - more specifically, teachers' perceived preparedness to work as an EFL teacher in a multilingual classroom. The study will focus on student teachers' and teachers' self-perceived preparedness towards working with multilingualism. The reason behind conducting this study is that Norwegian classrooms are becoming steadily more multilingual. In this thesis *multilingualism* is understood as *'the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives'* (The European Commission, 2008, p. 6). According to Statistical research at Statistics Norway, 877 277 immigrants and 213 810 Norwegian-born with immigrant parents live in Norway as of March 2023. This corresponds to 19,9 percent of the population (Statistical research at Statistics Norway, last updated 6. March 2023). With this rise in immigration and, consequently, the increase of multilingual learners, schools face new challenges that require more development from today's teachers (Hirvonen, 2010, p.5). Following this increase in multilingualism, we find it essential to explore teachers' experiences and perceptions of preparedness to work with multilingualism, as teaching pupils of different linguistic repertoires can demand specific competence with a particular set of knowledge and skills (Matinheikki-Kokko, 1999, p. 40).

1.1 Relevance

The world we live in is becoming increasingly interconnected, and people from all over the world are interacting with each other on a regular basis. A rise in migration will likely see the world becoming even more interconnected. According to Statistical research at Statistics Norway (2023), Norway has seen a 7,1% increase in immigrants and a 3,9% increase in Norwegian-born citizens who have immigrant parents since 2022. The recent influx of people from Ukraine can serve as an example of this trend. As a result, Norwegian classrooms are becoming increasingly more diverse and multicultural, with many young pupils arriving with foreign language competencies and experiences.

Today language has become a valuable resource in education, and in the last few decades multilingualism has been a topic of interest. We can also see that there has been a shift in views on multilingualism and the value of language in the curriculum. The previous curriculum version emphasized finding words and phrases common to English and the

student's native language. In contrast, the current curriculum recognizes the value of multilingualism in the classroom and the benefits of mastering several languages. Furthermore, Norway's new national curriculum for English promotes increased multilingual awareness in EFL teaching and learning (See Chapter 2.6). This positive viewpoint on language as a valuable contribution to education provides unique possibilities for individuals and society to learn from their peers who come from different parts of the world and develop language skills and cultural competencies. Furthermore, language learning can create personal and professional opportunities for individuals, and promotes cultural awareness, mutual understanding and social cohesion in society (The European Commission, n.d.a). However, the increase in linguistic diversity also presents challenges for teachers, who must adapt to the needs of a more diverse classroom. In order to be prepared to engage with learners' linguistic and cultural backgrounds in a positive way, schools and teachers need to adjust their teaching methods to enable multilingual pupils to flourish (The European Commission, n.d.b). Furthermore, this demonstrates the need for teachers to be equipped with the knowledge and experience to work in the multilingual classroom.

We see it relevant to examine how student teachers and teachers perceive multilingualism in the classroom and to what extent they feel prepared to face the challenges and opportunities they may encounter in a multilingual classroom. The inclusion of student teachers in this study is essential, as it will provide insight into their experiences with multilingualism during their education and teaching practice and their expectations for transitioning from a student teacher to a teacher.

1.2 Aim & Scope

This thesis aims to investigate the knowledge and experience of student teachers, teachers who are relatively new to the job, and experienced teachers and their experiences with multilingualism and multilingual pedagogies. The present study examines whether prior research's results (e.g., Surkalovic, 2014; Dahl & Krulatz, 2016; Haukås, 2016; Krulatz & Torgersen, 2016) are similarly observable within the population of student teachers and current teachers who are participating in this research. This study differs from previous research in that we aim to investigate some of the significant differences or similarities between student teachers and teachers at different stages of their careers. We consider their knowledge and experience related to multilingualism and multilingual pedagogies. This study

aims to understand how well-prepared student teachers and teachers feel about teaching in multilingual classrooms. Furthermore, we aim to understand some of the potential possibilities and challenges student teachers and teachers may face in the multilingual classroom and their self-perceived preparedness to face them.

1.3 Research Questions & Hypothesis

This study seeks to answer the following research questions:

1. HOW CONFIDENT DO STUDENT TEACHERS AND TEACHERS FEEL ABOUT TEACHING IN A MULTILINGUAL CLASSROOM?

Sub question:

What are the significant differences or similarities between student teachers and teachers at different stages of their careers?

2. HOW DO STUDENT TEACHERS AND TEACHERS INCORPORATE THEIR KNOWLEDGE OF OTHER LANGUAGES AND MULTILINGUALISM IN THEIR TEACHING?

Sub question:

What are the significant differences or similarities between student teachers and teachers at different stages of their careers?

Based on previous research, such as Illman & Pietilá (2018) and Alisaari, Heikkola, Commins & Acquah (2019), which highlight that teachers generally have positive attitudes towards multilingualism but do not feel adequately prepared to work with multilingual learners, we hypothesize that student teachers and teachers will report varying levels of confidence to teach in a multilingual classroom. The experienced teachers are expected to perceive themselves as the most prepared of the three groups due to their extended field experience. Furthermore, studies such as Dahl & Krulatz (2016) & Haukås (2016) show that teachers indicate that they lack the knowledge and training required to implement multilingual teaching approaches in their teaching or to use multilingualism as a resource in the classroom.

Furthermore, we expect that novice and experienced teachers may have areas of weakness when teaching in multilingual classrooms based on previous research indicating a lack of knowledge and competence in this area among teachers. Accordingly, the student teachers, novice teachers, and experienced teachers are expected to demonstrate little knowledge of pedagogical approaches which might be used to support a multilingual learning environment. They are also expected to report low levels of confidence when asked about their preparedness to implement such teaching approaches in their teaching. Due to the emphasized importance of multilingualism in the course descriptions of most teacher education programs and in the National Curriculum for Knowledge Promotion from 2020, we expect student teachers to demonstrate up-to-date knowledge and skills related to multilingualism, and they may purposefully apply this knowledge in their teaching methods.

Research such as Möller-Omrani (2022) also indicates that teachers who know and understand their students' linguistic and cultural diversity are more inclined to integrate multilingualism into their teaching methods. Consequently, we expect to see a trend on an individual level that educators who have previously taught multilingual learners will be better equipped to incorporate multilingual approaches into their teaching practices.

Lastly, we hypothesize that the experienced teachers may feel more prepared given their years of classroom experience and exposure to diverse classrooms leading to a higher degree of accumulated pedagogical knowledge and established teaching approaches that cater to the multilingual individual better than the novice teachers.

1.4 Thesis structure

The thesis is organized into seven chapters. The First Chapter introduces the research field, provides an overview of the study's aim and scope, and outlines the research questions and hypotheses. Chapter Two delves into the relevant theoretical background for the research, while Chapter Three introduces the methods used to collect and analyze the data. Chapter Four details the results and findings, which are further explored and discussed in Chapter Five. The thesis concludes with Chapter Six, which presents the conclusions drawn from the research, and recommendations for future research.

2 Theoretical considerations

This chapter provides an overview of some theoretical considerations relevant to teacher preparedness and multilingualism. The primary focus is on factors that affect teachers' perceptions of preparedness to teach in multilingual classrooms in addition to the complexity of multilingualism as a concept. Following an overview of previous literature and research on teacher preparedness and multilingualism, the chapter introduces topics such as multilingual pedagogies, second-language learning versus third-language learning, and multilingualism in the English subject curriculum (LK-20). These are all aspects of crucial importance for the topic of this thesis, and they provide a basis for the discussion chapter.

2.1 Multilingualism

Multilingualism is a rather broad concept and a widespread phenomenon all over the world. Considering the approximate 7000 languages spread across almost 200 independent countries, multilingualism is an expected phenomenon in society today (Lewis, 2009 as cited in Cenoz, 2013, p. 3). According to Cenoz (2013), multilingualism is not only a result of the difference between the number of countries and languages that exist, but it is also due to an uneven distribution of speakers of the different languages (Cenoz, 2013, p. 3). Several factors have contributed to the growth and spread of multilingualism, such as globalization, transnational mobility of the population, and the spread of new technologies in political, social, and educational contexts. Multilingualism is also widely discussed in research and can be considered from many perspectives in research fields such as linguistics, psycholinguistics, sociolinguistics, and education, which is the discipline in which this study is centered (Cenoz, 2013, pp. 4-5). This section highlights some of the main factors surrounding multilingualism which are relevant to this study, such as definitions and understanding, the multilingual classroom, and multilingualism in Norway.

2.1.1 *Defining Multilingualism - The Individual and social dimension*

Multilingualism is a concept that can be defined and understood in many ways. In research, there has been some disagreement and controversy surrounding multilingualism and how to define the multilingual speaker. According to Cenoz (2013), the many definitions of multilingualism can be used to discuss the different dimensions of multilingualism. For instance, multilingualism can be regarded as both an individual and a social phenomenon. Thus, we can consider multilingualism as an ability of an individual to use the varieties of

languages in their repertoire, or it can refer to how languages are used in society (Cenoz, 2013, p. 5). A widely known definition of multilingualism is given by the Council of Europe (2007): “Multilingualism refers to the presence in a geographical area, large or small, of more than one variety of language” (Council of Europe, 2007, p. 8). This definition has limitations as it primarily highlights the existence of multilingualism within a certain area of society. Consequently, this definition does not reference the speaker or individual and their language repertoire, which the Council of Europe refers to as Plurilingualism (Council of Europe, 2007, p. 8). However, the Council of Europe’s definition of multilingualism can be considered in terms of the multilingual classroom (see chapter 2.1.3), which is considered a geographical area in which there is a presence of more than one language.

Multilingualism can also be defined more practically, referring to the language user’s ability to use their language repertoire. For instance, Wei (2000) defines multilingualism as the ability to use and understand several different languages or dialects, and claims that there can be different types of multilingualism based on aspects such as the competence and proficiency one has in their languages (Wei, 2000, pp. 5-8). Although definitions can vary, they tend to have similarities regarding what it means to be multilingual. For instance, Li (2008) has defined the multilingual individual as “anyone who can communicate in more than one language, be it active (speaking and writing) or passive (listening and reading)” (Li, 2008, p.4). The definition by Li has a clear reference to the individual speaker. It can therefore be considered in relation to the individual dimension of multilingualism, which specifically refers to an individual's ability to use the languages in their repertoire (Cenoz, 2013, p. 5). Furthermore, The European Commission (2008) has a similar definition to Wei (2000) & Li (2008), which includes the mention of multilingualism both as the ability of an individual and as the use of languages in a society: “*multilingualism is understood as 'the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives'*” (The European Commission, 2008, p. 6). When discussing multilingualism in this study, we will be using The European Commissions’ definition as a reference point as this study is concerned with both the multilingual individual and multilingualism in groups such as classrooms. However, as mentioned above, such a definition is similar to what the Council of Europe refers to as Plurilingualism. This exhibits that there is not only confusion concerning how to define multilingualism but also surrounding the differences and similarities between multilingualism and other concepts such as bilingualism and plurilingualism.

Bilingualism and *plurilingualism* are on their own extensive concepts with various definitions that can be compared to and confused with multilingualism. Furthermore, how these concepts are defined and understood can also vary in research. Therefore, to avoid confusion and misunderstanding, we find it necessary to distinguish between these concepts. Bilingualism is often referred to as the ability to speak or use two languages, as highlighted in Krulatz, Dahl, and Flognfelt's research (2018, p.53). In research, bilingualism is often concerned with the study of two languages but can also include more languages (Cook & Bassetti, 2011 as cited in Cenoz, 2013, p. 7). Plurilingualism, on the other hand, is not limited to any number of languages and refers to language not as an object but from the speakers' point of view and the repertoire of varieties of languages individuals use (Council of Europe, 2007, p. 8). Furthermore, individual multilingualism, as mentioned above, is also sometimes referred to as plurilingualism (Cenoz, 2013, p. 5). Hence, plurilingualism is very similar to how the European Commission defines multilingualism as they both highlight the language user(s) ability to use the languages in their repertoire. However, although these concepts may have similar meanings and can often be used as synonyms, we have avoided using several terms in this study to avoid potential confusion and discrepancy.

2.1.2 *Language Proficiency, use, and Identity*

As established in the section above, this study refers to multilingualism as more than one variety of languages in terms of the speaker's language repertoire and in terms of a social or geographical setting, such as the multilingual classroom. Furthermore, the European Commission (2008,) mentions the individual speaker's ability to engage with these languages. However, there is no specific mention of one's language proficiency, use, or competence. In a study from 2014, Dewale and Stavans argued that categorizing speakers in relation to the number of languages they claim to know, and use can sometimes be too inexplicit (Dewale & Stavans, 2014, p. 218). Therefore, we find it necessary to demonstrate whether these aspects of language impact the categorization of the multilingual speaker.

According to Cenoz (2013), one can discuss the characteristics of a multilingual individual regarding what she calls *the proficiency dimension* and *the use dimension* of multilingualism (Cenoz, 2013, p. 6). As specified by Bassetti & Cook (2011), when defining multilingualism in terms of proficiency, definitions tend to cluster into one of two groups. Either the group that considers max proficiency a necessity or the group that accepts minimal proficiency

(Basetti & Cook, 2011 as cited in Cenoz, 2013, p. 6). Defining multilingualism in relation to these groups can be complicated. As Baker (2011) pointed out, expecting the language user to have native-like control of two languages is too extreme. At the same time, he also points out that it can be problematic to consider speakers who are still developing their proficiency and thus have minimal competence to be considered multilingual (Baker, 2011 in Cenoz, 2013, p. 6). The distinction between multilingualism concerning proficiency can also be referred to as balanced or unbalanced multilingualism. A balanced multilingual is equally proficient in all languages in their repertoire, while an unbalanced multilingual has varying degrees of proficiency in their different languages (Cenoz, 2013, p. 6). However, although there may have been more emphasis on balance between languages in previous years, the notion of perfect balance and mastery of all one's languages is not considered a requirement to be regarded as a multilingual today (Skutnabb-Kangas & McCarty 2008 as cited in Cenoz, 2013, p. 6).

The use dimension, on the other hand, refers specifically to the individual's ability to use their languages and is often considered the main characteristic when defining multilingual individuals (Cenoz, 2013, p. 6). Researchers such as Ludi & Py (2009) highlight the individual's ability to practice two or more languages and being able to switch from one language to another. Similarly, Grosjean (2010) highlighted using two or more languages as the main characteristic of a multilingual individual (Ludi & Py, 2009 & Grosjean, 2010 as cited in Cenoz, 2013, p. 6). However, it is worth mentioning that the multilingual individual's choice of one or another language is not only dependent on their proficiency or their ability to use their linguistic resources. According to Cenoz (2013), an individual's identity can also affect their choice of language use (Cenoz, 2013, p. 9). As mentioned above, The European Commission's definition of multilingualism, which is used for this study, does not mention proficiency. However, as there is mention of the language user's ability to engage with languages, which can be considered in relation to the use dimension.

2.1.3 The multilingual classroom

In recent years, many European countries, including Norway, have recorded an unprecedented inflow of immigrants, refugees, and asylum-seekers (Illman & Pietilä, 2018, p. 237). As mentioned in the introduction, Norway is experiencing a faster-growing number of immigrants and refugees than ever, and the Norwegian population is becoming increasingly multicultural and multilingual (Statistical Research at Statistics Norway, 2023). These

changes are also apparent in the classroom, as migrant children bring new languages and linguistic abilities. The European Commission underlines that these children and their language resources is a potential asset to individuals, schools, and society in general (The European Commission, n.d.b). Furthermore, Le Cornu (2015) notes that a shifting social landscape and globalization impact and influence teachers' work (Le Cornu, 2015, p.4). In addition, Wink (2011) highlights how the demographic changes, which, according to him, are “evident worldwide,” affect education, and he claims that “nowhere are those changes experienced more profoundly than in today's classrooms” (Wink, 2011, p. 435). This highlights the need for schools and teachers to be equipped with teaching approaches and materials that can positively engage pupils' linguistic and cultural backgrounds, promoting their development at school (The European Commission, n.d.b). The development of language learning has been promoted by the EU for many years. The European Commission argue that there are many reasons to support education policies which promote language learning. For instance, as mentioned above, language learning can create personal and professional opportunities for individuals. In addition, language learning can have positive effects on society, such as promoting cultural awareness, mutual understanding, and social cohesion. This highlights that multilingualism is not only important at an individual level but also at a social level, as languages both define our personal identities and are an integral part of a shared inheritance and culture (The European Commission, n.d.a).

2.1.4 Multilingualism and Culture

While it is possible to define multilingualism purely in terms of language, it is crucial to recognize that language is not simply a set of words and grammar rules. Instead, it is a complex communication system deeply embedded in culture and social practices (Kramsch, 2014, pp 33-34). As such, it is difficult to fully understand the meaning and implications of multilingualism without considering the cultural context in which different languages are used. For example, in some cultures, being able to speak multiple languages is highly valued and seen as a sign of intelligence, while in others, it may be viewed as a threat to national identity or a sign of assimilation to dominant cultural norms (Bhatia, & Ritchie, 2014, Language and Identity section). Similarly, how people use language can vary depending on cultural context. For example, different cultures may place varying degrees of emphasis on politeness, formality, directness, or indirectness when communicating. Understanding these cultural differences is crucial for effective communication across linguistic and cultural

boundaries (Rabiah, 2018, p.7). Therefore, while it is possible to define multilingualism purely in terms of language, it is essential to recognize the cultural dimensions of language use and the ways in which language is intertwined with social practices and identities.

2.1.5 *Multilingualism in Norway*

When looking at the representation of the various minority languages in Norway, (Krulatz et al., 2018) distinguish between three groups. The first group is the *indigenous people*, which in Norway are called the Sami. The Sami language is native to Norway and is used in several varieties in spoken and written contexts. The second group is referred to as *regional minorities*. These are known as languages recognized as national minority languages. In Norway, this includes the languages of the Kven people, Forest Finns, Norwegian Romani, Romanes, and Jews. The third group is the first language of immigrants in Norway. This is often called recent minority languages (Krulatz, Dahl & Flognfeldt, 2018, p. 21-23). These comprise a large group of the minority languages spoken in Norway today. According to The Norwegian Language Council (2013), there is an estimate of more than 150 more recent minority languages in Norway (Språkrådet, 2013, p. 1).

In primary and upper secondary school, pupils from linguistic minorities are defined as “pupils whose mother tongue is other than Norwegian and Sami” (cf. Sections 2-8 and 3-12 of the Education Act, Stortingsmelding. report no. 6, p. 49). The proportion of minority-language learners varies a lot from school to school. Using Oslo as an example, on average, 40.4% of pupils have a mother tongue other than Norwegian and Sami. However, it is essential to note that the statistics vary depending on the geographical location, for instance, from over 95% in schools located in Gran, Mortensrud, and Tøyen to under 5% in schools belonging to Maridalen and Bekkelaget (Surkalovic, 2014, p.3). As we can see from the statistics, there are many schools where a large proportion, or perhaps almost all pupils, have different mother tongues. This proportion of minority-language learners will likely grow in the future. In addition to their native tongue and any other language they have proficiency in, children from a minority background also have to consider the official language, Norwegian, and other languages present in Norway’s educational system, such as English. Additionally, from the 8th grade, pupils in Norway choose between French, Spanish, and German as a third language subject (Haukås, 2016, pp. 4-5). Immigrants come to Norway from many countries in the world, and like Norway, these countries are multilingual, both because of several

official languages and immigration. For example, Pakistan has two official languages, Urdu and English. However, Urdu is the mother tongue of less than 10% of the population, and dozens of languages are spoken as mother tongues (Surkalovic, 2014, p.3). The aspects presented in this chapter will be further discussed in relation to teachers' preparedness to work in the multilingual classroom. The following chapter introduces teacher preparedness and gives an overview of aspects that can affect teachers' self-perceptions of preparedness.

2.2 Teacher preparedness

Teachers can significantly impact their pupils' experiences and achievements in learning, and there is no doubt that teachers matter in the lives of their pupils. Thus, what teachers do in practice is of great significance for their pupils (Groundwater-Smith, 2006 as cited in Rowan, Kline & Mayer, 2017, p.74). Therefore, we must investigate what teachers know, and understand how well-prepared they perceive themselves to work with diverse pupils (Rowan et al., 2017, p.74). There are many different interpretations of what teacher preparedness is. Some refer only to the teacher's knowledge and skills, while others include more psychological constructs such as personal values, motivation, positive/negative attitudes, and more. This chapter will discuss some factors that can affect teachers' feeling of preparedness.

Teacher preparedness is a relatively broad concept within educational research that considers factors associated with teachers' feeling of preparedness and state of readiness to work as a teacher. For instance, Straková (2015) uses the term "readiness for teaching" in her research on pre-service trainees' perceptions of preparedness and understands it as "*the feeling of being ready for the job with the consideration of all aspects and elements which contributed to that feeling during pre-service training*" (Straková, 2015, p. 33). The measures taken by teacher education programs to prepare teachers for their work are an important aspect of teacher preparedness. However, as the world constantly changes, so will education and how people learn (Straková, 2015, p. 3). Teachers today have to be equipped with skills and knowledge which would have been considered unthinkable to teachers a decade ago. According to Fullan (1993), teachers should be considered experts in changing dynamics and even refer to them as "agents of change" (Fullan, 1993 as cited in Straková, 2015, p. 3). Therefore, we regard teacher preparedness as a dynamic concept related to the practical and psychological factors that can affect teachers' feeling of preparedness to work in the teaching profession. More specifically, in the context of this study, we refer to teacher preparedness as the state of readiness to work with pupils with linguistically diverse backgrounds. We aim to consider the different factors which can affect one's self-perceived feeling of preparedness,

such as knowledge, skills, attitudes, and beliefs, in addition to the range of different situations and settings teachers will find themselves in during their careers. These psychological and practical aspects of teachers' professional lives can be referred to as teacher cognition and will be addressed in the following section.

2.2.1 *Teacher cognitions*

An equally relevant concept when exploring teachers' perceptions of preparedness is *teacher cognition*, which stands for the collection of complex aspects of teachers' minds, such as knowledge, thoughts, attitudes, and beliefs. Referred to by Borg (2019) as the “unobservable dimension of teachers' professional lives”, these aspects play a crucial role in the process of becoming a professional teacher and the development of their professional practice (Borg, 2019, p. 1149). The way teachers behave is influenced by their beliefs, knowledge, and psychological constructs related to teaching. As illustrated in a statement from Verloop, Van Driel & Meijer (2001), “in the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined.” (Verloop, Van Driel & Meijer (2001, p. 446). Therefore, to understand what teachers do in practice, we need to consider their beliefs, knowledge, attitudes, and feelings toward teaching, all of which are crucial to understanding teachers' behaviors (Borg, 2019, p. 1149).

Borg (2003) discusses teacher cognitions in reference to three themes that are relevant when discussing what teachers do in the language teaching classroom: (1) cognition and prior language learning experience, (2) cognition and teacher education, (3) cognition and classroom practice (Borg, 2003, p. 81). Similarly to our current study, Borg's review article also features language teachers at different stages of their career, ranging from the earlier stages of their teacher training and at the end of their professional preparation to their first year of teaching and finally at several different points of their teaching careers (Borg, 2003, p. 83). The figure below (Borg, 1997) is used as a reference point when discussing these themes. It presents an illustration of the areas of teacher cognitions which play a pivotal role in teachers' lives:

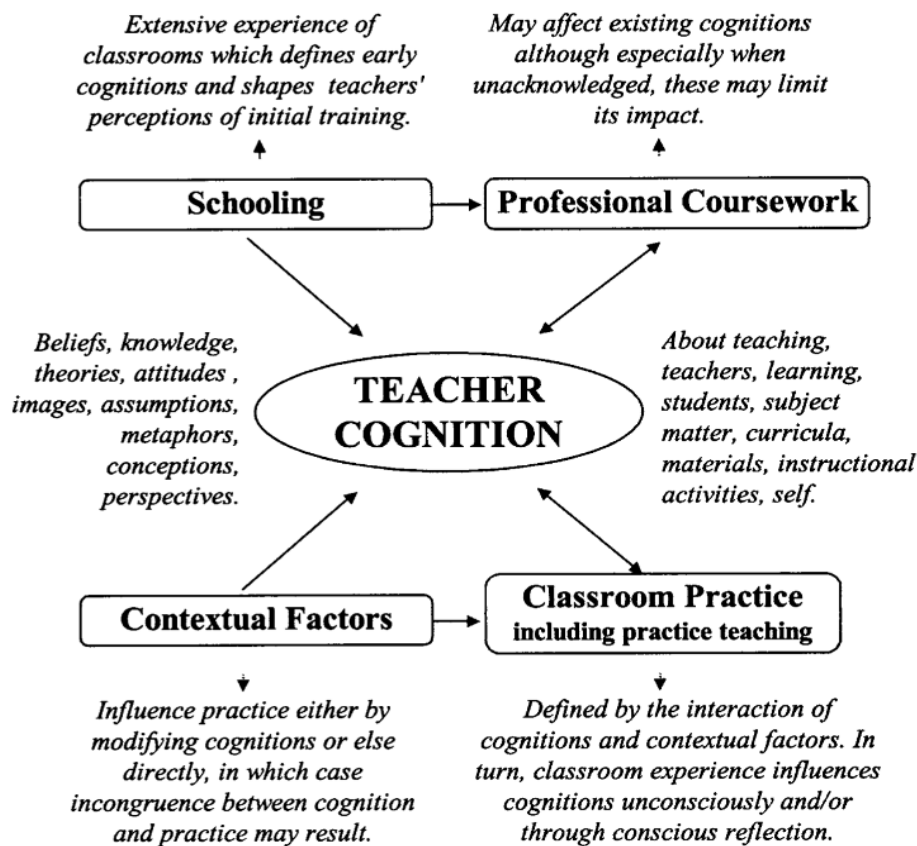


Figure 2.1: *Teacher cognition, schooling professional education, and classroom practice* (Borg, 1997) The author approves of use.

Borg’s model illustrates how teacher cognition (i.e., beliefs, knowledge, attitudes, assumptions, and others) can affect teachers’ perceptions about the practical aspects of teachers' lives, such as teaching, learning, students, and materials. The model suggests that prior experiences, both as learners and as teachers, from schooling, professional coursework, contextual factors, and classroom experience affect teacher cognition. Thus, the model illustrates that what teachers think, believe, and know is connected to what teachers do in practice and how they teach (Borg, 2003, p. 81). Furthermore, Borg notes that teacher cognitions can be deep-rooted and resistant to change. He features Numrich’s (1996) study as a demonstration, which found that novice teachers either promoted or avoided the inclusion of specific teaching methods based on their own positive or negative experiences as learners. (Numrich, 1996 as cited in Borg 2003, p. 88). Therefore, when discussing teachers' perceptions and beliefs, it can be essential to consider how their experiences at different

stages of their lives have affected them. In addition, teacher cognition also affects how teachers interpret and understand new knowledge and experience. Furthermore, Borg's model also illustrates that teacher cognitions interact bi-directionally with our experiences. Thus, while beliefs can affect our practice, our practices may also lead to a change of our beliefs.

Borg's research demonstrates how our experiences can affect our beliefs and attitudes, and teachers can learn a lot about teaching through their own experiences as learners. Bailey et al. (1996) described a project which highlighted reflections surrounding the experiences of several MA candidates and a teacher educator. Through their reflections, the participants identified several factors related to their own language learning experiences, which were perceived as having a positive effect on them as learners. A lot of these factors were related to the teacher. For instance, they reported features such as teacher personality and style and claimed this mattered more than methodology. Furthermore, the teachers were caring, committed, and had clear expectations of their pupils. Also, the teacher respected the pupils and was equally respected by the pupils. In addition, the MA candidates and the teacher educator also mentioned their motivation from when they were pupils and how this enabled them to conquer challenges. Finally, they declared that a positive classroom environment enabled learning (Bailey et al., 1996 as cited in Borg, 2003, pp. 87-88). Other studies, such as Johnson (1994) and Numrich (1996), also call attention to how prior learning experiences can relate to teachers' classroom practice and how positive and negative experiences could affect whether teachers choose to promote or avoid specific strategies or approaches (Johnson, 1994 & Numrich, 1996 as cited in Borg, 2003, p. 88) The following section highlights some of the previous research which has been conducted on student teachers' and teachers' self-perceived preparedness to work with linguistically diverse learners.

2.2.2 Preparedness to teach in a multilingual classroom

In recent years, research into teacher preparedness has become increasingly important. For instance, Cochran-Smith and colleagues (2015) note a diverse range of recent research projects concerned with preparing teachers to create valuable learning opportunities for diverse pupils (Cochran-Smith et al., 2015, p. 114). These studies focus on diversity as a whole and consider many aspects. One of these aspects is linguistic diversity and how teachers can relate to this as a potential challenge or asset in education. Studies such as Möller-Omrani & Sivertsen (2022) show that teachers generally favor working with multilingual approaches in the classroom. Furthermore, teachers tend to have a more positive

perspective toward multilingualism-inspired approaches if they themselves have multilingual prerequisites (Möller-Omrani & Sivertsen, 2022, p. 109). However, in contrast, Haukås (2016) points out recent studies on the same topic that show that teachers are reluctant to incorporate languages they themselves do not know in their teaching (Haukås, 2016, p. 3). Furthermore, not all teachers consider the pupils' native or home language as learning resources (Alisaari, Heikkola, Commins, Acquah, 2019, p. 48). This demonstrates that a positive stance does not necessarily correlate to teachers feeling prepared to work in a multilingual setting.

Results from previous studies such as Illman & Pietilá (2018) and Alisaari, Heikkola, Commins & Acquah (2019) suggest that teachers may not feel sufficiently well-prepared to implement a multilingual approach in their teaching. Teachers' experiences in teaching migrants, in addition to their training in teaching linguistically diverse pupils, are factors that can influence their beliefs about working with multilingual pupils and linguistically diverse classrooms. However, teachers still tend to have a mainly positive stance towards multilingualism and teaching multilingual learners (Alisaari et al., 2019, p. 48). Similarly, Illman & Pietilá (2018) discovered that over 60% of the teachers who participated in their study had not received specific training in teaching pupils of an immigrant background. Furthermore, teachers were asked where they saw challenges and advantages of teaching pupils of an immigrant background. The majority reported that children of a non-native language background struggled the most with writing but also mentioned structures, vocabulary, and reading. When asked to elaborate, a few teachers explained that the pupils' lack of native language skills created challenges, as this language was often be used in English classes. Regarding advantages, the teachers reported oral skills, such as vocabulary and speaking, where multilingualism helped students learn English (Illman & Pietilá, 2018, pp. 242-243).

Similar studies have also been carried out in Norway. For instance, Dahl & Krulatz (2016) and Haukås (2016) indicate that pre-and in-service teachers feel they lack the knowledge and training required to implement multilingual approaches in their teaching, as well as using multilingualism as a classroom resource (e.g., De Angelis, 2011; Haukaas, 2016; Krulatz & Dahl, 2016; Surkalovic, 2014). Some specific studies focus on which competencies a teacher should have to work in a classroom with multilingual learners. The first study by Haukås (2016) highlights that a multilingual pedagogical approach in the classroom requires

competent teachers. Language teachers should ideally be able to meet several, if not all, of the following requirements in a multilingual classroom (Haukås, 2016, p. 3).

- They should be multilingual themselves and serve as models for their learners.
- They should have a highly developed cross-linguistic and metalinguistic awareness.
- They should be familiar with research on multilingualism.
- They should know how to foster learners' multilingualism.
- They should be sensitive to learners' individual cognitive and affective differences.
- They should be willing to collaborate with other (language) teachers to enhance learners' multilingualism.

(Haukås, 2016, p. 3)

Dahl & Krulatz (2016, p.10) carried out a similar study where they conducted an online survey with English teachers at 150 different primary and secondary schools. Their study included a question about what knowledge, skills, and resources the teachers believe they need to work with multilingual students in the English classroom. This question was multiple choice and allowed the teachers to select which competencies they believed are most important to work with multilingual pupils from alternatives below:

Table 2.1: *Competences needed for working with multilingual pupils (Adapted/Translated from Dahl & Krulatz, 2016, p. 10) Use is approved by the author.*

	Nr. Of responses	Precent %
FAMILIARITY WITH TEACHING STRATEGIES FOR THE MULTILINGUAL CLASSROOM	149	84,7%
ACCESS TO RESOURCES FOR ADAPTED EDUCATION	147	83,5%
FAMILIARITY WITH THEORIES ON SECOND LANGUAGE LEARNING	123	69,9%
THEORETICAL KNOWLEDGE OF DIFFERENT ASPECTS OF MULTILINGUALISM	121	68,1%
KNOWLEDGE OF THE PUPIL 'S CULTURAL BACKGROUND	97	55,1%
FAMILIARITY WITH THE NEWEST RESEARCH ON MULTILINGUALISM	74	42%
ACCESS TO RESOURCES THAT ARE IN THE PUPIL 'S FIRST/NATIVE LANGUAGE (L1)	59	33,5%
BEING ABLE TO SPEAK THE PUPIL 'S NATIVE LANGUAGE (L1)	9	5,1%
NO SPECIAL KNOWLEDGE, SKILLS OR RESOURCES NEEDED. YOU ONLY NEED TO BE A GOOD TEACHER	8	4,5%

As seen in the table above, the results of Dahl & Krulatz's study show that the teachers perceived teaching strategies to work with multilingual pupils and accessibility to resources for adapted education as most important. In addition, theoretical knowledge of multilingualism and familiarity with research related to multilingualism were also reported as important competencies. Very few participants reported perceiving knowledge and proficiency in the pupil's native language as necessary. However, there was a strong consensus that teaching materials in the pupil's native language could be a valuable resource (Dahl & Krulatz, 2016, p.10). Therefore, we can see that previous studies indicate that teachers are insecure and feel unprepared to comprehend as well as implement multilingualism in their classrooms because of a lack of the competencies mentioned above

by Dahl & Krulatz (2016) & Haukås (2016).

Regarding student teachers' perceptions of preparedness, Nordlie (2019) researched student teachers' knowledge of multilingualism in her MA thesis. The results revealed that only half of the students claimed to have been introduced to multilingualism as part of their studies and that less than half had come across literature on multilingualism during their education. Furthermore, the majority of the students in Nordlie's study reported that they had never been introduced to specific pedagogical strategies they could use in practice when working with multilingual pupils. In addition to the apparent lack of knowledge, more than half of the students in the study reported that they did not feel sufficiently prepared to teach English to multilingual pupils. However, at the end of the survey, the majority of the students indicated a clear desire for more topics related to multilingualism as a part of their studies (Nordlie, 2019, p.56). Surkalovic (2014) conducted a similar study examining student teachers' knowledge and competence in teaching English in a multilingual classroom. Her study concludes that most current students lack the necessary knowledge and skills to teach English in such a setting. Moreover, her findings show very little difference between more experienced groups and less experienced groups of student teachers. As a result, the study emphasizes the need for teacher education to focus more on general language competence to equip future teachers with the necessary knowledge and skills to teach and guide pupils with different mother tongues, especially in English, which is the most widespread third language in Norway (Surkalovic, 2014, pp.15-16).

According to the findings from these studies, it is evident that there is room for professional growth for teachers in promoting multilingualism and multilingual education, particularly considering the increased diversity in today's classrooms. Furthermore, Cochran-Smith (2003) also argues that there is general agreement in the education community that the quality of teaching and teacher preparation should be evaluated based on student learning outcomes (Cochran-Smith, 2003, p.3). However, she also emphasizes that teaching is an incredibly complex task, and one of the contributing factors to this complexity is the diversity of the student population. Teachers and teacher educators must acknowledge and respond appropriately to this diversity. Relating multilingualism and linguistic diversity to teaching, Santoro and Kennedy (2015) underline the importance of teachers being prepared to "work productively with culturally and linguistically diverse children" (Santoro & Kennedy, 2015, p. 209). The following section presents some of the ways in which teachers can approach

multilingualism in their teaching, which is referred to as multilingual pedagogies.

2.3 Multilingual Pedagogies

Multilingual pedagogies refer to teaching approaches and pedagogical strategies teachers use to include multilingualism in their teaching. Neuner (2004) defined a multilingual pedagogy as a set of principles that are used in different teaching approaches which are dependent on factors such as the teaching context, the curriculum, and the learners (Neuner, 2004, p. 27). As opposed to more singular approaches to teaching language, multilingual pedagogies focus on the inclusion of several languages as a valuable part of language education (Haukås, 2016, pp.3-4). According to Clyne (2008), Successful multilingual pedagogies require that teachers and pupils challenge the “monolingual mindset” (Clyne, 2008, p. 347). Furthermore, multilingual pedagogies aim to recognize the learner’s linguistic repertoire as a potential resource rather than seeing it as a handicap (Illman & Pietilä, 2018, p. 238). An example of a multilingual teaching approach is the holistic approach. This approach acknowledges what multilingual learners can do with this language diversity instead of focusing on how they differ from native speakers. Such an approach allows learners to work across any language through activities including more than one language. Furthermore, including all the resources available to the learner is referred to as translanguaging. This pedagogical approach intentionally promotes the use of several languages systematically within the same learning activity (Illman & Pietilä, 2018, p. 239). According to Krulatz, Steen-Olsen & Torgersen (2018), multilingual pedagogies are not exclusively meant to support multilingual pupils. Monolingual pupils might experience an increased awareness of linguistic and cultural diversity. Furthermore, multilingual pedagogies and multilingual approaches to teaching might promote learners’ curiosity and motivation to learn other languages (Krulatz, Steen-Olsen & Torgersen, 2018, p.564). The following section highlights some approaches to teaching that promote the inclusion of several languages in teaching, encouraging multilingual pupils to use their language resources.

2.3.1 Framework of Reference for Teaching Approaches (FREPA)

The Council of Europe has also established a framework for teachers working in classrooms with multilingual learners. *The Framework of Reference for Plurilingual Approaches to Languages and Cultures* (FREPA) includes an overview of pedagogical teaching approaches in which one can include pupils’ linguistic diversity in teaching. To avoid confusion, it is

worth noting that the Council of Europe refers to these approaches as plurilinguistic. However, as they focus on methods and approaches to include learners' language repertoires in teaching, they will be referred to as multilingual approaches or multilingual pedagogies in this study. The purpose of developing a reference framework for such approaches is to create links between the approaches themselves as well as clarifying the benefits of such approaches (Candelier, Camillieri-Girma, Castellotti, de Pioto, Lórinicz, Meißner, Noguerol, Schrödeer-Sura, 2012, p. 9). Furthermore, these approaches to teaching language aim to assist teachers in including the potential varieties of languages present in the classroom to promote linguistic diversity as a positive inclusion in the EFL classroom.

These teaching approaches have emerged and gradually gained more attraction within language teaching methodology. (Candelier et al., 2012, p. 6). Such teaching approaches can be categorized into the following three categories: (1) The integrated didactic approach, (2) Intercomprehension between related languages, and (3) Awakening to language. The first approach (1) helps learners establish links between a limited number of languages by using their first language (L1) or the language of their education to acquire a first foreign language, thereafter, using these two languages as the foundation to learn a second foreign language. The second approach (2) is based on learners working on acquiring two or more languages from the same linguistic family simultaneously. However, one of these languages are meant to be either the learners' L1, the language of education, or another language in which they have existing knowledge. Furthermore, as this approach highlights the use of language knowledge of a related language, there is a lot of focus on repetitive skills. Finally, the third category of approaches (3) considers languages that are generally not intended to be taught by the school. Thus, this approach does not limit itself to any specific language. More specifically, the awakening to language approach allows for and encourages the inclusion of all sorts of language varieties available to learners from their homes, the environment around them, and from all over the world. However, it is essential to note that this approach is not solely concerned with specific languages (Candelier et al., 2012, pp. 6-7).

One of the goals of this framework and the reason for promoting teaching approaches such as those mentioned above is to develop and strengthen what the Council of Europe refer to as "plurilingual competence", which refers to the pupils' ability to use the full range of languages available to them. This means that language varieties in an individual or a social setting are not dealt with in isolation but rather treated as a single competence available to the

social agent concerned. Furthermore, The Council of Europe specifies that the knowledge, skills, and attitudes necessary to construct and broaden the learners' competence can only be developed where several languages and cultures are encountered, explored, and related to one another (Candelier et al., 2012, p. 8).

2.4 Teaching and Learning English as an L2 v. L3

The English language is no longer considered a foreign language but rather a second language in the Norwegian school context. However, many pupils in Norwegian classrooms relate to English as a third language. Teachers report that different first languages can cause various complications for pupils when learning English. However, third-language didactics is a relatively new field within language didactics, and there is a consensus amongst researchers that “there has so far been very little research on minority language students' complex encounter with English as a third language in school” (Østberg, 2010, p. 170). Numerous studies have however examined teachers' attitudes toward L3 English and their readiness to teach in multilingual classrooms, including De Angelis (2011) and Otwinowska (2014). As summarized by Haukås (2016), these studies reveal similar findings:

“The teachers in all countries have positive beliefs about multilingualism and think that multilingualism should be promoted. However, they do not often foster multilingualism themselves in classroom teaching (i.e., they do not often make use of learners' previous linguistic knowledge in their own classrooms”
(Haukås, 2016, p. 4).

Similar studies on teachers' attitudes and actions have been conducted in a Norwegian context (e.g., Dahl & Krulatz, 2016; Haukås, 2016; Krulatz & Torgersen, 2016). Dahl and Krulatz (2016) conducted a study on the preparedness of Norwegian English teachers to teach children who are acquiring English as a foreign language and whose first language is not Norwegian. The study involved a national survey completed by 176 teachers, and in-depth interviews with four teachers from two schools. According to the findings, English teachers expressed attitudes that suggested they felt somewhat prepared to work with non-native speakers of Norwegian. However, very few teachers reported having had an education focusing on multilingualism. Furthermore, there was a clear trend that the participants would

like to have more expertise in this area (Dahl & Krulatz, 2016, p. 1). These aspects are discussed further in the following sections.

2.4.1 L3 Language learning

Some researchers argue that learning a third language can differ from learning a second language. Therefore, we consider it essential in this thesis to distinguish second-language acquisition from third-language acquisition. Learning a second language can be defined as acquiring a language not native to oneself (Jessner, 2008, p.18). Norwegian learners with Norwegian as their native tongue typically learn English as their second language. In contrast, third language learning refers to acquiring a non-native language by people who are learning or have previously learned two other languages (Jessner, 2008, p.18). According to Jessner (2008), learning a third language shares similarities with learning a second language but also presents significant differences. Her study suggests that L2 learners are beginners in learning a foreign language, whereas L3 learners may already know the techniques and strategies involved and have already developed their individual learning styles. Furthermore, Jessner (2008) implies that third-language learners will likely use their second language as a bridge or supporting language to learn new languages. Therefore, L3 learners have language-specific competencies and knowledge that second-language learners do not possess. However, it is essential to recognize that each learner will develop different predominant factors, and some may substantially influence their learning more than others (Jessner, 2008, pp.23-24).

According to Creese & Leung (2010) multilingual speakers learning English as a third language face unique challenges, such as blending their first and second languages, limited opportunities to use the target language, and inadequate support for language learning. She has also discovered that these learners often have to rely on their own assets, including their prior language experiences and intercultural skills, to succeed in acquiring English (Creese & Leung, 2010). Creese's work has important implications for language instruction and emphasizes the need to consider multilingual learners' linguistic and cultural backgrounds when creating language learning programs and materials. Her research has added to the understanding of the complexities of multilingual language acquisition and has shaped the field of second and third-language acquisition studies (Creese & Leung, 2010).

2.4.2 *L3 language teaching*

While understanding that pupils who are learning English as a third language may possess cognitive advantages and increased cultural awareness compared to their monolingual peers, it is essential to have well-informed educators who can facilitate multilingualism in their classrooms to harness these benefits fully. This aligns with Dahl & Krulatz (2016) study, which emphasizes the importance of teacher competence and support in creating inclusive and effective language learning environments for multilingual students. As mentioned in chapter 2.2.2, they conducted a survey among English teachers in Norway which found that many teachers lacked the necessary training or support from their workplace to effectively support English as a third language learners in their classrooms. Furthermore, this lack of training can lead to language discrimination and exclusion of students who speak languages other than Norwegian or English. These points highlight that multilingual pupils may struggle to succeed academically without proper support and may be at risk of language loss (Dahl & Krulatz, 2016, pp. 12-13).

2.4.3 *L3 English learner's results*

According to research done by *Office for Children, Youth and Family Affairs* (Bufdir, 2022), pupils from a multilingual background tend to perform lower academically compared to their peers. This includes final grades, exam scores, and national assessments. Both immigrant pupils and those born in Norway with immigrant parents tend to receive lower grades in primary school than the rest of the population. It is worth noting that pupils born in Norway with immigrant parents tend to perform better than those who have immigrated themselves (Bufdir, 2022). In Norway, national tests are a standardized way to evaluate pupils' academic performance and progress in reading, mathematics, and English. These tests are mandatory for all pupils, and they serve as a tool to measure how well the education system is performing overall. The primary goal of these national tests is to provide schools with insights into pupils' abilities and potential areas of improvement. By analyzing the results, educators and policymakers can identify strengths and weaknesses in the education system, make informed decisions about resource allocation, and develop targeted strategies to improve pupils' learning outcomes. Furthermore, the national test results help form the basis for ongoing assessment and quality development at all levels in the school system. Teachers can use the results to adjust their teaching strategies and develop individualized learning plans for their

pupils. At the same time, school administrators can identify areas of improvement and invest in resources and training to support teachers and pupils. The table below presents previous results from national tests for the English subject. The tests were taken by Norwegian 8th graders in 2021 and the table shows the results in each category given in percentage.

Table 2.2: *National test scores for English (Statistical research at Statistics Norway, 2021)*

Level of competence	1 (Lowest)	2	3	4	5 (Highest)
Immigrants	15 %	21,1%	38,8%	16,4%	9,1%
Norwegian born with immigrant parents	7,5%	18,4%	43,2%	20,7%	10,2%
The rest of the population	7,3%	17,2%	43%	21,5%	11%

The results above show that the majority of pupils, including both immigrants and those born in Norway with immigrant parents, have a level of competence ranging from 3 to 4, with 38.8% and 43.2% respectively in this category. A smaller percentage of pupils from both groups are in the highest category 5, with 9.1% and 10.2%, respectively. Meanwhile, the rest of the population has a similar distribution, with 43% in Categories 3 to 4 and 11.0% in Category 5. Notably, the results show a significant difference in the proportion of immigrants and Norwegian-born with immigrant parents in the lowest category 1, with 15% and 7.5%, respectively, compared to the rest of the population, with 7.3% (Statistical research at Statistics Norway, 2021). This highlights the need for continued support and resources to help close the achievement gap and ensure equal opportunities for all students in the education system.

Furthermore, the results from the national tests for English in Norway indicate a disparity in English proficiency between immigrant students and their peers. The data shows that a higher proportion of immigrants are considered to have low English proficiency (levels 1 & 2), compared to Norwegian-born pupils with immigrant parents and of the rest of the population. This disparity is further reflected in the remaining categories, as immigrants generally score lower than their peers in every level of competence. There might be multiple reasons for the results being like this, including a lack of proficiency in the language of instruction, limited

access to educational resources, and cultural and socio-economic differences. However, these results suggest that there may be some limitations in current teaching practices that contribute to this outcome. Further research and analysis may be necessary to understand the root causes better and identify ways to close the achievement gap and ensure equal opportunities for all pupils in the education system. However, one can clearly see a need for teachers who can create a more inclusive and equitable education system that benefits all pupils, regardless of their language and cultural background.

2.5 Multilingualism and The Curriculum

The Norwegian subject curriculum LK-20 (Læreplanverket for Kunnskapsløftet, 2020) refers to the new subject curriculum for the education system in Norway that was implemented in 2020. Prior to LK-20, the Norwegian subject curriculum was LK06, which also provided guidelines for teaching and learning in all subjects. Overall, LK-20 represents a significant shift in the Norwegian education system, reflecting the changing needs of students and society. LK-20 covers all school subjects, including English, and determines the goals and expectations for pupils' learning and teachers' instruction. It also provides guidelines for teacher preparation and ongoing professional development. In developing the new curriculum for primary and lower secondary education in Norway, the government allowed teachers to provide suggestions and feedback through a consultation process. The government sought input from a wide range of teachers, school leaders, and organizations to ensure that the new curriculum reflects the needs of today's society (Regjeringen, 2017).

2.5.1 Language Represented in the Curriculum

In Norway, the education system recognizes the importance of multilingualism and emphasizes language learning from an early age. Children are introduced to Norwegian and English from the beginning of their education at the age of six. Furthermore, from grade 8, pupils have the opportunity to learn a third language (L3), with Spanish, German, and French being the most popular choices (Haukås, 2016). In Norwegian schools, all subjects have their own curriculum goals. The Norwegian language course specifically targets the development of multilingual skills. The curriculum introduces students to the two official written languages (Nynorsk and Bokmål), various dialects, and other Scandinavian languages like Swedish and Danish to enhance their multilingual abilities. While the Foreign Language Program prioritizes the development of multilingual skills by emphasizing that previous language

acquisition experiences can be built upon, and foreign language skills should serve as a foundation for lifelong learning (Utdanningsdirektoratet, 2020a).

The following section further discusses some of the features of the English Subject curriculum. We have included both the old (LK-06) and new (LK-20) subject curricula to better understand how the representation of multilingualism in the English subject has evolved over time. By comparing aims from the two curricula, we can identify changes in the goals and focus of the English subject in light of multilingualism.

LK-06:

- After 7th grade: “The aim of the training is for the student to be able to **identify** some linguistic similarities and differences between English and their own mother tongue” (Utdanningsdirektoratet, 2006a).
- After 10th grade: “The aim of the training is for the student to be able to **identify** significant linguistic similarities and differences between English and their own mother tongue and use this in their own language learning.” (Utdanningsdirektoratet, 2006b).

In 7th grade, the focus was to identify linguistic similarities and differences between English and their mother tongue. This foundational skill can help pupils understand the different features of languages and how they correspond to their own language. By the 10th grade, the expectation becomes more demanding as pupils are expected to recognize significant linguistic similarities and differences and apply this understanding to their language learning. This implies that pupils are expected to have developed a more nuanced understanding of the structure and use of language, which can help them evolve to be more effective language learners. Furthermore, the previous curriculum (LK-06) emphasizes the importance of linguistic diversity by referring to "mother tongue" which encompasses all the languages that the pupils may speak. This is a departure from the curriculum prior to LK-06, L97, which focused solely on Norwegian as the basis of comparison in English language teaching. L97 states, "The curriculum should focus on the differences between English and Norwegian." (L97, p. 227). However, there have been significant changes to incorporate the linguistic diversity in today's classrooms.

LK 20:

- After grade 7: “**Explore and talk** about some linguistic similarities between English and other languages that the pupil is familiar with and use this in their language learning” (Utdanningsdirektoratet, 2020b).
- After grade 10: “**Explore and describe** some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning” (Utdanningsdirektoratet, 2020c).

In addition to these aims, one should note that the English subject in the Norwegian curriculum also includes some core elements. One of these states that “the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background.” (Utdanningsdirektoratet, 2020d). This highlights the importance of developing pupils’ intercultural communication skills in the context of learning English.

Looking at the aims above, it is clear that both LK 06 and LK 20 curriculum guidelines aim to promote multilingualism. However, they do it differently. Overall, the differences between the two curricula can be seen in the level of specificity, with LK 06 being more specific while LK 20 encourages exploration and discussion. Norway’s new national curriculum (LK-20) for English also promotes increased multilingual awareness in EFL teaching and learning (Utdanningsdirektoratet, 2020d). The previous version of the Norwegian curriculum has stated that pupils should be able to “find words and phrases that are common to English and one’s native language” (Utdanningsdirektoratet, n.d). In contrast, the most recent curriculum for primary and secondary education now acknowledges the relevance and value of multilingualism in the classroom. The curriculum states, “The pupils shall experience that the ability to speak several languages is an asset at school and in society in general.” (Utdanningsdirektoratet, 2020d). The curriculum is also a feature in teacher education programs. Therefore, the following chapter highlights how multilingualism, or related topics, are represented in guidelines for teacher education in Norway.

2.6 Guidelines for teacher education

In light of our investigation into both student teachers and teachers, we examined the national guidelines for teacher education in Norway, to see how they include multilingualism. We found a correlation between the curriculum's expectations and the teacher education

guidelines. For instance, the curriculum emphasizes the importance of subject knowledge, pedagogy, and professionalism, and the teacher education guidelines reflect this by requiring coursework and practicum experiences in these areas. However, we also discovered some changes after the teacher education program transitioned from a four to five-year education. According to the Norwegian Ministry of Education and Research (2017), the five-year teacher education program aims to provide a more in-depth and comprehensive education for aspiring teachers. This extended program includes more coursework in subjects like psychology, didactics, and education research, as well as more extensive practicum experiences in a variety of educational settings (Regjeringen, 2017).

2.6.1 National Guidelines 4-year teacher education

The previous guidelines for teacher education in Norway, which were in effect from 2010 to 2020, included a certain degree of focus on multilingualism and the importance of a pupils' mother tongue. Specifically, the guidelines emphasized the role of teachers in supporting pupils' language development by comparing their mother tongue to English. This was reflected in the learning outcomes for English classes in grades 1-7. The objectives for English teachers in grades 5 to 10 do not explicitly mention "mother tongue." However, they require pupils to possess certain skills related to language comparison, such as understanding contrastive problems and utilizing their experiences with English and potentially other languages (Utdannings og Høyskolerådet, 2010).

The importance of pupils' backgrounds is further highlighted in English 2 for primary school teacher training 5th to 10th grade: "The student can plan, implement and assess teaching so that the diversity of the student group and cultural and linguistic background are taken into account" (Utdannings og Høyskoerådet, 2010a, p. 38). However, there is an internal contradiction in the desired proficiencies and expertise prospective English teachers are expected to possess. The national guidelines for English 1 for teachers in grades 1 to 7 exemplify how the multilingual outlook is overlooked in the learning outcomes for knowledge, as they primarily focus on the "differences and similarities between English and Norwegian." (Utdannings og Høyskoerådet, 2010b, p. 38). In Surkalovic's (2014) study, she found that the national guidelines for the four-year teacher education failed to demonstrate a clear objective of equipping future English teachers with the competence to work with multilingual pupils. Moreover, the guidelines do not appear to give these student teachers the requisite knowledge to effectively guide pupils toward achieving the curriculum goals.

(Surkalovic, 2014, pp.1-5).

2.6.2 *National Guidelines 5-year teacher education*

Upon analyzing the old guidelines for the four-year teacher education, it was clear that there was little specific focus on equipping future English teachers with the competence to work with multilingual pupils. However, the new teacher education guidelines for the five-year program, introduced in 2017, have clear objectives in this regard. For example, the English 1 and 2 courses for both the 1-7 and 5-10 education levels both include goals such as “having knowledge of multilingualism as a resource in the classroom” and “having extensive knowledge of multilingualism as a resource in the classroom.” (National Council for Teacher Education, 2016a, pp.24-26; National Council for Teacher Education, 2016b, pp.31-33).

These changes demonstrate a clear shift towards prioritizing the development of the necessary competencies among future English teachers to work with multilingual pupils. The guidelines for the new five-year teacher education program also emphasize the importance of student teachers having knowledge of how children and young people learn languages, as well as knowledge of English as a world language and its significance for the development of linguistic, communicative, and intercultural competence (National Council for Teacher Education, 2016a, pp.24-26). These requirements demonstrate a clear shift in focus and commitment to preparing future English teachers to work with pupils from diverse linguistic and cultural backgrounds, such as pupils in multilingual classrooms.

2.6.3 *Education Institutions*

Although educational institutions are obligated to follow government guidelines, they have some autonomy in determining what they include in their programs. Therefore, we decided to look at some of the learning objectives of universities and university colleges in Norway that provide English teacher education. By exploring the courses, we aim to determine whether these institutions are taking a more inclusive approach to multilingualism and addressing the challenges and opportunities which might follow when having multilingual learners. Our analysis found that several courses in these programs address multilingualism or related topics centrally.

Western Norway University of Applied Sciences- Course MGUEN-302

- “Good knowledge of multilingualism in general and as a resource in the classroom.”

(Høgskulen på Vestlandet, n.d.)

University of Bergen- Course ENGDI-301

- “Guide the students in their learning processes on the basis of theories about language, text and culture, and be able to assess the students' learning outcomes.”

(University of Bergen, n.d.)

Norwegian University of Science and Technology- Course MGLU-3503

- “Comprehensive knowledge of how children and young people learn language - has extensive knowledge of multilingualism as a resource in the classroom.”
- “Knowledge of variation in English as a first, second, and foreign language.”

(Norwegian University of Science and Technology, n.d.)

Oslo Metropolitan University- Course M5-GLU

- "Throughout the education, students learn to use pedagogical and didactic tools for teaching students with diverse cultural, linguistic, religious/philosophical, and socio-economic backgrounds." (Oslo Metropolitan University, n.d.)

The learning goals set by these universities all aim to effectively equip their students with comprehensive knowledge and skills to teach pupils from diverse linguistic and cultural backgrounds. The courses emphasize an understanding of multilingualism as a valuable resource in the classroom while also emphasizing the theory and practice of language, text, and culture. This suggests that after their education, the student teachers we interviewed should be well-equipped to understand the complexities of a multilingual classroom and effectively teach learners from diverse linguistic backgrounds. Overall, the emphasis on multilingualism in the course descriptions for different teacher education institutions in Norway corresponds with the Norwegian national guidelines for education. This highlights educational institutes' commitment to promoting and developing inclusive education for all learners in Norway. In the next chapter, we will present the methods we used to explore student teachers' and teachers' perceptions of multilingualism and their self-perceived preparedness to work in a multilingual classroom. The theoretical considerations presented in this chapter will be discussed in relation to the findings in chapter 5.

3 Methodological considerations

This chapter outlines the methodology used to investigate the preparedness of student teachers and teachers to work in a multilingual classroom. The study seeks to answer the research questions introduced in Chapter 1.3. A qualitative research design was used, with data analyzed through content analysis. The study was conducted by interviewing three groups of participants (1) student teachers in their last years of education, (2) novice teachers with 1-3 years of experience, and experienced teachers with 5 plus years of experience. The interviews were semi-structured to gather qualitative data from the participants. This method was chosen as it allowed for a broad examination of teachers' perceptions of preparedness and attitudes towards multilingualism at different stages of their careers. The data collected through interviews was analyzed using content analysis, identifying common themes and patterns in the responses.

Overall, this study will contribute to the field of research by providing insights into how student teachers and teachers perceive their preparedness to work in a multilingual classroom and how they incorporate their knowledge of multilingualism in their teaching. The following passages deliver a detailed description of the research design, methods, and considerations.

3.1 Research Strategy

When conducting research, one must gather data. Quantitative and qualitative refers to the characteristics of the collected and analyzed data (Grønmo, 2012, pp. 85-91). Roughly outlined, data can be characterized as quantitative if it is expressed in the form of pure numbers or other quantity terms. *Qualitative data* can be defined as data that do not have statistical generalization as their purpose but instead provide depth, nuances, and saturation of variation in the investigated phenomenon (Grønmo, 2012, pp. 85-91). The method one chooses to incorporate in a study relies significantly on what the researcher seeks to investigate. When selecting a method, an essential aspect to consider is whether it helps the researcher answer the research questions (Furseth & Everett, 2013, p. 106). The method of collecting data for this study was interviews with teachers and student teachers. Interviews can be valuable in qualitative studies, offering several advantages over other data collection methods. This includes using open-ended interview questions, allowing for a deeper exploration of the participant's thoughts, feelings, and experiences. The interview process also

provides the opportunity to gather contextual information and understand the situation in which the participant's experiences took place. This active engagement in the interview process can lead to a higher level of engagement and a deeper understanding of the subject matter.

Additionally, interviews can be adapted in real-time to explore unexpected or emergent themes and allow participants to express themselves verbally, which can provide a more nuanced understanding of their experiences. Overall, interviews are a rich source of data in qualitative studies and provide an in-depth understanding of how and why people frame their ideas, as well as how and why they make connections between events, ideas, opinions, behaviours, and values (Cohen, Manion & Morrison, 2018, p.506). Therefore, we opted to use interviews as our source of data collection to gather more elaborate and detailed perspectives and experiences from the study participants. The interviews aimed to explore and understand the participants' opinions, behaviour, knowledge, experiences, and attitudes toward multilingualism and their readiness to teach in multilingual classrooms. Additionally, the interviews were conducted to investigate whether there were any similarities or differences in their perceptions at different career stages. This information will provide valuable insights into teachers' and student teachers' self-perceived preparedness and highlight potential areas for improvement in schools or teacher training programs.

3.2 Participants

According to Dornyei (2007), qualitative research focuses on understanding, describing, and clarifying human experiences. The main goal when choosing a sample of participants for a study is finding individuals that can provide deep and varied perceptions and understandings of the phenomena being investigated, as this will help the researchers maximize what they can learn (Dörnyei, 2007, p.125). The study's participants possessed various qualities, including their educational background, the grade they teach, and the subjects they teach. These diverse characteristics provided valuable insights into their differing opinions and experiences on the topic of the study.

The sample of participants consisted of 3 student teachers and 6 teachers who met the criteria of the following groups:

1. **Student teachers** who are completing their final year(s) of education.
2. **Novice teachers** who have been working in education for 1-3 years.
3. **Experienced teachers** who have been working in education for 5+ years.

In addition, we also got in touch with a teacher who had experience from both elementary school education and as a teacher at a teacher education program. This teacher was also placed in the category of experienced teachers, and her unique experience presented a perspective worth discussing. These groups were chosen to examine what student teachers and teachers know of multilingualism and how they perceive their preparedness at different stages of their careers. To clarify, the terms novice and experienced are primarily used to define the group's years of experience in the field. We understand that how many years a teacher has worked in the field is not a good or accurate indicator of their skills and knowledge. Furthermore, it is uncertain whether years in the field contribute to one's preparedness to work in a multilingual classroom. However, this is what the current study aims to discover. It should be noted that the participants were not all from the same university or school, but all were residing in Western Norway. In addition, some of the teachers worked with different grades. Practical information about the participants, such as age, their years of experience, and what grade and subjects they teach, is presented in the table below (See Table 3.1).

Table 3.1: *Participant information*

Research group		Age	Gender	Years of experience	Grade teaching	Subjects besides English
Student teachers	Student 1	24	Male	0	5- 10th	Social science & physical education
	Student 2	24	Female	0	5- 10th	Mathematics & social science
	Student 3	28	Female	0	5- 10th	Norwegian & social science
Novice teachers						
<i>(1-3 years experience)</i>	Teacher 1	25	Female	1	5th,6th,7th	Social science & mathematics
	Teacher 2	25	Female	1,5	7th	Norwegian, religion, mathematics, physical education & social science
	Teacher 3	26	Female	1	9th, 10th	Mathematics, Norwegian & social science
Experienced teachers						
<i>(5+ years experience)</i>	Teacher 1	36	Male	12	7th	History, religion & science
	Teacher 2	37	Female	8	10th	Spanish, physical education, social science & outdoor studies
	Teacher 3	29	Female	5	10th	Norwegian & social science
	Teacher 4	32	Female	8	1-5th	English, Norwegian, Social science, Arts and Crafts

The sample size is crucial in collecting the needed data for a study. Researchers agree that the selection process should remain open for as long as possible so that new participants can be added to fill potential gaps (Dörnyei, 2007, p.126). This was the case with "Experienced Teacher 4," who contributed to the study at a later stage by giving us an insight into her experiences from the perspective of a teacher working with teacher preparation at a university. Dörnyei (2007) argues that a well-designed qualitative study usually requires a "small" number of respondents and implies that a sample size of 6-10 people is usually sufficient (Dörnyei, 2007, p.126). When contacting potential participants for our study, we experienced what Dörnyei (2007) refers to as "Snowball sampling". This involved a chain reaction where we identified one person who met the criteria of the novice teacher group and further helped us identify and contact appropriate participants who fit the criteria of 1-3 years of experience (Dörnyei, 2007, p. 98). One aspect we had yet to consider when collecting our data was the changes to teacher education programs in Norway. As of 2017, primary school teacher training (GLU) was extended from four to five years. The changes led to a one-year gap in teachers being finished with their education. Thus, in 2021 no new teachers were finishing the ordinary GLU education, which meant that the group of novice teachers (1-3 years of experience) was reduced to either having one or three years of experience. The gap made it harder to find the three participants we did.

3.3 Data collection

Collecting data is critical to any study, providing the foundation for research conclusions. This section will explain the intricate elements of our data collection methods, outlining our carefully prepared steps to obtain reliable data for our study. Data collection is essential for researchers to gain access to the information required to explore their research questions, test hypotheses, and conclude. The quality of the data collected is crucial to the reliability and generalizability of research findings. Therefore, we paid particular attention to every aspect of the data collection process.

3.3.1 Semi-structured interviews

For this study, we gathered data through semi-structured interviews with student teachers and teachers. A semi-structured interview is a conversational approach to data collection that combines structure with flexibility. The researcher has a set of questions to guide the interview but also allows for deviations from the script and opportunities for follow-up questions to address important topics for each participant (Fylan, 2005, pp. 65-66). This type

of interview is well-suited to address our research question because it can delve deeper into the participants' opinions and perspectives. According to Fylan (2005), semi-structured interviews are beneficial for exploring complex research questions, as their versatile structure allows for a deeper understanding of the participants' accounts (Fylan, 2005, pp. 65-67). The participants were all asked about 20 questions. However, it varied how many questions and follow-ups were asked in total. Some participants gave in-depth responses that covered other questions and did not require follow-up questions, while others required us to delve deeper into specific areas or follow up on responses given by the participants. The interview guide provided a framework for the conversation while allowing the interviewer to respond to each participant's needs and interests. This approach allowed for a more personalized and in-depth exploration of the topic, leading to a more nuanced understanding of the subject matter.

3.3.2 Designing the interview guide

When designing the interview guide, it was essential to clarify the topic of the study and ensure that the interview would have a clear structure. Furthermore, preparing a detailed interview guide was essential to clearly plan what the interviews should cover and how they can contribute to the study. The interview guide also functioned as a helpful tool that helped shape the conversations with the participants. As indicated by Magnusson & Marecek (2015), when conducting the interviews, it can be valuable to look through the interview items and review the quality of the interview guide. For instance, refining the wording of the items, weighing language choices, and considering the best sequential order of the topics can be crucial for the interview (Magnusson & Marecek, 2015, pp. 46-47). Before conducting the interviews, we found that revising and testing the interview guide was crucial to our preparation. By testing the interview beforehand (see Chapter 3.3.3), we could better foresee areas of the interview guide that could present possible difficulties, such as misinterpretations of a question, and how we could address the potential issues that could arise.

When structuring the interview guide, we divided each subtopic into a hierarchy we found to be the most natural in a conversation ranging from more basic opening questions and icebreakers to more complex and detailed questions regarding multilingualism. For instance, the opening questions aim to make the participant feel comfortable with us as interviewers. In contrast, the questions on multilingualism aim to gather more detailed information, such as experiences and opinions. The order of the items featured in the interview guide functioned as a working template for when we conducted the interviews. However, as semi-structured interviews are usually more conversational, we were also aware of how the conversation

should flow from topic to topic as naturally as possible. Therefore, if the flow of the conversation suggests a sequence of topics that differs from the interview guide, the interviewers can attempt to adapt to make the conversation as free-flowing as possible (Magnusson & Marecek, 2015, pp. 46-47). The questions were phrased in an open-ended form, allowing the participants room to elaborate on their experiences and memories and offering insight into their reflections and opinions of the topic (Magnusson & Marecek, 2015, p. 47). However, during the design of our interview guide, we did not include questions about how the Student Teachers identify multilingual learners. We made this decision based on the assumption that it would not be relevant since they had yet to start working as teachers. However, upon reflection, we realized that we should have included these questions in the interview with the student teachers as they all had experience from teaching practice. To rectify this, we contacted them afterwards and gathered their perspectives by meeting face-to-face and taking notes on their responses to the questions. Their answers to this question can be found in Appendix 7.

3.3.3 Pilot interview

According to Cohen et al. (2011), conducting a pilot test before collecting data is essential. Pilot interviews are valuable for researchers because they help ensure the research design is well-constructed, feasible, and effective (Cohen et al., 2011, p. 261). Therefore, to prepare for the main interviews, we conducted pilot interviews with each other and fellow students. Using peers as participants gave us valuable insight into how we could improve and finalize the guide before conducting interviews with external participants. Additionally, conducting the pilot tests on students allowed for a streamlined and efficient testing process, permitting us to gather information quickly and make any necessary changes to the interview guide. The pilot gave us helpful feedback on the questions we asked, helped us practice the interview setting, and helped us understand how to use and place the voice recorder in order for it to pick up everything that was said. Some changes were made according to the feedback we received, such as making the questions more precise, changing some questions, and changing the order of some questions. In addition to the pilot, the interview guide was shown and discussed with our supervisor.

3.3.4 Conducting the Interviews

Several things are essential to consider when conducting an interview. It is vital to clearly

understand the purpose of the interview and what one hopes to achieve. A clear understanding will help guide interview questions and ensure the data collected is relevant. Another aspect to consider is the interviewer's demeanor and communication style, as this can also impact the interview (Magnusson & Marecek, 2015, pp. 58-59). We did our best to be respectful, attentive, and open-minded, and tried to create a comfortable and relaxed atmosphere for the participants. Overall, it is essential to carefully plan and prepare for an interview to ensure that it is conducted effectively and produces high-quality data. The participants were given the freedom to choose the location for the interview to ensure their comfort. The teachers' interviews were typically held during their free time at their workplace. For the student teachers, the interviews took place in comfortable locations free from distractions at their universities.

Before the interviews, we asked participants if they were comfortable conducting them in English. For those who preferred Norwegian, we had a Norwegian-language interview guide available (see Appendix 3), which ensured that we did not have to translate the questions on the spot, as this might have led to some aspects being lost in translation. Two interviews were held in Norwegian. When conducting the interviews in English, we were also aware that non-native English speakers might struggle to accurately translate their thoughts and experiences into another language, which can result in some aspects being lost in translation (Koulouriotis, 2011, p.7). In some cases, we experienced minor communication issues where the question would have to be asked a second time or the participant did not seem to understand, which could lead to inaccurate responses. This highlights the importance of language considerations and appropriate language support when conducting interviews with participants using a language other than their mother tongue. However, we do not perceive that any critical information was lost during the interviews.

The interviews were audio-recorded with a remote device that adhered to Norsk Senter for Forskningsdata (NSD) guidelines. Using an audio recorder for the interviews allows for better control over the recordings and helps ensure the participants' privacy. This is because it eliminates the risk of the recording being shared or listened to by someone other than the researchers. A remote device also helps reduce background noise, resulting in a more precise recording. Before recording, the participants signed a consent form and were fully informed of their rights and the implications of participating in the study. We began the interviews by asking initial questions such as their motivation for teaching, years of experience, and subjects

taught, which helped establish rapport and comfort. The opening questions helped set the tone and create the initial contact (Dörnyei, 2007, p.137). As a result, it seemed like the interviewees got more relaxed and comfortable.

3.3.5 Transcribing the Data

The transcription process was very time-consuming. However, we had to ensure that the written transcripts were as accurate to the content of the audio recordings as possible. The process involved converting the audio recordings of the interviews into written text, which we did manually by listening to the recordings and typing what was said. When we transcribed the data from interviews, we chose to include all the words spoken by the participants, including filling words such as "uhm", "ah", or "like." These non-verbal sounds were included because this provided context for understanding the interviews and thoughts of the participants, leading to a more comprehensive understanding of the responses. After completing the interviews, we aimed to complete the transcription process as soon as possible. This helps to preserve aspects that might complement the interview content (Magnusson & Marecek, 2015, p.73). As we were two researchers, we could divide our resources, allowing one researcher to start the transcription process of the completed interviews immediately while the other researcher continued conducting the remaining interviews. We aimed to ensure that the data collected was accurate and representative of the content of the interviews. The transcripts were anonymised to ensure that we complied with ethical regulations regarding participant privacy set by NSD. This involved removing identifying information from the transcripts, such as names, workplaces, and other personal details. The finished transcripts were securely stored on a password-protected computer, accessible only to the researchers involved in the study. This was to maintain the confidentiality and privacy of the participants, ensuring that their personal information was protected throughout the research process.

3.4 Framework for data analysis

Analyzing qualitative data involves interpreting and making sense of non-numerical information such as words, images, and observations. Analysing qualitative data involves reviewing and coding the data to identify patterns, themes, and relationships. Analyzing qualitative data aims to deeply understand the participants' experiences, perspectives, and opinions (Creswell & Poth, 2016, pp.181-225). The process of analyzing data is a crucial step

in conducting research. The approach we used to analyze our data was content analysis. *Content analysis* is a research method that involves the systematic analysis, examination, and verification of the contents of written data to generate valid generalizations from texts to their contexts of use. It can be applied to communicative material and is widely used to analyze large quantities of text (Cohen et al., 2017, pp. 475-478). More specifically, we found that a deductive content analysis was the most suitable method for our research. A deductive content analysis involves structuring the analysis based on existing knowledge and testing data in a new context (Elo & Kyngäs, 2008, pp. 107-110). We did this by selecting a predetermined set of interview categories inspired by trends and theories from previous studies on a similar topic. These categories were later used to identify broader themes which were considered when discussing the results. To effectively analyze the data collected, we followed Creswell & Poth's (2016) guide:

1. The first step was to familiarize ourselves with the data by reading it several times. This helped us understand the data's structure and content, which was necessary for organizing and categorizing it.
2. The second step involved analyzing the predetermined categories and identifying the main themes and ideas in the data. This process helped us categorize the data for analysis according to its relevance to the research questions and sub-questions.
3. Next, we assigned each piece of data to the relevant theme we had created in the previous step. This step helped us systematically organize the data according to the identified themes and ideas.
4. To validate our findings, we reviewed the data to ensure that our interpretations and findings were consistent with the evidence in the data. Validation helped us ensure that our conclusions were grounded in the collected data.
5. Finally, we presented our findings by summarizing and presenting them clearly and concisely. We used examples from the transcripts to make it easier for the reader to visualize and understand the relationships between different themes and ideas.

Overall, our approach to analyzing qualitative data involved a structured and systematic process that helped us to identify and organize the key themes and ideas that emerged from the data. Following this process, we could draw valid conclusions from the data and present our findings clearly and concisely (Creswell & Poth, 2016, pp.181-225).

3.5 Limitations

In any study, it is essential to recognize potential problems and limitations and show how they have been addressed. This section presents the limitations and problems of the study. We will describe how we identified perceived limitations and potential problems that could occur and describe what we did to negate these risks.

3.5.1 Reliability

Noble & Smith (2015) define *reliability* as "the consistency of the analytical procedures, including accounting for personal and research method biases that may have influenced the findings" (Noble & Smith, 2015, p.34). Reliability can also be related to the thoroughness of how the data has been collected. This is important so that reliable data can be trusted. In qualitative data, reliability is next to impossible to estimate precisely. However, the basic principle is that if data is unreliable, it will not be applicable in answering the research question (Furseth & Everett, 2013, pp.108–109). Our study aimed to ensure that all the data is as trustworthy as possible by ensuring a high level of intra-rater reliability and interrater reliability.

Intra-rater reliability evaluates the consistency of a single researcher's data assessments, which ensures that the researcher would make the same judgment at different points, from the start to the end of the process (Mackey & Gass, 2021, Rater Reliability section). Even though two researchers were conducting the evaluations, ensuring intra-rater reliability was still necessary. Intra-rater reliability helps ensure the evaluations' consistency, regardless of who is conducting them. To ensure that we had high intra-rater reliability and consistency in our evaluations, we evaluated the same data at different times by looking back to see if we would interpret and code it the same way. This test-retest method made sure there was high intra-rater reliability in our research. Furthermore, as we were two researchers conducting this study, the consistency or agreement between the researchers concerning the data collection process can raise questions due to the variability of human observers. The extent of agreement between the data collectors is called *interrater reliability* (Mackey & Gass, 2021, Rater Reliability section). Interrater reliability was something we often discussed and took into consideration, especially during the data collection process.

Because of different circumstances, we knew beforehand that we could only conduct some interviews together. Therefore, to ensure a specific agreement about how we would conduct

the interviews, we deliberately decided to conduct the first three interviews together. We established a set of guidelines to ensure that all questions were asked in the same way and that all answers were recorded in the same way. Before each interview, we reviewed the questions and reflected on potential clarifications or changes that could be made to ensure we were both on the same page. We also cross-checked our notes to verify that all critical information was captured accurately. By following this procedure, we ensured that the interviews were conducted as reliably and consistently as possible, increasing our findings' validity. Interrater reliability is also a critical aspect of the data coding process in research. After choosing a coding scheme, it is common to ensure that multiple coders can consistently or reliably use the coding scheme (Mackey & Gass, 2021, Rater Reliability section). Agreement between coders helps reduce the inconsistency that might arise from misunderstandings. To ensure consistency during the coding process, we sat down in advance and agreed on how we would approach the data. In addition, we also compared and discussed each other's data preceding the coding process. We analyzed the data individually but regularly communicated and updated each other during the analysis process to ensure continued agreement on how to analyze the findings.

3.5.2 *Validity*

Validity is a critical aspect of conducting effective research. Invalid research is seen as worthless (Manion & Morrison, 2018, p.246). Noble & Smith (2015) define validity as "the precision in which the findings accurately reflect the data" (Noble & Smith, 2015, p.34). There are always different types of validity that need to be considered when conducting a study. In our thesis, we ensured that internal, construct, external, and conclusion validity were considered. Internal validity refers to the extent to which the study design eliminates alternative explanations for the findings (Mackey & Gass, 2021, Validity section). To ensure internal validity in our study, we controlled variables by controlling the data collection context and reduced measurement error through practice interviews and pilot testing. These measures eliminated alternative explanations for the findings and ensured the accuracy of the results. Construct validity refers to the extent to which a study's concepts are accurately and consistently used (Mackey & Gass, 2021, Construct Validity section). To ensure construct validity in our thesis, we carefully defined the concepts and variables being investigated and used measures that accurately reflect the studied construct. External validity refers to the generalizability of the findings to other populations, settings, and periods (Mackey & Gass, 2021, External Validity section). Even though the sample of participants was small, we did

our best to ensure external validity by using a diverse group of participants. This does not accurately reflect the generalizability of the results but should provide an overview of the populations and settings. When attempting to locate participants for group two, we employed snowball sampling. Despite its potential to introduce bias into the sample due to participants referring to others similar to themselves, which could lead to over-representation of specific subgroups and a lack of diversity, we consider our sample group to represent the population accurately. Conclusion validity refers to the extent to which the study's conclusions accurately reflect the data (Mackey & Gass, 2021, Validity section). To ensure conclusion validity, we were precise in our data analysis methods. We also thoroughly reviewed and verified the results before concluding. The validity of research findings is essential to the credibility of any study. By ensuring internal-, construct-, external-, and conclusion validity, we have increased confidence in the study results and ensured that the findings in this study are generalizable to other populations and locations.

Additionally, we also aimed to be aware of and minimize potential bias. Bias refers to systematic errors or distortions in collecting and analyzing data (Smith & Noble, 2014, p.100). Bias can significantly impact the validity of research findings, as it can affect the accuracy and representativeness of the data gathered. To decrease the risk of bias, we as researchers should aim to be aware of potential sources of bias and take measures to minimize their impact. In research, bias can arise from various sources, such as the research design, where the aims and the methods of the investigation do not line up (Smith & Noble, 2014, p.101). One can also find bias in the study sample selection. This includes choosing the participants that fit the study criteria and represent the participant group (Smith & Noble, 2014, p.101). However, collection and analysis bias targets the researcher's beliefs and assumptions. Thus, the researcher's personal beliefs can impact the collection process. For example, how questions are asked will influence the information elicited by the respondent. This can also occur in the analysis where a researcher might look for data that verifies their personal experience or beliefs (Smith & Noble, 2014, p.101).

The researcher needs to be transparent about their biases and experiences, as they can shape how the data is collected and analyzed. The researcher should know their perspective and how it may influence the study. Postholm (2010) shows how researchers are often colored by their theoretical standpoint and experiences (Postholm, 2010, p. 18). In our study, we recognized the potential of bias and expectations. However, we approached the project with an open mind and let the data guide our analysis. We took measures to mitigate any possible biases, such as

using diverse sources of information and doing what we could not to affect or lead the participants in any way. However, the data analysis could be especially challenging, as it was sometimes challenging not to look explicitly for the information that aligned with our beliefs or that we wanted. However, we conducted a thorough and objective investigation and have taken great care to ensure that our personal biases have not influenced our research findings.

3.5.3 Ethical and methodological considerations

Ethical considerations in research are principles that guide research designs and practices. For any study, the participants are essential. Therefore, taking care of the participants' interests is highly necessary during the entire work process with the project. It is crucial that the interviewees feel comfortable with their participation both during and after the study. Therefore, one must inform them about what their participation entails and what the project will be about and specify that participation at any time can be retracted (Kvale et al., 2015, pp. 102-106). Our study ensured this safeguarding through a consent form and information letter about the interviewees' privacy and information. Although the interviews were made anonymous, participants' consent was required. Acquiring informed consent from participants is a fundamental ethical principle in research. Participants should be fully informed about the study, its goal, methods, potential risks and benefits, and their right to withdraw at any time. Our informed consent form was presented clearly and understandably, and the participants had enough time to carefully consider their decision before giving consent. The consent was obtained via a written consent form and an information letter (Appendix 5), and participants were allowed to ask questions and seek clarification before participating. We ensured that the participation was voluntary and that the participants could withdraw at any time. They were also provided with the contact information of the project leaders and the supervisor so they could contact us anytime.

The protection of confidentiality and anonymity of the participants in a study is a crucial ethical principle in research. Participants should always be assured that their personal information and answers will be kept confidential and that their identity will not be revealed without consent. In the study, we took multiple steps to ensure the confidentiality and anonymity of the participants. This included giving them pseudonyms such as Student Teacher 1 or Novice Teacher 2 instead of real names. We used recording devices that did not have an internet connection and stored data in a secure location. After the transcription of the interview data, the participants' names and any other identifying information was removed

from the transcriptions to safeguard their privacy. Furthermore, the recordings were deleted after the transcription process was completed.

3.5.4 Methodological Reflections

In any study, there is always room for reflection surrounding the research method, and as researchers, there is always potential for improvement. In hindsight, we acknowledge that our methods may have limitations and that some things could be done differently. For instance, while conducting pilot interviews helped us prepare for the interview process, we still discovered that some questions could benefit from further sub-questions, such as how the participants explained multilingual teaching approaches. The responses to this part of the interview often presented opportunities for elaboration. However, as the study was concerned with their knowledge and experience, we did not want to lead the participants too much in specific directions or give them too much information. Furthermore, as we were two researchers, we wanted the interview to be conducted as equally and coordinately as possible. We also acknowledge the possibility of using other research methods, such as questionnaires, to gain more quantitative data. For instance, asking the participants to rate their knowledge and perceptions of preparedness using a Likert scale could give valuable insight into their confidence levels. This could also allow for a comparison of the participants' demonstration of knowledge and self-perceived preparedness. Furthermore, studying teacher preparedness presents particular challenges, as preparedness is not necessarily observable or measurable. Our method of gathering these perceptions was by talking to them and asking them questions with the aim of them telling us about their perceptions of preparedness. Although we found it difficult to operationalize the concept of preparedness, we could still gain insight into the participants' feelings and perceptions of preparedness. However, we acknowledge the possibility that operationalizing the concept of preparedness could present more specific data and statistics. There were also some practical aspects of research that we were unaware of, such as requiring permission to use models and tables from previous literature in our study. Consequently, we got in touch with the authors at a relatively late stage of our study. Therefore, we acknowledge that we should have been aware of this while writing the theoretical considerations chapter. Overall, while we acknowledge that there was room for improvement, we were able to gather data that was of value to this study and that contributed to the field of research.

3.6 Dissemination and Transparency

Disseminating research findings is essential to increase the visibility and influence of research and help advance the scientific field (Marín-González et al., 2017, pp. 260-263). We chose to disseminate our thesis by publishing it on our university college's website with open online access for everyone to see. This decision makes our research findings available to a broad audience, including researchers, students, and the general public. We hope that by publishing our thesis with unrestricted access, we can contribute to the broader scientific understanding of our study area and promote the democratization of understanding. In addition, open-access publishing can increase the visibility and impact of our work, as it permits others to cite and build upon our findings. Transparency in research is vital as it helps build trust in the research process and ensures the results can be validated and reproduced later. Transparency allows others to comprehend the work and validate findings, which helps to build trust in the research process and potentially contributes to advancing scientific knowledge (Fosang & Colbran, 2015, pp. 29692-29694). Our study accomplished this by clearly outlining the research question and purpose, explaining the methodology in detail, providing access to raw data and analysis scripts, and by acknowledging possible biases or limitations. The thesis is, therefore, committed to being transparent and open in the research process. Helping build trust in our work, enabling others to evaluate and replicate the findings, and hopefully contribute to advancing scientific knowledge.

4 Analysis

The following section is dedicated to presenting and describing the findings from our data collection. The findings are based on interviews that were held with the participant groups. The interview guides are featured in Appendixes 1, 2, and 3 and the transcripts of the interviews with teacher students can be found in appendix 7-16. The interview data is approached in a highly structured way, and the findings are presented theme by theme. The themes were selected based on trends and patterns found in the participants' responses to the pre-determined categories for the interviews. Before each chapter, a short description is provided to introduce each theme.

4.1 Previous Knowledge & Experiences with Multilingualism

Understanding an individual's previous experiences with multilingualism provides an essential context for understanding the teacher's potential strengths and limitations, their preferred teaching approaches, and the challenges they might face. It also helps to identify potential gaps in their knowledge and the areas where they need additional support.

The student teachers' responses were relatively similar and featured references to their education and real-life experiences. For instance, Student Teacher 1 stated that his knowledge and understanding of multilingualism comes from social interactions and travel, as well as his education. Student Teacher 2, on the other hand, cannot remember discussing multilingualism specifically during her education but has gained experience by working with people from different linguistic backgrounds and working with interpreters. In addition, she has previously worked with pupils with hearing disabilities and indicated that through this experience, she had learned the importance of including and engaging these students, despite potential language barriers. This is exemplified in the following statement:

“I've also worked a lot with people, or students, with hearing disabilities. So that's kind of the same thing. It's like a different language using translators to, yeah, help them understand and, yeah, you have to like work together with them and speak in a different tempo and all of these different things and make sure that like when you approach the pupils, you don't stop approaching them just because they don't understand you. You still have to include them, yeah.” (Student Teacher 2).

Student Teacher 3 shared similarities with both of the other student teachers and reported her time in teacher education and firsthand experiences in a classroom with pupils of different nationalities as sources of her knowledge and experience with multilingualism. In addition, as Spanish is her native language (see chapter 4.1.1), she also mentioned her own experiences as a pupil in a classroom where language learning was a struggle. Similarly to Student Teachers 2 and 3, Novice Teacher 1 states that her knowledge of multilingualism comes from hands-on experiences with linguistically diverse pupils during teaching practice when she was a student, and her current work. Furthermore, she mentioned that she was taught the importance of incorporating different cultures and languages into the classroom during her teacher education. She also mentioned an example of children's books as potential teaching materials.

"I think maybe the most things we were taught about it [multilingualism] in school, and I can tell that was about children's books and how to take and use children's books to like include the multilingual like talk about multilingualism and talk about different cultures and languages, and yeah." (Novice Teacher 1).

Novice Teacher 2 stated that her experience with multilingualism comes from her background, as her mother is Romanian, and multiple languages have surrounded her throughout her upbringing. Growing up, her mother spoke Norwegian, but she regularly visited Romania and stated that she had always been comfortable being exposed to different languages. She later added that her work as a teacher was also a source of her experience, stating that she had previously worked with ways of incorporating the pupils' languages to help them understand. As is seen in the following example:

"if, for example, we have mathematics, try to find out how to pronounce the numbers in the student's language, yes. So that the student can understand what I'm trying to say with Norwegian numbers. It's not always that simple. If language becomes an obstacle, then a lot goes into body language and being concrete." (Novice Teacher 2).

Novice Teacher 3 indicated that she had limited experience with multilingualism. She stated that she has had few encounters with multilingual individuals in her upbringing. However, during teacher education, she had the opportunity to work in a school where many pupils spoke two or three languages. She indicated that exposure to this setting helped her better understand multilingualism.

The experienced teachers reported varying sources of knowledge and experiences. Experienced Teacher 1 stated he has some experience as an exchange student in York. Experienced Teacher 2 mentioned that her knowledge is derived from a personal interest in languages and elaborates that she finds multilingualism a very interesting topic. In parallel to Experienced Teacher 1 and Student Teacher 1, she mentioned travel as a source of her experience and claims that this has shown her the value of knowing several languages:

“I’ve lived in different countries and have seen the value of knowing several languages. It becomes an entrance to a different world of culture and music and literature and everything possible in a completely different way.”

(Experienced Teacher 2).

Experienced Teacher 3 reports that a small amount of her knowledge comes from her studies, but her primary knowledge comes from the classroom experience. In addition, she explained that her master's degree surrounding language history had given her insight and knowledge of the relationship between specific languages and that this knowledge can be used in her practice, as illustrated in the following statement:

“So, in a way, I have knowledge of the fact that languages are related to each other and that you make use of it with the students that might know several languages in order to get them to see connections.” (Experienced Teacher 3).

In parallel with many other teachers mentioned above Experienced Teacher 4 states that most of her knowledge comes from classroom work. When asked whether her knowledge or experience comes from her studies, Experienced Teacher 4 indicated that she had no specific input on multilingualism during her teacher training. This indication is clear in the following statement:

“There was a lot of phonetics, there was a lot of grammar, but I don't remember specifically talking a lot about multilingualism or pluralism at all”

(Experienced Teacher 4).

4.1.1 Knowledge of other languages

The research conducted by Dahl and Krulatz (2016) and Haukås (2016) suggests it would be beneficial if teachers themselves were multilingual or if they were able to speak the students' mother tongue. This notion implies that they need to have knowledge of languages other than their own (Dahl & Krulatz, 2016, p.10; Haukås, 2016, p.3). We, therefore, saw it essential to understand the representation of language knowledge amongst the participants in this study.

From the interviews, we learned that the student teachers have some knowledge of different languages, such as German, Spanish, French, Danish, and Swedish. They reported that their knowledge of these languages came from studies or as a part of their elementary and high school language education. While Student Teachers 1 and 2 stated that their knowledge and proficiency beyond Norwegian and English is limited, Student Teacher 3 states that she is proficient in Norwegian, English, and Spanish, which is her native language. She also elaborated that she went to a Spanish school. However, they all qualify as multilingual speakers. Furthermore, the student teachers all indicated that knowledge of other languages could have a certain value as a teacher. For instance, Student Teacher 1 perceives knowledge of other languages as beneficial for understanding the pupils and helping them understand English. Student Teacher 2 mentioned benefits such as helping the pupils to see the value of their knowledge and how she can learn from them:

“Because it can, as I said, it can show the pupils that their knowledge is actually valuable and that they can use it for something and that it's not like a disadvantage, they can use it as an advantage. Umm, and also because I want to show my pupils that I care about them and that I want to, like, get to know them and actually learn something from them as well. And yeah, I just think it can improve my pupils' language knowledge in general.” (Student Teacher 2).

This also highlights connecting with the pupils and building relationships through language. Furthermore, all Student teachers believed that they could see themselves incorporating this knowledge of other languages in their teaching and were also able to give examples. The following response from Student Teacher 2 demonstrates one of the examples that were mentioned:

“I want to help my pupils see these connections between different languages so that they can use them themselves. So, if I have examples of words that are similar, I will probably use them. Especially if I'm teaching a secondary school and they have either German or Spanish. I can like draw connections between them.” (Student Teacher 2).

However, they do not all see knowledge of other languages as a necessity or requirement to work in a multilingual classroom. As illustrated in the following comments from student teachers 1 and 3:

“Absolutely, whether it [knowledge of other languages] should be a requirement. I mean, that's not something I don't know, but I absolutely see it as advantage.”
(Student Teacher 3).

“So, I think it [knowledge of other languages] would be useful, but I don't know if I would classify this important, at least not for my work” (Student Teacher 1).

While all three novice teachers are proficient in Norwegian and English, their abilities in other languages appear limited. However, Novice Teacher 2 claims to speak "a little Romanian," and Novice Teacher 3 has some knowledge of Spanish. Contrary to Student Teachers 1 and 3, the novice teachers agreed that knowledge of more languages is necessary when working in a multilingual classroom. They understand the value of communicating effectively with pupils who may speak different languages. Furthermore, Novice Teacher 1 implies that this knowledge can help the teacher gain an understanding of pupils who are learning English as a third language:

“Especially if you have children that are struggling to learn Norwegian, for instance, or learning English as well as Norwegian if they can't speak English, then it might be challenging to have to learn two languages. Having knowledge about other languages might be quite helpful, I guess.” (Novice Teacher 1).

She also mentioned that being able to, for example, speak the students' native languages can help the teacher to understand and communicate with the pupils but she was not able to give any concrete examples of how this could be included in her teaching. As seen in the following statement:

"I don't know any examples of how it would make the instruction better, but it could help if you could communicate with the students in their native languages."

(Novice Teacher 1).

In parallel with Student Teacher 2, Novice Teacher 2 also mentioned that showing an interest in pupils' languages can positively affect the relationship between teacher and pupil. As illustrated in the following statement:

"First and foremost, to show interest, show that you are interested in students who are multilingual. It is often about identity, this with language, of course. And if you show that you are interested in that part of the student's identity, it will, of course, have a lot to say for the relationship and how the interaction between you is."

(Novice Teacher 2).

When it came to the experienced teachers, Experienced Teacher 2 and 4 was the only ones who claimed that they had some proficiency in languages other than Norwegian and English. Although they had a different repertoire of languages, both Experienced Teachers 2 and 3 mentioned how they had used their language repertoire to find similarities between English and potentially other languages. As illustrated in the following statement by Experienced Teacher 3:

"So, I like to explain to these students how the words are connected and if there is something you don't understand in English, how can you use what you know about Greek, for example." (Experienced Teacher 3).

Besides English and Norwegian, Experienced Teacher 4 also had a certain proficiency in Spanish. She had had some formal training and considered herself 50% proficient. Although she did not consider herself fully proficient, she indicated that she was still able to communicate with her pupils, as exemplified in the following example given by the university teacher:

"I've also only had two years of formal training [in Spanish], so it's more I've acquired a lot through having Spanish children [pupils]. It's strange how many things you're able to conjure up when you're frustrated and have to try to communicate

something" (Experienced Teacher 4).

In addition, she also knew some German and was, at the time of the interview, trying to learn Italian. Her responses indicate that including other languages is a regular part of her teaching. She mentioned how she sometimes had to combine Norwegian, English, and Spanish to communicate with the pupils in her introduction class (Work at elementary school). She pointed out the value of not taking oneself too seriously when teaching and that this can be a factor teachers might need help with when using languages in the classroom. Lastly, when asked whether she considers knowledge of other languages as important when working in a multilingual classroom, Experienced Teacher 4 replied "yes" and labelled it as a strength but also said that it is not a necessity. In addition, she pointed out the value of showing interest in the pupils' languages, as illustrated in the following statement:

"I think it's something about showing an interest and not just "you're here to learn Norwegian" but I'm interested in what you know and how well you can contribute to the class" (Experienced Teacher 4).

Overall, in response to the questions regarding knowledge of other languages, there was a consensus among all participants that knowledge of other languages can be beneficial when working in a multilingual classroom. However, several also mentioned that it is not necessary or should not be required.

4.1.2 How has multilingualism been represented in studies?

As a significant amount of knowledge is gained from education, we researched how multilingualism is portrayed in the studies of student teachers. Student Teacher 1 stated that he had not encountered specific examples of multilingualism but had been exposed to related concepts such as language variation and the influence of culture on language use. Although demonstrated awareness of these aspects, he still stated that he has not been equipped with the tools to implement a multilingual teaching approach. As is made apparent in the following statement:

"However, we haven't really learned the tools here at my university that are necessary. So, I may be in for a surprise if I get a class, but I am mildly confident at this time" (Student Teacher 1).

Student Teacher 2 initially could not recall multilingualism as a part of her studies. As illustrated in the following statement:

"I Can't remember that we have talked about it at my university. I am unsure. We might have, but I do not remember it, so it hasn't been a lot" (Student Teacher 2).

However, she later mentioned the concept of "positive transfer," which refers to using prior language knowledge to learn new things and to see connections, specifically in vocabulary acquisition.

"We have talked about how people come from different linguistic backgrounds, but we haven't talked about how to approach this. But like we talked about this with positive transfer and how we can use their languages" (Student Teacher 2).

Similarly to Student Teacher 1, Student Teacher 3 mentioned multilingualism in the context of language varieties and culture. She also mentioned working with multilingualism in her Norwegian classes at university to understand the perspective of multilingual learners and how to support them in acquiring a new language.

"we've had a few case studies in my Norwegian class we've done analysis where we look at how a text might look when they like from a student's perspective, like young students if they're from a different background and have a different language, how that gets translated or how they might have different spelling or spaced on that and also sort of like the focus on." (Student Teacher 3).

Despite varying degrees of exposure to multilingualism, there was an underlying consensus among the three student teachers that they had not received enough education and training related to multilingualism during their studies. While they had encountered related concepts such as language variation, cultural influences on language use, and positive transfer, they agreed that these concepts did not fully prepare them to work with multilingual learners. Therefore, as they did not really identify multilingualism in their own studies, and only mentioned related concepts, it is interesting to see how they define it.

4.2 Defining and Identifying Multilingualism

This chapter explores what multilingualism means to student teachers and teachers. In addition, we will be looking at how they identify multilingual learners. For this study, multilingualism is defined in line with the European Commission's understanding of multilingualism which states that *"multilingualism is understood as 'the ability of societies, institutions, groups, and individuals to engage, regularly, with more than one language in their day-to-day lives'"* (The European Commission, 2008, p. 6). This chapter provides a comprehensive overview of how the different groups of teachers and student teachers who partook in this study defined and conceptualized multilingualism.

Student Teacher 1 describes multilingualism as the ability to communicate in different languages. He also emphasized an understanding of the grammatical structure of a language and knowledge of the cultural background of the people one is communicating with as aspects of multilingualism. Thus, his understanding of multilingualism emphasizes the importance of linguistic and cultural competence to communicate effectively and understand others. Student Teacher 2 describes multilingualism as the ability to know and use different languages. She also mentioned that a multilingual speaker could be someone who knows multiple languages or a group of people who speak different languages can be seen as multilingual, highlighting both the individual and social dimensions of multilingualism. As illustrated in the following response:

"Yeah, and it could either be one person being multilingual, which means one person knowing different languages, or a group of people being multilingual, so they don't all speak the same language. Or they might speak the same language, but there are different languages represented in the group." (Student Teacher 2).

Interestingly, both Student Teachers 1 and 2 emphasized the use dimension of multilingualism, focusing on the ability to use languages rather than just being able to understand them. Student teacher 3, on the other hand, does not clearly define multilingualism at first but rather describes her personal experience and perspective of multilingualism as a concept. She mentions that multilingualism is personal to her because she comes from a family that speaks Spanish and Norwegian. Similarly to Student Teacher 1, she also states that a cultural aspect is tied to multilingualism in addition to a personal experience shaped by one's cultural background and family language. These statements from Student Teachers 1

and 3 portray multilingualism as something that is also related to culture. However, in response to another question in relation to identifying whether a learner is multilingual, Student Teacher 3 commented on how she would define a multilingual learner. As illustrated in the following response:

«At first glance, I would define a multilingual learner as someone who uses more than one language in their day-to-day life and is somewhat proficient in more than one language. But I would also include everyone else who speaks more than one language, either by learning at school or by other means» (Student Teacher 3).

Interestingly, Student Teacher 3 also brings up the speakers' language understanding and proficiency as an aspect when discussing what it means to be multilingual, as illustrated in the following statement:

“Is it enough to simply be learning more than one language (L1 and L2), Or does the learner need to have reached a basic level of understanding or proficiency to be considered multilingual? I would probably say that, if the individual can communicate in more than one language, and they can recognize rules and systems within a language, they are multilingual” (Student Teacher 3).

Furthermore, she claims that this can help the pupils apply knowledge from one language to another, which is similar to Student Teacher 2's comments about “positive transfer” in the previous chapter.

The interviews with the Novice teachers revealed that they share similar opinions and definitions of multilingualism. All Novice teachers agree that being multilingual means speaking more than one language. Novice teachers 1 and 2 specifically used the phrase "several languages," while Novice Teacher 3 described it as "more than one language." However, there are still some differences worth noting in their answers. For instance, Novice Teacher 1 mentioned multilingualism in Norway as people who speak another language than Norwegian. Similarly, Novice Teacher 2 indicated that she perceives that Norwegian becomes a second language for multilingual learners. Interestingly, although Novice Teacher 3 initially states that multilingualism refers to someone who speaks more than one language, she goes on to directly contradict this statement, as illustrated in the following comment:

“I think or like what I think about is someone speaking more than one language. But at the same time, I wouldn't necessarily consider my pupils that speak English and Norwegian as multilingual.” (Novice Teacher 3).

She also mentioned that she often thinks of multilingual learners as someone already having two languages in their repertoire before learning English. This response suggests that there is a certain degree of confusion and uncertainty when it comes to what multilingualism means and how it is conceptualized. However, as seen in Chapter 2, multilingualism is also defined in many ways in the literature. Thus, this could be one of the reasons for some of the participants' confusion.

Unlike the novice teachers, the experienced teachers had relatively varying responses when asked what multilingualism meant to them. Experienced Teacher 1 gave no specific definition and indicated that multilingualism has not necessarily been something he has thought a lot about in his 12 years as a teacher. However, he gave an example of some of his experiences with pupils who recently moved to Norway and stated that they could often be considered "weak students" when learning a new language. Experienced Teacher 2 defined multilingualism as having a different mother tongue than Norwegian. Experienced Teacher 3 defined multilingualism as knowing several languages and added that she has experienced having pupils that know more languages than her. Likewise, Experienced Teacher 4 also referred to multilingualism as knowing several languages and specifically defined it as "the presence of several languages," pointing out that this is a feature of most Norwegian classrooms. As illustrated in the following response:

“Well, multilingualism to me as a teacher means the presence of several languages and of course what comes to mind very quickly is of course most Norwegian classrooms at this point are like that due to globalization and digitalization.”
(Experienced Teacher 4).

In addition, Experienced Teacher 4 also mentioned that she has many international learners in her introductory class at the elementary school where she works and indicated that she considers this a multilingual classroom. She also elaborated that such a setting can require the

teacher to use other means of communicating, such as body language, to navigate a way to have a common language.

Multilingual learners can present a unique challenge, as they may have different language backgrounds, experiences, and learning styles. Therefore, we also wanted to know how different student teachers and teachers identify multilingual pupils. Student Teacher 1 claimed that he would identify whether a learner is multilingual by observing and getting to know them. As illustrated in the following comments:

“I would identify a multilingual learner through observation and conversation with the learner. By learning about their background, I believe it could help me further enhance their learning. It is dependent on context, but I would aim to talk to and converse with the learners and identify them as multilingual through this.”

(Student Teacher 1).

Student Teacher 2 indicates that there is no need to identify a pupil as multilingual as she considers all pupils to be multilingual, as seen in the following comment:

“I would say every pupil is a multilingual learner, so they do not necessarily need to be identified” (Student Teacher 2).

Similarly to Student Teacher 1, both Student Teachers 2 and 3 agree that identifying the pupils' language repertoire can be done through conversations with the pupils. Student Teacher 2 also mentioned parents or guardians as a part of this process. Interestingly, she claims that the process of identifying pupils' language repertoire is simple, as exemplified in the following statement:

“Identifying if the pupils know any other languages than Norwegian and English I believe can simply be done through conversation with the pupils and their parents/guardians” (Student Teacher 2).

In addition to her comments on identifying multilingual learners, she also commented that pupils might become aware of their language repertoire and how exposure to several languages might contribute to their understanding of other languages, as seen in the following

statement:

“With other languages than Norwegian and English the pupils can discover that they know more in other languages than they think by just being exposed to them (languages). They might see how they know things here and there.”

(Student Teacher 2).

On the other hand, the novice teachers had different ways of identifying multilingual learners. Novice Teacher 1 recognizes multilingual students based on their names having cultural or ethnic origins.

“I would often recognize people from their names because they can have really like cultural names, like, for instance, Sergey or something that would be like really Russian or something. A lot of names are more like Muslim kind of names.”

(Novice Teacher 1).

Novice Teacher 2 admits to recognizing multilingual learners by their appearance and then determining it by talking to the student and checking if they speak multiple languages.

“If the student does not look ethnically Norwegian, I think that. And I'm a little ashamed to say it, but that I might think faster that student is multilingual than a white student who looks Norwegian to just say it outright. It is like the first step, but then you find out relatively quickly when you talk to the student.” (Novice Teacher 2).

This response illustrates how stereotypes can have an effect on how teachers identify their learners' backgrounds. Similarly, Novice Teacher 3 also states that she tries to identify multilingual learners based on their backgrounds. However, as she is their contact teacher and has contact with the pupils' parents, she does this by talking to them.

Experienced Teacher 1 responded that he noticed whether a pupil is multilingual when they display a need to use languages other than Norwegian. Experienced Teacher 2 shares some similarities with Novice Teacher 1, as she also states that she recognized them by name. As seen in the following statement:

“Every now and then, I ask, if I see it in their names.” (Experienced Teacher 2).

Furthermore, experienced teachers 2 and 3 had similar answers stating that they could sometimes hear accents or hints of other languages when the pupils spoke. However, Experienced Teacher 3 also went on to clarify that she did not have a specific strategy when it came to identifying whether a pupil is multilingual. Also, in response to a previous question, Experienced Teacher 2 mentioned an example from when her class was in the 8th grade, where they had tried to conduct a survey to find out all languages present in the school with the intention of celebrating International Language Day. However, this was cancelled due to a teacher strike. In parallel to many of the other participants, Experienced Teacher 4 indicated that she usually tends to observe whether a pupil is multilingual by listening and getting to know the pupils. However, it is worth noting that the pupils from her introductory class are primarily multilingual and have other linguistic backgrounds than Norwegian. Therefore, she may already be more familiar with the pupils' language backgrounds beforehand. In addition, she also added a comment on what she believes it means to be a multilingual learner. As seen in the following statement:

"I think I would say that a multilingual learner is a learner who is able to navigate several languages at once. It's not necessarily to me that he or she is proficient in both languages but that you have several sets of codes, if you will, that you're able to navigate" (Experienced Teacher 4).

As seen in this statement, Experienced Teacher 4 mentioned proficiency and notes that she does not expect the learner to be completely proficient in the languages in their language repertoire. This comment is similar to Student Teacher 3's comment on proficiency above, where she questions whether proficiency should be a requirement to be characterized as multilingual.

4.3 Multilingualism in the Curriculum

Our theory section describes how multilingualism is portrayed in the Norwegian national curriculum for both LK06 and LK20. These curricula emphasize helping students become multilingual, motivating them to master several languages and use them to interact with individuals from other cultural backgrounds. In addition to the national curriculum, the core curriculum for the English subject in Norway also recognizes the importance of multilingualism. It encourages students to use English as a tool for communication with

people from different linguistic and cultural backgrounds and to develop an appreciation for other cultures and their ways of communication (Utdanningsdirektoratet, 2020d). In this section, we will present our findings of the participants' perceptions of multilingualism in the curriculum. Through their responses, we gain insights into how multilingualism is understood and implemented in the classroom.

When asked about the representation of multilingualism in the English subject curriculum, Student Teacher 1 acknowledges that there are at least two related aims but cannot recall them specifically. He suggested that one of the aims may relate to coherence, which he believed is connected to understanding multilingualism:

"And one of the curriculum aims of the 10th grade is to aim for the students to be able to use coherence, I believe while communicating" (Student Teacher 1).

Although he has yet to specifically work with these aims during his five years of study, he notes that they have been encouraged to incorporate and interpret all curriculum goals in their practice. Student Teacher 2 had no specific example of the representation of multilingualism in the curriculum. However, she mentioned goals such as learning about different cultures of English-speaking countries and indigenous people and the importance of respecting people of different cultures. She also stated that she had no recollection of working with specific aims related to multilingualism during her five years of studying. Student Teacher 3 indicated that she has yet to learn of multilingualism in the curriculum. She suggests this may be because it has not been a part of her studies. She does not recall working with any aims related to multilingualism, as is made clear in the following statement:

"Towards multilingualism, no, it's not really something that I've worked with."
(Student Teacher 3).

Our findings indicate some variation in the novice teachers' awareness and knowledge of the representation of multilingualism in the curriculum. Novice Teacher 1 believed multilingualism is likely incorporated into the English subject curriculum, given the subject's emphasis on global communication. However, she was uncertain of the specifics and could not recall how it is represented in the curriculum. Novice Teacher 2's response suggests that she was not very familiar with how multilingualism is represented in the English subject

curriculum. She admitted to not having used the curriculum as much as she should, and instead relied on improvisation and the resources available to incorporate multilingualism into the teaching:

“I think I used to say that the curriculum is important, and I trust curricula. They are there for a reason, but at the same time, I am saying that I am sitting here and saying that I do not use it to any great extent. So, my answer will be. It will be a silly answer, but, yes but no. Yes, in theory, no in practice. I notice that with the teaching profession, you can attend many lectures and read a lot of theory, but for my part, I am first and foremost myself.” (Novice Teacher 2).

Novice Teacher 3 stated that she knew how multilingualism is represented in the English subject curriculum, even though the term "multilingualism" is not used. She gave an example from when her school dedicated a week to learning about the Sami where subjects related to Sami culture were explored, such as translating words. As seen in the following example:

“Yes, ehm we just had like a Sami week where all subjects that could be connected to samisk kultur and whatever and try to use the connections. And that would be like words that we got translated.” (Novice Teacher 3).

The Experienced teachers indicated that they were aware of the inclusion of multilingualism in the curriculum, or at least aspects related to it. Although they could not specifically call on any, they all suggested that they had worked with aspects related to multilingualism in the curriculum, as exemplified in the following statement by Experienced Teacher 3:

“I believe that it is mentioned in the competence objectives. And that is, in a way, what we have tried to cover with our project about the languages' relationship to each other, and linguistic contexts and such.” (Experienced Teacher 3).

Experienced teacher 1 elaborated that the Covid-19 pandemic had made it difficult for teachers to explore the new curriculum and suggested that this may have affected the school's common understanding of new aspects and their importance. In response to whether they saw the potential of working with multilingualism interdisciplinary, all teachers agreed.

Experienced teachers 1 and 3 also elaborated by giving examples of how one can work interdisciplinary with multilingualism. As seen in the following responses:

“Yes absolutely. And in a way, even if it wasn't super planned, it [project for international language day] became a kind of interdisciplinary, at least a hint of interdisciplinary, in the project.”

(Experienced Teacher 3).

“To change our way of working where we have tried to perhaps tie all the different disciplines together to one big subject like Umbrella kind of subject and just try to use everything maths, English, Norwegian, Sciences, history, social studies, and just try to make that like a Big project or Big bowl of interesting things, and I think multilingualism would probably have a space there. Different cultures, cultural influences, all kinds of things.” (Experienced Teacher 1).

Experienced Teacher 4 stated that she has seen multilingualism represented in the curriculum and that she had worked a lot with LK-20 in preparation for teaching at the university. Thus, she indicated that the new curriculum presents new opportunities for teachers, allowing for more in-depth teaching. Furthermore, she indicated that this can be a strength when working with multilingualism. As illustrated in the following statement:

“I think that it poses some opportunities for us as teachers as far as going a bit more in depth in what we teach that it's not necessarily just about crossing off complete or completing some of the competence aims because you have opportunity to take some time spend more time and go more in depth which could be a great strength if you want to work on multilingualism and why how and why you can or should teach that or use that as a resource in the classroom” (Experienced Teacher 4).

When asked whether she had seen changes from previous curriculum editions she could not give specific examples. However, she indicated that she felt it was more weighted in general in the core elements of the curriculum now than before. She also pointed out “citizenship and democracy” as one of the areas where there is potential for working interdisciplinary. She suggested that this is very relevant in terms of working with multilingualism. In addition, she mentioned “intercultural competence” while discussing communication with people in other

countries. As is exemplified in the following response:

“For instance, intercultural competence, you're not talking necessarily about being able to communicate with people in other countries. It's just as much about being able to communicate with people within your own society or even your local area. Because we are represented in a different way than we have been in the past.”

(Experienced Teacher 4).

The results found that the representation of multilingualism in the curriculum is a topic that the Novice and Student teachers have less knowledge and awareness of. While Novice teachers showed a limited understanding of multilingualism in the curriculum, Student teachers had mixed perspectives on the matter. On the other hand, the Experienced teachers reported that they had encountered aspects related to multilingualism in the curriculum, although they could not recall specific examples during the interviews. Despite this, there was a consensus amongst the participants that the new curriculum offers new opportunities for teachers to work with multilingualism more in-depth. Experienced Teacher 4 highlighted that the new curriculum focuses more on the core elements and provides opportunities to explore multilingualism in greater depth. Moreover, adding that interdisciplinary work with multilingualism could take place in areas such as "citizenship and democracy." This also emphasizes the importance of intercultural competence in communicating with people from other countries and within one's own society.

4.4 Multilingual pedagogies

Different approaches to education that recognize and support the linguistic diversity of students are paramount. Multilingual pedagogies are a growing area of research that seeks to understand how to teach multilingual learners effectively. We asked the student teachers and teachers their thoughts and opinions regarding how multilingualism could be related to or be included in the EFL classroom. We also asked them about their own practices and approaches, discussing what a multilingual teaching approach means to them.

Student Teacher 1 responded that he saw embracing the diversity of the students and building upon their own experiences as a way to increase their motivation for learning. He specifically mentioned that such an approach could be useful in language learning, where communication

is a crucial part of the learning process. As seen in the following statement:

“I think it can be very suitable to use within, especially language learning, where talking and communicating with others is such a vital part of learning.”

(Student Teacher 1).

Student Teacher 2 stated that a multilingual teaching approach should involve using different languages in the classroom. She suggested learning some words in different languages and trying to incorporate them into her teaching, even if no pupils speak that language:

“if I have or I don't have pupils, for example, speaking Arabic, I would try to learn some words to implement them in my teaching. Or maybe if we're just learning about Arabic culture, I can, even though we don't have any people speaking Arabic, I can learn a couple of words to use them” (Student Teacher 2).

She believed that this approach could benefit both native and non-native speakers, as it would help develop their understanding of languages and make it easier to learn new languages in the future. Student Teacher 3 emphasized the importance of being aware of multilingualism and communicating effectively with the students and their families. She admitted to having little experience in this area but planned to turn to books and research or seek help from other teachers to find out what works best.

Novice Teacher 1 thinks of a multilingual teaching approach as a way to include different cultures and perspectives in the classroom. She suggested that this can be achieved by incorporating international teaching materials, such as children's books, and ensuring all students feel included. Novice Teacher 2 states that there are many ways to incorporate multilingualism in teaching. Interestingly, her example is not related to an English lesson but rather a mathematics lesson. She stated that she tries to accommodate students who speak different languages by finding ways to explain concepts, such as numbers and counting, in their native language by using body language and being concrete. However, she still expressed a desire to know more approaches and be more aware of this in her teaching. As illustrated in the following statement:

“Yes, but I know now when you ask me honestly that I would have liked to have had

more approaches that I was aware of, at least in the job I have, where most people come from multilingual homes.” (Novice Teacher 2).

Novice Teacher 3 responded that a multilingual teaching approach involves recognizing that students may use different languages to understand the meaning of words. She states that students may use their own language to understand new concepts, which can help them create meaning and retain new information.

As a follow-up question, the Novice teachers were asked how often they use a multilingual teaching approach. Novice Teacher 2 reported using a multilingual teaching approach every day. Novice Teacher 3, on the other hand, stated that she rarely uses a multilingual approach. as shown in the excerpt under:

“Oh, haha like never, yeah” (Novice Teacher 3).

Novice Teacher 2's responses regarding using multilingual teaching approaches suggest a higher level of comfort and familiarity with incorporating multiple languages into the teaching practice than Novice Teacher 3's response, which indicates little use and familiarity with multilingual teaching approaches. These differing experiences among novice teachers highlight the importance of understanding teachers' comfort levels and experiences with multilingual teaching approaches to better support their professional development in this area.

Experienced Teacher 1 gave an example of how he thinks a multilingual teaching approach should look like, highlighting aspects such as comparison of words, sentences, and idioms, as well as being able to use the pupils and their knowledge as resources, as exemplified in the following comments:

"Trying to make use of all the pupils' resources in getting their understanding of English to be even higher. " (Experienced Teacher 1).

“I think you connect things (words, sentences and idioms) with other things and suddenly you've got a much better understanding” (Experienced Teacher 1).

However, he clarifies that he thinks there is room for improvement and believes that his

school is not quite there yet. Experienced teachers 2 and 3 also comment that observing and drawing connections between languages is a way of conducting a multilingual teaching approach. In an example given by Experienced Teachers 2 and 3, they described learning situations where they had worked on drawing connections between languages:

“However, now in English in tenth grade, we have worked with how English has become the language it has, what other languages have influenced English as it is today, and then we have really studied the Indo-European languages to see if there are connections. Like can you find words and examples? Quite a few fancy words in English often have a Germanic or Latin origin. Those words will often be typical words you use in Spanish or French. I have found that this will actually help them both with English and for those who speak Spanish.” (Experienced Teacher 2)

“So, we had a project now just before Christmas where we tried to look a little at language history and at connections between languages with the students in the 10th grade then. Where they themselves put together their own lists of words so that they could explore the origin of these words and try to find relationships between the languages (in the task) and the languages they themselves know with English then” (Experienced Teacher 3).

Experienced Teacher 4 mentioned that how one works with languages can be very individual for different teachers. For instance, she mentioned experiences from her time in school, noting a static focus on topics such as pronunciation. However, she indicates that teachers have to assess the goal of their teaching and that this will affect their teaching method. As illustrated in the following statement:

“So, I think it's something that every teacher has to kind of go within themselves and critically assess their aim for their teaching. Is it to have proper or perfect pronunciation or a lot of factual knowledge or is it to help them navigate a society and or a global society in the best way possible” (Experienced Teacher 4).

When asked how often they implement a multilingual teaching approach in their teaching, Experienced Teacher 1 claimed he used it from time to time, mostly during lesson topics

related to traveling around the world. Experienced Teacher 2 indicated that multilingual teaching approaches are a common thread throughout her teaching and sometimes more or less relevant in her lessons. Experienced Teacher 3 claimed that she uses multilingual approaches rarely. Instead, it is more sporadic. However, she did mention aspects in which she sees opportunities to implement a multilingual teaching approach.

"for example in groups where there was one of the students who knows Arabic. Yes, I can comment on the group and ask them to investigate further and find out how [...] and that "what you mention is very interesting, how do you think it got into English " or something like that." (Experienced Teacher 3).

Concerning multilingual pedagogies, the participants were also asked their views on teaching English as a third language. Student Teacher 1 believed learning a third language may be more confusing than a second language due to the added complexity of drawing knowledge from multiple languages. He speculated that having two languages as a foundation for learning a new language could be overwhelming, making it more challenging to learn a third language. For instance, he stated:

"I think learning English as a third language compared to a second may, in some ways, create more confusion because you may be seeing more overwhelming with already having 2 languages to use as a fundament for learning a new."
(Student Teacher 1).

Student Teacher 2 initially shared a similar viewpoint, stating that learning English as a third language can be more confusing than a second language.

"I think it can be even more challenging when it's a third language because they [...] or no, actually it can be better because they might have more language knowledge of different languages, so you have more languages you can draw on."
(Student Teacher 2).

However, she immediately changed her answer and suggested that learning English as a third language can be beneficial because students have more language knowledge to draw on.

Student Teacher 3's response to the question about the differences between learning English as a second versus third language was hesitant, describing it as "interesting, but difficult." She was unable to elaborate further on the question. This response could indicate difficulty comprehending or articulating an apparent response to the question or a lack of knowledge or understanding of the topic.

The Novice teachers also had different perspectives and experiences when it came to teaching English as a second or third language. While some saw the benefits of teaching English as a third language, others had not noticed any significant difference. Novice Teacher 1 implies that learning English as a third language is more straightforward because students can draw on prior knowledge. She suggests that students who are already proficient in two languages may have an easier time picking up a third language, as they have already developed language learning skills and can transfer their understanding of grammar and vocabulary from their previous languages to English.

"I guess my thoughts on learning English like a third language is that if you have been learning different languages, if you have learned 2 languages, it's probably easier to learn a third." (Novice Teacher 1).

Novice Teacher 2 has a different perspective. She says that she has no good answer and cannot elaborate. She might be unaware of the differences between teaching English as a second versus third language, or she might have experienced both and found no significant differences. Novice Teacher 3 had not noticed any difference in teaching English as a second versus a third language. She might not have had enough experience teaching students at different language proficiency levels yet. They might have found that their teaching methods and strategies are effective for students regardless of whether English is their second or third language.

"Yeah, I have pupils in my class that for them English would be their third language, yeah. And that for me it's more [...] I haven't noticed any differences."
(Novice Teacher 3).

The experienced teachers came across as more familiar with the differences of teaching English as an L2 vs. L3. Experienced Teachers 1 and 2 indicated they had experiences with pupils learning English as an L3. Furthermore, they were able to give examples of how they would adjust in such a setting, as exemplified in the following response by Experienced Teacher 1:

“So, it's always like walking a tightrope, making it too hard, making it too easy, like what's the middle ground, and perhaps sometimes giving extra challenges or dividing the class based on abilities, or at least giving them the opportunity to choose perhaps level one level 2 Level 3 assignments.” (Experienced Teacher 1).

Furthermore, all experienced teachers agreed that adjusting the approach to a suitable level for a pupil in this situation was important. Experienced Teacher 3 also agreed that this setting would require a different approach. Contrary to Experienced Teachers 1 and 2, Experienced Teacher 3 indicated that she had limited experience in this situation and that this could make it challenging. However, when asked to suggest measures, she gave answers similar to those of Experienced Teachers 1 and 2. This could indicate that experience is essential to how confident one feels in certain learning situations.

Experienced Teacher 4 had previous experience with pupils learning English as an L3. She was familiar with the concept of second versus third language acquisition and seemed confident in her response to the question. She gave an example of a previous pupil she had who had learned English as a third language. She mentioned how this pupil might have found learning English more manageable due to her previous language knowledge, which she referred to as a "resource". As seen in the following statement:

"So, for someone, it's I think I would say it's a resource, being able to navigate these different sets of codes because sometimes you see patterns, sometimes you see that okay this is similar to this language and that might help you as a kind of transitional tool" (Experienced Teacher 4).

However, she also mentions that pupils learning English as a third language can face other obstacles, such as reading or writing. She suggests that focusing on reading and writing might be confusing for the pupils and that it can affect their focus. As illustrated in the following

response:

“So, there are other obstacles that and that it might pose as even more of a challenge that confuses them in their original languages Because what are they supposed to focus on? Should they focus on learning to read and write in their native tongue, should they focus on learning to read and write in Norwegian, and then you introduce English as well. So, for some it becomes a confusion because you have all these different sets of codes to try to navigate.” (Experienced Teacher 4).

When asked whether it would affect her teaching approach, she replied, "Yes". For example, she mentions station work and plans for the pupils to help them differentiate the work and content. She mentions that these methods can give them freedom and a sense of achievement or even motivation to begin and that this might not be the case if the teacher decides how all pupils should learn. She further elaborates that the combination of students can influence how a teacher can structure teaching and that this can both be a challenge and an opportunity for differentiation.

4.5 Potential Challenges and Opportunities

To gain a better understanding, the participants were all asked what potential challenges and opportunities they thought about with working in a multilingual classroom. The three student teachers had different views when asked about their perception of multilingualism in the classroom. Student Teacher 1 sees it as an opportunity, particularly in higher grades, despite acknowledging the challenges of teaching students with different language backgrounds. Student Teacher 2 acknowledges potential challenges one can face but simultaneously sees the potential benefits of developing pupils' language skills. As illustrated in the following statement:

"it could be an opportunity for furthering my teaching and the pupils' understanding. But only if I do my job correctly because it is a challenge. I just need to find the possibilities within the challenge" (Student Teacher 2).

Student Teacher 3 views multilingualism as both a challenge and an opportunity but expresses concern about her lack of experience. Furthermore, she expresses that her beliefs may change

once she begins teaching and when it comes to being responsible for a class. When asking the Novice teachers, Novice Teacher 1 perceives multilingualism in the classroom as both a challenge and an opportunity. She recognized the potential benefits of having students from different linguistic backgrounds in her class but also acknowledged that it can present certain challenges. However, she does not feel very confident in facing these challenges and opportunities due to her lack of experience. As illustrated in the following statement:

“I don't feel that confident, I guess because I haven't had that much experience since I'm a new teacher and a lot of the things that we learned in school are really theoretical and not as much as the classroom practice. So, I guess maybe not that confident.” (Novice Teacher 1).

She acknowledges that her lack of experience makes her feel insecure and uncertain about how to support the multilingual students in the classroom, and that is something that she would like to overcome. Novice Teacher 2 initially expressed confidence in saying that multilingualism in the classroom is primarily a resource. However, after a pause, she goes back on that answer and shares an example of how she has found it challenging to encourage them to learn English:

“I have students who speak Russian and Ukrainian, who may have a slightly slower learning Norwegian, because there are so many of them. They hang out with each other during recess and are together in class if they get the chance. This means that they speak their language (Russian) both at home and at school. And I think that's a bit difficult to break up. Because I don't want to interfere too much with the friendships that they so badly need. But at the same time, it gives them much less reason to learn Norwegian or English, because they have so much support in their own language, they do not need to speak Norwegian.” (Novice Teacher 2).

When asked to rate her confidence in working in a multilingual classroom, she gives herself a score of 6-7 out of 10. This self-rating indicates that while she recognizes the value of having multilingual students in the classroom, she also acknowledges that it can be challenging and would like to improve her skills and knowledge. Novice Teacher 3 thinks of multilingualism in the classroom as an opportunity but states that she finds it challenging to remember to think about it. She recognizes the potential benefits of having students from different linguistic

backgrounds in her class. When asked how confident she feels about working in a multilingual classroom, she states feeling confident in her abilities as long as she knows the pupils. She believes that when she knows the students well, she can provide them with the support they need, which is the key factor to her feeling confident.

All Experienced teachers agreed that they felt confident to a certain level and viewed multilingualism more as a resource than a challenge. However, both Experienced Teachers 1 and 3 indicated a lack of knowledge and experience, which could affect their preparedness in certain situations. Experienced Teacher 3 indicates explicitly a lack of experience with multilingual pupils. Hence, she mostly perceived multilingualism as a resource but acknowledged that she might face potential challenges in the future. Although she felt relatively confident about facing potential challenges and opportunities, she still indicated that more academic knowledge could make her even more prepared. As illustrated in the following statement:

“I think it would probably go well, but I think it would probably have been better with even more academic weight. That is, things that are professionally justified.”

(Experienced Teacher 3).

Experienced Teacher 1 elaborated that he thinks he should be more confident than he does. Although he does not explicitly state why, he mentions aspects such as being unable to discuss with his colleagues how to work with this topic. Furthermore, he suggested that a more systematic approach could contribute to him feeling more confident about working in a multilingual classroom, as illustrated in the following statement:

“Perhaps we need like a systematic approach where we could go “OK This is the way we work with multilingual students,” or sort of like a perhaps a toolbox of ways to include multilingual students' projects. Things you could do, and ways to go about it.”

(Experienced Teacher 1).

When asked whether she perceives multilingualism as a challenge, opportunity, or both, Experienced Teacher 4 replied that she primarily views it as an opportunity but that she respects how it may be a challenge for some, as illustrated in her response:

“Mainly an opportunity but I respect that for many it can be a challenge if you don't know where to start or if you don't feel you have the proper resources available. Or even language proficiency yourself” (Experienced Teacher 4).

When asked about her confidence to face potential challenges or opportunities in a multilingual classroom, Experienced Teacher 4 responded:

“Very confident. Not because I'm so good at it. Just because I find it interesting, and I don't mind kind of trying things out. If I fail that's fine. In turn then that's one lesson learned for me and my students, so ” (Experienced Teacher 4).

All participants reported that they saw opportunities in the multilingual classroom. However, they also expressed concerns regarding their readiness and experience issues. One could argue that this corresponds with their previous answer regarding their knowledge and experience with multilingualism. Some had more experience than others, such as Experienced Teacher 4 and Experienced Teacher 2, while others had limited experience.

4.6 Potential for further education and Development

As Dahl & Krulatz (2016, p. 10) and Haukås (2016) point out, teachers need to be familiar with research on multilingualism, have theoretical knowledge of various aspects of multilingualism, and stay updated on the latest research in the field. This highlights the importance of continuous professional development and the need for teachers to further develop their knowledge and understanding of multilingualism. Hence, they can provide effective instruction and support for all their learners.

There is a strong consensus among the student teachers about further developing their knowledge on multilingualism. They are interested in learning more about different languages and how to teach them effectively. Student Teacher 1 has pointed out that teachers have limited time. Therefore, it would be more relevant for him to take the time to educate himself further if it is related to his specific teaching situation. He likely recognizes that while knowing multiple languages is beneficial, it is also important to prioritize his time and focus on the skills most useful to him in his specific teaching context.

When asked about opportunities to educate themselves further, Student Teacher 1 mentioned the opportunities that Norwegian teachers have to further their education through a program where they can study and work at the same time:

“I think a lot of schools offer you the opportunity to be, I think it's 80% working, 20% student for example, and do it over a 3–4-year course plan” (Student Teacher 1).

However, he is unaware whether courses in multilingualism will be available in his future workplace, so it is not clear if this would be a viable option for him to further his knowledge in multilingualism. Student Teachers 2 and 3 are enthusiastic about enhancing their knowledge and understanding of multilingualism. Student Teacher 2 aims to achieve this by engaging in self-study through reading and discussing with colleagues or fellow students. On the other hand, Student Teacher 3 is interested in staying updated with research in the field of multilingualism by reading research and plans to bring up the topic with the school administration while working as a teacher. She also expresses a desire to have a third-party instructor to help her and her colleagues gain a deeper understanding of multilingualism.

Among the novice teachers, there was a strong consensus that further development of knowledge about multilingualism is essential for their work in the classroom. They express a positive attitude towards continuing to learn about different languages and cultures and how these can impact students' education. Novice Teacher 1 is unsure where to find relevant resources but suggests taking courses or discussing the topic at teacher meetings. Novice Teacher 2 also feels the need to learn more but feels limited by a lack of time and resources and believes the school should provide relevant courses. Meanwhile, Novice Teacher 3 is open to using online resources such as Google to educate herself and suggests that the topic could be added to the agenda for teacher meetings. However, she has not yet taken any action. When asked what they would wish for in terms of further development, all three novice teachers expressed a desire for their school to offer some courses on multilingualism. They recognize the need for formal training and education to support their multilingual students effectively. Novice Teacher 2 wishes for experienced people to come and talk to the teachers about good teaching strategies when teaching English to multilingual students. This could provide valuable insights and practical guidance for the teachers in their daily work. Overall, all three novice teachers understand the importance of ongoing professional development in this area and want to have access to courses and resources that will enable them to improve

their teaching practice and better support their multilingual students.

The experienced teachers stated they would all be open to further developing their knowledge and experience on multilingualism. Experienced Teacher 1 and Experienced Teacher 2 had previously taken part in initiatives taken by their respective schools to further develop their knowledge of language teaching and multilingualism. Experienced Teacher 1 indicated that these incentives were mainly based on teachers improving their basic knowledge as English teachers. In contrast, Experienced Teacher 2 had participated in a more specific initiative surrounding learning and teaching other languages. Experienced Teacher 3 had not previously experienced initiatives at her school but emphasized the possibility of reading research and material on the topic. Experienced Teacher 1 emphasizes that there is much potential for improving the opportunities for further education and development and that the schools could pay more attention to which areas there is room for development. This is evident in the following two statements by Experienced Teacher 1:

“I think we are missing out on a lot of opportunities, and we should have more options.”

“I think we should have a broader approach to it based on what does the school needs.” (Experienced Teacher 1).

All teachers agreed that building knowledge would contribute positively to one's preparedness to work in a multilingual classroom. However, as pointed out by Experienced Teacher 1, it may be difficult for teachers to find time for further education and development, and this would need to be considered. This is exemplified in the following statement:

“The workload as 100% teacher, especially in elementary School, is it's pretty high. Yeah, so if you want people to really learn something, really change and really take into account or change the way teaching, you have to have make room for it so That they really get the chance to work with it.” (Experienced Teacher 1).

When asked about building on her current knowledge and experience, Experienced Teacher 4 reported that she should read up on theory to have a better foundation for her practice. She

implied reading up to gain more knowledge and receive formal training. Interestingly, she mentioned teaching Norwegian as a second language as something she would like to know more about, as seen in the following statement:

“Because of course we have a lot of English as a second language, and it's not that Norwegian as a second language is all that different, but at the same time it is something to do with having a kind of the weight or the theoretical understanding of why you're doing what you're doing” (Experienced Teacher 4).

In response to whether furthering one's knowledge can contribute to the feeling of preparedness, Experienced Teacher 4 responded, "yeah". She further comments the knowledge gained from her own time as a student teacher:

“I think that there are several things that I learned as a teacher education student that at this point seems very unnecessary considering that there are other things that are very much more relevant at this point” (Experienced Teacher 4).

She goes on to claim that multilingualism is relevant for any teacher in Norway, as illustrated in the following statement:

“I mean of course you can't project or predict what you need for the future, but I think multilingualism for instance is something that is relevant for any teacher at any given school in Norway. Whether you have an introduction class or generally a largely diverse class. It doesn't even really have to do with a combination of students in your own class. Just thinking about what they need for the future, I think.”
(Experienced Teacher 4).

When it came to opportunities for further education and development, Experienced Teacher 4 knew of several opportunities, such as reading up on literature and theory, as mentioned in response to a previous question, or networks through her university (workplace). However, when it came to measures taken by the elementary school where she currently works, she commented on the funding issue. As indicated in the statement:

“But of course, funding often prohibits us from participating from these kinds of

things. So, it often boils down to reading your own rather than having the opportunity to get funding for these kinds of conferences” (Experienced Teacher 4).

When asked to point out what she would wish for in terms of opportunities, she mentioned development that is relevant both individually and collegially and the opportunity to discuss ideas with people from other countries. This is demonstrated in the following statement:

“I think those might be my top two. That we together have the opportunity to be educated, and then that we have the opportunity to kind of meet people from other countries, for instance. And then being able to discuss and work together, and exchange experiences” (Experienced Teacher 4).

Overall, all participants expressed an interest in expanding their knowledge and experience with multilingualism. However, the teachers expressed doubts about how this would look. In addition, the student teachers were also somewhat unsure about the accessibility of opportunities to develop their knowledge and experience in their future work as teachers. They also mentioned a lack of time and funding as obstacles to further educating themselves.

5 Discussion

In this chapter, we will discuss the results presented in Chapter 4. These results will be related to the theoretical background this thesis builds upon, which is introduced in Chapter 2. The discussion is carried out with reference to the aim of this study, which is to investigate the student teachers' and teachers' knowledge, experience, and attitudes related to multilingualism and a multilingual pedagogical approach. This chapter is structured following the three research questions of this thesis, which were first introduced in Chapter 1.

1. HOW CONFIDENT DO STUDENT TEACHERS AND TEACHERS FEEL ABOUT TEACHING IN A MULTILINGUAL CLASSROOM?

Sub question:

What are the significant differences or similarities between student teachers and teachers at different stages of their careers?

2. HOW DO STUDENT TEACHERS AND TEACHERS INCORPORATE THEIR KNOWLEDGE OF OTHER LANGUAGES AND MULTILINGUALISM IN THEIR TEACHING?

Sub question:

What are the significant differences or similarities between student teachers and teachers at different stages of their careers?

5.1 Perceptions of Multilingualism

As was established in Chapter 2.1, multilingualism is a complex phenomenon that is defined and understood in different ways. Therefore, to discuss student teachers', novice teachers', and experienced teachers' self-perceived preparedness to work with multilingualism, we found it necessary to investigate how they define and understand multilingualism. For this study, The European Commission's definition of multilingualism was used as a reference

point: *“multilingualism is understood as ‘the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives’*” (The European Commission, 2008, p. 6). This definition aligns with some of the varying perspectives and definitions presented by the three groups of participants in the study. All participants were familiar with the term multilingualism and could define it in short terms. Most of the participants' definitions match relatively well with the theory presented in Chapter 2, referring to multilingualism as either more than one language or several languages. All the definitions provided indicated that the participants have a certain degree of awareness of what multilingualism means. However, there was some discrepancy between some of the participants' definitions and how they would identify a multilingual learner, as seen in Novice Teacher 3's response: *“I think or like what I think about is someone speaking more than one language. But at the same time, I wouldn't necessarily consider my pupils that speak English and Norwegian as multilingual”* (Novice Teacher 3). This finding suggests that confusion surrounding multilingualism can affect the ability to recognize the features of a multilingual pupil. These findings highlight the confusion surrounding multilingualism and could indicate that theoretical knowledge does not necessarily translate to understanding multilingualism in practice. In view of the fact that the participants also indicated that multilingualism had been a topic with limited representation in their studies, there is reason to expect restricted awareness of the complexity surrounding multilingualism.

Some participants gave more comprehensive definitions that acknowledged the individual- and social dimension of multilingualism by highlighting that multilingualism can refer to an individual's ability to use the languages in their repertoire and the presence of several languages within a certain area, which is how The Council of Europe (2007, p. 8) define multilingualism. Furthermore, culture was also an aspect that some of the participants associated with multilingualism and language. For instance, Experienced Teacher 4 mentioned intercultural competence as an important feature of being able to communicate with others. This observation aligns with the arguments made by Rabiah (2018, p. 7) and Bhatia & Ritchie (2014, Language and Identity section), who highlight the interconnectedness of language and culture. Furthermore, The Council of Europe highlights the importance of exploring multiple languages and cultures to develop learners' competence (Candelier et al, 2012, p. 8). Thus, both the findings and literature suggest that considering culture concerning multilingualism and language use is highly relevant. The fact that the participants had varying definitions and understandings of multilingualism is unsurprising. As was presented in

Chapter 2.1, this is also reflected in the fact that there is partial disagreement surrounding the characteristics of multilingualism among researchers, along with institutions such as the Council of Europe and The European Commission. However, most of the participants had similar perspectives when it came to features of multilingualism, such as language use and proficiency.

According to Cenoz (2013), language use is the most characteristic when defining a multilingual individual (Cenoz, 2013, p. 6). This was also evident in our findings, as most participants mentioned the ability to use the languages available to them in addition to being able to communicate with others using the languages in their repertoire as features of multilingualism. Interestingly, some of the participants also mentioned more physical means of language, such as body language and gestures. For instance, Student Teacher 2 brought up sign language as a specific example, which is widely recognized as an independent language (see Chapter 4.1.1).

All these aspects can be related to The European Commission's definition above, which mentions the ability to “engage” with languages as an important feature of multilingualism. Interestingly, only one participant mentioned proficiency and questioned whether this impacts the characterization of the multilingual individual. Based on the literature in chapter 2.3, one could argue that language use can be considered a more relevant factor in teaching as multilingual pedagogies generally focus on including the learner's full language repertoire, regardless of their proficiency in a certain language. As is also the case with the curriculum. Nevertheless, it is important to recognize that they may have also considered proficiency important if asked to elaborate further. Some participants also claimed they would identify whether a learner is multilingual by listening to their language use. However, it is not certain whether learners will demonstrate the use of all languages in their repertoire. As Cenoz (2013) highlighted, language use also depends on the user's sense of identity. Thus, one could argue that learners may not consider all languages in their repertoire as part of their identity. For instance, some learners may have been born in Norway and have Norwegian as their L2 but still consider Norwegian as the main part of their identity. Furthermore, two participants reported that they would recognize learners as multilingual based on their names. While noting the diverse range of names in a given community may be interesting, it is crucial to recognize that names alone do not provide a complete picture of someone's identity or language abilities. Therefore, it is essential to avoid presumptions about someone's linguistic or cultural background based on their name, as this promotes stereotypes

and can create misunderstandings. Names are only one aspect of a person's identity and may not accurately reflect their cultural or linguistic origin.

5.2 Self perceived preparedness & practice

Based on results from previous studies (e.g. Illman & Pietilá, 2018; Alisaari et al., 2019; Möller-Omrani, 2022), we hypothesized that student teachers and teachers would illustrate positive attitudes towards multilingualism as a resource but also demonstrate varying perceptions of confidence to work in the multilingual classroom due to experience and knowledge. This study found that although there was no way to measure the participants' preparedness statistically, we could still gain insight into the participants' feelings and perceptions of preparedness. In terms of one's perceived preparedness to work in a multilingual classroom, many aspects can affect one's feeling of preparedness. When asked about their confidence in working in a multilingual classroom, almost all participants indicated some degree of confidence but simultaneously felt that they felt they could be more confident. Considering Borg's model on teacher cognitions (see Figure 2.1), we see that contextual factors such as beliefs, knowledge and attitudes are related to our previous experiences, such as schooling, professional coursework, contextual factors, and classroom experience (Borg, 1997). Many of the participants who indicated a lack of experience can be related to the prior experiences mentioned in Borg's model. For instance, very few participants mentioned their education as a source of knowledge and experience. The student teachers mentioned some aspects of multilingualism but still indicated a general lack of representation of the topic in their studies. These findings are similar to those made in similar studies such as Illmann & Pietila (2018) & Dahl & Krulatz (2016), who also found that student teachers reported a lack of knowledge and training. However, based on the participants' ability to describe and define multilingualism, one could argue that they have been introduced to multilingualism in greater detail than they indicate but cannot recall where their knowledge came from. Interestingly, Student Teacher 3 and Experienced Teacher 4 were the only ones who mentioned their own schooling as a part of their experience. As illustrated in Borg's (1997) model, experiences from our own schooling can affect early cognitions and future perceptions. Student Teacher 3's experience as a multilingual pupil has given her insight into the value of multilingualism in teaching and helping pupils who struggle with language. Experienced Teacher 4 claimed that her schooling focused too much on practical

aspects of language, such as grammar and pronunciation. Her experience has arguably shaped her perspective of language teaching. This is reflected in her positive stance towards including several languages and her perception of multilingualism as a resource. Furthermore, all participants mentioned experiences from their own classroom practice. There was a general consensus among all participants that including multilingualism in teaching is perceived more as an opportunity than a challenge. The student teachers mentioned that teaching practice had been their main source of knowledge and experience, and based on their experiences, had a positive stance towards including multilingualism in their teaching. However, they acknowledged that their perceptions may change in the future. Similarly, most of the novice and experienced teachers had positive stances towards multilingual teaching approaches, and all participants demonstrated knowledge that indicated they had some understanding of multilingual pedagogies. However, there were a few exceptions who stated a lack of exposure to this experience, such as Novice Teacher 1 and Experienced Teacher 3. Interestingly, both these participants demonstrated awareness of multilingual teaching approaches and gave examples of how they had or would implement such approaches in their teaching. Furthermore, the findings demonstrated that those who were able to call upon positive previous experiences generally had a more positive stance towards including multilingualism in their teaching, which illustrates that teacher cognitions interact bidirectionally with our experiences, as illustrated in Borg's model (1997). This further demonstrates our experiences' effect on our beliefs and attitudes. Based on these findings, one could argue that the combination of theoretical knowledge and positive experiences greatly impacts teachers' confidence and perceptions of preparedness.

When it came to the participants' knowledge and implementation of multilingual teaching approaches, we found a few common differences and similarities among the three groups. All participants demonstrated familiarity with multilingual pedagogies. However, there was a varying degree of consistency regarding the student teachers' and teachers' views on teaching approaches. The student teachers tended to have a more optimistic perspective towards multilingual teaching approaches, with suggestions ranging from using the pupils' language repertoire as a resource when teaching English to themselves learning more about the pupil's languages. The novice teachers demonstrated more specific knowledge and gave examples such as using books and other teaching materials to include the pupils. However, it also varied how often they used a multilingual teaching approach. The experienced teachers demonstrated the most specific knowledge of multilingual teaching approaches. They were

able to call upon specific projects or tasks they had previously used to promote the inclusion of other languages. However, the experienced teachers also mentioned the most practical issues, such as the teacher's limited time to develop their knowledge and funding to support such development. Furthermore, even though almost all teachers demonstrated some knowledge of multilingual teaching approaches, Experienced Teacher 3 expressed her concerns regarding her ability to apply a multilingual approach in her teaching. This further supports our previous argument that knowledge does not necessarily translate into confidence or preparedness in practice. Experienced Teacher 1 shared a similar perception, also declaring that a lack of knowledge and experience could affect their feeling of preparedness in certain situations. Also worth noting is the fact that those who indicated less confidence were also the ones who could both recall and predict more challenges than opportunities when it came to working with multilingualism, as was the case with Novice Teacher 1. However, similarly to the findings in Alisaari et al. (2019), all participants claimed they saw potential opportunities when working with multilingual pupils in a multilingual classroom. Furthermore, the participants generally took a positive stance towards implementing multilingual teaching approaches. However, as was also the case in Illman & Pietilá (2018), the majority of the participants claimed that they had not received any specific training in teaching multilingual pupils.

Many of the aspects mentioned by the participants are similar to the approaches mentioned in FREPA, which were introduced in Chapter 2.3. For instance, including other languages available to the pupils was frequently mentioned as a way to incorporate multilingualism in teaching. This approach is similar to FREPA's "Awakening to language", which encourages the inclusion of all sorts of language varieties available to learners from their homes, the environment around them, and from all over the world (Candelier et al., 2012, p. 6-7). These findings also align with research by De Angelis (2011) and Haukås (2016), who indicate that teachers often perceive familiarity with pupils' languages as a prerequisite for effectively utilizing those languages in the classroom. Based on the study conducted by Dahl and Krulatz (2016) and Haukås (2016), they found that teachers who are multilingual or have knowledge of languages other than their own are better prepared to facilitate a good learning environment for their students. The participants from our study produced varied responses to this idea. While some of the participants' perspectives were similar to Dahl and Krulatz's (2016) and Haukås's (2016) findings, which remarked that being multilingual is an advantage for teachers in a multilingual classroom, others did not fully align with this research. For example, Student

Teacher 1 recognized that knowledge of other languages could be valuable but did not consider it a necessary aspect of working as a teacher in a multilingual classroom. The responses imply that the importance of language proficiency may vary depending on the teaching context and individual perspectives. Nevertheless, only a few reported being proficient or semi-proficient in languages other than Norwegian and English. They did, however, emphasize other values, such as building good relationships with their pupils by taking an interest in their languages. When asked, the participants in the discussion had some examples to share about how they incorporate their language competencies into their teaching. As seen in the examples by Experienced Teacher 3 stating that if one has trouble understanding something in English, one can draw knowledge from other languages they know because languages are connected. Experienced teacher 4 explained how she sometimes uses a mix of Norwegian, English, and Spanish to communicate with her students in an introductory class for work and elementary school, where she highlights the importance of not taking oneself too seriously when incorporating multiple languages in the classroom, which can be challenging for some teachers. Nevertheless, the need for multiple language competencies may create problems for students implementing a multilingual pedagogical approach. This is made clear by Novice Teacher 1's statement, "Being able to, for example, speak the student's native language can help the teacher to understand the student's cultural background and the challenges they may face when learning a new language." The perspective conveyed forth by Novice Teacher 1 about the benefits of being able to speak their students' native languages is exciting and admirable. Regardless, it is understandable that it may not be feasible for a teacher to comprehend every student's native language. Therefore, it may be more realistic for teachers to focus on creating an inclusive classroom environment that values and exploits linguistic diversity instead of placing unrealistic expectations on themselves to become proficient in every language.

Teaching and learning English as a foreign language is becoming increasingly necessary in our globalized world. As the English language continues to be the lingua franca of global communication, the need for English language education has increased. This demand can be seen in countries like Norway, where English is not the first language. In addition to teaching English as a second language, there is also a need to teach English as a third or fourth language to pupils who may have numerous languages as part of their linguistic repertoire. Nearly 20% of students in Norwegian schools have an immigrant background (Statistic Sentralbyrå, 2022), and a significant portion of these students are likely to learn English as

their third language.

The large proportion of L3 English learners highlights the pressing need to explore teachers' preparedness for working with students from diverse linguistic backgrounds. As mentioned in Chapter 2, results from previous studies such as Dahl & Krulatz (2016) and Krulatz & Torgersen (2016) indicate that many teachers feel unprepared to work with pupils who have other L1s than Norwegian and thus learn English as a third language. Another noteworthy aspect is that SSB's (2021) reports indicate that pupils with an immigrant background tend to have lower English language proficiency scores than their native-speaking peers (See table 2.1). Multiple factors can contribute to this, such as language barriers, cultural differences, and lack of access to resources (Creese & Leung, 2010). Therefore, teachers need to be adequately equipped to work with multilingual students and be able to support their development. This involves awareness of these students' challenges and adjusting teaching strategies and resources to meet their needs.

L3 learning shares multiple similarities with L2 learning, but there are also significant differences to consider (Jessner, 2008). For teachers to be sufficiently prepared when teaching English as a third language, they must be aware of these differences and adapt their teaching strategies to meet the needs of L3 learners. This also includes recognizing the benefits and challenges of having L3 English learners and utilizing this knowledge to create a conducive learning environment. In Chapter 2.4, we discussed Jessner's (2008) research, which suggests that third-language learners may utilize their second language as a support or bridge to aid in learning a third language, highlighting the language-specific competence and knowledge that third-language learners possess compared to second-language learners. It was clear that some of the participants in our study were able to recognize some of the benefits that come with L3 English learning and teaching. For instance, Novice Teacher 1 stated that "if you have learned 2 languages, it's probably easier to learn a third", while Experienced 4 stated that "I would say it's a resource, being able to navigate these different sets of codes because sometimes you see patterns sometimes you see that okay this is similar to this language and that might help you as a kind of transitional tool". However, although most of the participants indicated that there could be benefits to teaching and learning English as a third language, they were not all aware of how to foster the opportunities that come with prior language experience. Our study revealed that the student teachers all found it confusing and overwhelming to differentiate between teaching English as an L2 or L3. as exemplified by Student Teacher 1. *"I think learning English as a third language compared to a second may,*

in some ways, create more confusion because you may be seeing more overwhelming with already having 2 languages to use as a fundament for learning a new" (Student Teacher 1). The Novice teachers' reports on L2 vs L3 teaching and learning were mixed, with Novice Teacher 3 stating: *"Yeah I have pupils in my class that for them English would be their third language, yeah. And that for me it's more.... I haven't noticed any differences"* (Novice Teacher 3). The Experienced teachers with more exposure to teaching English as an L2 or L3 found it essential to differentiate and choose different levels for their learners. Learning an L3 was seen as more manageable but could create confusion when learning three languages simultaneously, as seen in the response by Experienced Teacher 4: *"Should they focus on learning to read and write in their native tongue, should they focus on learning to read and write in Norwegian, and then you introduce English as well. So, for some it becomes a confusion because you have all these different sets of codes to try to navigate"* (Experienced Teacher 4).

In light of both the challenges and benefits associated with teaching English as a third language, it is widely recognized that teachers must possess the knowledge and skills necessary to effectively teach and facilitate their students' learning. Although participants in the study expressed some confusion and uncertainty about this topic, they also emphasized its importance. However, there was little mention of how to facilitate an inclusive learning environment for a linguistically diverse classroom that builds on previous linguistic knowledge. This is in line with what Haukås (2016) found that "teachers do not often foster multilingualism themselves in classroom teaching (i.e., they do not often make use of learners' previous linguistic knowledge in their own classrooms" (Haukås, 2016, p. 4) highlights that there seems to be a need for more knowledge on the challenges and opportunities related to L3 English teaching and learning.

Over the years, there has been a significant shift in the Norwegian subject curriculum towards a greater emphasis on multilingualism in English language teaching. However, our research on the implementation and knowledge of this curriculum revealed a wide variety of responses from the teachers interviewed. We found that the student teachers showed limited knowledge and awareness of how multilingualism is represented in the curriculum. As seen from the comment by Student Teacher 3: "Towards multilingualism, no, it's not really something that I've worked with". The Novice teachers had varied answers; Novice Teacher 1 stated that she believes multilingualism is likely incorporated into the English subject curriculum, given the subject's emphasis on global communication. However, she is uncertain of the specifics and

cannot recall how it is represented in the curriculum. Novice Teacher 2's response suggests that she is not very familiar with how multilingualism is represented. However, Novice Teacher 3 gives an example of how she has incorporated multilingualism in her teaching through competence aims: "Yes, ehm we just had like a Sami week where all subjects that could be connected to Samisk kultur and whatever and try to use the connections. And that would be like words that we got translated". The experienced teachers all reported encountering aspects of multilingualism in the curriculum. Experienced Teacher 3 explained that "in a way, what we have tried to cover with our project about the languages' relationship to each other, and linguistic contexts and such" (Experienced Teacher 3). It is worth noting that the Experienced teachers were offered the opportunity to provide feedback to the Norwegian Directorate for Education and Training when the new subject curriculum LK20 was being developed (Regjeringen, 2017), which may have contributed to their greater familiarity with the curriculum's emphasis on multilingualism.

Our study found a variation in knowledge of how multilingualism is represented in the curriculum or how to use it to promote multilingualism. However, in the theoretical section (Chapter 2.5), we discovered that the old LK 06 and new LK 20 curriculum guidelines aim to promote multilingualism differently. The differences between the two curricula are primarily in the level of specificity, with LK 06 being more specific and LK 20 encouraging exploration and discussion. The fact that the new curriculum encourages teachers to explore and find the best ways to promote different concepts is positive. Experienced Teacher 4 believes this allows for more in-depth teaching and exploration of multilingualism in the classroom. It is clearly stated that Norway's national curriculum (LK-20) for English promotes increased multilingual awareness in EFL teaching and learning (Utdanningsdirektoratet, 2020b; Utdanningsdirektoratet, 2020c). However, to promote multilingual awareness, teachers must be aware of the curriculum's content and willing to include multilingualism in their teaching. As seen by Novice Teacher 2's statement, the willingness to work with the curriculum is not always there. *"I think I used to say that the curriculum is important, and I trust curricula. They are there for a reason, but at the same time I am saying that I am sitting here and saying that I do not use it to any great extent."* The changes in curriculum guidelines demonstrate a growing recognition of the importance of multilingualism in the Norwegian education system. However, the knowledge, attitudes, and understanding found in our study highlight the need for increased awareness and understanding of these changes and how to use the curriculum to enforce and explore the curriculum aims.

While the national guidelines and study programs for teacher education in Norway emphasize the importance of multilingualism and related topics, we set out to explore how this translates into the knowledge and education of student teachers. Interestingly, the three student teachers we interviewed had varying responses about their education surrounding multilingualism, revealing varying knowledge and exposure to the topic.

It is intriguing that all three student teachers in the interviews struggle to define and show how they could implement a multilingual teaching approach in their future jobs. Especially looking at how different colleges and college universities emphasize multilingualism in the course descriptions at their universities. These guidelines and descriptions expressly declare that multilingualism should be included in the education and training of future teachers and that they should be prepared to work with students from diverse linguistic and cultural backgrounds (HVL, UIB, NTNU & OsloMET).

Despite this emphasis in the course descriptions, the student teachers we interviewed claimed not to have received adequate multilingual education training. As seen in the statement by Student Teacher 2 "I Can't remember that we have talked about it at my university. I am unsure. We might have, but I do not remember it, so it hasn't been a lot". Student Teacher 3 mentions that her lack of multilingual competence may be due to it not being part of her studies, stating that she does not recall working with any aims related to multilingualism.

Our findings are also consistent with Nordlie's (2019) study, which also identified a need for more emphasis on multilingualism in teacher education programs. Nordlie's study found that although some students knew about multilingualism, only half of them had been introduced to the subject through their studies, and less than half of them had come across course literature that looked into multilingualism in their education. She also found that a clear majority of the students (93.2%) indicate they want to receive more topics related to multilingualism in their studies. (Nordlie, 2019, p.56). Similarly, our research aligns with previous studies emphasizing the challenges pre-service teachers face in implementing multilingualism approaches. These studies indicate that pre-service teachers lack the necessary knowledge and training to use multilingualism as a classroom resource (Krulatz & Dahl, 2016; Haukaas, 2016; Surkalovic, 2014; De Angelis, 2011).

The previous research, together with our findings, suggests that there may be a gap between the stated goals of teacher education programs and the actual training and preparation that

student teachers receive. While it is worth noting that much of this research was conducted before the implementation of the new teacher education program in 2018, our research indicates that there may still be weaknesses in the program's ability to prepare teacher candidates to work with multilingual students adequately. It is possible that the courses that the student teachers are taking cover multilingualism to some extent, but might not be doing enough to prepare future teachers for the realities of working with multilingual students. Alternatively, there may be a discrepancy between the course content and the student teachers' experiences and perceptions, leading to a lack of engagement or interest in multilingual education. The varying answers from the three student teachers regarding their knowledge and schooling surrounding multilingualism raise apprehensions about the implementation of the national guidelines and study programs. Despite the consistent focus on the importance of multilingualism and related topics in the guidelines and study programs, the Student Teachers appear to have limited knowledge or recollection of working with explicit aims related to multilingualism.

It is essential to approach the issue of the perceived weaknesses of education programs in preparing student teachers for multilingual education with a nuanced understanding of the potential elements involved. While the lack of training on multilingual education for student teachers is a concern, it is essential to note that the COVID-19 pandemic has brought unusual challenges to education programs, with many student teachers having to adjust to homeschooling and other shifts in their learning environments, which may have played a role in this perceived gap that is being reported. Moreover, the sample size of only three participants is insufficient to draw definitive conclusions about the education program. Hence, it is crucial to conduct further investigation to better understand the extent of the gap in multilingual education training for student teachers and to pinpoint potential solutions to address this issue. More extensive research could shed light on the broader issues related to multilingual education in teacher education programs and report efforts to improve teacher training in this area.

Our research uncovered an interesting perspective from Experienced Teacher 4, who is also an educator at a teacher education college. During her own teacher education, there was a strong emphasis on phonetics and grammar, with little attention given to multilingualism. Although she acknowledges that some of the material, she learned may no longer be relevant, she believes that multilingualism is an important topic for all teachers in Norway to understand, regardless of their classroom composition. It is important to note that Experienced

Teacher 4 primarily teaches literature classes, which may not immediately focus on multilingualism. However, as our findings suggest that there is still a perceived lack of emphasis on multilingualism in the teacher education. As someone involved in teacher education, she has the opportunity to advocate for and support more content on multilingualism in teacher training programs.

5.3 Desire for further development

FURTHER DEVELOPMENT IN UNIVERSITIES

As Dahl & Krulatz (2016) and Haukås (2016) point out, teachers need to be familiar with research on multilingualism, have theoretical knowledge of various aspects of multilingualism, and stay updated on the latest research in the field. This highlights the importance of continuous professional development and the need for teachers and student teachers to further develop their knowledge and understanding of multilingualism to provide effective instruction and support for all learners. The study by Dahl and Krulatz (2016) also found that most teachers expressed a solid wish to enhance their knowledge and expertise in using effective methods, strategies, and activities in diverse classrooms. This indicates that teachers acknowledge the importance of having the required knowledge and experience to better cater to the needs of multilingual learners.

The group of student teachers we interviewed all agreed on the importance of developing their knowledge of multilingualism but also recognized the importance of prioritizing their time in their specific teaching contexts. Student Teacher 1 suggests furthering education through a Norwegian program but is unsure if multilingualism courses will be available in his future workplace. Student Teachers 2 and 3 express enthusiasm for enhancing their knowledge through self-study and staying updated with research. Student Teacher 3 also expressed interest in having a third-party instructor to deepen their understanding of multilingualism.

The previous research presented in Chapter 2 demonstrated that pre-service teachers often do not have the required knowledge and training to effectively incorporate multilingualism into their classrooms (Krulatz & Dahl, 2016; Haukaas, 2016; Surkalovic, 2014; De Angelis, 2011). This is consistent with the experiences and desires expressed by the participants in our study. Even though the participants in our study do not explicitly state this, their responses regarding the representation of multilingualism in their studies combined with statistics from previous

research indicate that there is room for improvement when it comes to the depth and specificity surrounding multilingualism. While the findings indicate that there is room for improvement in preparing student teachers to work effectively in multilingual classrooms, it is essential to mention that many universities and teacher education programs have recognized the importance of multilingualism and have made efforts to prioritize it in their guidelines and goals (HVL, UIB, NTNU, Oslo MET). This highlights the need to ensure that these guidelines are being enforced effectively and to reassess and revise them as the demands of multilingual learners evolve.

FURTHER DEVELOPMENT FOR TEACHERS

Workplaces can play a crucial role in providing opportunities for their teachers to further develop their knowledge. When looking into the willingness and measures taken by the participants in our study, we found that there was a strong consensus among the novice teachers that further development of knowledge about multilingualism is essential for their work in the classroom. They express a positive attitude towards continuing to learn about different languages and cultures and how these can impact students' education. However, their responses highlight the perceived barriers that limit their ability to educate themselves further. Like their lack of knowledge about where to find relevant resources, limited time and help, and a lack of action, all suggests a need for more support from the institutions they work at in providing accessible and practical opportunities for teacher education. As with all the other participants, the experienced teachers were all open and interested in further developing their knowledge and experience on multilingualism. In parallel to the novice teachers, the majority of the experienced teachers had previously taken part in initiatives their respective schools took to develop their language teaching and multilingualism knowledge further. There was, however, a strong desire to improve the opportunities for further education and development. As evident in the following two statements by Experienced Teacher 1: *"I think we are missing out on a lot of opportunities, and we should have more options. I think we should have a broader approach to it based on what does the school needs."* (Experienced Teacher 1).

Even though there was a consensus amongst the participants in our study that furthering their knowledge would contribute positively to one's preparedness to work in a multilingual classroom. It was pointed out by Experienced Teacher 1 that it may be difficult for teachers to find time for further education and development, and this would need to be considered. As exemplified in the following statement: *"The workload as 100% teacher, especially in*

elementary School, is it's pretty high. Yeah, so if you want people to really learn something, really change and really take into account or change the way teaching, you have to have make room for it so That they really get the chance to work with it."

This highlights the need to consider how to create opportunities for teachers to engage in further development and education that are both meaningful and feasible within their schedules.

An effective method to identify ways to improve teachers' knowledge and skills in multilingual classrooms is to directly ask the teachers themselves. During this study the participants expressed a multitude of valuable ideas and wishes for initiatives and measures to further develop their knowledge and skills, and to improve their practice. Some of the most common wishes were seminars and lectures with experts on multilingualism, workshops and practical activities that focus on multilingual teaching approaches, and platforms for teachers to discuss and exchange ideas with each other.

There was a strong consensus amongst all participants in the study regarding the desire to further their knowledge and experience on multilingualism. Those who indicated they had limited experience with multilingualism and multilingual teaching approaches were also the ones most enthusiastic about further developing their knowledge and skills, as seen in the following statement by Novice Teacher 1: *"Yeah, yeah, I really want to learn like other languages myself. So, of course, that would be really nice to know more about multilingualism as well."* The student teachers' and teachers' responses imply a definitive desire from all groups to further develop their competence on multilingualism. Interestingly, when asked what measures they knew to develop their knowledge further, the most frequent answer was self-studies. Furthermore, there was a clear indication that the experienced teachers knew of other measures. However, their experiences with these measures were limited. Similarly to the points made in other studies (e.g Alisaari et al., 2019 & Cochran-Smith, 2003) one could argue that there is room for professional development for all teachers so that we may continue to advocate for multilingualism and multilingual education. Furthermore, these findings also support Cochran-Smith's (2003) arguments that the quality of teaching and teacher preparation should be evaluated.

6 Conclusion

The purpose of this study has been to investigate student teachers' and teachers' perceptions of preparedness to work in a multilingual classroom. More specifically, how well prepared they feel to work in a multilingual classroom and how they incorporate their knowledge of multilingualism and other languages in their teaching. Furthermore, we aimed to explore whether there are any significant differences between student teachers and teachers at different stages of their careers concerning this topic. These questions have been investigated through face-to-face interviews with three different groups of respondents. This chapter summarizes the study's results with regard to the research questions, which were first introduced in Chapter 1.3.

6.1 Conclusions

In relation to the first research question of this thesis, this study aimed to investigate how confident student teachers and teachers feel about teaching in a multilingual classroom. We hypothesized that student teachers and teachers would illustrate varying perceptions of preparedness to teach in a multilingual classroom and that more experienced teachers would express the most confidence. As presented in the previous chapter, many participants indicated that they feel somewhat confident to work in a multilingual classroom. The results indicate that the student teachers and experienced teachers expressed the most confidence to work in the multilingual classroom. The student teachers seemed to be more ambitious at this time, which could be due to their relative lack of experience and a more idealistic view of teaching. However, there was still a common consensus that there is room for improvement and an indication that their perceptions of preparedness may change in their transition to the teaching profession. Similarly, the experienced teachers also demonstrated generally positive attitudes and confidence to teach in a multilingual classroom. However, contrary to the student teachers, the experienced teachers demonstrated a more realistic view of the challenges and opportunities related to teaching in the multilingual classroom than the student teachers. The novice teachers on the other hand demonstrated that they felt less prepared than the student- and experienced teachers and mentioned more challenges than opportunities related to teaching in a multilingual classroom. Another exciting aspect of the study was the discovery of discrepancies within the groups themselves. Namely the connection between the participants' experiences and their attitudes towards multilingual teaching approaches. Those

who saw more challenges than opportunities also indicated that they felt less prepared, or less prepared than they felt they should be. As was the case with the Novice teachers. Contrary, those who were able to call upon more opportunities generally had a more positive stance towards multilingualism as a resource, such as the majority of the student teachers and experienced teachers. Individual experiences, beliefs, and attitudes could explain the discrepancies in the study's groups. This includes their exposure to multilingual education during their education, personal experiences with multilingualism, and attitudes toward linguistic diversity. The study's small sample size may have also affected the observed discrepancies, and a larger sample size may have provided more consistent patterns and trends.

While it is impossible to draw definitive conclusions based on the small scale of the study, it seems plausible that the lower level of confidence expressed by Novice teachers, in comparison to the Experienced- and Student teachers, may be due to their limited experience in a classroom and to teaching multilingual learners. The Experienced teachers already have significantly more experience in teaching in multilingual classrooms, while the student teachers may still be in the theoretical stages and have not yet had enough opportunities to put their knowledge into actual practice. Therefore, it might be possible that the student teachers overestimate their level of preparedness due to their limited experience in a classroom setting, while the Novice teachers may feel less confident due to them actually having felt what it is like to have a lack of practical experience. When assessing the first hypothesis, the results indicate that the student teachers and experienced teachers expressed the most confidence to work in a multilingual classroom but that the experienced teachers were able to be more reflective surrounding the reality of teaching in a multilingual classroom. Thus, hypothesis 1 has been corroborated.

Our second research question aimed to determine how student teachers and teachers incorporate their knowledge of other languages and multilingualism into their teaching. We expected the student teachers to have more recently acquired knowledge and skills related to multilingualism and that they would report more intentional incorporation of this knowledge in their teaching practices. Contrarily, we hypothesized that the novice teachers would demonstrate some knowledge of multilingualism but report feeling less prepared due to their relatively short experience and the introduction of the LK20 curriculum and five-year teacher education program implementation after their initial education. The experienced teachers were hypothesized to have more established teaching practices and approaches that meet the needs

of multilingual learners today.

As presented in the preceding chapter, the majority of the participants demonstrated that they have knowledge of and experience with multilingualism. Their awareness of multilingualism is supported by the fact that most student teachers and teachers were able to define multilingualism in short terms. The results showed that both the student teachers and teachers generally had positive attitudes towards incorporating their own and their pupils' language knowledge in their teaching. Almost all participants claimed to have some knowledge of languages other than Norwegian and English, and the majority of the participants perceived such knowledge as an asset for their teaching. Furthermore, most participants demonstrated knowledge of multilingual teaching approaches, and being able to use their multilingual pupils' knowledge as a resource was commonly mentioned as a feature. Their responses related to actually implementing multilingual pedagogies appear to be less consistent. On the one hand, the participants expressed positive attitudes towards implementing multilingual teaching approaches in their teaching, and the general consensus was that there were more opportunities than challenges. On the other hand, some participants indicated that they rarely implement multilingual teaching approaches in their teaching, and that this is something they do not think about. Thus, they demonstrate positive attitudes towards multilingualism in teaching, but do not consider it consistently in their teaching. One could argue that this is one of the reasons why some of the teachers feel less confident. However, as was hypothesized, the Experienced teachers demonstrated more specific knowledge and strategies for implementing a multilingual teaching approach. They mentioned techniques such as comparing words, sentences, and idioms, and also shared their experiences with projects and activities they had previously implemented in their teaching. Furthermore, the experienced teachers also demonstrated the most knowledge regarding teaching English as an L3 and recognized the importance of distinguishing and selecting suitable levels for their learners. This is especially crucial as the number of pupils learning English as a third language steadily increases.

The student teachers were able to mention some aspects related to multilingualism, such as language use and proficiency, transfer, and communication. However, there was an evident lack of concrete methods and approaches, which is reflected in their responses regarding teaching English as an L2 vs. L3 where they seemed overwhelmed when trying to differentiate between the two. This suggests that the student teachers have been introduced to multilingualism, or topics related to it, in their studies but still struggle with ideas of how to

facilitate multilingualism in the classroom. Although this is an interesting finding, it is also expected as they have limited experience. In parallel, the novice teachers demonstrated similar knowledge, and were able to give brief suggestions of multilingual teaching approaches, such as using linguistically diverse literature, and including the pupils' languages in their teaching. Yet, they were the group that indicated that they felt the least prepared and knowledgeable, and mentioned more challenges than opportunities related to incorporating multilingualism in their teaching. Similarly to the student teachers, the novice teachers reported mixed answers regarding L2 vs. L3 teaching, such as not knowing any differences in how one teaches and learns English as a third language. Thus, incomplete knowledge may result in misconceptions about what a multilingual approach is, and one may also speculate that lacking input and experience might even make the novice teachers feel unconfident and insufficient when aiming to implement a multilingual teaching approach. These results could suggest that there is a lack of concrete pedagogical strategies among student teachers and novice teachers which might form a multilingual teaching approach. This is also reflected in the fact that many of the participants expressed a desire for more knowledge. Perhaps, this suggests a potential for teaching education programs to further develop student teachers' awareness of the connection between their theoretical knowledge of multilingualism and their pedagogical practice.

As for the differences between the three groups, it was notable that the experienced teachers were able to provide more concrete examples of how to work with multilingualism in the classroom and give specific examples of multilingual teaching approaches. In contrast, the student teachers and novice teachers gave more generalized examples or no examples at all of how multilingualism could be featured in teaching. However, most of the participants agreed that the inclusion of different languages can be a benefit in teaching and reported that they would implement their own knowledge of other languages in their teaching. Furthermore, although the student teachers and novice teachers demonstrated similar levels of knowledge, the student teachers had a more optimistic perspective to multilingual teaching, while the novice teachers were able to call upon more challenges. However, some of the participants who indicated that they feel less confident also illustrated that they understood multilingualism and could mention concrete examples of multilingual pedagogies.

Furthermore, they indicated that they saw opportunities when it came to working with multilingualism in a multilingual classroom. Therefore, one cannot conclude that their feeling of preparedness is directly linked to their theoretical knowledge. There was also a common trend that the participants indicated that they lacked the resources and tools to incorporate

multilingualism in their teaching. This could suggest that the participants do not lack knowledge of multilingualism, but rather that they feel the need for more exposure to concrete pedagogical strategies and approaches. These findings suggest a potential for teachers to develop their practice, and a need for more initiatives by universities, schools, and municipalities to present teachers with opportunities to develop their methodologies. Overall, there seems to be a clear desire among all groups for more opportunities and measures to further develop their knowledge of multilingualism and how they can work with this in their teaching. The results partly align with the hypothesis. However, there are some exceptions that suggest a need for further exploration into student teachers', novice teachers' and experienced teachers' knowledge of multilingualism.

6.2 Further research

This study is based on a content analysis from 10 participants, resulting in the results not being generalizable to the larger population. Therefore, for further research, it might be a suggestion to include a larger group of student teachers and teachers from various geographical areas and with varying levels of teaching experience. This will likely require a larger-scale study. By doing so, it may be possible to generate more widely applicable findings and gain a more comprehensive understanding of teachers' and student teachers' perceptions of preparedness related to multilingualism in English language learning and teaching. Another potential area for further investigation could involve diving deeper into teacher education. As we saw in this study, multilingualism is greatly represented in the national guidelines for teacher education, and it is represented in course aims in different teacher education colleges. However, based on previous research and our findings, the students reported a lack of knowledge. It could, for example, be interesting to interview educators at universities and university colleges to understand how they incorporate multilingualism in their teaching. Furthermore, analyzing course documents for teacher education programs could examine how the materials align with the stated priority of promoting multilingualism in the education of student teachers, as outlined in the guidelines and course descriptions. Furthermore, as the students included in our study were in school between 2018-2023, we think it would be worthwhile to look at how the COVID-19 pandemic impacted teacher education programs in Norway. Given that nearly half of the five-year school program was affected by COVID-19 and its accompanying restrictions, it is possible that the pandemic had an impact on the stated shortcomings. Examining the pandemic's

effects on English language teaching for teacher students, one could gain valuable insights into how this period has affected education.

It was clear that the participants in this study expressed a strong desire for more opportunities to enhance their understanding and knowledge of multilingualism and learn effective ways to integrate it into their teaching practices. Therefore, we believe that future research into teachers' and student teachers' specific needs and preferences could contribute valuably to the field of teacher education. Additionally, it would be interesting to examine the opportunities currently available to teachers to enhance their knowledge of multilingualism. This could potentially provide insights into how effective and accessible the existing measures are and could help identify areas where there is potential for improvement. By looking into this, the research could help support the development of more comprehensive and effective practices that can better equip teachers and student teachers to work with multilingual pedagogies in English language learning and teaching. Finally, to gain a more extensive understanding of multilingual education, it would be worthwhile to investigate the perspectives of multilingual pupils themselves. While this study presented the educators' views, exploring multilingual students' perspectives could present a different and insightful perspective. Therefore, further research could focus on gaining insight into the experiences and challenges multilingual students face in the classroom and their perceptions of the support and resources provided to them. Such research could provide a more holistic idea of multilingual education's effectiveness in meeting all learners' needs.

6.3 Closing remarks

During the study, all participants displayed knowledge and comprehension of multilingualism. The participants also had a positive attitude towards multilingual individuals and classrooms. However, the groups had differing viewpoints regarding their readiness to work in a multilingual environment. While some expressed more confidence, others indicated they felt less prepared and lacked the necessary knowledge and experience. Additionally, the reports on how participants approached multilingual teaching revealed that not all of those who felt prepared demonstrated knowledge and skills to accommodate the linguistically diverse classroom effectively. Furthermore, the student teachers' and teachers' responses all shared a strong desire to further develop their competence on multilingualism, which could suggest that there may be a lack of expertise in this field. However, this is an incredibly

positive finding, which further illustrates that the majority of the participants see the potential of multilingualism as a resource in teaching.

Our study represents a valuable contribution to the existing literature on multilingual education, as it considers recent changes made to teacher education programs and curriculum design. Most of the literature reported on in our study was conducted before introducing the new 5-year teacher education program and the LK20 curriculum. As a result, our study provides an overview of how these changes have impacted teachers' and students' perceptions of multilingual education. By doing so, our study provides an understanding of how these changes shape the field of multilingual competencies and education.

Earlier research has yet to extensively investigate the variations in experiences, knowledge, and attitudes toward multilingualism. Our study helps fill some of this gap by shedding light on knowledge and attitudes among teachers in a multilingual education setting based on their years of experience. By inspecting how student teachers' and teachers' perceptions of their preparedness to teach in multilingual classrooms vary depending on their experience level, our study provides an understanding of the challenges that student-, novice- and experienced teachers might face in this context. The information is crucial in understanding the varying needs of teachers at different stages of their careers.

The most significant limitation of our study was the small sample size, which does not fully grasp the views and experiences of all student teachers and teachers in Norway. Future research could address this limitation by gathering more data from a more comprehensive and diverse sample of participants. Furthermore, our study focused solely on the perspective of student teachers and teachers. Future research could include perspectives from other groups that could give valuable insight, such as the pupils themselves or their parents. Addressing these limitations could improve the validity and generalizability of the findings on preparedness to teach in a multilingual classroom.

This research paper is the first time we have undertaken a project of this magnitude, and as such, we acknowledge that our methods may have limitations. While we have attempted to conduct the study to the best of our abilities, our lack of prior experience may have impacted our capability to navigate certain aspects of the research process effectively. However, we believe that this experience has provided us with valuable insights and learning opportunities and that we would be better prepared to undertake a similar project in the future.

7 References

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[61/KAPITTEL 1#KAPITTEL 1](#)

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Summary

There is increasing interconnectivity in the world, which has increased the diversity of languages and cultures gathered in the same place. This has led to an increase in multilingual pupils in Norwegian schools and classrooms. The linguistic diversity in classrooms nowadays requires a different approach to teaching than before. In Norway, all students have the right to receive adapted education and be included in a learning community, as stated in (Opplæringslova, 1998, § 1-3). This study seeks to determine the differences and similarities in student teachers' and teachers' self-perceived preparedness to teach in multilingual classrooms and to identify how teaching is adapted to incorporate multilingual pupils. To do this, we asked the following questions: *(1) How confident do student teachers and teachers feel to teach in a multilingual classroom?*, and *(2) How do student teachers and teachers incorporate their knowledge of other languages and multilingualism in their teaching?* In our study, we conducted semi-structured interviews with three student teachers, three novice teachers, and four experienced teachers. The data was transcribed and analyzed using deductive content analysis. The findings indicate varying levels of knowledge, understanding, and attitudes among student teachers and teachers regarding multilingualism and the implementation of multilingual teaching approaches. While all participants displayed some understanding of multilingualism and expressed positive attitudes toward it, there were differences in their readiness to work in multilingual classrooms. Some felt prepared and expressed more confidence, while others reported feeling less prepared, indicating a lack of the necessary skills to accommodate diversity in the classrooms. We found that all participants expressed a strong interest in enhancing their knowledge and gaining more experience in this field. In conclusion, our study aligns with similar studies showing a lack of knowledge and skills to effectively work in a multilingual classroom. The insufficiency of knowledge and the desire to further develop skills demonstrate a need to improve student teachers' and teachers' competence on multilingualism, as it becomes an increasingly relevant topic in today's classrooms.

Summary in Norwegian

Det er økende sammenkobling i verden, noe som har økt mangfoldet av språk og kulturer samlet på samme sted. Dette har ført til en økning av flerspråklige elever i norske skoler og klasserom. Det språklige mangfoldet i klasserommene i dag krever en annen tilnærming til undervisning enn tidligere. I Norge har alle elever rett til å få tilpasset opplæring og bli inkludert i et læringsfellesskap, slik det fremgår av (Opplæringslova, 1998, § 1-3). Denne studien søker å kartlegge forskjeller og likheter i lærerstudenters og læreres selvopplevde forberedthet til å undervise i flerspråklige klasserom og identifisere hvordan undervisningen er tilpasset for å inkludere flerspråklige elever. For å gjøre dette stilte vi følgende spørsmål: *(1) Hvor selvsikre føler lærerstudenter og lærere seg på å undervise i et flerspråklig klasserom?*, og *(2) Hvordan inkorporerer lærerstudenter og lærere sine kunnskaper om andre språk og flerspråklighet i undervisningen?* I vår studie gjennomførte vi semistrukturerte intervjuer med tre lærerstudenter, tre uerfarne, og fire erfarne lærere. Dataene ble transkribert og analysert ved hjelp av deduktiv innholdsanalyse. Funnene indikerer varierende nivåer av kunnskap, forståelse og holdninger blant lærerstudenter og lærere angående flerspråklighet og implementering av flerspråklige undervisningstilnæringer. Mens alle deltakerne viste en viss forståelse for flerspråklighet og uttrykte positive holdninger til det, var det forskjeller i deres beredskap til å jobbe i flerspråklige klasserom. Noen følte seg forberedt og uttrykte mer selvtillit, mens andre rapporterte at de følte seg mindre forberedt, noe som tydet på mangel på nødvendige ferdigheter for å imøtekomme mangfold i klasserommene. Vi fant at alle deltakerne uttrykte en sterk interesse for å øke sin kunnskap og få mer erfaring på dette feltet. Som konklusjon er studien vår på linje med lignende studier som viser mangel på kunnskap og ferdigheter for å effektivt arbeide i et flerspråklig klasserom. Mangel på kunnskap og ønsket om å videreutvikle ferdigheter viser et behov for å forbedre lærerstudenters og læreres kompetanse om flerspråklighet, ettersom det blir et stadig mer aktuelt tema i dagens klasserom.

Declaration of Equal Contributions in Co-Written Master's Thesis

This section provides transparency regarding the collaborative process employed in co-writing our master's thesis. As this thesis has been a joint endeavor between two authors, it is necessary to outline how we have worked together and made equal contributions throughout the project.

Both authors conducted extensive individual research on relevant theories to initiate our research. We gathered and explored our findings collaboratively to ensure a comprehensive understanding of the subject matter.

For the data collection phase, we collaborated in creating the interview guide, drawing upon the literature to develop relevant and insightful questions. The initial three interviews were conducted jointly, allowing us to observe and learn from each other's techniques.

Subsequently, we divided the remaining seven interviews between us, as detailed in Chapter 3.3, to efficiently cover a broader range of participants and perspectives.

The data analysis was initially performed individually, using predetermined categories established beforehand. Following this individual analysis, we convened to discuss our findings, compare notes, and reach a consensus on the understanding. This collaborative process ensured a rigorous examination of the data and reinforced the reliability of our conclusions.

Regarding the composition of the thesis itself, we both wrote different sections. However, to maintain consistency and alignment with our research objectives, we made it a practice to review and provide feedback on each other's work. This process allowed us to refine our ideas and address discrepancies.

Reflecting on the process of writing this thesis, we are proud to declare that both authors have contributed equally, devoting significant time and effort to shaping this project into what it has become. Our collective approach has been characterized by open communication, mutual respect, and shared responsibility, resulting in what we hope to be a well-rounded and comprehensive master's thesis.

Appendices

Appendix 1. Interview guide – Student Teachers

<u>Interview guide – Student teachers</u>		
Categories:	Questions:	Supporting questions:
1. Opening questions/icebreaker	<p>A. Could you briefly introduce yourself</p> <p>B. Could you tell us a little about why you chose to study teaching?</p> <p>C. What stage are you currently at in your studies?</p> <p>D. Besides English, what other subjects are you/have you studied?</p> <p>E. In addition to teaching practice, do you have any other classroom experience?</p>	<p>○ Sex, age, studies</p> <p>○ What draws you to this line of work?</p> <p>○ Practice, sub-teaching, work etc.</p>
2. Multilingualism	<p>A. What does the term multilingualism mean to you?</p> <p>B. How would you identify a multilingual learner? (Asked preceding the interview, see chapter 3.2.2 for information)</p> <p>C. Where does your knowledge/experience with multilingualism come from?</p> <p>D. How is multilingualism as a topic represented in your studies?</p> <p>E. Can you give an example of how you have worked with multilingualism during your studies?</p>	<p>○ How can this be related to/included in the English language classroom?</p> <p>○ Self-study? School? Workshops?</p> <p>○ Could you elaborate/describe?</p> <p>○ If not yet, can you think of a way to incorporate a multilingual approach in your teaching?</p>

	<p>F. Do you have any experience of multilingualism during your teaching practice/other classroom experiences?</p> <p>G. Relating the topic to teaching, what does a multilingual teaching approach mean to you?</p> <p>H. Do you see any challenges with a multilingual teaching approach?</p>	<ul style="list-style-type: none"> ○ Structure, participation, resources etc.
<p>3. Multilingualism in the Curriculum</p>	<p>A. Are you aware of how this topic is represented in the National curriculum?</p> <p>B. Do you see any potential of working interdisciplinary with this topic?</p>	<ul style="list-style-type: none"> ○ During your studies, have you worked with how you can incorporate this in teaching? ○ English & social studies etc.
<p>4. Teaching English as L2 versus L3</p>	<p>The Norwegian classroom can be very linguistically diverse, with pupils learning English as a first, second and third language. Do you have any thoughts on teaching English as a second versus third language?</p>	<ul style="list-style-type: none"> ○ Would this affect your approach? ○ If so, what would you do different?
<p>5. Knowledge of other languages/language proficiency</p>	<p>A. Do you speak any other languages than English/Norwegian?</p> <p>B. Do you believe you will incorporate this in your teaching?</p> <p>C. Do you perceive knowledge of other languages as important when working in a multilingual classroom?</p>	<ul style="list-style-type: none"> ○ If so, what languages? ○ If so, how? ○ If so, why?

<p>6. Potential for further development/education</p>	<p>A. If offered the chance, would you be open to further developing your knowledge on this topic?</p> <p>B. What opportunities do you know of today to further educate yourself? (Within the topic of multilingualism)</p>	<ul style="list-style-type: none"> ○ Do you feel that this would contribute to your preparedness to work in a multilingual classroom? ○ Measures taken by the universities, school administration, municipality, local/national
<p>7. Closing statements</p>	<p>A. Based on your current experience do you perceive multilingualism in the classroom as a challenge, opportunity, or both?</p> <p>B. In the transition to work, how confident do you feel to face the potential challenges/opportunities that may occur in multilingual classroom? (Depending on answer to previous question)</p>	<ul style="list-style-type: none"> ○ Follow up: Are there any other aspects you would like to mention?

Thank you for taking the time to participate in our study!

Appendix 2. Interview guide – Teachers

Interview Guide – Teachers		
Categories:	Questions:	Supporting questions:
1. Opening questions/icebreaker	<p>A. Could you briefly introduce yourself?</p> <p>B. Could you tell us a little about how you got in to teaching?</p> <p>C. How long have you been working as a teacher?</p> <p>D. What is your current role as a teacher?</p> <p>E. Besides English, do you teach any other subjects/language subjects?</p>	<ul style="list-style-type: none"> ○ Sex, age, etc. ○ What drew you to this line of work? ○ Age, grade, contact teacher/subject teacher
2. Multilingualism	<p>A. What does the term multilingualism (flerspråklighet) mean to you?</p> <p>B. Do you have any multilingual learners in your class?</p> <p>C. How would you identify a multilingual learner?</p> <p>D. Where does your knowledge/experience with multilingualism come from?</p> <p>E. Relating the topic to teaching, what does a multilingual teaching approach mean to you?</p> <p>F. Can you give an example of how you have integrated multilingualism in your teaching earlier?</p>	<ul style="list-style-type: none"> ○ How can this be related to/included in the English language classroom? ○ If so, can you give an example? ○ Self-study? School? Workshops? ○ If not yet, can you think of a way to incorporate multilingualism in your teaching?

	<p>G. Prior to your career experience, did you have any experiences of multilingualism during your studies?</p> <p>H. How often would you say you use a multilingual teaching approach in your teaching?</p> <p>I. Do you feel comfortable using a multilingual teaching approach?</p> <p>J. Where do you see challenges with a multilingual teaching approach?</p>	
3. Multilingualism in the Curriculum	<p>A. Do you see this topic represented in the English subject curriculum or in other curricula relevant for the subjects you are teaching?</p> <p>B. Do you see any potential of working interdisciplinary with this topic?</p>	<p><input type="radio"/> Have you noticed any changes in the representation of multilingualism in the curriculum through the years?</p> <p><input type="radio"/> Could you please elaborate?</p>
4. Teaching English as L2 versus L3	<p>The Norwegian classroom can potentially be very linguistically diverse, with pupils learning English as a first, second and third language. Do you have any thoughts on teaching English as a second versus third language?</p>	<p><input type="radio"/> Would this affect your approach?</p> <p><input type="radio"/> If so, what would you do different?</p>
5. Knowledge of other languages/language proficiency	<p>A. Do you speak any other languages than English/Norwegian?</p> <p>B. Do you incorporate/include these in your teaching?</p> <p>C. Do you perceive knowledge of other language as important when working in a multilingual classroom?</p>	<p><input type="radio"/> If so, what languages?</p> <p><input type="radio"/> If so, could you give an example of how?</p>

<p>6. Potential for further development/education</p>	<p>A. If offered the chance, would you be open to further developing your knowledge on this topic?</p> <p>B. Do you know of any opportunities?</p> <p>C. What kind of opportunities to further educate yourself would you wish for/appreciate?</p>	<ul style="list-style-type: none"> ○ Do you feel that this would contribute to your preparedness to work in a multilingual classroom? ○ Measures taken by the school administration, municipality (local/national). Courses, programs etc.
<p>7. Closing statements</p>	<p>A. Based on your experience do you perceive multilingualism in the classroom as a challenge, opportunity, or both?</p> <p>B. How confident do you feel to face the potential challenges/opportunities that may occur in multilingual classroom? (Depending on answer <u>of</u> previous question)</p>	<ul style="list-style-type: none"> ○ Follow up: Are there other aspects that you would like to mention?

Thank you for taking the time to participate in our study!

Appendix 3. Interview guide (in Norwegian)

<u>Interview Guide – Lærere</u>		
Temaer:	Questions:	Supporting questions:
Åpningsspørsmål:	<ul style="list-style-type: none">· Kunne du fortalt litt om hvordan du kom inn i jobben som lærer?· Hvor lenge har du jobbet som lærer?· Hva er din nåværende rolle I lærerjobben?· Ved siden av Engelsk, har du noen andre fag du underviser i?	<ul style="list-style-type: none">o Kjønn, alder, etc.o Hva ledet deg til dette arbeidet?o Trinn, kontaktlærer/faglærer

<p>Flerspråklighet (Multilingualism):</p>	<ul style="list-style-type: none"> · Hva betyr begrepet “flerspråklighet” (multilingualism) for deg? · Har du noen flerspråklige elever I Klasserommet ditt? · Hvordan ville du identifisert en flerspråklig elev? · Hvor kommer din kunnskap/erfaringer med flerspråklighet fra? · Om vi relaterer dette til undervisningen, hvordan ville en flerspråklig læringstilnærming sett ut for deg? · Kommer du på hvordan du har innlemmet en flerspråklig læringstilnærming i undervisningen din? · Før du startet karrieren din som lærer, hadde du noen erfaringer 	<ul style="list-style-type: none"> o Hvordan kan dette relateres til/inkluderes I det flerspråklige klasserommet? o Om du har, kan du gi noen eksempler? o Egenstudier? Studie? Workshops? o Hvis ikke enda, kommer du på noen måter å inkludere flerspråklighet I undervisningen?
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	<p>med flerspråklighet gjennom lærerstudiet?</p> <ul style="list-style-type: none"> · Hvor ofte ville du sagt at du bruker en flerspråklig læringstilnærming? · Føler du deg komfortabel med å bruke en flerspråklig læringstilnærming? · Ser du noen utfordringer med en flerspråklig læringstilnærming?? 	
<p>Flerspråklighet I LK-20:</p>	<ul style="list-style-type: none"> · Ser du flerspråklighet sett i læreplanen for engelsk, eller noen annen læreplan som er relevant for fagene du underviser I? 	<ul style="list-style-type: none"> o Har du opplevd noen endringer i forhold til hvordan flerspråklighet har blitt representert i læreplanen gjennom årene?

	<ul style="list-style-type: none"> · Ser du noe potensiale for å jobbe tverrfaglig med dette tema? 	<ul style="list-style-type: none"> o Kunne du utdypet vær så snill?
Undervise Engelsk som L2 vs. L3	<ul style="list-style-type: none"> · Et klasserom i Norsk skole kan være veldig mangfoldig, med elever som lærer engelsk som et første, andre eller tredjespråk. Har du noen tanker om å undervise Engelsk som et andrespråk (L2) vs. som et tredjespråk (L3)? 	<ul style="list-style-type: none"> o Ville dette påvirket tilnærmingen/metodene dine? o I så fall, hva hadde du gjort annerledes?
Kunnskap om andre spark/andre språkferdigheter:	<ul style="list-style-type: none"> · Snakker du selv noen andre spark en Norsk og Engelsk? · Innlemmer du noen gang disse I undervisningen din? · Oppfatter du kunnskap om andre språk som viktig når man jobber i et flerspråklig klasserom? 	<ul style="list-style-type: none"> o I så fall, hvilke spark? o I så fall, kunne du gitt et eksempel på hvordan?

<p>Potensiale for videre utvikling/utdanning:</p>	<ul style="list-style-type: none"> · Om tilbudt sjansen, ville du vært åpen for å videreutvikle kunnskapen din om dette tema (flerspråklighet)? · Hvilke muligheter vet du om for å videreutvikle din kunnskap? · Hvilke muligheter for videre utvikling/utdanning hadde du ønsket/satt pris på? 	<ul style="list-style-type: none"> o Føler du at dette kunne bidratt til at lærere føler seg mer beredt til å jobbe I et flerspråklig klasserom? o Tiltak tatt av skolens administrasjon, regjeringen, kommunale tiltak, kurs og etterutdanningsprogrammer etc.
<p>Avsluttende utsagn:</p>	<ul style="list-style-type: none"> · Basert på dine erfaringer, opplever du flerspråklighet I klasserommet som en utfordring, ressurs eller begge? · Hvor selvsikker føler du deg til å møte de mulige utfordringene/mulighetene som kan oppstå I det flerspråklige klasserommet? (Anghenger av svar på forrige spørsmål) 	<ul style="list-style-type: none"> o Oppfølging: Er det noen andre aspekter du ønsker å nevne?

Takk for at du tok deg tiden til å delta I våres forskning!

Appendix 4. Thesis information letter

Vil du delta i forskningsprosjektet

“Teachers’ perceptions of preparedness to teach English in the multilingual classroom”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke læreres og lærerstudenters oppfatninger av forberedthet til å undervise flerspråklige barn i Engelsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Prosjektet er en masterstudie, som vil sette utforske hvordan lærere oppfatter egen beredskap mot å jobbe med flerspråklighet i Engelsk klasserommet. Formålet er å få en dypere forståelse av læreres egne tanker og refleksjoner rundt deres egen forberedthet til å arbeide med flerspråklige barn i Engelsk klasserommet.

Problemstillingene vi ønsker å besvare er:

- HVOR GODT FORBEREDT FØLER LÆRERE OG LÆRELEVERERE TIL Å UNDERVISE ET FLERPRÅKLIG KLASSEROM?
- HVA ER FORSKJELLENE ELLER LIKHETENE BLANDT LÆRERE OG STUDENTLÆRERE PÅ ULIKE STADIER AV KARRIEREN?

Hvem er ansvarlig for forskningsprosjektet?

Høgskulen på Vestlandet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

I oppgaven trenger vi innputt fra engelsklærere i tre kategorier (1. akkurat ferdig å studere, 2. lærere med 1-3 års erfaring, 3. lærere med 5+ års erfaring). Vi ønsker å intervju 3 engelsklærere fra hver kategori. Du blir spurt om å delta i denne undersøkelsen fordi du passer kriteriene til informanter.

Hva innebærer det for deg å delta?

Hvis du velger å takke ja til å samarbeide med oss, vil det innebære at du deltar på et intervju. Intervjuet er lagt opp til å ta ca 30-45 min. Intervjuet vil inneholde spørsmål om dine tanker og holdninger til flerspråklighet. Dine svar i intervjuet vil bli tatt opp og transkribert.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Disse vil ha tilgang til opptakene:

- Tomas Matthew Cross, Martin Bell Martinsen og Dania Jovanna Bonness (veileder)

For å sikre at ingen uvedkomne får tilgang på dataen, vil intervjuene transkriberes og anonymiseres. Navn og kontaktopplysninger vil bli erstattet med en kode som lagres på egen navneliste adskilt fra øvrig data.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 15.05.2023. Etter denne dato vil alle personidentifiserende data slettes. Video- og lydopptak vil være kodet, transkribert og anonymisert.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskulen på Vestlandet har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket

Dine rettigheter

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

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

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

Student: Tomas Matthew Cross

Student: Martin Bell Martinsen

Epost: 580339@stud.hvl.no

Epost: 580340@stud.hvl.no

Telefon: 41240480

Telefon: 47383886

Høgskulen på Vestlandet:

Vårt personvernombud:

Dania Jovanna Bonness

Trine Anikken Larsen

Epost: Dania.Jovanna.Bonness@hvl.no

E-post: trine.anikken.larsen@hvl.no

Telefon: 55585723

Telefon: 555 87 682

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

Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen,

Tomas Matthew Cross

Martin Bell Martinsen

Mastergradsstudent

Mastergradsstudent

Appendix 5. Form of consent

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Teachers' perceptions of preparedness to teach English in the multilingual classroom, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervjuet

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

(Signert av prosjektdeltaker, dato)

Appendix 6. Later asked questions

As described in chapter 3.3.2. We decided to ask the student teachers some extra questions regarding how they would identify multilingual learners.

Student Teacher 1:

“I would identify a multilingual learner through observation and conversation with the learner. By learning about their background I believe it could help me further enhance their learning. It is dependant on context, but I would aim to talk to and converse with the learner, and identify them as multilingual through this.”

Student Teacher 2:

“As this is related to the English subject, I would say every pupil is a multilingual learner, so they do not necessarily need to be identified. Identifying if the pupils know any other languages than Norwegian and English I believe can simply be done through conversation with the pupils and their parents/guardians”

“ With other languages than Norwegian and English the pupils can discover that they know more in other languages than they think by just being exposed to them (languages). They might see how they know things here and there”

Student Teacher 3:

«At first glance, I would define a multilingual learner as someone (learners, students) who use more than one language in their day to day life and/or is somewhat proficient in more than one language. But I would also include everyone else who speaks more than one language, either by learning at school or by other means. The latter could be up for discussion, and does come with a few valid questions. Is it enough to simply be learning more than one language (L1 and L2), Or does the learner need to have reached a basic level of understanding/proficiency to be considered multilingual. I would probably say that, if the individual can communicate in more than one language, and they can recognise rules and systems within a language, they are multilingual. They can probably extend that knowledge to a certain extent and try to apply knowledge from one language to the other and make decisions on what works and what doesn't (positive/negative transfer)».

“First of all, I would probably discover it by asking/finding out by getting to know them, especially if it is in a classroom context. That way, you can learn about the background of the students. Regarding what I said about assessing how much knowledge one needs in a language like English, which is learned in school, it would be a matter of assessment. Otherwise, it's about seeking out information, showing interest, and getting to know the students.”

Appendix 7. STUDENT TEACHER 1

RESEARCHER 1:

Could you tell us a little bit about why you chose to study teaching?

RESPONDENT:

I chose to start teaching because I think it's a very interesting job I enjoy. I enjoy working with children and working with others, so I think teaching is a job that will suit my skill set well. I'm very social. I like to communicate. I like to. I like the feeling of sharing knowledge with others. So with all those qualifications, I think teaching suits me fine. What stage are you currently at in your teaching studies? I made my last year, so my fifth year, currently writing my Masters and my thesis. And the 15th of May, I will be done, hopefully, and I will be qualified to teach as a lecturer in the region.

RESEARCHER 2:

Besides English, what other subjects do you have? Have you studied during your studies?

RESPONDENT:

I have 30 study points in social studies and 60 study points in. And PG, yeah. And English as. And also, of course, English and PED pedagogy.

RESEARCHER 2:

Yeah, in addition to teaching practice, do you have any other classroom experience?

RESPONDENT:

I work as a temp teacher at the, and I've also previously worked at a kindergarten in my hometown and have some teaching experience.

RESEARCHER 2:

So over to the term or the topic of multilingualism, which is the main topic of this study. We'd like to ask you, what does the term multilingualism mean to you?

RESPONDENT:

The term multilingualism to me. In short or in, the first thought that comes to mind is communicating with

people in different languages, so being able to not only communicate with grammatical understanding but also being able to communicate with and knowing the cultural background of the person you're talking to. Yeah, the first thing that comes to mind is communication, pretty much.

RESEARCHER 2:

Do you have any thoughts on how this can be related to or included in the English language classroom just off the top of your head?

RESPONDENT:

Learning to communicate and drawing lines between, for example, what you learn in English to what you learn in Norwegian. And being able to use coherence based on who you're talking to, distinguishing between informal and formal language. And yeah, learning. Learning a language to best possibly communicate and thereby function within this society.

RESEARCHER 2:

Where does your knowledge and experience with multilingualism come from?

RESPONDENT:

My experience is from different situations in my social life. Talking to and understanding other people and also traveling abroad. But knowledge about how and when to use it is probably from school. So a combination of social life and experiences as well as learning within school.

RESEARCHER 1:

And if we relate this specifically towards your studies, is there anything specific there you can pick up on? For instance, are there any specific topics you went through during your time at university? Any workshop you've done?

RESPONDENT:

Well, give me a second, please. A topic we are specifically looked up. We talked a lot about English dialects. And also how aspects of cultures affect how English is being used in different countries. I think that's what I found most interesting, at least. So, for example, learning about how. How, for example, how formal you can be in England compared to how informal you can be in America is like how cultural differences affect language. I know I don't have the specific name of when and where we did that during our studies, but it's definitely something I've paid attention to. Varieties, maybe English varieties. I think it was called.

RESEARCHER 2:

Do you have any experience of multilingualism? During your teaching practice or other classroom experiences.

RESPONDENT:

I have some experience embracing the diversity, the diversity of different languages within the classroom from teaching practice. For example, when we talked about English-speaking countries, and we had some students that originated from or their parents at least had migrated from different English-speaking countries. And we tried to use their experiences and their knowledge about their own native country as a resource within the classroom to give the other people in the class an understanding of, for example, why do they speak English in India, which could also be related to history as well. But we focused mainly on culture and how it varies from India to, for example, Scotland and Ireland and England, and so that was the idea behind that. Embracing the diversity and using it as a resource.

RESEARCHER 2:

Perfect, thank you.

If you relate this topic to teaching practice, what would a multilingual teaching approach mean to you?

RESPONDENT:

I think, as I mentioned, trying to embrace the diversity of, especially here in the cities of different classes, because for me, like I mentioned in one of your first questions, I have learned a lot through social experience and traveling as well, and I think that can also be related to the pupils' social experiences and travels. Like building upon their own experiences, I think that's more, creates more motivation for learning. I think it can be very suitable to use within, especially language learning, where talking and communicating with others is such a vital part of learning.

RESEARCHER 2:

The question for this section is, do you see any challenges with a multilingual teaching approach?

RESPONDENT:

Umm, I mean, there is the issue regarding what kind of English we should teach the students or the pupils. I think a lot of teachers are trying to make the students learn, for example, British English, as this may be seen upon us more correct in a way. And if we start tying in, for example, English in South Africa, that may affect how people see. So basically, different types of English may be confusing with grammar and also the pronunciation of certain verbs, so embracing different languages or different varieties may hurt their original learning; for example, if they want to learn British, they may be confused by how they speak in Ireland.

RESEARCHER 2:

Are you aware of how multilingualism is represented in the national curriculum?

RESPONDENT:

I don't know the aims by heart, but I know that there are at least two. And know one of the curriculum aims of the 10th grade is to aim for the students to be able to use coherence, I believe while communicating. And using coherence definitely means you have a certain level of understanding of how English, how multilingualism can affect the language, and also a person's understanding of how English should be used. The overall aim of English, I can't think of it by heart, but I definitely believe there are some that account for multilingualism.

RESEARCHER 2:

During your studies, have you worked with how you potentially can incorporate some of these teaching aims from the curriculum?

RESPONDENT:

Not specifically, but we are encouraged to incorporate or interpret the aims in our own way. So there's an expectation for us to understand, learn, and understand the curriculum aims in our own way, but I wouldn't say we have had any particular or specific focus targeting the aims and how to use them in a classroom.

RESEARCHER 2:

Do you see any potential for working interdisciplinary with the multilingual topic?

RESPONDENT:

Yes. The first subject that comes to mind is, I think, for example, social studies, which I have mentioned have 30 points in. And also, I think religion's role is something that affects language and culture more than it may be maybe given attention to. So social studies and religion, I think, can definitely relate to how culture affects language.

RESEARCHER 1:

Good perfect, thank you. Now we'd just like to talk briefly about teaching language as a second language as opposed to a third language. And as you might know or have experienced, a classroom can be very linguistically diverse, with pupils learning English as a first language, a second language, or a third language. Do you have any thoughts on teaching English as a second language versus a third language?

RESPONDENT:

A second language versus a third language. I think this goes back to your last question as well, interdisciplinary with Norwegian. In the classroom, where the students will use their experiences and knowledge of Norwegian in English learning. I think learning more basic grammar in the region and this knowledge of grammar will definitely affect how they understand the grammar in, for example, English, and as you mentioned, a third language, you will probably come with two different understandings of grammar and then English would be your third. Compared to being your second so, drawing on similarities between English grammar and Norwegian grammar may be less overwhelming or confusing compared to finding similarities from, for example, Arabic, Norwegian, and then to English. So I think learning English as a third language compared to a second may, in some ways, create more confusion because you may be seeing more overwhelming with already having 2

languages to use as a fundament for learning a new. They can also be viewed as a resource, definitely. I think it's very individual. But those are my initial thoughts on that question.

I think it demands a lot from a teacher to give the... to gain an understanding of their second language or first. And trying to draw relations between that and English. So it is a big responsibility for the teacher too. To gain knowledge for themselves that they can use for the best of their students. And if this is the case where a lot of students have the same first or second language, or at least somewhat of the same.

I think what I'm trying to say here is that planning specified the teaching. Hopefully, someone that has a certain knowledge from their first language, if it's not Norwegian, and trying to draw relations between that and English summarize just for the teacher to gain knowledge.

RESEARCHER 1:

Perfect. And it's good that you bring the discussion over to knowing and having knowledge in different languages, which is our next topic here. We were wondering if you speak any other languages than English or Norwegian?

RESPONDENT:

I can probably pronounce a few words in Swedish and Danish. And also I have a very limited vocabulary in both German and Spanish as well, but in terms of understanding and knowing the grammatical patterns of a language, I can only say that I master Norwegian and English well enough that I will be comfortable teaching that to other pupils. But I do have a certain understanding or a limited understanding of German Spanish as well.

RESEARCHER 2:

Do you believe that you could incorporate this knowledge even though it's not necessarily, as you say, sufficient enough to teach others? Do you feel like you wouldn't be able to incorporate this in your teaching somehow?

RESPONDENT:

Umm yeah, why not. I think having knowledge, broad knowledge will always be beneficial. As like I mentioned previously, having knowledge about more languages may lead to a better understanding of why a student may be confused, and for example, if you have knowledge about Spanish, you will see some patterns in both French and Portuguese that may make it easier for you to understand that. But I think my knowledge personally is too limited to use as a resource per now. If necessary, then sure. I'd like to learn more and see if I can incorporate that into my teaching.

RESEARCHER 2:

Yeah, just. Just as a quick follow-up there, do you perceive knowledge of other languages as important or crucial somehow when working in a multilingual classroom?

RESPONDENT:

I think it's very related to your situation. I've been in a classroom and teaching practice where I think we had four or five students that had Arabic as their first language, and I think in such a case, I would definitely. If I was their English teacher, I would have tried to get some level of knowledge from their Arabic. Arabic grammatical system, for example, to hopefully give them a better understanding of how you can relate that to English. So I think it would be useful, but I don't know if I would classify this important, at least not for my work

RESEARCHER 2:

So our next section is about the potential for further development or education in multilingualism. If offered the chance, would you be open to further developing your knowledge on the multilingual topic?

RESPONDENT:

I would, yes. However, I feel it has to be relevant towards my work, as I've seen in teaching practice and know that a lot of teachers have limited time, so if you want further education or additional education within the workspace, I think it has to be related to something relevant. And as I mentioned, for example, there's a great variety of diversity, and multilingualism may lead to better efficiency in teaching. Then, of course, yes, but it has to be related to work in some way, I believe.

RESEARCHER 2:

And what opportunities do you know of today to further educate yourself?

RESPONDENT:

On multilingualism or in general?

RESEARCHER 2:

In general, yeah.

RESPONDENT:

I know that a lot of schools offer the chance to gain further education during work hours if it can benefit the school. For example, if you need another subject at your school, I think a lot of schools offer you the opportunity to be, I think it's 80% working 20% student for example, and do it over a 3-4 year course plan. However, going back to your last question. The additional education had to be relevant to your work, and had to gain the school had to gain something from it. So I know there are opportunities, but I don't know how free they are necessarily.

RESEARCHER 2:

OK, good, so now you're mentioning a potential further development if you start working or at a university, but do you know of any like a municipality or something national or local where they offer further development into multilingualism?

RESPONDENT:

No not really

RESEARCHER 2:

So just to round things up here, based on your current experience, do you perceive multilingualism in the classroom as a challenge and opportunity? Or maybe both?

RESPONDENT:

Based on my experiences, I will say an opportunity. However, I believe in lower grades in school as I am a 5 to 10 teacher-student, I believe that in the lower grades, I think it may be more of a challenge, as their ability to understand is or at least their knowledge about or combining first, a second, and third language is, I think, more of a challenge at the lower stage. But from my experience from 8th, 9th, to 10th grade, I feel it's more of an opportunity. And embracing diversity in the classroom. As I mentioned earlier, is, I think that's a very, very good thing to do.

RESEARCHER 1:

Perfect, and now in the transition to work, as you mentioned, you're soon to be finished as a teacher-student. How confident do you feel about facing the potential challenges or opportunities that may occur in the multilingual classroom?

RESPONDENT:

I think for me, and that's probably based on my personal interests, I think me personally I think I'm well prepared in a way because I like to learn about other cultures and also about different languages. However, we haven't really learned the tools here at my university that are necessary. So I may be in for a surprise if I get a class, but I am mildly confident at this time.

RESEARCHER 1:

Well, that's all from us. Thank you very much for taking the time to participate in our study.

RESPONDENT:

Thank you for an interesting conversation.

Appendix 8. STUDENT TEACHER 2

RESEARCHER 1:

So our study is about teachers in terms of multilingualism, and teachers perceived perceptions of preparedness to work in a multilingual classroom. So the term multilingualism will be featured a lot throughout our interview, and we'd just like to gain your perspectives on our questions. Sound OK?

Yeah, first, could you just briefly introduce yourself? Keeping it anonymous.

RESPONDENT:

OK, yeah.

RESEARCHER 1:

Could you give us a brief introduction of yourself, sex, age, studies, and so on?

RESPONDENT:

OK, so I'm 24 years old. I'm doing my fifth year at university, studying to be a teacher, and writing my master's thesis in English. I also have the subjects mathematics and social studies.

RESEARCHER 1:

Could you tell us a little about why you chose to study teaching?

RESPONDENT:

I've actually wanted to become a teacher since I was in 9th grade. I had my aunt who's a teacher, and I really looked up to her, so yeah.

RESEARCHER 1:

Perfect. Is there anything specific that draws you to this line of work?

RESPONDENT:

I love working with people, and I love working with children and teens. Being able to impact them and their future. And yeah, try to have a positive impact on their life and see them evolve and become better every day.

RESEARCHER 1:

Perfect, and you already mentioned it briefly, but just so that we have it on the record. Again besides English, what other subjects do you have?

RESPONDENT:

Social science and mathematics.

RESEARCHER 1:

Perfect, thank you. And in addition to your teaching practice throughout the studies, do you have any other classroom experience?

RESPONDENT:

Yeah, I work as a substitute teacher at two different schools. A couple of days a week or so. In the last years, I've gotten a lot of experience actually working with all different ages from the first grade to the 10th, both in a lot of different classes, but also a lot in the same classes, so I've gotten to know the pupils, yeah.

RESEARCHER 2:

And over to the topic of multilingualism, what does the term multilingualism mean to you?

RESPONDENT:

It means.... Knowing different languages, being able to use different languages, and be understood when you use different languages. Yeah, and it could either be one person being multilingual, which means one person knowing different languages, or a group of people being multilingual, so they don't all speak the same language. Or they might speak the same language, but there are different languages represented in the group.

RESEARCHER 2:

Thank you. So, how can this or how can multilingualism as a concept be related to or included in the English language classroom?

RESPONDENT:

Well, we live in a multicultural world and a multicultural society where the pupils will be speaking a lot of different languages and have a lot of different backgrounds. Some will speak languages that I don't know, and they might not know Norwegian as well, so that can be a challenge when teaching them because, well, I don't know their one (language) and I'm supposed to teach them a new language which would be English. So how do I translate and help them learn? For example, new vocabulary when I can't give them the translation?

What was the question?

RESEARCHER 2:

How can multilingualism be related to or included in the English classroom?

RESPONDENT:

Yeah, and also, you can use it in a positive way, such as some words in English might be similar to words in different languages. Some might be similar to words in a region, but some might also be similar to words in other languages, so I can use their different languages to help them learn new things.

RESEARCHER 1:

Where does your knowledge or experience of multilingualism come from?

RESPONDENT:

Working. I don't... I Can't remember that we have talked about it at my university. I am unsure. We might have, but I do not remember it, so it hasn't been a lot. We have talked about how people come from different linguistic backgrounds, but we haven't talked about how to approach this. But, like, we talked about this with positive transfer and how we can use their languages but not how this can be a challenge and how to like work around it, so it's basically just from working and experiencing it myself and having a translator, yeah like next to me. I've also worked a lot with people, or students, with hearing disabilities. So that's kind of the same thing. It's like a different language using translators to, yeah, help them understand and, yeah, you have to like work together with them and speak in a different tempo and all of these different things and make sure that like when you approach the pupils, you don't stop approaching them just because they don't understand you. You still have to include them, yeah.

RESEARCHER 1:

It's clear you have a lot of experience from practice, but if you were to reiterate something. You have from your studies. Do you have an example of how you have worked with multilingualism during your studies? You mentioned, for instance, positive transfer. Could you elaborate on what you mean by this?

RESPONDENT:

By that so, using the pupil's previous knowledge to learn new things, like I mentioned with vocabulary, you can use their language if words are similar. I can't think of anything else.

RESEARCHER 1:

Thank you. If we if we relate this topic to teaching, which you already briefly discussed, what would a

multilingual teaching approach mean to you?

RESPONDENT:

It would mean using different languages in my teaching, so if I have or I don't have pupils, for example, speaking Arabic, I would try to learn some words to implement them in my teaching. Or maybe if we're just learning about Arabic culture, I can, even though we don't have any people speaking Arabic, I can learn a couple of words to use them. Yeah, and just make sure you use different languages and not only focus on the majority language of the pupils. I think it can be beneficial for the people speaking origin as well because it will develop their understanding of languages in general and make it easier to learn new languages in the future.

RESEARCHER 1:

Perfect. Do you see any challenges with a multilingual teaching approach?

RESPONDENT:

Well, a big challenge would be me not knowing the language, not knowing how to like to communicate with the pupils. Especially if you don't have a translator, because then you just have to like your hands or body language and the few words you know. But also with the translator, it's difficult because you might not know like. It might be challenging knowing how to work with the translator and making sure they have time to repeat everything you just said, making sure that pupils actually understand what you say and that nothing is lost in translation. And also, it can be difficult to actually know that the pupils like understand what we're talking about.

RESEARCHER 1:

Perfect. Now, as a teacher, we're briefly bound to the curriculum, and we were just wondering if you're aware of how the topic of multilingualism is represented in the national curriculum?

RESPONDENT:

I know that in the English curriculum, you're supposed to learn about different cultures and be able to talk about them and understand and respect them and both. Your own culture, uh, cultures of English-speaking countries and also like the cultures of indigenous people, both in English-speaking countries and Norway. And then, you're supposed to, yeah, be able to respect people of different cultures and different backgrounds and opinions. Yeah, see, everyone as equal.

RESEARCHER 1:

Have you ever worked with the National curriculum during your studies in terms of multilingualism?

RESPONDENT:

I don't think so.

RESEARCHER 1:

So, with multilingualism being the main sort of topic here, do you see any potential for working interdisciplinary with this topic in the English language classroom?

RESPONDENT:

Yeah, of course. I think English is a good subject for working interdisciplinary because you can as long as you speak English you can. Talk about anything so you can use it for, for example, social science, you can discuss topics about different countries, but you can talk about it in English, this way if you have pupils who speak different languages who don't know Norwegian, they will better their English. All of the pupils will also be able to discuss the topic in the same language because their English knowledge might be better than their Norwegian. Also, in religion, talking about different religions using English. It can also be used in Norwegian to teach these pupils Norwegian. You can use English. Yeah, I think you can use the English language in all subjects, actually.

RESEARCHER 2:

And then, as you mentioned in the Norwegian classroom there, it can be very linguistically diverse with people learning English from as a first, second or third language. Do you have any thoughts on teaching English as a second versus a third language?

RESPONDENT:

Well, it depends on what the second language is. If the second language is Norwegian, then. I believe it would be pretty similar, except they might not have as good a vocabulary in origin as pupils who have it as their first, but if it's not Norwegian, if they know two separate languages, and then they're learning English, that can be really challenging. And most likely I do not know those languages. What was the question?

RESEARCHER 2:

So if you have any thoughts on teaching English as a second versus a third language?

RESPONDENT:

I think it can be even more challenging when it's a third language because they...Or no, actually it can be better because they might have more language knowledge of different languages, so you have more languages you can draw on. But of course, it depends on what's what the pupils' L1 and L2 are. If you're teaching it as a second language and their L1 is Norwegian, then it's pretty beneficial for me because I know both languages, but if their L1 is a different language than Norwegian, I think it will be easier to teach it as an L3 than L2.

RESEARCHER 2:

Good, and your knowledge right now. Would that affect your teaching if you were in a classroom where you would have to teach

on the subject of teaching English to pupils with English as a third language?

RESPONDENT:

Yeah, I would try to use like... Be aware and use the knowledge I have in order to adapt my teaching to these pupils and but I do think if or when I am to teach in a classroom where this is a challenge, I will need to read up on it and learn vocabulary myself so. Well, I mean, your research question was if I'm prepared. To a degree, yeah, I know some things, but I don't think I can like walk straight into a classroom and be ready. I need to read up on it.

RESEARCHER 2:

We would like to know a little bit more about you so. About the languages you speak. Could you tell us a little about this?

RESPONDENT:

I know a tiny bit of, uh, German and a tiny bit of Spanish, but I wouldn't say I can speak either of the languages. And then, of course, English and Norwegian.

RESEARCHER 2:

And your knowledge of these other languages, is that something you believe you will incorporate in your teaching?

RESPONDENT:

Yeah, I hope so. I already used it myself when I see new words to see if there's something similar, so hopefully I will be able to use it.

RESEARCHER 2:

Do you have an example of how you could incorporate that into your teaching?

RESPONDENT:

Well, if I have people speaking Spanish or German, I might be able to interact with them using these few words. Umm, and through that, show them like, I respect you, and I value your knowledge even though it's not the same as mine. And that their knowledge of those languages is important and is something they can actually use and show them that and. And also if we are reading texts I can like.... I want to help my pupils see these connections between different languages so that they can use them themselves. So if I have examples of words that are similar, I will probably use them. Especially if I'm teaching a secondary school and they have either German or Spanish. I can like draw connections between them.

RESEARCHER 1:

So, do you perceive the knowledge of other languages as important when working in a multilingual classroom? And if so, why?

RESPONDENT:

Because it can, as I said, it can show the pupils that their knowledge is actually valuable and that they can use it for something and that it's not like a disadvantage, they can use it as an advantage. Umm, and also because I want to show my pupils that I care about them and that I want to, like, get to know them and actually learn something from them as well. And yeah, I just think it can improve my pupils' language knowledge in general.

RESEARCHER 1:

Perfect. If you were offered the chance. Would you be open to further developing your knowledge on the topic of multilingualism? Do you feel like this would contribute to you being prepared to work in the multilingual classroom?

RESPONDENT:

Yeah, yeah.

RESEARCHER 1:

Do you feel like this would contribute to you being prepared to work in the multilingual classroom?

RESPONDENT:

Well, it depends on what this course or whatever the... Yeah, what it contains, but hopefully, yeah.

RESEARCHER 1:

So let's say you were offered the chance. What opportunities do you know of today to further educate yourself?

RESPONDENT:

Well, that would be reading up by myself or discussing with colleagues or fellow students.

RESEARCHER 1:

Do you know of any measures taken by the school, municipality, or anything sort of governmental that you could relate to as a teacher?

RESPONDENT:

Like courses or...?

RESEARCHER 1:

Yeah, anything that could help you develop your knowledge?

RESPONDENT:

I don't know. I probably should, but I don't.

RESEARCHER 1:

That's OK, so finally, just to round things up here based on your current experience. Do you perceive multilingual multilingualism in the classroom as a challenge and opportunity, or both?

RESPONDENT:

It's a challenge because it challenges me, but if I'm able to do a good job, it should be, uh, a benefit, or which word did you use?

RESEARCHER 1:

I used the words challenge, opportunity, or both.

RESPONDENT:

Yeah, opportunity, so I think it's... it could be an opportunity for furthering my teaching and the pupils' understanding. But only if I do my job correctly because it is a challenge. I just need to find the possibilities within the challenge.

RESEARCHER 1:

And now, in the transition to work, as you mentioned, on the verge of finishing your master's and your studies here. How confident do you feel about facing the potential challenges or opportunities that may occur in the multilingual classroom?

RESPONDENT:

I feel confident in a way because I have done it, uh, working myself, I know I can do it, but also, I know it will

be very challenging, and I know that I will have to read up on it, and I will have to like further educate myself, but hopefully I will have good colleagues that can help me who already have experience with it. So yeah, I feel prepared to a certain degree, but I could be a lot more prepared.

RESEARCHER 1:

Perfect thank you very much for taking the time.

Appendix 9. STUDENT TEACHER 3

RESEARCHER 1:

OK, Just to begin, could you briefly introduce yourself without giving any personal information?

RESPONDENT:

5th-year master's student, 28 years old, currently working on my master's thesis. I am on the side, I work as a teacher, kind of like a sub, a few days a week. I don't know what else.

RESEARCHER 1:

No, that's perfect. So could you tell us a little about why you chose to study teaching?

RESPONDENT:

Yeah, my main motivation was because I wanted to study English. My plan was to get a bachelors in English after high school, but I ended up doing a lot of things after high school. But I first worked for five years as a waitress in the city and had to retake some courses, so by the time I decided I wanted to go back to school, I didn't really have enough confidence in job opportunities, and so I felt I was a little bit too old to study something just for the fun of it. So I decided to try teaching because I could at least major in English that way. And I thought it would be a nice career, but it wasn't really until the 1st and second practice periods that I really knew that I would enjoy it.

RESEARCHER 1:

Perfect, and you mentioned it briefly. What stage are you currently at in your studies?

RESPONDENT:

Yeah, final year. Well, second to last semester writing my thesis, yeah.

RESEARCHER 1:

And besides English, what are the subjects? Have you studied so far here during your five years?

RESPONDENT:

I have 60 points in Norwegian, and then I also have 30 points in social studies.

RESEARCHER 1:

Perfect, and in addition to teaching practice, which is obligatory during the studies, do you have any other classroom experience that we should know about?

RESPONDENT:

Yes, just teaching as a sub. I used to do it through a temp agency, but then I got to know the administration at a local school through a friend, so I've just been working there, and I pretty much get all the hours I need working at one school.

RESEARCHER 1:

Perfect, So what we cover in our assignment and in our study is multilingualism, and we were just wondering, before we dive into the topic, what does the term multilingualism mean to you?

RESPONDENT:

So many things for me personally. I kind of usually use it to define me and my family. I come from a multilingual family. Both Spanish and Norwegian. I've studied abroad, where I used English. I don't know. For me, it's more a personal thing where it's like I look at it more from a family point of view and culture and background.

RESEARCHER 1:

Perfect, so how do you think this could be related to or included in the English language classroom?

RESPONDENT:

Just by having students with different backgrounds, kind of like myself, either having it even if you have any background like I do or if you've come from a different country and just sort of obviously being aware of how much multilingualism is, how many different students, how to sort of communicate with parents with students kind of helping them with that transition and how to sort of teach.

RESEARCHER 1:

And you've briefly mentioned it, but I'll ask it again. Where does your knowledge and your experience with multilingualism come from?

RESPONDENT:

We have talked about it in school. I've been in classrooms with different kids from different nationalities, and I've been myself in a classroom where language was a struggle.

RESEARCHER 1:

Yeah, and since you mentioned in school, how is multilingualism as a topic being represented in your studies?

RESPONDENT:

At the top of my head, I, I mean, I think of more varieties I know from, like pedagogy, like we had a lot about different religions and different cultures in class. And we've had a few case studies in my Norwegian class we've done analysis where we look at how a text might look when they like from a student's perspective, like young students if they're from a different background and have a different language, how that gets translated or how they might have different spelling or spaced on that and also sort of like the focus on. The varieties of English, or even just teaching English as a lingua franca, with more of a focus on that kind of having enough to be understood. But I don't know if that kind of drags it too much into the English.

RESEARCHER 1:

Since you mentioned now from your studies, do you have any experience of multilingualism during your teaching practice or the other classroom practice which you've had on the side?

RESPONDENT:

I mean, I've seen different languages, but there's nothing that sort of stands out as like a big event.

RESEARCHER 1:

And if we relate to the topic of multilingualism purely to teaching, what would a multilingual teaching approach mean to you? Or how would that look to you?

RESPONDENT:

Firstly, just being aware of multilingualism. And learning and maybe learning a bit more about the student, communicating and trying to have the best communication possible with the home to kind of see what helps. And since I don't have that much experience yet, I would just turn to the books, to be honest, and see what others are saying about it. Ask for help studying, and look at what helps for that particular language, yeah.

RESEARCHER 1:

Perfect. And do you see any challenges with a multilingual teaching approach?

RESPONDENT:

Yes, I mean, when you're trying to adapt something that's going to fit everyone, it is probably the biggest challenge, you know, because you want to have something that's going to involve everyone

RESEARCHER 2:

And as you know, as a teacher, we have the curriculum to work with, and are you aware of how the topic of multilingualism is represented in the national curriculum?

RESPONDENT:

No, not really to be honest.

RESEARCHER 2:

That's fine. During your studies, is that something that you've worked with the national curriculum towards this?

RESPONDENT:

Towards multilingualism, no, it's not really something that I've worked with.

RESEARCHER 2:

OK. And, uh, do you see any potential of working interdisciplinary with the multilingual topic?

RESPONDENT:

Could you elaborate?

RESEARCHER 2:

So like you mentioned about multilingualism and what it is like knowing different languages, do you think that is something you can incorporate in teaching, for example, Norwegian, which is one of your subjects? In teaching?

RESPONDENT:

Do you mean like for the actual class. Maybe if you think of it more than just language, like from a literature perspective, I've seen literature about different cultures. For instance, the Norwegian we worked on a book called. Sheila Pienta, which was about sort of coming in with sort of, I mean, immigration back on or being second generation, and so it sort of incorporated stories from folk tales in your way. And then coming from a different background. But I can't think of any sort of specific a bit more if it's more about language, but as a sort of a cultural aspect, then yeah, it could be really fun to see different cultures sort of represented in fiction.

RESEARCHER 1:

Perfect, thank you. The Norwegian classroom today can be very linguistically diverse, and there could be pupils learning English as a first, second, or third language. Do you have any thoughts on teaching English as a second language versus a third language?

RESPONDENT:

Now that's interesting, but difficult because. There's so much like, yeah, you have so many who are so interested in English and kind of excel in it. And then there are some who get really insecure about English, so I guess kind of having English from my personal perspective, I would say maybe have it more as Lingua franca, at least in the beginning. Make sure that you know they know enough to be understood and then have more focus on it. And as they grow older like there's been, I always remember the debate between. English, sort of as the obligatory class. And then you have English. How do I translate like that for deepening, and so there's always been this sort of some who believe that it should be like an advanced English class and so. Took it as more because they weren't ready to do another language, so they would choose English because to have something that felt easier, and so I'm definitely more of those who would love to have more advanced English options. And then, when it comes to more of the obligatory, have more. Focus on being understood. Being able to communicate and not judge so much based on how proficient you sound, but again, that's been a change I've seen just based on studying now that it seems like it's going that way.

RESEARCHER 1:

And we'd just like to know. A bit more. About your languages, and you briefly mentioned it before, but if we can just reiterate, do you speak any languages other than English and Norwegian?

RESPONDENT:

Yes, so I speak Spanish. But I'm more proficient in English OK, and I have gotten more proficient in Spanish because I did live there for a year when I was about 12, so I went to a Spanish school and was kind of first forced to learn it that way. And I took French because I could choose between German and French, and so I haven't really used it since I graduated. But yeah, so mostly Spanish and English.

RESEARCHER 1:

And with these other languages, do you believe you'd incorporate this in your teaching?

RESPONDENT:

Oh yeah, absolutely yeah, just not in obvious ways, but there will be kind of like what we say, like sort of positive transfer. Well, sometimes, just be able to guess meanings or kind of figure out and me as a person, I do believe it makes me more maybe not aware, but I do think about what it's like to have a different language of what it's like to come from a family with different languages. And even though I haven't even experienced the struggle of not understanding anything, it makes me feel a bit of empathy for those who don't understand anything at all.

RESEARCHER 1:

So would you say that you perceive knowledge of other languages as important when working in a multilingual classroom?

RESPONDENT:

Absolutely, whether it should be a requirement, I mean, that's not something I don't know, but I absolutely see it as an advantage. I use it in my daily life. I mean, even with my nephew, I only speak English with him. So he started school learning 2 languages, and he's not even from a multilingual household, but like it's just fun to see how much it kind of helps, yeah.

RESEARCHER 2:

And then back to multilingualism on the topic of multilingualism. If you were offered the chance, would you be open to further developing your knowledge on the topic?

RESPONDENT:

Yeah, of course.

RESEARCHER 2:

Do you feel like this would contribute to your? Preparedness, for example, in the multilingual classroom.

RESPONDENT:

Yes, definitely think it's something that could be, you know, even just if it's during seminars at school, like when we have to sort of like planning days or stuff like that. Having courses to update teachers.

RESEARCHER 2:

And do you know of any opportunities to further educate yourself on the topic?

RESPONDENT:

I mean, I could do my own reading, stay informed, and just seeing what gets published. Reading this thesis eventually. I mean, that'll be helpful. And trying to look for stuff, I guess I could take it up with the administration at school, wherever I end up working. You know what I want us to learn more about? Maybe they can use more resources getting third party people to come to school and teach.

RESEARCHER 2:

Have you heard of any other measures taken by universities or municipalities, or any other services?

RESPONDENT:

No

RESEARCHER 1:

So just to round things up, based on your current experience, do you perceive multilingualism in the classroom as a challenge and opportunity, or a bit of both?

RESPONDENT:

Obviously a bit of both, but yes, opportunity and also just. Really unknown right now, and because of lack of experience. Obviously, during studies you get told over and over, "Oh, you're doing such a good job," And it's really just the whole experience of actually dealing with the home will be new, and so I'm just waiting for what they call sort of the "shock" when you start and how that will be interesting to see what my thoughts turn into once I actually am the one responsible for the class.

RESEARCHER 1:

So in the transition to work now as we're finishing our masters, how confident do you feel to face the potential challenges or opportunities that may occur in the multilingual classroom?

RESPONDENT:

I feel very confident in my abilities, but I also know that because yes. However, the first year will be tough, you know, kind of overworking yourself, and so have learning that it's going to be OK to fail sometimes. So it should be interesting, but I don't know, I've just had a good experience at is working out of school too, so I do feel confident in getting help from everyone around me, like other teachers and administration.

RESEARCHER 1:

Perfect. Thank you very much for participating. That's all the questions we have.

Appendix 10. NOVICE TEACHER 1

RESEARCHER:

Alright, could you briefly introduce yourself?

RESPONDENT:

My name is ... and I am a teacher or an English teacher. And I have mathematics and social science as well. I live in Bergen, and I'm 25 years old.

RESEARCHER:

You tell me a little bit about how you got into teaching?

RESPONDENT:

I heard a lot of things that I wanted to do, and I talked to some of my friends' mothers, and they were like. They said that It would be nice to take something that you know that you will get A job, so teaching was a really easy choice because it's yeah, you can get a job anywhere. And yeah, it was the safest choice, so I just that's why. I was a substitute teacher for two months. Before I came to Bergen and I really enjoyed it, so I figured why not. So that was like the tipping point. It just made it very clear that I could be a teacher.

RESEARCHER:

And how long have you been working as a teacher?

RESPONDENT:

Four, I've been working as a substitute teacher for some years, but this is the first year with a 100% as a teacher yeah.

RESEARCHER:

And you mentioned it briefly. But besides English, yeah, you teach any other subjects.

RESPONDENT:

Yeah, I have social science and mathematics.

RESEARCHER:

Very good.

OK, so over to multilingualism, yeah. What does the term multilingualism mean to you?

RESPONDENT:

I think that it's when peoples have, uh, several languages speak several languages, and in Norway, it's when people talk other languages than Norwegian, I guess. Yeah, that's basically it, I guess.

RESEARCHER:

And do you know how this can be related to or included in the English classroom?

RESPONDENT:

Yeah, because when you're in a classroom. There are so many different students, and they come from so many different places, and their families are from all over the earth, like the World. So yeah, it could become a challenge and the possibility in the classroom and in English is, of course as well yeah.

RESEARCHER:

So have you had any multilingual learners in your class?

RESPONDENT:

Yeah, I have experienced a lot of different cultures and a lot of different students with the multilingual who are multilingual. So I guess they're everywhere and all classrooms. So I've had some experience.

RESEARCHER:

Can you give me one concrete example of the multilingual language learner?

RESPONDENT:

I am... Like for instance, at my school, there are students who speak Russian and Japanese, and it's quite interesting because suddenly they're just changing the language and they're talking Russian to each other. And it's like I don't understand what they're saying, so they're just speaking to each other, and yeah. It's pretty cool that they can do that and communicate with each other. So yeah, that's one example. I feel like it's pretty interesting to talk to them about it when I meet them, but It's not something that comes up very often. You just have to like engage with it, yeah.

RESEARCHER:

And if you were to come into a classroom, how would you identify? A multilingual learner.

RESPONDENT:

I would often recognize people from their names because they can have really like cultural names, like, for instance, Sergey or something that would be like really Russian or something. A lot of names are more like Muslim kind of names. Or so often there's like you see that they come from, most likely come from if I would like guess they would maybe have two languages that they spoke, but I that could be just like very typical thing for me to say. But it's the, but it's how I identify them, and then they talk if they start talking or if they say that they come from... They have different languages then maybe that's... Yeah, that's when I see that they are when they like... Yeah yeah.

RESEARCHER:

And where does your knowledge and experience with multilingualism come from?

RESPONDENT:

My knowledge about it comes from just like experiencing other people, I guess, and being in teaching practice and through teaching today and studying. Because we met a lot of different multilingual students there and we had... We didn't have a lot about it, but it was a bit about it, and we studied it a bit. But I can't recall that we had a lot about it. And I think maybe the most things we were taught about it in school, and I can tell that was about children's books and how to take and use children's books to like include the multilingual like talk about multilingualism and talk about different cultures and languages, and yeah. We were they were quite... They had a lot of tips on how we could... Which books we could use.

RESEARCHER:

Yeah, perfect relating to the topic of teaching. What does a multilingual teaching approach mean to you?

RESPONDENT:

I'm not quite sure. Could you just say it again? Ask again.

RESEARCHER:

A multilingual teaching approach.

RESPONDENT:

Yeah, that would be maybe the thing that I talked about like taking different perspectives and different culture into the classroom so that we're not. Just from one view of the World, like from Norway, we could just like bring in the whole World into the classroom, I guess, and include all of the different cultures and people that might have not come from Norway or have been living in Norway for just like some years to make them feel included. And that it's not just... Yeah, our point of view. Yeah, yes, showing that we and that could include, like, teaching

materials that I've talked about earlier, like the children's books. Or using different sources that are quite international and quite including being really what you call it and the rest about it, yeah.

RESEARCHER:

Do you have one concrete example of where you have integrated multilingualism into your teaching?

RESPONDENT:

I have to think. Because it's a Long time since I had English, but I'll see. I can't think of anything right now. But maybe it will come later, yeah.

RESEARCHER:

That's fine.

RESEARCHER:

And then, prior to your career experience, you mentioned a little bit about children's books in your studies. Did you guys have anything else in your studies where you learned about multilingualism?

RESPONDENT:

In English or on the whole, we had about multiculturalism. I think maybe in something like, yeah, in the pedagogy, which was part of the study to become a teacher. So they tried to include trying to get to know different... like I think one of the exams was about different backgrounds for kids like kids with different backgrounds and different problems dealing with problems that had made us think about how we would approach that issue and how we would meet that student to avoid issues and problems and making it worse so it could be anything like from children not wanting to come, wanting to come to school and with different. And they tried to include as much as they could with different cultures and different kinds of students. So I think that's maybe where their multilingualism would be included. And, uh, like we when students that didn't know how to speak Norwegian and such issues that you had to like when you had to get into the classroom. Like yeah, or they're having... When they had, like, we're learning Norwegian, so we had different kinds of issues, like that. So that was a big part of the subject. And I don't know if I can think of anything in English. Some of our reading lists were for the English... Some of the English subjects were approaching this, but I'm not sure which.

RESEARCHER:

Yeah, that's fine. Do you feel comfortable using multilingualism in the classroom? Would you say you feel comfortable?

RESPONDENT:

Yeah, but I think it's quite hard because it's also difficult because I don't want to step on anyone's toes. So when you're like bringing someone else's language or culture into the classroom, it could be quite scary because you

don't want to, so you have to like get him to have a good relation to the child before you can, I think before you can, uh, implement it really good if you're if you're going to include or talk about someone's culture in the classroom, I guess. Or use like... I'm not sure, but it could be quite good as well. What was the question?

RESEARCHER:

If you feel comfortable using multilingualism

RESPONDENT:

Yeah, I think it's quite exciting because it makes the World a bit smaller, and it could include the children a bit more if they feel left out, or Uh, you could make everyone feel more like and broaden their perspective so... Umm I guess.

RESEARCHER:

You mentioned stepping on people's toes. Just being careful. Do you see any other challenges with a multilingual teaching approach?

RESPONDENT:

Just as I think. Can't think of anyone right now.

RESEARCHER:

OK yeah, that's fine. And then over to multilingualism in the curriculum. Do you see the multilingual topic represented in the English subject curriculum? Have you seen multilingualism represented in the English subject curriculum?

RESPONDENT:

I'm not quite sure. But because I can't remember it now. But I'm pretty sure that it's incorporated into it, since English is a subject that's going to make us able to communicate with other people in the World, and so I guess it's pretty big in it, but I'm not quite sure how.

RESEARCHER:

Would you say it's relevant to the curriculum?

RESPONDENT:

Yeah, probably yeah.

RESEARCHER:

And do you see any potential for working interdisciplinary with the topic?

RESPONDENT:

Yeah yeah yeah it could be great. A great tool, I guess, and we could use like in social science, for instance, which is my subject. It's it could be quite good to include both English and to have a yeah multidisciplinary approach there. Yeah, do you want any examples? Because I'm not sure, yeah.

RESEARCHER:

And then over to English as an L2 versus an L3. And so the Norwegian classroom can be very like linguistically diverse, yeah? With people learning English as their first, second, or third language, do you have any thoughts on teaching English as a second versus a third language?

RESPONDENT:

I am. I guess my thoughts on learning English like a third language is that if you have been learning different languages, if you have learned 2 languages, it's probably easier to learn a third. That's my view on it I guess because and they're quite young, these children so It's easier for them. That's my view, at least that it's easier for them. Have to learn any language and at least if we're speaking it a lot. If you're using the language because a lot of classrooms are just giving instructions in Norwegian and then they read English or something. But trying to speak English and let them see it be exposed to it, I guess. It's but that's... I don't know if it's correct that they'd learn it faster, I guess, but second language and learning English as a second language. I think maybe a lot of children struggle with it and that's exciting and but some have a better sport whether like gaming, for instance, I think a lot of there's a lot of good like boys who are really good in English who game. Who are gamers, and I guess that they started through that, but I'm sure yeah.

RESEARCHER:

Perfect, thank you.

RESEARCHER:

Do you speak any other Languages than English or Norwegian,

RESPONDENT

no.

RESEARCHER

Do you incorporate or include English in, for example, your other teaching?

RESPONDENT:

Yeah, a lot of times there's an international approach like when we use sources from like the UN or something, and you can find them in the Norwegian as well, but they often give different types, so we can have that included to social science for instance, and I think it's good that they are exposed to it in every subject. Like, If there is a text they can read or articles they can research. Or yeah, there are so many ways to use English in other subjects, so I usually do that, yeah.

RESEARCHER:

Do you think knowledge of other languages is important when working in a multilingual classroom?

RESPONDENT:

If it's important, yeah, I guess because it could help you gain an understanding that it might be difficult for them, Umm, or especially if they... Especially if you have children that are struggling to learn Norwegian, for instance, or learning English as well as Norwegian if they can't speak English, then it might be challenging to have to learn two languages. Having knowledge about other languages might be quite helpful, I guess. I don't know how we would. I don't know any examples of how it would make the instruction better, but it could help if you could communicate with the students in their native languages. Say if they don't know any Norwegian, then you can use another language, or knowledge about what could be. I think maybe that's more on how cultural norms are than the language, but how you behave and what could be seen as rude or something like norms. So that's quite important, so that would include language as well, I guess.

RESEARCHER:

If offered the chance, would you be open to further developing your knowledge on multilingualism?

RESPONDENT:

Yeah, yeah, I really want to learn like other languages myself. So, of course, that would be really nice to know more about multilingualism as well. And but after my experience in school, it wasn't the subject that like made me the most curious and made me want to learn the most. It was, I thought it was quite boring. And not like there were other things that I like better and like studying literature and stuff, but not always so yeah. So maybe I'm not... I don't have like... Right now I don't want to like learn a lot about it, but it could be very helpful as a teacher in English so.

RESEARCHER:

Do you know of any? Opportunities to further develop your skills.

RESPONDENT:

You could study it here, I guess. Again, take more courses on it and having teacher like when we learn often they have. Teaching and now like your meetings for teachers on Tuesdays and they often maybe have the opportunity to study it and develop their knowledge and discuss the issue. So I guess that's some of the things that you could do.

RESEARCHER:

Do you know any other measures taken by people outside of schools, Say for example in the municipality or the government? Do you know of any other courses? They give you opportunities to develop their skills?

RESPONDENT:

No, I don't think so.

RESEARCHER:

OK. And what kind of? Opportunities to further educate yourself would you wish for.

RESPONDENT:

Maybe like short courses for teacher would be nice because trying to study for a long time would be really difficult for many teachers to join. So like I'm just speaking for myself like now when I'm I want to work as the most I can and as much as I can. And I don't want to like start a new study that would take all my time and so. So maybe a course or something or including it to the school. Like I said before, maybe not only on Tuesdays with other teachers, but that you could study it yourself. Yeah, besides working as a teacher. Yeah, something like that.

RESEARCHER:

And then rounding up based on your experience. Do you perceive multilingualism in the classroom as a challenge? An opportunity, or both.

RESPONDENT:

Maybe both. But sometimes maybe most if it's... if we're talking about children who don't know Norwegian and it could be most challenging, I guess, and often we get like... We experience children we can't communicate with. And that's very difficult. There's a lot of challenges with multilingualism that we have to face as teachers that we can't just solve in a day because it's talking about learning a language. And yeah, and if they have, if they have a lot... Or if they know 3 languages, that's pretty awesome. Then give it gives you a lot of opportunities to like help the others to use in the classroom, I guess.

RESEARCHER:

And then the last question, how confident do you feel to face the potential challenges or opportunities that may occur in the multilingual?

RESPONDENT:

I'm most I don't feel that confident, I guess because I haven't had that much experience since I'm a new teacher, and a lot of the things that we learned in school are really theoretical and not as much as the classroom practice. I guess maybe not that confident. But I want to be optimistic and in meeting all these children who have a lot of people who know a lot of languages and or don't know Norwegian or can't speak English, it's... We can't be afraid to meet them I guess, so I try to like try to communicate with people even though we can't communicate, so yeah.

RESEARCHER:

All right, yeah, thank you very much for your participation in our study.

Appendix 11. NOVICE TEACHER 2

RESEARCHER:

So the first question we have, or the first questions, are pretty general. We were just wondering if you could tell us a bit about you, gender, age et cetera?

RESPONDENT:

I am female, 25 years old. I have studied at University College, taking a master's degree there. Primary school teacher education first to seventh, where I have specialized in special pedagogy and English.

RESEARCHER:

And just so we can specify what you mentioned, perhaps. How long have you worked as a teacher now?

RESPONDENT:

Since August 2021, so about one and a half years, yes.

RESEARCHER:

And what is your current role in the teaching job?

RESPONDENT:

Contact teacher, yes. So then I teach yes, all those subjects. Yes, apart from music, OK, then it's Norwegian, English, math, gym, science and social studies, arts and crafts KRLE.

RESEARCHER:

And what grade is this?

RESPONDENT:

Seventh grade

RESEARCHER:

So the topic of our assignment is multilingualism. So on the basis of that, we wondered a bit about what the term multilingualism means to you.

RESPONDENT:

Yes, good question. I just have to do some thinking. The first thing that strikes me is.. I think, of course, about my students and on children right away. Students who Spoke several languages, plain and simple, happens to come from homes where Norwegian becomes a second language.

RESEARCHER:

OK. Do you get any ways of how this can be related or included in what we would call the multilingual classroom.

RESPONDENT:

Can you repeat the question?

RESEARCHER:

If you were to use the term multilingualism, do you have any idea how you would integrate this into your teaching with multilingualism and how they might relate to your teaching?

RESPONDENT:

I don't have a good answer to how I relate multilingualism directly to teaching. I use a lot of English. Apart from the English lessons. Because I think my class is good at it, right. It is not necessarily that they are good at it, But that they benefit from it. Yes, so in that way, it is perhaps a bit of multilingualism that I use to teach. Because I use it daily, there can be small comments, "go put the book back in your drawer" for example then so that they get the little drops of English there even if it is not in the English class. And then, I use this and this with multilingualism a bit to build relationships that I show interest in. How do you say this word here in your language? Yes, how do you say this? I asked some students recently, how do you say "be quiet class?" I asked some students who speak Somali.

RESEARCHER:

Okay.

RESPONDENT:

Yes, yes, to get to know each other better, and use it yes, now I repeat myself. But to show that I am interested.

RESEARCHER:

So good, so then you want to say that you have multilingual students in your class?

RESPONDENT:

Yes, out of 20, I have 4 ethnic Norwegians.

RESEARCHER:

OK. And let's say you enter the classroom. How would you identify a multilingual student?

RESPONDENT:

Good question. I think I'm walking and judging fast. If the student does not look ethnically Norwegian, I think that, and I'm a little ashamed to say it, but that I might think faster that student is multilingual than a white student who looks Norwegian to just say it outright. It is like the first step, but then you find out relatively quickly when you talk to the student. Yes if the student speaks brokenly, there may be something more behind it. But students who speak Norwegian and proficient dialects often have other languages as well.

RESEARCHER:

Would you like to take some measures to try to identify, as you mention, if there is someone who does not look ethnically Norwegian, would you take some measures to try to identify what the background is there?

RESPONDENT:

Not immediately consciously, and when I started as a teacher in that group, I was curious about where the students' parents came from. But I didn't really act on that, because that would just take them as they were anyway. Regardless of whether the parents were from Somalia or other Arab countries, or something like that.

RESEARCHER:

Where does your knowledge or experience with multilingualism come from?

RESPONDENT:

My mother is from Romania, so I have come across this with several languages, so it has been a part of my entire upbringing. My mother has always spoken Norwegian to me, so I am not proficient in Romanian, but I have traveled to Romania once a year, approximately since I was born. So have always been around other languages. Even though I've understood so much, I've always been very comfortable with it because it's been a part of everyday life, you know?

RESEARCHER:

Yes, absolutely.

RESPONDENT:

My other experience is from my teaching job

RESEARCHER:

We relate this directly to the teaching. What would the multilingual learning approach look like for you?

RESPONDENT:

I think there are so many ways to be multilingual in teaching. And now it can be, don't answer to your question, but if there is a student who speaks another language, Norwegian becomes a second language, so I try to find out what if, for example, we have mathematics, try to find out how to pronounce the numbers in the student's language yes. So that the student can understand what I'm trying to say with Norwegian numbers. It's not always that simple. If language becomes an obstacle, then a lot goes into body language and being concrete.

RESEARCHER:

Now you have mentioned how you may have incorporated a multilingual learning style, but because both with this you mentioned that you take small phrases and sentences in English and the metals. Are there any other ways you have incorporated after teaching that you can think of?

RESPONDENT:

I think I do something like that subconsciously, but no. Yes, but I know now when you ask me honestly that I would have **liked to have had more approaches** that I was aware of, at least in the job I have, where most people come from multilingual homes. So it's very interesting.

RESEARCHER:

And before you started your career as a teacher. Have you had any experiences with multilingualism during your teacher studies?

RESPONDENT:

Yes, I have taken English. I remember there was a teacher at the school who was supposed to point out that this thing with language did not have to be an obstacle. Because then she came in and, I don't remember if she spoke Spanish or if it was just a lot of nonsense words and tried to teach us for a few minutes with body language, pointing, showing, visual support. Yes, to show that multilingualism does not have to be an obstacle or a stop, but that it is possible to teach around it. But you have to be willing. You have to do it. It doesn't just fall into your lap, so you need to be made aware of it. That's what I remember best, in a way, in the face of this here, when we talked about language here at school. Apart from that, I think that the textbooks and teaching have been weak on how to deal with students who do not speak the same language as you mainly.

RESEARCHER:

And if you were to put the type of number on it, how often would you say that these small multilingual learning approaches, for example, counting and speaking English? How often have does it come up in your teaching?

RESPONDENT:

Do we have a scale?

RESEARCHER:

A couple of times a week, every day?

RESPONDENT:

Yes, every day.

RESEARCHER:

Yes, that's good to hear. Do you feel comfortable using a multilingual learning style?

RESPONDENT:

Yes, but I would say that is because the students are so receptive to it, so it becomes in a way an interaction.

RESEARCHER:

That was a good point. But since they interact so much with you, do you see any challenges with multilingual learning? If you were to imagine being in another class, or if you have been through a class or something like that.

RESPONDENT:

The first thing I think of is yes if the students had not been receptive to it, if we see that they do not understand, that they may think it is stupid, that they are not used to it. Reacting to the fact that I speak a language other than Norwegian, I think it could have brought out insecurity in me that would have made me put it down.

RESEARCHER:

Yes. It's really good. And then we often talk about the curriculum when we talk about such topics as multilingualism and things like that, and we were just wondering if you have seen multilingualism in the curriculum for English or in any other curriculum and see this as relevant if there are any points that is particular and seen as relevant to your teaching?

RESPONDENT:

Here I just have to be honest to say No, it may be there. I don't use the curriculum as much as I should. A lot of my everyday life is spent primarily on facilitating a good social environment in the class. And I probably use English and multilingualism as much as I can. By improvising and using myself as a resource rather than actually hunting for what is in the curriculum.

RESEARCHER:

If you feel it necessary and have to relate to the curriculum when it comes to that topic here. Or is the most important thing somehow able to promote it in its own way?

RESPONDENT:

Good question. I think I used to say that the curriculum is important and I trust curricula. They are there for a reason, but at the same time I am saying that I am sitting here and saying that I do not use it to any great extent. So my answer will be. It will be a silly answer, but yes but no, yes in theory, no in practice. I notice that with the teaching profession, you can attend many lectures and read a lot of theory, but for my part, I am first and foremost myself.

RESEARCHER:

Do you now see the potential? To work with multilingual interdisciplinary.

RESPONDENT:

Yes

RESEARCHER:

Could you elaborate in any way?

RESPONDENT:

Now that I'm fresh, I'm always receptive to new knowledge and tips and advice and the like, but my way of doing it would be to continue as I'm doing, perhaps to a greater extent. See the connection between languages, it can help. Recently we had about transparent words, or it's just decided that we should have about it. We talked about animals in English. Elephant, what do you think it is? Then everyone understands that it is an elephant. Points out that there are similarities in language that can help students understand more Norwegian. The fact that they only become aware that they can actually use one language to understand another if there are similarities in it.

RESEARCHER:

And so it is. That the Norwegian classroom, just your classroom, as you have mentioned, is quite diverse today, and there may be students who learn English as a first language or a second language or a third language. Do you have any thoughts or experiences on this and teaching English as a second language versus a third language?

RESPONDENT:

Yes, I have. I haven't considered that there is any difference there. If there is a student who is struggling with English teaching, I think that it is primarily about the student's academic level.

But I am now becoming aware that it may have something to say that it is rather a third language than a second language, or rather a second language instead of a third language. I don't have a good answer for that. I think it has something to say without being able to elaborate on it any more specifically.

RESEARCHER:

Say you had seen that this had something to say. Would it affect your methods in any way? Is there any way you would have tried to search for a way to solve it?

RESPONDENT:

It sounds nice, and looking for a way to fix it. But I think the answer is no. Because it's not like that. I think it's hard to say, but I feel like I have enough to do already. And that it would not have been my priority to find a way to solve it, even though we think it is very interesting. And if someone else had found a way to solve it and they had told me, then it would have been easier.

RESEARCHER:

Now, we have talked a little about you before. I thought I'd check in on you again. You mentioned that you speak languages other than Norwegian and English, you can just repeat which language you speak.

RESPONDENT:

Yes, there are not so many Norwegian and English and a little Romanian.

RESEARCHER:

And do you sometimes incorporate these into your teaching?

RESPONDENT:

I can use a little Romanian. Primarily just to build relationships or as a fun fact. Yes, I am also proud that my mother is Romanian, so I like to tell people and colleagues. It is well received, and then they present it here in Romanian to students, so they think it's fun.

RESEARCHER:

Would you say that you perceive knowledge of other languages as important for those working in it?

RESPONDENT:

Absolutely yes.

RESEARCHER:

Can elaborate, is a reason for that.

RESPONDENT:

First and foremost, to show interest, show that you are interested in students who are multilingual. It is often about identity, this with language, of course. And if you show that you are interested in that part of the student's identity, it will, of course, have a lot to say for the relationship and how the interaction between you is.

RESEARCHER:

We have talked. A little about this here. You yourself have mentioned this a bit here. If you had been offered the chance, would you be open to further developing your knowledge specifically on this topic?

RESPONDENT:

Yes absolutely. It's very exciting.

RESEARCHER:

And do you feel that knowledge about this area could contribute to teachers feeling more prepared to work in a multilingual classroom?

RESPONDENT:

Yes, absolutely. I think so. I think there is too little focus on it. Yes, and there's really no good reason for it. I think the reason why there is little focus on it in teacher training is that, as with everything else you have to do, things have to be prioritized.

RESEARCHER:

Absolutely and what opportunities do you know of to further develop your knowledge as of today?

RESPONDENT:

So I think that when I say that, I don't bother to do my own research. Then I think that someone must give me a course.

RESEARCHER:

Do you know of any measures in your school such as administration, some local, some municipal?

RESPONDENT:

No

RESEARCHER:

And if you could make it like that on your wish list, what opportunities for further development or education would you like, preferably related to the topic of multilingualism?

RESPONDENT:

Let me think. More knowledge about how to use it in a way in the classroom. It was very vague. I'll try to give you a better answer. Maybe someone could try to give me an understanding of the experience of what it's like to sit in a classroom and not have Norwegian as a first language.

I think it's easy for teachers to get annoyed with students who don't understand. So one might think that students are slow, or don't listen, should be rebellious, or should not do as students are told. But then it may well be that the language is an obstacle. And it can be nice to be made aware of that. So that you want to gain an understanding of the language can be difficult rather than thinking that the student is an idiot.

RESEARCHER:

Right. And just to finish rounding up a bit. Based on your experiences and knowledge, do you experience multilingualism in the classroom as a challenge, a resource, or perhaps a small part of both?

RESPONDENT:

I would say resource. It can't be a challenge at times, but I don't really have any situations. Wait, Yes, I have. Yes, I can give an example of that. I have students who speak Russian and Ukrainian, who may have a slightly slower learning Norwegian, because there are so many of them. They hang out with each other during recess and are together in class, if they get the chance. This means that they speak their language (Russian) both at home and at school. And I think that's a bit difficult to break up. Because I don't want to interfere too much with the friendships that they so badly need. But at the same time, it gives them much less reason to learn Norwegian or English, because they have so much support in their own language, they do not need to speak Norwegian.

So I'll go back a bit to my answer. It will be both, although that might be a bit of a clumsy answer.

RESEARCHER:

Based on that, how confident do you feel to face the possible challenges or opportunities that may arise in the multi-scheme classroom?

RESPONDENT:

Yes, how confident I feel. Maybe if we use a scale from 1 to 10, maybe six or seven. I am very motivated to try to meet the challenges, but I know with myself that when I stand and talk to a student who does not know any Norwegian, and I do not know the language the student speaks, and the student needs help with something or needs comfort, then It is very challenging not to be able to communicate with words. It lowers my self-confidence a little. When I feel that the student is becoming insecure, you yourself become insecure. Communication becomes difficult then, but that's when you have to stop, think and use your other tricks with body language and what you have.

RESEARCHER:

Great, that's all the questions I have. Thank you for taking the time to participate in our study

Appendix 12. NOVICE TEACHER 3

RESEARCHER:

OK, thank you for joining our interview for our master's thesis. I was just wondering if you could just briefly introduce yourself, sex, age, how long you've been working as a teacher, and so on.

RESPONDENT:

Hmm yeah, OK, woman 26, and I've been working for about a year now.

RESEARCHER:

Could you tell us a little about how you got into teaching?

RESPONDENT:

Yeah, well yeah, I've always kind of known that I wanted to be a teacher or always since like secondary school, I think. So like the combination of working with people, you also sit down and just do your own thing. Kind of that one. Yeah, so I think that's why I especially like working with people.

RESEARCHER:

What is your current role as a teacher? Are you a content teacher or a subject teacher?

RESPONDENT:

Yeah, I'm a contact teacher, but so I'm with one class. But then I'm a subject teacher in other classes, so I have English and mathematics and social science.

RESEARCHER:

What grade is this?

RESPONDENT:

10th, and then I have one class or like a lesson once a week in 9th grade. That's Norwegian.

RESEARCHER:

OK. You might have already mentioned it, but besides English, do you teach any other subject?

RESPONDENT:

Yeah, so it's mathematics, social science, Norsk, and Norsk fordypning.

RESEARCHER:

Perfect. So this study is about multilingualism or flerspråklighet in Norwegian. And we were just wondering what the term multilingualism means to you?

RESPONDENT:

Means to me? I think or like what I think about is someone speaking more than one language. But at the same time I wouldn't necessarily consider my pupils that speak English and Norwegian as multilingual. But they are, but I think more about people that speak that when they start learning English, they speak two languages before that. So yeah, someone speaks more than one language. But somehow, I don't think about Norwegian and English as multilingual. I don't know why. It probably is. But, yeah.

RESEARCHER:

Do you have any multilingual learners in your class?

RESPONDENT:

Yeah.

RESEARCHER:

And do you have any examples of what languages they speak?

RESPONDENT:

There's a couple from Ethiopia (pupils), so they speak... Uhhh, What's the name of the language? Or my impression of that is that they speak it, it's proficient, but Norwegian is the kind of like their first language. But they speak it. So they could make themselves understood.

RESEARCHER:

Uhm and in this classroom, how would you identify a multilingual learner? How would you know that someone there was multilingual?

RESPONDENT:

Mostly it's just that I since I'm the contact teacher, I know their parents, so I know that some of them have parents from different countries. The one (parent) Norwegian and the other not. Or maybe both are not from Norway. And then some of them (the pupils) speak the other language, like the second parent's language. But not all of them (the pupils). I think we have a couple that has a parent from another country, but they don't speak that language.

RESEARCHER:

OK, I understand.

RESEARCHER:

So where does your knowledge or experience with multilingualism come from?

RESPONDENT:

So, I have not had many multilingualists, I don't know if that's the right term, yeah, in my class like when I grew up. But during my years in teacher education, I worked in different schools and especially one in where there were a lot of multilingual pupils. Many of them spoke two, three languages.

RESEARCHER:

During your time here (current workplace), have you done any workshops or anything with your colleagues regarding multilingualism?

RESPONDENT:

On multilingualism?

RESEARCHER:

Yes

RESPONDENT:

No

RESEARCHER:

OK. So, if we relate the topic to teaching, what would a multilingual teaching approach mean to you?

RESPONDENT:

Hmmm. For me or an approach.... There's no like immediate.... This is what I mean. It's more like the knowledge when you teach a class. For many of them, they learn English, and then they translate it to Norwegian so they understand the meaning in Norwegian in their own head, and then they start to understand the meaning of the word. Just hearing the word, not translating it in their head. And that for some of my pupils, the translation will not be to Norwegian, but to another language that feels more their own (language). Yeah, in my class for now I I don't think I have anyone that would say that another language other than Norwegian would be their preference, but they would know another language.

RESEARCHER:

OK.

RESPONDENT:

Yeah, so that they yeah create meaning of English words using other languages than Norwegian, yeah.

RESEARCHER:

Have you ever integrated multilingualism as a sort of concept in your teaching before? Have you ever used the pupils' languages as a resource or as it occurred in your teaching?

RESPONDENT:

Yeah, not as a resource. More that someone says "oh, this actually means this" but that's more like a "oh, that's cool, oh. Oh, I didn't. Know that OK", kind of thing

RESEARCHER:

Yes, OK.

RESPONDENT:

So now as a way of teaching just, it occurs, yeah.

RESEARCHER:

And prior to your career experience from the school here, did you have any experiences of multilingualism during your studies?

RESPONDENT:

Yeah, especially... or obviously, like with "praksis". But mostly with the school that I worked with, so. But there (the school she worked at) it was mostly that pupils got taken out (of the classroom) by their second language teachers. So Arabic or whatever. It was a lot of languages. So that people had their "morsmål undervisning". It didn't happen as much in the process, it's more like an outside thing. Or maybe that someone... It also happened that someone had an extra person in the class to explain what was happening to them in their "morsmål". Yeah, so.

RESEARCHER:

Okay, I understand.

RESPONDENT:

So, it was almost like a translator, but it was a teacher that was like teaching slash describing the task in another language.

RESEARCHER:

And in your teaching today, how often would you say that you use a multilingual teaching approach or consider using a multilingual teaching approach?

RESPONDENT:

Oh haha like never, yeah.

RESEARCHER:

Never, OK.

Do you feel comfortable using a multilingual teaching approach if the opportunity arises?

RESPONDENT:

Oh yeah, yeah. So, it's more like I don't think about it that much. More than "ohh like I think about it, but I don't want to use it". So like if the situation occurs like where you realize that someone knows something because of their language, then that would be like something you could pause and talk about. But it's not me planning it, it's more like their initiative.

RESEARCHER:

Mhm, OK.

Do you see any challenges with a multilingual teaching approach?

RESPONDENT:

One challenge is that I don't understand the language they're speaking, so they would become the teacher. At the same time, it's not really like it, it doesn't mean it needs to be like a negative thing. But that could be a challenge. I'm not able to, if they have like a word from their own language, and I don't know the language and they tried to explain it. I wouldn't be able to say "yes or no". Like "Yes, this is the same language as the one I'm talking about". So I wouldn't be able to help them with "begrepsforståelse". Because I'm like really positive about them using languages the way you use Norwegian to understand words the same way.

RESEARCHER:

Exactly, yes.

RESPONDENT:

But I wouldn't be able to encourage it because I wouldn't know if they're right or wrong.

RESEARCHER:

Good. Thank you.

As teachers, a lot of our work is based on the curriculum. Have you seen this topic represented in the English subject curriculum or in any other curricula relevant to the subjects that you're teaching?

RESPONDENT:

Yes, ehm we just had like a Sami week where all subjects that could be connected to samisk kultur and whatever and try to use the connections. And that would be like words that we got translated. So in that way, yes. And also, especially since English is a lot of focus on like the world and intercultural understanding and stuff like that. So in that way, yes, but not the word not "multilingualism" used as a word (in the curriculum).

RESEARCHER:

OK.

RESPONDENT:

Yeah, or I can't recall having seen the word (multilingualism). But subjects that could be connected to that, yes.

RESEARCHER:

Exactly, OK.

Do you see any potential for working interdisciplinary on this topic?

RESPONDENT:

Yes, yeah, definitely. Like social science and English and Yeah, many. But I'm a social science teacher, so that would be like, for me, the closest connection to English.

RESEARCHER:

Exactly I see.

And as you might have experienced yourself, the Norwegian classroom can be very linguistically diverse nowadays, with people maybe learning English as a first, second, or third language. Do you have any thoughts or experiences with teaching English as a second language as opposed to a third language?

RESPONDENT:

Mmmm, If I have, sorry, could you repeat?

RESEARCHER:

If you have you experienced pupils who have English as their second and or third language? And how would this affect your teaching?

RESPONDENT:

Yeah I have pupils in my class that for them English would be their third language, yeah. And that for me it's more.... I haven't noticed any differences. But it's more what I think about is they have two languages that they could use to understand the English language. So if you don't understand the word. Because I would say Norwegian is a more "fattigere" or poor language than English, so some of the words in Norwegian would be translated into different words depending on which sentence you use it in. But then they could use... but an English word would, or several English words translate to only one Norwegian word, because we don't have the variety. Ehm but maybe they then could use another language to fully understand the different meanings of the word, yeah.

RESEARCHER:

And how about you? Do you speak any languages other than English and Norwegian?

RESPONDENT:

No, I know like a bit of Spanish, but it's not like, yeah.

RESEARCHER:

OK. But do you ever? Include or incorporate Norwegian in your teaching English?

RESPONDENT:

Yeah, so especially since we have people that understand English. Even in 10th grade, there is some who struggle to fully understand if you only speak English. So then I would maybe try to... or I would say the keywords in Norwegian. So, you don't need to translate everything you say, but try to help them connect the keywords in Norwegian so that they would understand like, yeah.

RESEARCHER:

Do you perceive knowledge of other languages as important when working in a multilingual classroom? Or valuable?

RESPONDENT:

Yeah it definitely is, because they could use it to understand English better, yeah.

RESEARCHER:

And, if you were offered the chance, would you be open to developing your knowledge on multilingualism?

RESPONDENT:

Yes definitely! Yeah. Like like when you asked, "have you used it?" No, I haven't, and it's not a conscious choice, but yeah. So, definitely! Yeah.

RESEARCHER:

Do you feel like this would contribute to your preparedness, or any other teachers' preparedness, to work in a multilingual classroom, or a multilingual setting?

RESPONDENT:

Yeah, yeah, yeah, definitely!

RESEARCHER:

Do you know of any opportunities presentable to you to further develop?

RESPONDENT:

The first thing I would do is basically Google courses and then talk to the principal and say, "Hey I feel like I should learn more about this". "Could I go to this, or could I do this course?". That would probably be if you want input from someone else or someone that's done something that worked. If not, it's also a lot of things online. Where people have posted what works for them and stuff like that.

RESEARCHER:

OK, great.

And if you could choose, what kind of opportunities to further educate yourself would you wish for or appreciate?

RESPONDENT:

Ah, I would probably wish for maybe two different alternatives. Either another school that experienced this or like that has done something, and they see it working. Someone using another language than Norwegian to teach in the English classroom had come to have like a presentation to talk about what they've done. That would be really great. And also like doing a course. Not like a long one, but where you get maybe two or three days where you get into it, and you plan lessons. And it's really like concrete. You know what exactly. You talk about overall subjects but also go into details. What can you do, specifically in a class.

RESEARCHER:

OK, perfect. And based on your current experience, do you perceive multilingualism in the classroom as a challenge, an opportunity, or a little bit of both?

RESPONDENT:

I would say an opportunity. But the challenge is me using it, if you know what I mean. Like for the pupils I would say it's an opportunity to... It's an opportunity for me to use it. But it's challenging to use it cause you have to remember to use it. It's like a lot of things going on, and then you're like, "Oh, I could actually use this". So, I would view it as an opportunity, but since I don't really think about it, a lot its challenging to remember to use it kind of.

RESEARCHER:

Yeah, I see. And just to round all this up. How confident do you feel to face the potential challenges or opportunities that may occur in the multilingual classroom?

RESPONDENT:

Ehmm, I would say it depends. Because it depends on how well you know the pupils. Like if you know them, you feel free to ask and talk about their languages. Because language is also like a background, such as a culture,

so, there's a lot to it, and so I would feel if I didn't know the class, if I was a substitute teacher, I would be a bit like "I don't know what your relationship is to the language you speak" and if you (the pupils) feel like I'm intruding when I ask about it. If I know them and I know they want to talk about it. Then it wouldn't be that difficult, because yeah. So, it's based on how well I know them but also based on if I have some specific things in mind that I can do to use it in a good way. Not just talk loosely about it, but yeah, yeah.

RESEARCHER:

That's all the questions we have for you. Thank you for taking the time to participate in this interview!

RESPONDENT:

Great, yeah no problem!

Appendix 13. Experienced teacher 1

RESEARCHER:

Alright, so uh, could you briefly introduce yourself?

RESPONDENT:

English teacher 7th grade ... School have been teaching for about oh let's see 12 years yeah education educated from the University of Bergen.

RESEARCHER:

And can you tell me a little bit about how you got into teaching?

RESPONDENT:

Oh, I think it was when actually when I went to university, I saw some really good teachers had some really good role models that had Special ability to whatever we talked about or said they just made it a part of the class. And ohh yeah, that was interesting. Yeah, let's talk some more about it, whatever. You came up with. So yeah, so we wanted to kind of like be one of them, yeah. That could, yeah, yeah. Good positive influence.

RESEARCHER:

You briefly mentioned it, but what? Is your current role as a teacher?

RESPONDENT:

English teacher, 7th grade. I got 70 pupils, yeah

RESEARCHER:

And besides English, do you have any other subjects

RESPONDENT:

Yeah history, history, religion, religion, and yeah science.

RESEARCHER:

Good, and then over to multilingualism. What does the term multilingualism mean to you?

RESPONDENT:

It's I don't think... It's not something that I have thought a lot about during my 12 years as a teacher. Uh at least not until recently. As I had when I worked in ... , I went to a couple of courses. Were they talking about multilingualism in comparison to Norwegian and how we measure students that are freshly arrived in Norway, and perhaps we think about them as bad readers, but what we really have to do is think of them as readers that haven't had a lot of experience with Norwegian. They can say, read perhaps pretty good in their own language, perhaps in English, but we measured them in the Norwegian part of it. So that's why we define them as bad readers. I'm trying to change that paradigm that we don't always think of them as weak students but have lots of confidence. But perhaps not only in Norwegian language.

RESEARCHER:

So you mentioned Norwegian. You feel like it's relevant for the English classroom as well.

RESPONDENT:

Yeah, yeah, I don't think we've got our proper plan or that we work with it systematically, it's just sporadically. When there's someone that knows something, and perhaps we can include something, but it's like the way it's now, I think it's more subjective or to the students. If there are some students that want to try something, want to say something, Want to compare, One thing, of course, we're. Open, and we try to allow it. But we don't have any systematic way of working with multilinguals as of today.

RESEARCHER:

Do you have any multilingual learners in your class?

RESPONDENT:

Yep, Yep, several we've got. Several that use English as a stepping stone into the Norwegian language.- Perhaps they're even better at English than in Norwegian. They are from different places of the world from Syria, from Poland, from Ethiopia, yeah, all over the world.

RESEARCHER:

And you kind of mentioned it, but how would you identify a multilingual learner?

RESPONDENT:

As that's a good, that's a very good question. The way I perhaps define it or is if they mainly have a go-to language besides Norwegian, that's the way we define them. English is like an accessory to the Norwegian. If

you understand one choice, it's it's... Yeah, well, multilinguals is the way we commonly at least think about it is people that have a language in addition to Norwegian. But of course, as I learned on the courses I went through. Multilingualism is of course, people that also speak Norwegian and English.

RESEARCHER:

And you mentioned these courses. Where does other than that? Where does your experience or knowledge about multilingualism come from?

RESPONDENT:

It was. Actually, us in the Union when I was "tillitsvalgt in I had the role of organizing others. Then we hired lots of people to come and give classes on all different things, and multilingualism was one of them because we had an influx of pupils from other countries outside of Norway, like Poland. A lot of people from when the Syrian civil war first kicked off. And then, we worked with the Council and with the teachers and principals to create a common understanding, or a package so that we're a bit prepared for all the new pupils from outside of Norway.

I remember there was a professor from Oslo. I don't remember his name. That was really adamant that everyone is multilingual. All of you are multilingual, and that was really like a realization we hadn't thought about that before. All of us sat in the course.

RESEARCHER:

And relating the topic to teaching, what does a multilingual teaching approach mean to you?

RESPONDENT:

The way I think about it is trying to create meaning by comparing words, sentences, and idioms. Trying to make use of all the pupils' resources in getting their understanding of English to be even higher. That's the I think, ideal way, I think, but I can't say that we are quite there yet. In our current situation. But I think if we could. I am not quite sure how. But I think there are even better ways to do it, but yeah. But just trying to include all their knowledge because that's the way you learn all the things. I think you connect things with other things, and suddenly you've got a much better understanding.

RESEARCHER:

How often would you say you use a multilingual teaching approach?

RESPONDENT:

Sporadically I guess. Yeah, because we're not on a systematic level the way we're working today or yeah, in my own practice. Yeah, I don't think it's quite to where Ideally we would like it to be, but yeah, so sporadically, just

from time to time, perhaps like topics where we're traveling around the world, seeing other countries, English and all the world English. Things like that.

RESEARCHER:

Do you feel comfortable using it?

RESPONDENT:

I don't think it's like an ingrained way of working with things. It just sometimes, we find oh that would be useful if we could use your experience, your knowledge, your language from where you're from and compare it to English. Yeah, find some way to get a better understanding. But I think I'm comfortable with it, but I think it's not that often that I use it.

RESEARCHER:

Do you see any challenges with using multilingual teaching?

RESPONDENT:

It's perhaps just knowing. You have to know your pupils pretty good, I guess. Know their boundaries, know they are comfortable with yeah and sort of like what you can expect from them that you don't get them too difficult tasks. If you find tasks that are compatible to their level or their understanding. It takes a lot of I guess, prep and work in advance. You have to really get to know them before you really challenge students to do things like "can you explain in your language", Or could this be comparable. So that's perhaps the biggest. The prep work, I think it's the biggest.

RESEARCHER:

Prior to your career experience, did you have any experience with the multilingual classroom or multilingualism during your studies?

RESPONDENT:

Very briefly, we had some time in York when I studied there as an exchange student. I lived some time at... where you got to know a lot of people from all around the world, like that, not anything more than that.

RESEARCHER:

Over to multilingualism in the curriculum. Do you see the representation of multilingualism in the English subject curriculum as important?

RESPONDENT:

I think It's important. But the time with Corona and Restrictions on that did Probably not give us enough time to probably get to know the new curriculum and the new 2020 knowledge lift. So I don't think we have as a school the same understanding about all the topics and how to use them and how to use them or it's importance. I think it's important, but I don't think we're quite there yet that we use a lot of time and resources on it.

RESEARCHER:

So have you noticed any change with the old and the new Curriculum?

RESPONDENT:

Still getting to know it, I guess, so over time, hopefully. I quite like the ideas back behind it that you got a better time and you can go deeper in subjects and yeah and try to combine things and subjects. So I like the principles. But yeah, we just have to make it our own, but we are not quite yet there.

RESEARCHER:

And multilingualism, do you see any potential for working with the topic interdisciplinary?

RESPONDENT:

The way we have tried to is To change our way of working where we have tried to perhaps tie all the different disciplines together to one big subject like Umbrella kind of subject and just try to use everything maths, English, Norwegian, Sciences, history, social studies, and just try to make that like a Big project or Big bowl of interesting things, and I think multilingualism would probably have a space there. Different cultures, cultural influences, all kinds of things. But I don't think we're quite Yet there, so that's back to the same kind of answer for the potential. I think it's pretty good.

RESEARCHER:

And you briefly mentioned that we can have English As, for example, the first, second, or a third language. Do you have any thoughts on teaching English to someone with English as a second versus a third language?

RESPONDENT:

Yeah, it's we got... We've got some examples, Where parents, mother or father that's from England or Australia or other places and it's of course. Where it's almost like, what's the first language? Is it Norwegian? Is it English? Sorry no. They live in Norway. They speak proficiently. Of course, It demands another kind of approach. I guess that people get bored if you don't get enough challenges, but still. Or you have to maintain. The rest of the group perhaps isn't as strong in English. So it's always like walking a tightrope, making it too hard, making it too easy, like what's the middle ground, and perhaps sometimes giving extra challenges or dividing the class based on abilities, or at least giving them the opportunity to choose perhaps level one level 2 Level 3 assignments. Stuff like that, yeah.

RESEARCHER:

Good, and then over to your knowledge. Do you speak any languages other than English and Norwegian?

RESPONDENT:

No

RESEARCHER:

Do you perceive the knowledge of language as important when working in a multilingual classroom?

RESPONDENT:

Yeah, I think that's pretty important. Just trying to understand the world. Thing it's important. Every sort of subject and genre. If you want just to know your pupils and know their backgrounds and just yeah, what you can use them to help connect the dots.

RESEARCHER:

And if you were offered the chance, would you be open to further developing your knowledge about multilingualism?

RESPONDENT:

Yeah definitely. We have a possibility to take some time off and study, but often it's consigned to either maths, Norwegian or English, basic English so that everybody is on a certain level. It's rare and sudden that we get a chance to do anything else besides that. And that's I think it's pretty good that people get better in English and maths of course, but I think we are missing out on a lot of opportunities and we should have more options. I think we should have a broader approach to it based on what does the school needs. Do we need to do something about either arts or crafts, or multilingualism? What are we good at? What do we need improvement? Unfortunately, it's not that way. Today, if you try to get accepted to some other than the basic subjects you probably won't get through. So we really need lots of things in the School, which of course that's just one of them.

RESEARCHER:

Yeah, do you know of any other opportunities to further develop your skills?

RESPONDENT:

I'm a big believer in That that your employer has to keep you updated. That's an obligation that should be part of your at least... or particularly assist teachers. And the need to stay up to date on the research and the newest

methods. I think that's something that your employer has to take into account and has to make room for a set of resources. So so I haven't really explored other opportunities, but I think that's yeah, that's a principle I'm pretty adamant about that.

RESEARCHER:

And what kind of opportunities to further educate yourself, Would you wish for or appreciate?

RESPONDENT:

Get to visit online studies or schools. The workload as 100% teacher, especially in elementary School, is it's pretty high. Yeah, so if you want people to really learn something, really change and really take into account or change the way teaching, you have to have make room for it so That they really get the chance to work with it.

RESEARCHER:

And based on your experience, do you perceive multilingualism in the classroom as a challenge, opportunity, or both?

RESPONDENT:

That's a little bit of both, yeah it's yeah, I think so. It's an opportunity to do things but there can also be a challenge I think yeah. There are probably ways of going about it that are better than others, but yeah.

RESEARCHER:

And rounding up and how confident do you feel to face the potential challenges or opportunities that may occur in the multilingual class?

RESPONDENT:

Perhaps not as confident as I think I should be. Yeah, I think we've got a ways to go as English teachers or teachers, period, of integrating multilingualism and using it as a tool instead of as a challenge, I think. Perhaps we need like a systematic approach where we could go "OK This is the way we work with multilingual students," or, sort of like a perhaps a toolbox of ways to include multilingual students' projects. Things you could do, and ways to go about it.

We unfortunately lack subject groups. We had them in the past where we could sit down or the English teacher discuss. "OK, how do we solve this task in the curriculum? How do we work with students that have so and so?" For some reason, the time never seems to be enough. And that's one of the things that has been put on the backburner, unfortunately. But yeah, there are lots of things to do. There's always a new project, and things that the administration here have decided and the administration and Council has decided and the politicians.

RESEARCHER:

That's all the questions. Thank you for taking the time.

RESPONDENT:

No problem.

Appendix 14. Experienced Teacher 2

RESEARCHER:

Our first question is very general. It's like you can just introduce yourself as a teacher, your gender, what grade you work at, how long you've been working as a teacher, and so on.

RESPONDENT:

Yes, my name is I am thirty-seven years old and work at a secondary school. Working with the 10th grade this year. Teacher in English and Spanish social studies and physical education, and I have worked at this school for 8 years.

RESEARCHER:

Could you tell us a bit about how you got into the job as a teacher?

RESPONDENT:

Yes, I went to university and primarily studied Spanish and Latin American studies and then quite a few other languages. And then, eventually, I thought it was time to become something. Therefore, I took a year's study in English. I had previously been on an exchange program in England, and then I took a year with PPU afterward. It was the easiest way when you didn't quite know what I wanted.

RESEARCHER:

You mentioned a little about this previously, but could you please reiterate it? What is your current role in the teaching job?

RESPONDENT:

I am a contact teacher, and I have been that all along. We follow the grades from 8th to 10th. So this is my third class getting examined this year (10th grade).

RESEARCHER:

Besides English, are there any other subjects you teach at school?

RESPONDENT:

Yes, Spanish social studies, physical education, and outdoor study.

RESEARCHER:

Perfect, thank you.

So our thesis is about multilingualism, and what we were wondering was what the concept of multilingualism means to you?

RESPONDENT:

By multilingual students, I am perhaps thinking of students who have another mother tongue than Norwegian. Which are not too many in this school, but we have some who have Polish as a first language, some who have Spanish parents who speak Spanish, and a couple not so many with English, and then there are some of the other languages, some who speak Turkish. But this is a fairly homogenous group of students up here.

RESEARCHER:

Do you have multilingual students in your classroom?

RESPONDENT:

Yes, I have. I think I have 3 students who have one or both parents from a Spanish-speaking country, and then I have one who has Swedish parents, and then I have one with Turkish/Kurdish background. I have someone with Polish. Those are, in a way, the ones I know of.

I've tried Spanish, in particular, to highlight it as something positive and, therefore researched it. We actually tried to have a survey in the eighth grade to find out all the languages that were in the school because we had intended to celebrate International Language Day, and it would be a good thing that we should highlight it. But then there was a strike, so it was never carried out but.

I try, especially with English. The students often have a relationship with English that they hear what is right and wrong, that they have so much English around them. While some students if they are going to learn a second foreign language, you can often see similarities if they have the... The stuff for mother sorry with poor vocabulary for basic. Yes, you can see similarities between, for example, grammar or ways of saying things. And

that it is a resource for those who both speak English, but also "Nynorsk"

RESEARCHER:

How would you identify a multilingual learner?

RESPONDENT:

Every now and then, I ask if I see it in their names.

Otherwise, what do you mean that I've identified?

RESEARCHER:

We refer to how do you notice if a student is multilingual? Is there a specific process for this?

RESPONDENT:

Yes, with the English lessons, in a way it maybe is not so easy to see. In the same way as a number of other languages. But when you listen a little, or you hear it in the accent when they speak and then be a little curious around.

RESEARCHER:

Where does your knowledge or experience with multilingualism come from? Do you have any examples there?

RESPONDENT:

What do you mean?

RESEARCHER:

So you've mentioned that you have done studies. You mentioned that you had an international day at school. Are there any other experiences or any other background that you have with knowledge related specifically to multilingualism?

RESPONDENT:

So, I'm very interested in languages myself and have studied Chinese, German and Spanish, and English. So I think multilingualism is very exciting. And I've lived in different countries and have seen the value of knowing several languages. It becomes an entrance to a different world of culture and music and literature and everything possible in a completely different way. So maybe I'm a bit interested in languages myself.

RESEARCHER:

Do you ever do any workshops? At school here, for example. Or do you have any options for self-studies here through the school related to multilingualism?

RESPONDENT:

In the very first years of working here, we focused on language as part of the organization and development for the school work.

However, now in English in tenth grade, we have worked with How English has become the language it has, what other languages have influenced English as it is today, and then we have really studied the Indo-European languages to see if there are connections. Like can you find words and examples? Quite a few fancy words in English often have a Germanic or Latin origin. Those words will often be typical words you use in Spanish or French. I have found that this will actually help them both with English and for those who speak Spanish.

RESEARCHER:

Yes OK. OK thanks.

RESPONDENT:

I was a little unsure now whether the students thought it was exciting because it was the last thing they had to do before they got their grades. But they have investigated both history and looked at different words, and then they have also studied different varieties of English. And then, they have finally been able to compare it with a completely different language, and then they have chosen some of everything, like Albanian or something that is not necessarily related to English. So that's work we've just done.

RESEARCHER:

You mentioned some of this here with language and things like that. Are there any other things you have worked on with your students?

RESPONDENT:

I always just try to show the students that there are connections between different systems or that there is

something they can, in a way, use as a resource regardless of whether they become good at Nynorsk and understand it. To make them conscious of it.

RESEARCHER:

Before you started working as a teacher, did you have some specific experiences with multilingualism through your teacher studies?

RESPONDENT:

I didn't do teacher education like that.

RESEARCHER:

Okay, but through your studies leading to you working in teaching?

RESPONDENT:

Yes, I had. Yes, my experiences in studying different languages.

I had French secondary school then I learned Spanish at the university. Then I have experience from living in those countries and being in those situations where you kind of had to communicate. And then I learned Chinese at the end of my studies is kind of like a completely different language. Yes, and so I learned German additions later on.

I'm very interested in languages. I think it is. A good thing to have with you in life.

RESEARCHER:

Absolutely yes. How often would you say you use a multilingual learning style?

RESPONDENT:

Often, that is what I want to do. Thinking like that about how many times are within, i.e., if you have an hour or a theme. Is that what you think?

RESEARCHER:

I think like that in general, if you think about your teaching, this is something that is a common thread throughout. When you always kind of have it in the back of your mind, or is it something that you kind of specifically work on? Sometimes a little more, for example.

RESPONDENT:

Both. Yes, I kind of think that if you see something and you can connect it, then you want to work on it and so on. Sometimes we work specifically with the way we did something in 10th when we sort of deal with how English has developed over time.

RESEARCHER:

Do you feel comfortable yourself using a multilingual teaching approach in the classroom ?Do you see any challenges working in a multilingual learning setting?

RESPONDENT:

Yes, it can be challenging if you have students who, in a way, do not want to identify with that part of themselves. Rather try to sort of blend in, as you often do in secondary school. That can be a bit difficult. It is possible that there are more problems, but I Just have to say one. So the last of my students who have such a Turkish Kurdish background there. And is it true that they have put the kite runner in English and we have worked with, and then I think they are not talking about the people they are talking about. I don't know what the language said, because the Norwegians are a reason, but at least then it's like that he just like yes, but I can recognize that when we talk about English. True here, I can recognize that those words are similar to making it up. That tree and stuff. And then I will be. Just like that, yes.

RESEARCHER:

Yes, I see.

RESPONDENT:

This is very good, but let's see that challenge may well be with more challenges. But I can think of something now.

RESEARCHER:

You mentioned it a little bit earlier with the curriculum, and we were wondering if you see multilingualism in the English curriculum or in any other curriculum. If you see it as relevant to the subjects you work with, do you see it actively represented in the curriculum? Yes.

RESPONDENT:

Just like with the competence goal? or Tried to an ability.

RESEARCHER:

This year we will find it. Yes, have you, who have worked for a while and 8 years at this school, experienced any changes in relation to the curriculum when it comes specifically to several languages?

RESPONDENT:

It seems to be a bit difficult to watch. If we are on, one way step must be able to look at the curricula for 5 minutes. Then I could think about it, but I can't quite take it head-on like that if it is.

RESEARCHER:

Yes, but it is not something you have worked on specifically in exchange for a teacher, among other things precisely related to multilingualism.

RESPONDENT:

No, I do not think so.

RESEARCHER:

Do you see the potential to? Work interdisciplinary with this with multilingualism?

RESPONDENT:

Yes absolutely, absolutely.

RESEARCHER:

Could you elaborate a little on how you think, for example?

RESPONDENT:

Yes, I feel in a way I said a lot about it already, but only every time.

Through students, if we learn something e.g. It's not in a way that I primarily teach training talk, but if you were to learn some explicit grammar, right? So it is. Linking and trying to show the students that you can use this for type, especially in Nynorsk or. Yes, or those who have sent both French and Spanish are, in a way, similar languages. So there is. There are many similarities to see also this that I mentioned with these more fancy words in English like that. Which was such a different sort of thing to build in as such a Germanic origin, and then can while as a higher, and it looks that the verb you find as a common value to begin communicated both in French and Spanish was not exactly as it is in French, but in Spanish is at least commercial.

So then it is very natural to work interdisciplinary to see the connection between different languages so that they will understand more what they have, i.e. what they can do, and the languages. Yes, it is connected, and it is not, so students are not always so good at connecting things interdisciplinary in general.

RESEARCHER:

OK yes.

RESPONDENT:

Some of them are Norwegian, and if I hear something, that can... If it is connected, then I will take it with me to help them and see those connections.

RESEARCHER:

Yes correct.

RESPONDENT:

Or, of course, you can do things like things that were on the language day, or you can compare different languages and. Write around it correctly.

RESEARCHER:

A classroom in a Norwegian school can be very diverse. There can be many different cultures and languages, and there can be students who learn languages, as a first language or a second language or even a third language. Do you have any experience with this or any thoughts about specifically teaching English as a second language versus a third?

RESPONDENT:

So, there are some students who Which is in a way true, they come and then they have Norwegian 2 and then they have another first language because with English, it often becomes Norwegian students. Most Norwegian students have a fairly high level of English, so it can always be a bit challenging that in a way you are at a different level, and that they have to. Learn that language at the same time? In a way, I know it myself that with Once you learn a New language you mix in the last language that you have learned, and that then I can in a way be a bit much, but it is more in a way that the way the school is organized that 60 minutes focus on one thing or another, and then there is a new, completely different focus for the next 60 minutes, then you continue like this for 5, 6 hours a day, which is demanding, but.

RESEARCHER:

Yes, yes, that's what we thought, so it is. Differences Is there anything you would have done differently? If you had a student who was In that situation specifically.

RESPONDENT:

Yes, I might have adapted. The team has to do some simpler tasks, but that, you have to do that anyway, right? We have. In the entire san unitary school, we have students here who So I have a student who is learning English at the second level here, but it is not because he has a different mother tongue, it is because of other challenges he or he has, so we have the opportunity to adapt it, but the students.

RESEARCHER:

That is exactly right.

RESPONDENT:

In other words, if you are not entitled to something extra, then it can be challenging to get those students. And then we have a little more experience with the fact that a number of students with dyslexia at some of the schools who come to us have been withdrawn from English teaching, which means that they want another level. It is, and it's something we don't want us. They out of that, the hour for this research shows that. In other words, what you learn best and, at the same time, never. We have social interaction there so important that you should not just put them on a dream and.

Then you have to try to sort of adapt the tasks, so we try to work with something like the task I mentioned when you are called the tree, and so we made a writing frame. Because the students who, in a way, either think English is a difficult language or are dyslexic, and there was also the opportunity to research and write some of it in Norwegian if they or help them find sources and so on in an ideal world, so we always manage to adjust all levels.

RESEARCHER:

Yes correct.

RESPONDENT:

It doesn't always happen.

RESEARCHER:

And you yourself? After all, spoke a lot of knowledge about different languages. Do you sometimes incorporate the languages you know into your teaching?

RESPONDENT:

So if it's relevant, then I can use it to find something from a source. But otherwise I think and just use it to sort of for relationship with the students, so quite true that if I can A little Turkish via. Duolingo, then I can only say something fixed aquatic like that.

RESEARCHER:

Do you understand Knowledge of other Languages as important in some sense when working in the class.

RESPONDENT:

Important and important to acknowledge. And especially and like that with those like me, who have had Polish as their mother tongue now and think a bit like staring out and tormenting Poles in Norway and not really talking. So then, in a way, you make sure that you recognize them as they are. Important, very good.

RESEARCHER:

If you were to think further about whether you had been offered the opportunity to further develop your knowledge. And is this topic in particular create or language in general 1000 what you are interested in, is it something you would take the opportunity to do?

RESPONDENT:

Yes, what do you mean via further education or in a way school such a focus area or?

RESEARCHER:

Say that the school or the municipality is the government had given an opportunity? Or would you be open to receiving these? The possibilities and further develop yours?

RESPONDENT:

Yes yes, I can tell you another thing we have done that reacts to what we have in the past. Then we took part in such a project as a lesson study with the University of Bergen. When we then collected teachers with Spanish, French, German, and Chinese learners, we had from various schools in Bergen, which had both upper secondary and secondary schools. Then we had meetings like I don't remember 3, 4, 3 times in six months, something like that. There we In other words, lecturers from the university, who came, and then we ran and developed different teaching plans and the whole lesson as they yes, you are familiar with it that in a way you plan together, but it is not one of us teaching and observing the others.

RESEARCHER:

yes.

RESPONDENT:

And then on some of them, we collaborated and with such German and French, because that in a way. Much of it can, in a way, you don't need not need not be completely different if you read Spanish or German, so it is, in a way, something we have worked on. And I know that German and French here and have a lot of this kind of cooperation when it comes to the Second World War and think about interdisciplinarity.

RESEARCHER:

Do you feel that having this opportunity to further develop their knowledge, or to do things like that, can contribute to teachers generally feeling more prepared to work in a more multilingual setting?

RESPONDENT:

Then I think that there are many people who in a way do not see those links, if not. So I think so.

RESEARCHER:

And what opportunities do you know of to further develop your knowledge as of today?

RESPONDENT:

With regard to the teaching of multilingualism, There is continuing education you can do.

RESEARCHER:

That is correct.

RESPONDENT:

So I think that if you had worked on it as a focus area, it would have been easier for more teachers to say both raise the status of different languages and help the students, have to say that it resource and helps them to say and see interdisciplinary links.

RESEARCHER:

If you could choose then what opportunities for further development and education? Would you have appreciated? It can be either for you or for the teachers in general then.

RESPONDENT:

I think it has been interesting to have it as a focus area in the school's development work. I think it could be exciting and take further education in it. I think it had to be chosen.

Appendix 15. Experienced Teacher 3

RESEARCHER:

I was just wondering at the start if you could introduce yourself very simply with gender, age, et cetera things like that. Just basic questions.

RESPONDENT:

Yes,

but in any case, I am 29 years old. Teacher, female. Is there anything else you want?

RESEARCHER:

Could you tell us a bit about how you got into the teaching job?

RESPONDENT:

Yes, I can. I have attended the lecturer program at UIB with English as a major and religion as a second subject. So after I finished my English there, then applied for quite a few positions in Bergen municipality. It takes some time and get some and then put me on school.

RESEARCHER:

Yes. May I ask what made you want to work in the teaching profession?

RESPONDENT:

I've actually thought about that for quite a long time. From the time I was little, I always enjoyed learning by myself, and academically I enjoyed school, if not always socially. And find a lot of joy in teaching others then, and have a younger sibling who I have spent a lot of time with and who has been happy to learn.

RESEARCHER:

Yes correct.

RESPONDENT:

It felt natural.

RESEARCHER:

Yes, that was good to hear.

And what is your current role in the teaching job? Are you a contact teacher, are you a subject teacher et cetera ?

RESPONDENT:

Contact teacher for a tenth grade, and then I am a subject teacher in English and KRL.

RESEARCHER:

Yes, got it.

Perfect, as we have mentioned, is the task about what we refer to in English as multilingualism , or multilingualism. And we were really just wondering what the term multilingualism means to you?

RESPONDENT:

Yes, good question. I can remember learning about that at the lecturer's course, and then we'll just see how much had stuck. Yes, but I see a way of knowing several languages now and then, and we have experienced having students and pupils who know more languages than me, for example, and who are proficient in several languages. Yes, so when I put in it, being able to somehow master several languages at a certain level then.

RESEARCHER:

And then I wondered ... now you mentioned it. I was wondering if you have any multilingual students in your classroom. Do you have it?

RESPONDENT:

Yes I have. I have someone who has several families (language backgrounds), it is well represented and yes in a way, both Norwegian and English as Germanic languages and African languages too.

RESEARCHER:

Yes correct.

And in the face of a class, how would you identify that a student is multilingual?

RESPONDENT:

So I don't have a strategy there. It has often come up that the student himself has mentioned it in one setting or another, or that I have overheard a conversation between him or her and with students, or that they have volunteered in some way then. So I can't say that I have used any strategy to find out about multilingualism other than to ask which language subject they (the students) have chosen themselves whether it's Spanish or German. Yes, for those who take a language course at our school then.

RESEARCHER:

And we were a bit curious to find out a bit more about you and, specifically where your knowledge or experiences with multilingualism come from. If you could go into that a bit?

RESPONDENT:

Where do my experiences and knowledge of multilingualism come from? In other words, how to treat the classroom in a way or can do?

RESEARCHER:

Yes, how do you feel that you have gained knowledge or a base of experience around the topic of multilingualism? Is it something you know from studies? Is there any personal interest you have or a workshop you have worked with in the past?

RESPONDENT:

Okay , got it. So I'm left with a little bit from my studies, but not that much. Haven't had a workshop on it either. I wrote a master's degree, which to some extent deals with multilingualism, but at a completely different point in history. But then it must mostly be from classroom experience, yes and in a way, the knowledge I have about language in terms of language history, where there are many words that can be related. For example, how many words are found in English from Arabic and from the Roman languages. So how good a mixture English really is, of different languages. So, in a way, I have knowledge of the fact that languages are related to each other and that you make use of it with the students that might know several languages in order to get them to see connections. But I don't know much about the challenge that multilingual students face, for example, or much more about what resources there might be in English.

RESEARCHER:

And if we were to link this with multilingualism to the classroom, what would a multilingual learning approach look like for you?

RESPONDENT:

So, we had a project now just before Christmas where we tried to look a little at language history and at connections between languages with the students in the 10th grade then. Where they themselves put together their own lists of words so that they could explore the origin of these words and try to find relationships between the languages (in the task) and the languages they themselves know with English then.

RESEARCHER:

Yes, yes , cool.

RESPONDENT:

Then we got to see a bit of historical language influence and a bit of... in a way, language influence today. Some went into immigration as an influence on English, for example

RESEARCHER:

And when you have these projects how long do they usually last when you work on something like that?

RESPONDENT:

Yes, this lasted for... I would think it was nothing much more than 3 weeks. So 6 teaching hours in English then. This was pretty much at the same time that the Norwegian subject was talking about dialects and then among them was talking about multilect, I think they call it, or something like that.

RESEARCHER:

Yes I understand. Yes, but then it might fit very well together.

RESPONDENT:

Yes, that's a bit like how we try to build it up, and at school we have some themes that can relate to each other at the same time in similar subjects.

RESEARCHER:

And, before you started your career as a teacher, did you have any experiences with multilingualism during your teacher studies? You mentioned that you went through it during your lecturer studies. Can you draw from any experiences you had specifically if you remember?

RESPONDENT:

No, then... I can't say that I have any special experiences with it, apart from the work on the master's thesis. I barely stopped by then, but it was a historical task. So I wrote about old English, so it's not quite the same. And Latin influence in a way. And then I noticed that the ones we have texts from in an Old English period were most likely 2 languages at least. Both English and Latin. And that is, in a way, the only way we can understand how they managed to translate the Latin texts without leaving so much trace of Latin in the old English who has mastered both languages quite well.

RESEARCHER:

Yes correct.

RESPONDENT:

But yeah, I don't know how much I can transfer that to the classroom. And for the rest of the lecturer studies, it is just that it has been on the syllabus in English didactics. Without so much real experience apart from having, in a way, read the syllabus.

RESEARCHER:

Yes, okay . Understood.

RESEARCHER:

How often would you say that you see yourself using a multilingual learning approach? Or how often does this come up in your teaching?

RESPONDENT:

Not very often I would say. It becomes more spontaneous in a way with the students in question. So it could be this with a table group that has started to get a little into a topic, for example in groups where there was one of the students who knows Arabic. Yes, I can comment on the group and ask them to investigate further and find out how.. .and that "what you mention is very interesting, how do you think it got into English " or something like that.

But then it often becomes linked to the individual students. Then it might be a bit easy and... well , because this might be interesting for me, right? In other words, "oh, I can't do this, what can you teach me about Arabic" in a way.

Whereas the students who have Spanish, for example... You have Spanish parents, for example, so I can probably take it for granted that in a way, for me, it's not as interesting. I know a little about Spanish and it is very clear to see the connection between it (between English and Spanish). And it's kind of not that new to me. Then maybe I can catch myself that I am not good enough to grasp it and see it as a resource in the classroom.

RESEARCHER:

Yeah right, I see.

Do you feel comfortable then, with integrating multilingualism as a learning approach in your teaching?

RESPONDENT:

Both yes and no, because I think I could have benefited from learning more about it. So that it will be more didactically justified rather than because I personally think this is interesting.

RESEARCHER:

Yes correct. Thanks.

And if we are to look at this more critically, do you see any challenges in working with a multilingual learning approach?

RESPONDENT:

Yes, in any case, if you are going to use the students as resources in a way, you have to know them well. So that they don't experience in a way that either they get a lot of responsibility or that you help them stand out. For many with a multilingual or multicultural background, it is already often pointed out that they are different. And then when you kind of highlight it in a teaching context as well, I feel that you have to know that this is something the students will appreciate and not think it's an extra burden.

RESEARCHER:

Yes, Interesting.

RESPONDENT:

And then there is... so yes, I know that for children and young people with 3 languages, for example, it can be a

challenge to keep the level up in all 3 at the same time. And that in a way, if, for example, you have Iranian as your mother tongue, and then you have to learn Norwegian and English on top of that, then it can be difficult for some students. And then I wish I knew more about how I could help them in some way.

RESEARCHER:

Yes, and you mention this with 3 languages, and as you probably know, a classroom in a Norwegian school will probably be very diverse, and there may be students who learn English as a first, second or third language. Do you have any thoughts about teaching English as a second language versus a third language?

RESPONDENT:

Yes, I can imagine that if I had had some students who haven't, so now I only teach at secondary school, true. So if I had had some students who entered the eighth grade without knowing English from before in a way, for example, entering with some other languages in their luggage, then I would probably suddenly have been very challenged as a teacher. Because I'm not used to that.

In a way, I am used to the fact that if I use simple English, I will be understood by everyone. So then I would probably have had to change if I were to start with it. So I'm not used to that, but simply and I don't have much experience with that.

RESEARCHER:

So a bit off the top of your head, is there anything you can think of here and now spontaneously that you would do differently to try to adapt to this type of student?

RESPONDENT:

Yes. I would at least go to repeat the instructions in Norwegian. And then I would have tried that we could have themes that you can treat both on the surface and in the way that these tenth graders are now doing. That they go in-depth with both reflection and yes...

There are many demands on them, what they must manage to achieve in their second language in a way. So then I must have tried to get themes like...

For example, before Christmas we also had about conspiracy theories. I don't think I would choose to have that as a theme. Because it will be demanding with reading and learning material, and it will be too prohibitive.

But if, for example, you are talking about different countries where English is spoken, as we are talking about now, then it is much easier to adapt the tasks according to level.

RESEARCHER:

Yes correct.

And then English has quite a large part in the curriculum. Have you seen multilingualism represented in one or another part of the English curriculum, and is it something you consider relevant in the subjects you teach?

RESPONDENT:

I believe that it is mentioned in the competence objectives. And that is, in a way, what we have tried to cover with our project about the languages' relationship to each other, and linguistic contexts and such.

But, can you repeat the question ?

RESEARCHER:

Do you see multilingualism represented in the English curriculum? Or any other curriculum that is relevant to the subjects you teach?

RESPONDENT:

Yes, it is represented. And I remember that we talked about it in English didactics at university and that it was going to be more prominent in the new curriculum than it was in the previous one.

RESEARCHER:

Yes correct.

Do you see any potential for working interdisciplinary around this with multilingualism?

RESPONDENT:

Yes absolutely. And in a way, even if it wasn't super planned, it became a kind of interdisciplinary, at least a hint of interdisciplinary, in the project. When the Norwegian subject was about dialects and ethnolects at the same time as we were about the relations between languages.

But I think that you can make it much more interdisciplinary. And make projects out of it. We were supposed to, or the school had planned to use the International Language Day for that (interdisciplinary). But then there was a strike.

RESEARCHER:

Yes, I see.

RESPONDENT:

There was an interdisciplinary project planned for that day, which would involve the whole school. Then you had to try to find out how many languages you had represented, yes, and a good number of such plans around

that unfortunately went down the drain.

RESEARCHER:

Yes, it's a shame.

RESPONDENT:

But, it can certainly be taken up again on another occasion.

RESEARCHER:

Absolutely, absolutely.

And you yourself, as an English teacher, do you speak any other languages than Norwegian and English?

RESPONDENT:

No, I actually don't. Speaks two languages, and I think that's a bit embarrassing. I would love to have another one. Had Spanish at Ungdomsskolen (laughter), but it's probably very thin today. I don't want to see that I speak any more languages than the two (English and Norwegian), no.

RESEARCHER:

Yes, okay.

But with the two (languages) is it ever the case that you incorporate one language into the other subject? Let's say you have an English session. Is it ever possible for a Norwegian to appear to help the teaching?

RESPONDENT:

Oh yes! Very often! I am personally very interested in language history.

So, mono, poly. These are the standard words that are used both in science and used for expression and professional language, which are often similar in Norwegian or English. And there, for example, Greek or Latin again.

So I use what little I know about Greek and Latin there, and when there are connections between Norwegian and English, I use them to explain.

RESEARCHER:

Hmm.

Would you say that knowledge of other languages is important when working in a multilingual classroom?

RESPONDENT:

Yes. And I wish I had even more knowledge about languages outside the Germanic or European, in a way, the family i.e. African languages, Asian languages. I wish I knew more about them.

RESEARCHER:

Yes correct.

Now that we are talking about knowledge, if you were offered the chance, would you be open to further developing your knowledge on this topic around multilingualism?

RESPONDENT:

Absolutely! If something had been arranged, I would probably have joined it, yes.

RESEARCHER:

Yes, and is this something you feel could contribute to you and teachers in general feeling more prepared to work in a multilingual classroom?

RESPONDENT:

Absolutely!

RESEARCHER:

As of today, what opportunities do you know of to further develop your knowledge?

RESPONDENT:

as of today, I don't really know of any other possibilities. So I know where I can find a lot of specialist material about it. I know that. And I think I could probably raid a shelf in the library a couple of times a year (laughter). But, it's mostly... I don't know about other arenas. Like that, a course or something like that. I do not know.

RESEARCHER:

And if you could set up a kind of wish list or choose what you would appreciate, what possibilities are there that you would have wanted or could appreciate?

RESPONDENT:

Yes... I probably would have appreciated that...

After all, we spend a lot of planning days and joint time and such on professional development, and what I would have appreciated is if there were more arrangements to bring professionals into the school on planning days or for joint time.

Because very often it happens that you take the one who has the most knowledge about it at school, so they have to teach the others in the college in a way.

And there is a lot of knowledge in the college, that's for sure. But, about something like multilingualism for example, I think it would have been great to bring in someone from the outside with a bit more in-depth knowledge.

RESEARCHER:

Right, interesting.

And as of today, based on your experiences, do you experience multilingualism in the classroom as a challenge, a resource, or perhaps a bit of both?

RESPONDENT:

It is both, but my experience is probably mostly a resource.

It is probably also a little about the fact that I have not yet had any students that I know of who have a challenge of multilingualism in the English subject. So I probably experience it mostly as a resource as of today, but I imagine that there can be challenges.

RESEARCHER:

And how confident do you feel to face these possible challenges or opportunities that may arise in the multilingual classroom?

RESPONDENT:

I think it would probably go well, but I think it would probably have been better with even more academic weight. That is, things that are professionally justified.

RESEARCHER:

Thank you very much for taking part in our study. Those were all the questions we had.

RESPONDENT:

Yes, thank you.

Appendix 16. Experienced Teacher 4

RESEARCHER:

Okay, so just to start us off we were just wondering if you could briefly introduce yourself.

RESPONDENT:

Anonymously?

RESEARCHER:

Yes, please.

RESPONDENT:

I'm female, 32 years old, Norwegian.

RESEARCHER:

Could you tell us about how you got into teaching?

RESPONDENT:

Umm, a bit randomly to be honest with you. I worked a bit as substitute teacher when I was a young adult before I started my studies and I really like both kindergarten and school. Um, but somehow, maybe peer pressure I

don't know, because we were a set several of my closest friends, we started teacher education programme together. So, I did my first three years at a different university, before I transferred to this university. I've kind of always known I love languages and I had an ear for languages, but when I had my we had an årsstudium or a full year of English which is when I really realise how much I liked not just talking English but also the grammar and the literature and the culture studies of it all, and that kind of set me in the direction of wanting to teach languages. Also, Norwegian as a second language was very interesting to me so as I worked on my master's thesis, I worked part time at a local elementary school. After I finished my thesis, I apply there again and got a permanent position and I've worked there ever since.

I've worked with both standard teaching in regular classes but also had a lot of responsibility as far as teaching Norwegian for bilingual students and teaching the introduction class for the past few years, yeah.

RESEARCHER:

And how long have you been working as a teacher now both in here at the university and elementary school?

RESPONDENT:

I started working in 2015 so this will be my 7th going on 8th year and then my 4th year here at the university as well either full time or as a shared fifty/fifty position.

RESEARCHER:

Ok, and you might have already mentioned it but what is your current role as of today as a teacher both here at the university and elementary school work?

RESPONDENT:

I work 50/50 between the university and elementary school. Here (the university) I teach both GLU- students where I teach literature, culture, and didactics. So, course my weight is slightly on the heavier side as far as didactics goes compared to a lot of my colleagues which is kind of the main area of contribution, they want from me. Umm and, I also teach KFK or "videreutdanning" for teachers so it's a combination of both teacher education programme students as well as "videreutdanning".

And at the elementary school I currently teach 4th grade English as well as the introduction class, so I've been able to keep only focusing on only two groups this year which eases the workload a bit.

RESEARCHER:

And do you have any other subjects at the elementary school, or is it purely English?

RESPONDENT:

It's English but in the introduction class we do it all. We have maths, we have Norwegian, we have arts and crafts. Yeah, so there it's all about learning Norwegian in all subjects.

RESEARCHERS:

Okey, brilliant.

So, as you might already be aware of, our assignment is regarding multilingualism so we were wondering what does the term multilingualism mean to you?

RESPONDENT:

Well, multilingualism to me as a teacher means the presence of several languages and of course what comes to mind very quickly is of course most Norwegian classrooms at this point are like that due to globalisation and digitalization. But at the same time for me it's very largely represented in the introduction class (own class) where we of course have kids from all over the world there simply to learn Norwegian.

And you have to balance all of the multilingualism conflicts in the classroom where you start out not having a common language at all and use all of these other gestures and visible props to help you communicate and try to navigate a way to having a common language.

RESEARCHER:

You already mentioned that you have multilingual learners in your class, but in any other classroom setting how would you identify a multilingual learner?

RESPONDENT:

I think I would say that a multilingual learner is a learner who is able to navigate several languages at once. It's not necessarily to me that he or she is proficient in both languages but that you have several sets of codes, if you will, that you're able to navigate.

RESEARCHER:

Ok, great.

And where does your knowledge or experience with multilingualism specifically come from?

RESPONDENT:

Like you said experience. Its first-hand knowledge of how seeing it unfold in the classroom and this isn't just with an introduction class. We have the same problematics if you can call it that, or opportunities if you will, in a standard Norwegian classroom. Where you have kids from all over the world, but you also have kids who have grown up in Norway have acquired different languages for various reasons. Whether they have parents coming from somewhere else or have an interest in watching YouTube way too much. So, it's a different environment than I think it was just a couple of years ago. But that's mainly where my experience comes from, it's from experience in the classroom rather than reading theory too much which hasn't been my main area. I'm not a linguist per se.

RESEARCHER:

Since you're talking about the classroom, if we relate this to teaching what would a multilingual teaching approach look like to you?

RESPONDENT:

I think a lot of, if you take the English subject specifically, I think there are a lot of teachers who get very hung up on one correct way of doing things. I myself have grown up with changing English teachers almost every year and then having them be very centred on whether that be pronunciation for example. I remember to this day my 6th or 7th grade English teacher walking around the classroom having us practise pronouncing “sistah” (RP of sister) because that's exactly how you should but pronounce it.

So, I think we've talked about this on teacher planning day this fall with my colleagues. What is our ultimate goal as language teachers in the classroom that navigates all these different cultures in different languages? Is it that they are supposed to pronounce things a specific way or is it to help them be able to communicate across cultural divides whether that be in English or Norwegian or native tongue “morsmålundervisning”. So, I think that multilingualism and today's school can look very different than it has done in the past whether that be in the English classroom or Norwegian classroom or “Særskilt Norsk”. I'm not sure what the English term is for that.

So, I think it's something that every teacher has to kind of go within themselves and critically assess their aim for their teaching. Is it to have proper or perfect pronunciation or a lot of factual knowledge or is it to help them navigate a society and or a global society in the best way possible.

And I've seen this with, like I said I do have an ear for language, and one of my struggles is that I tend to (...) This is just a sidebar, but I tend to change accents based on the person that I'm talking to. If I'm talking to someone who's from England, I might switch to a British accent might sound like bragging but it's actually more of a struggle. But I've never seen it in person until I a year and a half ago had a student come back. A 9-year-old come back from a year in Oxford with her family with the most beautiful British accent. And, then that faded out over the course of the fall semester. and I was worried that it had to do with me speaking in an American accent and I just had to tell her that “I can hear that you have great knowledge you have a great year for languages you're able to switch between accents you're able to switch between languages very easily. I'm just making sure you know that to me it's not important if you speak with a British or American or a Mid-Atlantic typical Norwegian accent”. And then slowly the British accent came back. (Laughter)

So, I think it's not necessarily a great danger, but I think we might have to focus on different things than they may have done 30 years ago.

RESEARCHER:

Perfect.

And could you give an example of how you have integrated multilingualism (multilingual teaching approach) in your teaching?

RESPONDENT:

It's basically all we do in my practise because constantly, so you know especially with the introduction class we constantly have to use other languages as resources. So, if we talk about any given language, you will you go back and forth between the native language and Norwegian and English as kind of a translation language, which more and more students know which can be a problem because some tend to learn English and then learn Norwegian because a lot of them already speak English.

So, for me using multilingualism as a resource and a way to to get to the main goal is something we at least value and have to value in the introduction classes specifically.

RESEARCHER:

Obviously, you have a lot of experience prior to your career experience did you have any knowledge input from your studies, about multilingualism?

RESPONDENT:

Very little. I don't necessarily remember talking too much or reading too much about multilingualism even as I did my full year of English at University. There was a lot of phonetics there was a lot of grammar, but I don't remember specifically talking a lot about multilingualism or pluralism at all, so it's mainly been through experience and then through some more contribution from co-workers here (Current workplace) initially. But it's one of the things I lack I think we lacked during my teacher education programme. Considering how relevant it is to our day-to-day teaching.

RESEARCHER:

Just to follow up there, as a teacher at a university do you feel like that has changed now?

RESPONDENT:

I feel like it's I feel like it might be reflected a bit better for instance in the new LK 20 curriculum focuses more on multilingualism and the multilingual classroom compared to before because so It just happened in the past couple of decades as far as immigration goes refugee waves globalisation et cetera not to mention digitalization so I feel like it's more largely represented in the curriculum and therefore itself of course has an impact on what is taught here and what is reflected in the classroom.

RESEARCHER:

And you've already mentioned this but just so we have it on record. How often would you say that you use a multilingual teaching approach in your teaching?

RESPONDENT:

Everyday! we start everyday saying hello in every language in the classroom which isn't necessarily different from standard Norwegian class I mean in our English class as well we usually had this had a board up where we went through the plan for the day or try to implement historical facts or historical events from other cultures other countries to try to have that have that influence in not just teaching English but you know English across the world is not just Britain in the USA etcetera kind of trying to integrate some of these smaller nations as well so it's because I work at coursework at a school that is largely diverse compared to main men many other schools that might be more rural but for us it's just how we're used to it it's we have kids from at least twenty different nations in one classroom in a standard Norwegian class I would say on average.

RESEARCHER:

And let's say you started working at school which had a few pupils here and there that were multilingual. Would you use a multilingual approach to reach out to them and to help them use their languages in anyway?

RESPONDENT:

Yeah I think I struggled picturing myself somewhere else because I'm very happy where I am but I know that there is of course there are other traditions in other schools but I think the classroom the diversification of the classroom being what it is being open to multilingualism and using that actively is an necessity as a teacher I can't see how you cannot be active in that way because I think it's I mean not everyone wants if you're born in Norway and have parents from Somalia of course you're not necessarily looking for that label or being the one who is course highlighted or brought up every time you talk about Somalia but it's for most kids it's something that they were excited about and they want to show one's how and I think that's ah nothing but a resource in my opinion.

RESEARCHER:

So, would you say you are comfortable using a multilingual teaching approach?

RESPONDENT:

(Nods)

RESEARCHER:

But do you see any challenges with a multilingual teaching approach in the multilingual classroom today?

RESPONDENT:

Yeah, I mean I can see how some struggle with it. Even if it has to do with their own language proficiency or just if you're not generally comfortable using different languages I mean of course it's a lot of try and fail. I mean you should see me in the classroom in August of every semester trying to illustrate to the students that they must put their coat on (Mimics putting on coat) and that they have to put their shoes on. I mean you can't take yourself too seriously with these things. So, you have to be able to embarrass yourself and just make the situation very light, but I understand that it's not necessarily something everyone is equally comfortable with and that you have to respect that not everyone enjoys languages the way I do, and has an interest in learning languages, and you know making a fool of themselves attempting to get something right and then you don't. So I understand that for some it might be a bit out of their comfort zone, if you feel like you don't necessarily have a complete handle on something, going into that unfamiliar territory. I understand that that could be uncomfortable. Or I try to

understand.

But still, when you think about it, it's for the benefit of the kids. So that's ultimately what I have to keep in mind.

RESEARCHER:

Yeah, exactly.

And we briefly discussed the curriculum earlier you mentioned that it has a bigger role now do you see how multilingualism is represented in the curriculum is it clear to you are you made aware of that by your school and individually?

RESPONDENT:

I yes and no I've had to work I worked a lot with LK 20 specifically in preparation for teaching here at the university so I think maybe not every elementary school teacher works as thoroughly with the curriculum as maybe some of us do who are supposed to present this students and present why it's relevant and why you should have an overview of all of these things but at the same time I think one of the strengths of the new curriculum is the fact that it's true it's at least attempted to simplify it a bit more to make it a bit more or a bit less overwhelming with all its competent things and everything it's made a bit more condensed and a bit more open as to how you actually reach these aims. So I think that that poses some opportunities for us as teachers as far as going a bit more in depth in what we teach that it's not necessarily just about crossing off complete or completing some of the competence aims because you have opportunity to take some time spend more time and go more in depth which could be a great strength if you want to work on multilingualism and why how and why you can or should teach that or use that as a resource in the classroom.

RESEARCHER:

Have you seen any changes from the last curriculum to the new curriculum, specifically regarding multilingualism?

RESPONDENT:

I remember specific competence aims that..... (pause) I don't know (laughter).

RESEARCHER:

Thinking more specifically about the representation of multilingualism, do you feel that's changed in any way from the previous curriculum?

RESPONDENT:

I feel like there there might be a bit more weight on it. Not necessarily in the specific competence aims which are more general, but the core the core elements of the curriculum for instance and also within the interdisciplinary topics I feel like it's more largely represented than it has been in the past. So, it's more highlighted as an overall core element rather than being you know one specific competence aim. Because I think it's embedded in several of the competence aims whether that be about reading literature or working with you know texts from various cultures indigenous people et cetera.

RESEARCHER:

Yeah, and since you mentioned interdisciplinary do you see any potential to work interdisciplinary with the topic of multilingualism?

RESPONDENT:

I think that maybe the most obvious one might be the one related to citizenship and democracy. And the fact that we now live in a largely multilingual community in a society that must take languages and cultural divides into account. But it's not when you talk about for instance intercultural competence, you're not talking necessarily about being able to communicate with people in other countries it's just as much about being able to communicate with people within your own society or even your local area. Because we are represented in in a different way than we have been in the past.

RESEARCHER:

Now you mentioned a couple of times globalisation, digitalisation and so on. And as you probably know the Norwegian classroom can be very linguistically diverse, with pupils learning English as a first, second and third language.

Do you have any thoughts on teaching English as a second versus a third language?

RESPONDENT:

Yeah, I have various experiences with, for instance, I mean I've had a few a few pupils whose faces come to mind. One girl who came to Norway speaking English quite well speaking Portuguese quite well and speaking French. Wait, no she didn't speak English.

Portuguese and French.

Then she came to Norway and learned Norwegian in about six months to a proficient level where she started with her normal class and at this point speaks English like an American native (speaker). So, for some I think I would say it's a resource, being able to navigate these different sets of codes. Because sometimes you see patterns and sometimes you see that "okay this is similar to this language" and that might help you as a kind of transitional tool.

And at the same time for some, not a stereotype or anything, but in my experience, I have a lot of kids who might speak several languages but don't necessarily have or are necessarily able to read or write in any of the languages. So, there are other obstacles that and that it might pose as even more of a challenge that confuses them in their original languages Because what are they supposed to focus on? Should they focus on learning to read and write in their native tongue, should they focus on learning to read and write in Norwegian, and then you introduce English as well? For some it becomes a confusion because you have all these different sets of codes to try to navigate and automate. And then for some it's a strength. So it can go both ways I think.

RESEARCHER:

Would it affect your approach in anyway when teaching?

RESPONDENT:

Yeah, especially with the English class I had two years ago. We had a lot of these cases where a student might be proficient orally but struggled with reading and writing, or that was more comfortable reading and writing in English for instance but struggled with the oral part.

So, at that point it completely influenced largely how you would structure your teaching. Of course, we have large groups, so we do a lot of station work, which makes it makes it easier to differentiate the work that you do. We also did work plans which helped them to kind of choose what they wanted to begin with and give them kind of a sense of achievement instead of instead of deciding that everyone has to start reading because some needed to start doing something bit more creatively or start doing something and writing or illustrating to kind of get positive start or motivation before even beginning. So, I think the student group and the combination of students influences how you are able to structure teaching. So that might pose a bit of a challenge but at the same time it gives you a lot of opportunity for differentiation.

RESEARCHER:

And how about you? Other than English and Norwegian, do you speak any other languages?

RESPONDENT:

I speak a bit of German and I'm a "morsmåls" teacher or native tongue teacher in Spanish. So, I speak 50% Spanish. I've also only had two years of formal training so it's more I've acquired a lot through having Spanish children (pupils). It's strange how many things you're able to conjure up when you're frustrated and have to try to communicate something. Like, you have to put your jacket on (Mimics putting on jacket). suddenly it comes to you. And then I've started trying to learn Italian which I thought would be easier because of my Spanish knowledge but it wasn't (laughter). So, it was a bit difficult grammatically and stuff. So yeah, I might be slightly over average interested in language.

RESEARCHER:

Good, and you incorporate these languages into your teaching often?

RESPONDENT:

Yeah. We laugh about it. I mean some of the kids in our introduction class have been there for a year now and they're supposed to be there for up to two years. And even though some of them are starting to be more and more proficient in in English, no in Norwegian (corrects herself). You still go back and forth between Norwegian, English, Spanish for instance.

Its like, «OK vi skal på tur. Har du mat I sekken din (mimics eating food), in tu bolsa (Spanish)»

So, you kind of introduce individual words to kind of ensure maximal understanding.

So, “nå har vi friminutt, recrio, si si? Bueno, ah friminutt” (Mimics pupils understanding).

So, we go back and forth. It's an interesting thing to observe. You should try it. Again, iit's about the whole not taking yourself too seriously.

RESEARCHER:

Exactly.

And do you perceive knowledge of other languages as important when you work in a multilingual classroom?

RESPONDENT:

Yeah. I mean I wouldn't say it's a necessity. You can not have an ear for language and still be a very very good and professional teacher. But of course I see it as a strength that even in any given classroom where you meet kids who don't speak Norwegian or English for any given reason that you are able to kind of capture their attention with what you know. Even if it's just individual words and or Arabic, or poshdoor. Whatever. I think it's something about showing an interest and not just “you're here to learn Norwegian” but, I'm interested in what you know and how, well, you can contribute to the class.

RESEARCHER:

if you were to further develop your knowledge and your experience, would you be open to do this? Is this something you would like to do (further develop knowledge)?

RESPONDENT:

Umm, on multilingualism?

RESEARCHER:

Yeah. Would you like to build on your current knowledge and experience?

RESPONDENT:

I should probably read up a bit more on the theory behind it and that would probably give me a bit more foundation for what I actually do in practice, I think. Because a lot of what we do is largely spontaneous, because of the need then and there, and then it becomes more intentional as you see what's necessary and you see what works. But I would definitely want to both read up a bit more on multilingualism but also have formal training in Norwegian as a second language for instance. Because of course we have a lot of English as a second language, and it's not that Norwegian as a second language is all that different, but at the same time it is something to do with having a kind of the weight or the theoretical understanding of why you're doing what you're doing.

RESEARCHER:

And do you feel like if you had that, and if you keep building your knowledge as a teacher in general, that this would contribute to your feeling of being prepared to work with topics such as multilingualism?

RESPONDENT:

Yeah. I think that there are several things that I learned as a teacher education student that at this point seems very unnecessary considering that there are other things that are very much more relevant at this point. I mean of course you can't project or predict what you need for the future, but I think multilingualism for instance is something that is relevant for any teacher at any given school in Norway. Whether you have an introduction class or generally a largely diverse class. It doesn't even really have to do with a combination of students in your own class. Just thinking about what they need for the future, I think.

RESEARCHER:

And do you know of any opportunities to develop your knowledge? You mentioned for instance reading up on your own. Any other opportunities you know of?

RESPONDENT:

I mean, that's one of the downsides to working in public school, I guess. There are a lot of different conferences and stuff like this abroad for instance. I'm a part of a couple of networks through my university (university she works at) and through my acquaintances from **another** university. For example, something called LAMBUC. I don't remember what it stands for. languages and multicultural (...) something to do with that. And they have all these different conferences around the world. Iceland, Sweden and so on. So, it's a kind of a European network. But of course, funding often prohibits us from participating from these kinds of things. So, it often boils down to reading on your own rather than having the opportunity to get funding for these kinds of conferences.

So, I wish that there were more, and there might be more that I'm not aware of. I mean we go to some of the same conferences every year. For instance morsmål or on tema morsmål, where we get a lot of input on these kinds of things. Flerspråklig klasserom et cetera. NAFO konferansen often has a lot on interesting input on these types of topics. So, there might be more out there that I'm not familiar with but often it just ends up being me, with a PED textbook.

RESEARCHER:

So, if you could make a wish list sort of on the top things that you wish for to develop your knowledge and experiences or just to delve into this topic a bit more, what would you wish for?

RESPONDENT:

I would wish for even more input I think at the collegial level, or kollegialt nivå. That we're able to, as a group, have input from people who know these topics extensively. I mean we do get a lot of people coming in on teacher planning days having various very interesting presentations but often that has to do with things that we've heard about in the past, and I know that there are a lot of different RESEARCHERS out there who have lots to say on these types of matters. So, that would be maybe a wish list. That we could be equipped as colleagues, not just at an individual level because it's necessary for everyone. Principles, SFO, morsmåslærere et cetera. Of course, tending conferences that give you input and have you meeting people from other cultures, and being able to discuss with people from other from other countries. For instance, how do they do introduction type programmes in their country? Because we all have classes with the same problematics, I think. So, I think those might be my top two. That we together have the opportunity to be educated, and then that we have the opportunity to kind of meet people from other countries, for instance. And then being able to discuss and work together, and exchange experiences.

RESEARCHER:

And just as a few closing statements here. Based on your experience, do you perceive multilingualism in the classroom as a challenge, an opportunity, or a bit of both?

RESPONDENT:

Mainly an opportunity but I respect that for many it can be a challenge if you don't know where to start or if you don't feel you have the proper resources available. Or even language proficiency yourself.

RESEARCHER:

How confident do you feel to face the potential or in your case opportunities that may occur in the multilingual classroom?

RESPONDENT:

Very confident. Not because I'm so good at it. Just because I find it interesting, and I don't mind kind of trying

things out. If I fail that's fine. In turn then that's one lesson learned for me and my students, so.

RESEARCHER:

Perfect! That's all the questions we had.

Thank you for taking the time.

RESPONDENT:

No worries, thank you.