

# *MASTER'S THESIS*

*Teaching English to Immigrant Children in Norway*

*Benedikte Diskerud Holm-Olsen*

*October 2017*

Fremmedspråk i skolen-engelsk.

*Avdeling for økonomi, språk og samfunnsfag.*



# Acknowledgements

Thank you so much Eva Lambertsson Björk and Kåre Solfjeld for your positive tone and concrete feedback during this work. I could not have had better supervisors than you! This master's program has been very useful and each and every teacher has made an impact on me.

I count almost 30 people who have given me of their time and made this thesis possible. Principals who let me interview their staff and pupils during school hours, parents who allowed me to interview their children, secretaries who have collected questionnaires, bilingual language teachers and an assistant who helped me interpret. Finally, seven dedicated English teachers and five wonderful children who shared their insights on language teaching and learning with me.

Thank you friends and family for cheering me along, a handful of you have heard more about my work than anyone should have to. Thank you for listening, Ragnhild, Camilla, mamma, pappa and Øystein.

Geir, now it is your turn to study and I will do my best to serve nutritious and healthy food for you and the kids. No promises, but I might even do more household chores now that I have some time on my hands.

Sara and Oscar, I have done my best to balance studies and work without making the mistake of losing time with you. I am so proud of you and I love you very much!

Now, as Karen puts it: onwards and upwards.

# Abstract

My goal with this work was to find out whether teachers have the proper strategies to teach English as a third language in upper elementary school and how newly arrived immigrant learners cope with having to learn two new languages, Norwegian and English, at the same time.

Through questionnaires and interviews teachers' and learners' views and experiences were mapped. My results show that the teachers are more concerned about potential problems than the learners. This is perhaps not surprising, as the learners have first-hand experience from acquiring and learning a new language, while the teachers are unlikely to have had any input on teaching English as a third language in their teacher education. The thesis concludes by claiming that such an input is long overdue in Norwegian teacher education. It is urgently needed, both for the sake of the individual children and for society in general.

**Keywords:** English as L3, ENG1-03, cross-linguistic influence.

# CONTENTS

1. Introduction .....	1
2. Background.....	3
1.1. Norwegian as an L2.....	3
1.2. The English subject curriculum .....	4
1.3. Valuing minority languages .....	6
1.4. English as an L3.....	9
1.5. L3 Acquisition .....	12
2. Methodology.....	13
2.1. Participants.....	14
2.1.1. Schools .....	14
2.1.2. Teachers .....	14
2.1.3. Learners.....	15
2.2. Materials.....	16
2.2.1. Questionnaire.....	16
2.2.2. Interview .....	16
2.3. Procedures.....	17
2.3.1. Questionnaire.....	17
2.3.2. Interviews.....	18
2.3.3. Interpreters .....	20
3. Findings.....	20
3.1. Questionnaires .....	20
3.2. Interviews.....	29
3.3. Sum up.....	40
3.4. Method revisited .....	41
4. Discussion .....	42
4.1. Teachers.....	42
4.1.1. Norwegian is more important? .....	42
4.1.2. Teaching English as an L3 .....	43
4.2. Learners.....	44
4.2.1. English is more important? .....	44
4.2.2. Learning English as an L3.....	46

4.3. Comparison of the two perspectives.....	46
4.4. Future research .....	47
5. Conclusion.....	48
References.....	50
Appendices.....	I
Appendix I: Request to principals .....	I
Appendix II: Request to parents.....	II
Appendix III: Teachers' questionnaire.....	IV
Appendix IV: Questions to learners .....	XI
Appendix V: Learner interview 1,.....	XII
Appendix VI: Learner interview 2.....	XVII
Appendix VII: Learner interview 3.....	XXI
Appendix VIII: Learner interview 4.....	XXV
Appendix IX: Learner interview 5 .....	XXIX

# 1. INTRODUCTION

Most Norwegian children have been exposed to English from before they start their formal acquisition of English in first grade. No wonder, considering the strong influences we have from British and American culture. In Norwegian school, English is defined as a second language (L2), thus Second Language Acquisition (SLA) forms the didactic fundament in teacher education programs. In turn, English teachers are likely to treat English as an L2 in their classrooms. A relevant question then is whether English teachers in Norway are prepared for teaching English as a third language (L3)?

According to Statistics Norway (SSB), 17.000 persons under the age of 18 moved to Norway in 2016. 17 % of the Norwegian population under 18, were immigrants or born in Norway by immigrants (2016). As the world turns, where immigrants come from and why they come will change, leading the immigrant population to inhabit a range of L1's and cultural backgrounds.

This thesis will focus strictly on the language issue in relation to the immigrant population, and on one language issue in particular. Do newly arrived minority language speakers have an additional challenge in the English subject, or could it be that they have an upper hand in language acquisition? This thesis looks into how multilingual minority language speaking learners and English Second Language (ESL) teachers in 5<sup>th</sup>-7<sup>th</sup> grades handle the English subject.

In school, immigrant childrens' Norwegian and English are both likely to be treated as an L2, even though Norwegian is their L2, L3 or even L4. As Jessner puts it: "The problems that teachers meet because they have to deal with several migrant languages within one classroom are underestimated and only individual solutions seem to exist" (p. 33).

In a publication from 2016, Dahl and Krulatz report that there is a lack of research in Norway, and in Europe as a whole, on English teachers' competence in English as an L3. Their report concludes that "English faculties in the teacher education programs should make sure that topics include more awareness of English as an L3 and necessary knowledge of multilingualism, and also specific theories, methods and strategies for the multilingual English classroom" (Dahl and Krulatz, 2016, p.13, my translation).

In this study, I follow their trail. I look at what competence teachers have, and which methods they use when teaching English to minority language speakers. I have also interviewed five learners, newly immigrated from Macedonia, Lebanon, Lithuania, Kenya and Turkey, to understand more of the learners' backgrounds. Do their preferences vary when it comes to didactics in the English class? Also, do they become confused by learning two languages, Norwegian and English, at the same time? Two research questions have been formulated for the task:

**RQ1: What approaches do EFL teachers prefer for immigrant children?**

**RQ2: How do immigrant children perceive their English teaching?**

The data of this study were gathered through a questionnaire filled in by seven teachers at three different schools, and interviews with five children from two different schools. As is evident, this is a very small study, and it cannot be used to generalize on the subject. It is not possible to draw general conclusions from my material. However, I am not looking for generalizable data here, but for in depth information, and the results may still be of enough interest to merit further research. The overriding goal is to establish whether there are indications of there being a need for more focus on English as an L3 in the Norwegian school. Following this introduction is a background chapter, which is divided in five sections. First, I present Norwegian as an L2, next, I present the English subject curriculum (ENG1-03) with focus on the main language area language learning. Third, I look into how we value multilingual speakers in the Norwegian school. Fourth, I take a look at research done on English as an L3 in Norway. Fifth, I talk about cross-linguistic influence in TLA. Following the background chapter is the methodology chapter, which is divided into three sections: participants, materials and procedures. The fourth chapter presents all the findings also, it includes a brief sum up and comments on the use of interpreters. Chapter five contains a discussion on the findings on both teachers and learners and a small comparison of these results. Finally, in chapter six is my conclusion.

## 2. BACKGROUND

In Norway, education is mandatory for all children aged 6-16. In the following, I will refer to the first seven years of Norwegian school system as elementary school, of which the last three years, 5<sup>th</sup>-7<sup>th</sup> grade will be referred to as upper elementary school. The next three years (8-10 grade) will be referred to as junior high school. After these ten years, the learners have the freedom to choose between vocational studies or immersion in relevant subjects as a preparation for higher education, in three to four years in high school. This thesis is concerned with upper elementary school learners, with a focus on minority language speakers learning English.

### 1.1. Norwegian as an L2

It is not without stigma that we coin a term for a group of learners (Hofslundsengen, 2011). However, in this thesis, I have done just that. I have chosen to refer to the group of learners I research as minority language speakers. This term highlights that my focus is on language.

The Norwegian Directorate of Education and Training refers to minority language speakers as learners with another first language (L1) than Norwegian and Sami. They represent a diversity of various cultures and languages [...] We often refer to these learners as multilingual because this expression emphasizes the competence the learners have in juggling several languages in their daily lives, regardless of the competence level they hold in the various languages (The Norwegian Directorate for Education and Training, n.p.).

For newly arrived immigrants, municipalities offer introductory classes in Norwegian, which can last up till two years. The school owner can choose how to organize special training for newly arrived minority language speakers. Introductory courses can be organized as separate groups, classes or even separate schools. While participating in an introductory class, the child can attend practical, aesthetic or other subjects that the learner can master without yet speaking Norwegian. This is a good way to gradually become acquainted with their Norwegian peers and of course learn language through socializing. When the child starts full time in their regular class they will still have the right to extra support. This is a right all minority language speaking children have. The Education Act §§ 2 - 8, (elementary school) specifies the right all



minority language speakers have to special training in Norwegian, their L1 and bilingual language training until their Norwegian skills are good enough for them to follow ordinary curriculums.

When in regular class, the learners can follow the NOR7-01 until they have acquired an appropriate level of Norwegian to follow the Norwegian curriculum (NOR1-05). This particular curriculum is outlined to help teachers find the appropriate level for when the learner may be considered proficient enough to follow the Norwegian curriculum. Unfortunately, the guidelines and tools for mapping language skills are vague and opens up for individual interpretation. Teachers' assessment of what is "good enough" will therefore vary.

NOR7-01 has four main subject areas: Listening and speaking, Reading and Writing, Language Learning and Language and Culture. In an outline of the purpose of these aims, the Norwegian Directorate of Education and Training explains:

The main subject area Language Learning deals with what it means to learn a new language. It also deals with language as a system and with the use of language. A comparative perspective of one's mother tongue and Norwegian is also included in the main subject area. Also covered are communication and language learning strategies and the development of linguistic competence (NOR7-01).

The Norwegian Directorate for Education and Training provides guidance to teachers on how to accommodate teaching minority language speaking students. There is also a National Center for Multicultural Training, where teachers and school leaders can seek input on teaching Norwegian as an L2. Until recently, Norwegian as an L2 has been given little focus in Norwegian teacher education programs, but this is changing. We can now see a surfacing of teacher education programs focusing on Norwegian as an L2.

## 1.2. The English subject curriculum

The Directorate of Education and Training is responsible for the subject curriculums for the first thirteen years of school. The English subject curriculum (ENG1-03) is largely based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment

(CEFR). In elementary school, ENG1-03 is divided into four main subject areas: Language Learning, Oral Communication, Written Communication and Culture, Society and Literature.

Below I present the competence aims in the main subject area Language Learning for upper elementary English language learners. Table 1 shows what learners should be able to do after having finished year 7.

**Table 1. Competence aims after year 7.**

After year	Competence aims
7	<p>Identify and use different situations and learning strategies to expand one`s English-language skills.</p> <p>Describe his/her own work in learning English.</p> <p>Identify some linguistic similarities and differences between English and one`s native language</p> <p>Use digital resources and other aids in one`s own language learning.</p>

These aims should permeate the whole learning experience. According to Haukås (2014),

researchers now emphasize teaching where raising awareness of similarities and differences between the languages the learners already know and are about to acquire is central. When learners can reflect upon the similarities and differences between languages, they can choose language structures based on explicit knowledge to a greater extent, not just implicit experiences (p. 4, my translation).

This is important for all language learners in the English classroom. Teachers need to have good strategies as to how to train the learners to reflect upon their own language learning by comparing their L1 to their L2 or, L3, because the learners will have different L1's and it is impossible for the teachers to learn all of these languages.

Table 2 below presents how one aim, that is particularly important in relation to English as an L3, gradually becomes more complex through elementary school and junior high school<sup>1</sup>. This aim belongs to the main subject area Language Learning.

**Table 2. Development of one competence aim throughout elementary school.**

After year	Competence Aim
2	Find words and phrases that are common to English and one’s native language.
4	Find similarities between words and expressions in English and his/her own native language.
7	Identify some linguistic similarities and differences between English and one’s native language.
10	Identify significant linguistic similarities and differences between English and one’s native language and use this knowledge in one’s own language learning.

It is clear that the Norwegian Directorate of Education and Training takes into account that English is also taught as an L3 in Norway, and that the competence aims have been drawn up accordingly.

### 1.3. Valuing minority languages

In an ongoing project on multilingualism and globalization at the University of Oslo, the project participants, Lane et al. note that languages have different status:

Over the last decades Norway has become a highly multilingual society, yet skills in different languages are given very different values, with knowledge of English or other widely used languages often highly rated while other language skills are seen as being of little or no value [...] Some types of linguistics skills, such as knowledge of English or other lingua francas, may be valorized, whereas other skills and competences may be seen as useless (2016).

---

<sup>1</sup> I do not include competence aims for high school as there are several different programs, and my intention here is only to give an example of the build-up of competence aims in the English curriculum.

Erdman (2015) sheds light on the Norwegian preference for English, (and later German, Spanish and French) in school, and says that this sends a message to immigrant students that their own L1 is somehow less worthy of study. Erdman (31) states that it is vitally important for immigrant students in Norway to be able to identify themselves as speakers and writers of both Norwegian and English (ibid.).

The Norwegian Directorate of Education and Training makes clear that differences among learners need to be valued, and that teachers have a statutory responsibility (§§ 1-5 in the Education Act, September, 2017) that all learners feel valued. Language is undeniably an important part of our personality. A clear focus on language minorities as a strength and enrichment would then be expected to be evident in each and every classroom throughout Norway. The English curriculum is, as shown, adamant about that the learners' L1 is to be included in didactic schemes. It would be fair to assume that teachers throughout the country have a positive attitude towards minority language speaking learners in all subjects.

One way of investigating this is to look at what room the bilingual language teacher has in school. As I stated, the Education Act §§ 2 – 8, specifies the right that all minority language speakers have to bilingual language training. The bilingual teachers are crucial to newly arrived minority language speakers.

According to Spernes and Fjeld (2017), bilingual language teachers are given little opportunity to contribute to the planning of the didactic work in school and, further, the collaboration between bilingual language teachers and contact teacher is inadequate. They found that, even though school leaders unanimously state that they find bilingual training important, their actions show that this area is given little priority (p. 17). Further, Spernes and Fjeld conclude that bilingual language teachers cannot use their full potential, which in turn might have a negative effect on the minority speaking learners' language training (ibid.).

In a Swedish research project, Svensson and Torpsten (2013) found that although a positive view on L1 education is common, the organizational aspect shows that it is not given the same dignity as other school subjects. This is, among other things, based on a lack of learning materials for minority language learners. The lack of priority, Svensson and Torpsten claim,

sends a signal to the learners that their L1 does not have the same status as English<sup>2</sup>. There is also a lack of teaching materials for minority language speakers in Norway. If we then have a situation in which bilingual language teachers are left out of collaboration with the English teachers and the teaching materials are inadequate, the learners will, needless to say, suffer.

García and Flores (2013) stress the importance of maximizing the multilingual learners' identity, because literacy is much more than the ability to read and write. It entails complex social interactions. Thus, the teaching of literacy in multilingual classrooms necessarily has to make use of these learners' home and community language practices for them to be able to make sense of the school context (p. 3547).

National tests in reading in Norwegian, in mathematics and in English have been conducted annually since 2007. Østberg et al. report that the results indicate that there are lower scores, among learners that have immigrated than among second generation minority language speakers and learners with Norwegian as an L1 (NOU, 2010:7, pp. 133-134). Furthermore, they report an increasing discrepancy from fifth to eighth grade between the results of the learners of immigrant background and those with a Norwegian background (ibid., p. 134). Important to note, however, is that Østberg et al. discuss that most of these discrepancies evaporate when comparing learners with similar social background<sup>3</sup> (ibid., p. 44).

---

<sup>2</sup> “[...] and French”. French has been omitted in the quotation, as it is not an L2 in Norwegian elementary school.

<sup>3</sup> Analysis in elementary school and junior high school.

## 1.4. English as an L3

In a Norwegian context, English is no longer regarded as a foreign language, but is considered an L2 (Østberg et al. 2010, p. 170). Still, a high number of learners in the Norwegian classroom has English as their L3. Very little research has been done on minority language speakers' complex meeting with English as an L3 in school. Teachers' and learners' confessions unveil that many minority language speakers struggle with the English subject (ibid., p. 179). For newly arrived immigrants there may be many reasons why English may be perceived as difficult. Below are some possible challenges listed:

1. Teachers may not have strategies for proper teaching.
2. Learners lag behind as they have started English class later than their peers.
3. Learners come from dissimilar language backgrounds. While English and Norwegian are both Germanic languages, learners from other language backgrounds might need alternative didactic schemes.
4. Families may prioritize that the child learns Norwegian first.

Let us look at these points in more detail. First, teachers may lack proper strategies:

In a Norwegian study, Surlakovic (2014) found that students in Bachelor of Education of English at Oslo and Akershus University College, had little knowledge of the L1-situation in Norway. Of the 165 students she interviewed less than 1/3 of them were aware of the fact that there are many different languages used as an L1 in Norway. Further, she unveiled the fact that there is no mentioning of competence in English as an L3 in the curriculum.

Surlakovic concludes that the Bachelor of Education program should focus more on general language knowledge, so that teachers gain necessary knowledge to handle challenges when it comes to teaching and guiding learners with various L1's. In particular, she says, in English. In the various Norwegian teacher education programs multilingual learners seem to be missing from the agenda. Considering the number of minority speaking learners in Norwegian schools, it could be expected that all teacher education programs would include L2 didactics and English programs could be expected to bring in L3 in their curriculums.

Another study carried out by Dahl and Krulatz (2016) stresses how important it is that Norwegian teacher education programs include English as an L3. They argue that there is a great need of didactic development focusing on multilingualism in school and in the English teaching community. Dahl and Krulatz found that a high percentage of Norwegian English teachers desire more knowledge in this field. At the same time, they found reason for concern, as the number of teachers without formal competence in the field answered that they felt «fairly well prepared» for this work. This, according to Dahl and Krulatz, indicates that there may be a lack of knowledge about the complexities involving teaching English as an L3. Dahl and Krulatz conclude that “teacher education programs must include more awareness of English as L3 and necessary knowledge on multilingualism, and specific theories, methods and strategies for the multilingual classroom” (ibid., p. 13, my translation).

However, there seems to be light in the tunnel. In “*The school of the future - Renewal of subjects and competences*” (NOU, 2015:8), Ludvigsen et al., state the importance of English. There is a need of high competence in languages and communication, and the ability to master several languages is actualized through the globalization and internationalization of society. Learners with a bi- or multilingual competence is a resource for Norwegian culture and society, and they should be given the possibility to develop their language competence (ibid., p. 7). Multilingual learners in Norway should be able to keep and develop their languages, in addition to learning Norwegian and English. This political inquiry is of utmost importance in developing the Norwegian school system, and would be expected to influence Norwegian teacher education programs.

Second, learners lag behind because they started English class later than their peers. With this thesis I am focusing on newly arrived immigrants in upper elementary school. These learners come from all over the world. Some from schools where they have already learned English. Even so, they may still lag behind, for instance if they have participated in a Norwegian introductory course before entering a regular class. For other immigrants, the first meeting with English might be when entering a regular class in Norway at a point where their peers have learned English for several years and lived in a culture where English has a strong influence, not least on childrens’ culture.

Third, while English and Norwegian are both Germanic languages, learners from other language families may benefit from alternative didactic schemes. They may experience that a Norwegian L1 speaking teacher is preparing lessons with English as an L2, mostly concerned with Norwegian cross-linguistic influence. I will return to this in the following sub-chapter, L3 Acquisition.

Fourth, one language myth is that it is important to be aware of is the assumption that school success goes hand in hand with speaking Norwegian as much as possible at home (Ryen & Gram Simonsen, 2015, p. 197). Ryen & Gram Simonsen point to recent and numerous examples where influential media in Norway as well as prominent politicians, teachers and kindergarten personnel in Norway advice minority language speaking parents to speak Norwegian with their children in order to succeed in school. This then is nourishing a myth that national and international research contradict. Research shows that speaking another L2 than your own may even hurt the relationship to your child, and that it does not give an advantage to the child when they start at school, neither socially (ibid.). The L1 is inextricably linked to one's history and sense of self (Higby & Opler, p. 645). Even more than that, they say, it is often tied to associations with family, tradition, culture and heritage, making an integral part of one's identity (ibid.). It is cognitively important as basic concept development is usually acquired in a person's L1. It is socioculturally important in developing id, and also to be able to communicate with family and relatives (ibid.). This leads me to the particular importance English may have for refugees. A lot of people who flee their country for various reasons is likely to experience having relatives and friends scattered around the world. As time passes, English may become increasingly important as an L3 in communicating with friends and family for the children of these families.



## 1.5. L3 Acquisition

Acquiring a new language is a complex affair. Throughout SLA history, theoreticians have described methods for and aspects of acquiring an L2, and the paradigm shifts in school systems have changed accordingly. SLA has a long history, but has not until recently been connected to the study of bilingualism (Jessner, 2008, p. 17). SLA research stems from a pedagogical background, whereas bilingualism research stems from a sociolinguistic one (ibid.). Today, there is increasingly more focus on TLA, and although we can see proof of this focus in the Norwegian ESL curriculum, there is a need to increase the awareness of methods in teaching English to multilingual children in Norway (Dahl and Krulatz, Surlakovic and Haukås).

As Ringbom (2007, p. 5) puts it when describing how we learn a new language: “similarity is basic”. What he means is that we use formerly acquired knowledge in the process of learning something new, such as previously acquired languages when learning a new one. He says that the natural procedure in learning something new is to establish a relation between a new proposition or task and what already exists in the mind (ibid.). As teachers supporting children when they face the challenge of having to learn two new languages simultaneously, we may find help from research on Cross-linguistic Influence (CLI).

CLI is synonymous to the term transfer. It can be defined as the influence that knowledge of one language has on the learning or use of another language. It goes without saying that the processes involved are not only many faceted, but dependent on which languages that are involved. «The study of cross-linguistic influence in L3 acquisition [...] implicates all the processes associated with L2 acquisition as well as unique and potentially more complex relationships can take place among the languages known or being acquired by the learner». (Cenoz, 2001, p. 8).

The only common factor you can expect among learners in a Norwegian elementary classroom is their birth year. At early stages of teaching English as an ESL, the teacher can employ full use of the cross-linguistic similarities between Norwegian and English because several aspects of the languages have typological proximity. Be there learners in need of more adjustments than the learning material already offers, a practical way of adjusting for ESL

learners could be to reach for the text book at an easier or a more difficult level. Maybe this is not a bad idea for newly arrived immigrants who are simultaneously acquiring Norwegian as English as well?

Sources to contrastive analysis between Norwegian and a whole range of languages exist, the same goes for English. It is obvious that the challenge to teach English to children that are in the position where they need to learn Norwegian and English simultaneously in a group of peers that are years ahead in English acquisition in a familiar school system in upper elementary school is not to be left up to the individual teacher. This is not to say that many teachers will be both dedicated and able to develop meaningful material, but this is a challenge that could better be solved at a higher level.

Learning two languages at once: the spectrum of TLA covers a range of multilingual acquisition and use patterns (Jessner, p. 19). I am preoccupied with a part of the TLA spectrum which covers bilingual children learning an L3. Much discussed research on the effect on bilingualism of third-language acquisition exists, for instance from the Basque country, a non-Indo European minority language in its own territory (Cenoz, 2005, p.41). Children learn Basque, with Spanish and English as foreign languages, and various programs and aspects have been researched. Cenoz concludes that the more languages you know the easier it is to learn an additional language (ibid., p. 51). This is good news for multilingual language learners, but we need to have well thought out plans to guide their learning in English class.

## 2. METHODOLOGY

I have followed the structure presented by McKay in *Researching Second Language Classrooms* (2006), who points out the necessity of describing the characteristics of the project participants, while at the same time protecting their anonymity (p. 156). In this chapter, I provide a detailed description of my undertakings to gather the data for the thesis. I start by presenting facts about the five schools that welcomed this study, before I present facts about the participants; teachers and learners. Next, under materials I will present the questionnaire and the interview guide. Following is the procedures-section, where I describe what I did in undertaking the study, including the time span, how I prepared participants for the questionnaire and the interviews. This section is divided into two parts; first the

questionnaire and then follow the interviews. In the latter part, I include a short discussion about the use of interpreters for the interviews.

## 2.1. Participants

### 2.1.1. Schools

I set out to collect data from schools with introductory programs for newly arrived immigrants. I wanted to collect data from different municipalities in Norway. This proved to be a daunting task, and I eventually settled for collecting all material for this thesis from three elementary schools in one municipality. I have named these schools X, Y and Z. They have a close to equal number of pupils, around 300-350. School X has a relatively small number of minority speakers, all of which are second or third-generation immigrants. A second school (Y) has a high number of minority language speakers, many of which are second generation immigrants. The third one, school Z, has a high number of minority language speakers. This school is also responsible for the introductory program for immigrant learners in the municipality. School Z and Y both have a focus on multiculturalism.

### 2.1.2. Teachers

Initially, I wanted to interview teachers that I knew were teaching English to newly arrived immigrants in upper elementary school. It proved to be difficult to do, so I changed the profiling to English teachers in upper elementary school. This group is, of course, highly relevant as even though not all teachers have experience in teaching English to newly arrived immigrants, they should be prepared to do so.

The seven teachers that participated in this study were all female. I have named them teacher A, B, C, D, E, F and G. They were from 20-60 years old.

Teachers' A, B and C all work at school X. This is a school with the lowest number of minority language speaking learners. A and B both have 60 credits of English studies, while C has 30. A has taught English in school for 15 years, B for 38 years and C for 2 years. Teacher C has previous experience from working at a school with an introductory program for minority language speakers.

Teachers' D and E work at school Y. This is the school with a high number of second-generation minority language speakers. D has taught English for 27 years, and E has taught

English for 2 years. Teacher D has 60 credits of English studies, while teacher E has 0. None of them have had experience in teaching at a school with an introductory program for minority language speakers.

Teachers' F and G work at school Z. This is a school with a high number of minority language speakers, which also offers an introductory program for newly arrived immigrants. Both teachers have taught English for 8 years and both have 60 credits of English studies. They both currently work at a school with an introductory program for newly arrived immigrants.

### 2.1.3. Learners

I have interviewed five learners, all in upper elementary school. I set out to interview children who had lived in Norway for less than four years. I wanted them to be in their beginning phase of learning Norwegian. Assessing language proficiency is difficult, but we could look to Cummins who distinguishes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) when discussing English as an L2<sup>4</sup>. BICS implies language proficiency for daily skills, while CALP entails L2 skills at a level that enable the learner to follow a subject in a regular class in the L2. His research indicates that it will take between five and seven years to acquire L2 skills at a level where learners can master CALP. I wanted participants who were all in their BICS phase, but in a regular class. Further, I wanted them to have different language backgrounds to learn more about different countries' focus on English and other languages. This was accomplished.

All the learners had finished an introductory program at school Z within the past year. I have called them Learner 1, -2, -3, -4 and -5, respectively. They are between 10 and 14 years old. Learner 1-4 are girls and learner 5 is a boy. Learner 3 has transferred to an ordinary class at school Y, the other four learners have transferred to ordinary classes at school Z. They all have both oral and written proficiency in their L1's. All of them speak their L1 daily. Learner 1's L1 is Arabic, Norwegian is L3 and English is L4. Learner 2's L1 is Lithuanian, Norwegian is L3 and English is L2. Learner 3's L1 is Swahili, Norwegian is L4 and English is L2. Learner 4's L1 is Albanian, Norwegian is L2 and English is L4. Learner 5's L1 is Kurdish, Norwegian is L4 and English is L5.

---

<sup>4</sup>In this thesis' context, Norwegian would be the L2 and English the L3.

## 2.2. Materials

I will now describe my research instruments, a questionnaire for teachers and an interview guide for interviewing learners. They are found in appendices IV and XI, respectively.

### 2.2.1. Questionnaire

Materials included a questionnaire consisting of 23 questions. The questions were in Norwegian, and the respondents gave their answers in Norwegian too. I have translated all comments and answers. The first six questions map gender, age, education and teaching experience of the respondent. Questions seven - ten give background information of a learner that the respondent chooses to have in mind when answering the rest of the questionnaire. These four questions include information of the learners' L1, their grade, input on current and previous English education. Following this is a more open ended part of the questionnaire where the respondents are asked to find advantages and/or disadvantages with the English class for the learner in question. Also, if the level of English in class is too advanced for this particular learner, how is the level adjusted to suit this particular learner? Further, there are questions concerning which language the learner prefers to use, inside and outside the classroom, with teacher and peers. The final section starts with question 17, and I now turn to a more general part of the survey. Question 17 asks if the respondent uses the target language with the learners, next question, 18, is a yes or no question: "do you work with the competence aim *Identifying linguistic similarities and differences between English and one's native language*"? Also, I ask which teaching resources the respondent uses and which teaching methods that seem to be working and which do not. I ask if the respondent provides written or oral feedback in English and/or Norwegian. Finally, I ask if the teacher has any tips, and do's and don'ts, on how to teach English to minority language speakers.

### 2.2.2. INTERVIEW

The interview consisted of four parts: a background section, a language biography, previous schooling and finally a section with questions about on the respondents' views on having English as an L3 in the ESL-classroom. The background section collects data on the respondents' gender, age, grade and their country of birth. Following this is a language biography with questions seeking input on daily use of L1, Norwegian and English. Next, comes a section with eight questions on previous schooling, both in the country of origin and

also about whether the respondent has participated in an introductory program, including questions on previous formal learning of English. This section concludes by asking the learner to consider if he/she masters Norwegian or English best. Finally, I ask the respondents to talk about how they experience learning English as an L3 in an ESL classroom. This section includes 21 questions. I seek to find out whether the learners see advantages or disadvantages with learning several languages simultaneously. I also ask if they prefer any form of teaching over others and how they work with the subject themselves, in school and at home. I used an interpreter when possible. An interpreter works with spoken or signed language, while a translator works with written text (see Samovar, Porter, McDaniel & Roy 2001, p. 247).

## 2.3. Procedures

This section contains a detailed description of the data collection from teachers and learners, it is divided into two: Questionnaires and Interviews. The questionnaire section and interview section both include descriptions of my undertakings, including time span, my initial aims and how they were modified as I worked, piloting of the studies, and how I found and prepared respondents. The interview section also includes a brief comment on the use of interpreters.

### 2.3.1. QUESTIONNAIRE

Originally, I aimed to find seven to ten respondents for the teachers' questionnaire, they were to be English teachers at 5<sup>th</sup>-7<sup>th</sup> grade, from different counties in Norway. I wanted the teachers to have experience in teaching English as an L3. I searched the internet for schools with reception classes throughout Norway and settled for ten different schools with an introductory program, the schools were from different parts of the country, and of different sizes. I then contacted the principals at these schools inquiring about the possibility to interview English teachers from their schools (see appendix I). I received feedback from only one principal, who informed me that she would forward my email to her English teaching staff. I then abandoned the national scope, and decided to find respondents from different parts of one county. At a meeting at the National Center for Multicultural Training, I contacted managers and teachers from different schools within the same county, but to no avail, and I changed my plans for the third time. By then, the questionnaire had been tested by a teacher, which led me to change my focus from teachers of English as an L3 to teachers of English in general. I decided to collect data from both teachers and learners in one

municipality. On May 22<sup>nd</sup> I handed out the questionnaires, and by June 6<sup>th</sup> I had collected all data from the seven teachers.

I contacted the principals at three schools in one municipality and they all welcomed me to contact their English staff. I emailed, called and spoke directly to the English teachers. I explained my purpose and that the data would be treated anonymously. Anonymous questionnaires with both open- and close ended questions were distributed to seven English teachers, all teaching at 5<sup>th</sup>-7<sup>th</sup> grade. At school Z, I collected the material directly from the two teachers that participated in the study. At school X and Y I asked the school's secretary to collect the material for me and arranged a date when I could pick it up.

### 2.3.2. INTERVIEWS

My initial plan was to conduct three focus group interviews. I decided that each group should involve 3-5 learners with the same or similar L1, from 5<sup>th</sup>-7<sup>th</sup> grade and with less than four years of learning Norwegian. I set out to have one group with Arabic L1 speakers, one group with Kurdish L1 speakers and one group with Polish L1 speakers. This turned out to be very complicated. I had to take into consideration that they were all in the beginners' phase of learning Norwegian. I wanted them to have the opportunity to ask for clarifications in my wording without the pressure that peers might inflict. In addition, I found it to be a practical problem to find enough participants within each L1-group and within the age group I had defined. I kept my focus on 5<sup>th</sup> to 7<sup>th</sup> graders and English as L3, but I decided not to conduct focus-group interviews, but individual interviews instead.

This process was more entangled than the teachers' interviews, as it involved more people. I contacted people directly, in the following order:

1. bilingual language teachers - to find respondents and ask if I needed to translate permission scheme to other languages than English and Norwegian
2. principals - to get permission to interview learners,
3. teachers - to set up alternative times that I could conduct interviews during school hours,
4. learners - to ask them if they are willing to participate,
5. children's parents - for approving that I interview their child (appendix II),
6. bilingual language teachers - to find time to assist me in interpreting during interviews.

By May 2017, I had found participants. Originally, I had planned for six interviews, but I ended up interviewing five learners. The practical part of this process went surprisingly smoothly. I ended up with data from five interviews. L1 speakers' of Arabic, Lithuanian, Swahili, Albanian and Kurdish. The children returned the approval-form from their parents within a few days and I was able to start the interviews. The interviews took place during school hours. Each interview lasted around 45 minutes. The learners had in common that they had lived in Norway for less than four years and had gone to the same introductory program at school Z. After completing the introductory program one of the learners was transferred to fifth grade in school Y, which is the school closer to her home. The other learners continued at school Z. Learners 1 and 5 were in the same class, in fifth grade and learners 2 and 4 were in the same class, in grade 7. I had set up a plan to interview a sixth learner at a fourth school, but when the interpreter and I came as arranged the learner and his teacher were unavailable. I did not find the time to rearrange this interview.

The interviews were conducted within two weeks, from May 30<sup>th</sup> to June 8<sup>th</sup> of 2017. Bilingual language teachers were present to interpret during three of the interviews.

When I first asked the children if they would volunteer to participate in this project, I told them what my intentions with the thesis was and that this was to be completely anonymous. Upon their approval I explained that next their parents needed to approve, and I gave them a form which I asked to collect within a few days. This went well. When it was time for the interview, I found a room where we would not be disturbed and in three of five cases I had an interpreter present. I did not ask either contact teacher or the bilingual language teacher on their views of the learners' English, Norwegian or L1. I did not ask for any sort of mapping of any of their languages either. Any evaluation of language competence is done by the learners themselves. One time this was interrupted by the interpreter: When asking Learner 1 about her mother tongue the interpreter told the learner that her mother tongue must be Kurdish, not Arabic. Learner 1 disagreed and clearly stated that she had never been taught Kurdish. I did not pursue this any further, but accepted the child's answer, not the interpreter's.

The carrying out of the interviews took place at the learners' schools. I used a word document on my laptop and wrote down their answers as they spoke.



### 2.3.3. INTERPRETERS

I used an interpreter for three of the interviews. With learner 1, at school Y I used an assistant with the same L1 as the learner. Learners 2 and 4, at the same school, were accompanied by their bilingual language teacher. Learners 3 and 5 did not have an interpreter present. I gave the interpreter a brief account of my project, but I did not give clear instruction about how I expected them to fill their roles. This may have had an impact on the results, I return briefly to this when presenting my findings.

## 3. FINDINGS

This section will start with a presentation of the results from the questionnaire, i.e. the responses from seven teachers working as English teacher in 5<sup>th</sup> - 7<sup>th</sup> grade at three different schools in one municipality. I refer to the teachers as teacher A, -B, -C, -D, -E, -F and -G. Next, the results of the interviews are presented.

### 3.1. Questionnaires

#### Teacher A

##### **Respondent's background:**

Teacher A is a female aged 40-50, who has taught English in elementary school for 15 years. She has never worked at a school that offers an introductory program for immigrants. She has 60 credits in English.

##### **Example from classroom: Bosnian L1 speaker, (second generation immigrant)s.**

She describes a learner who was born in Norway. His parents are immigrants from Bosnia. When asked what benefits this learner has in the English subject in relation to being a minority language speaker, she states "language awareness due to bilingualism". The respondent does not report that she sees any disadvantages with that the learner is a minority language speaker in the English subject. She does not find that the level of the competence aims in English is too high for this particular learner. Further, she reports that the learner does not prefer to speak English with his peers over Norwegian outside of class.

---

<sup>s</sup> This is the only second generation immigrant in the thesis.

## **Respondent's didactic views**

The respondent does not specify which language she uses in English class. She reports that she does not work with the competence aim: "identify some linguistic similarities and differences between English and one's native language".

She makes her own teaching resources in addition to using *Stairs* text- and workbook (Solberg and Dahl, 2014). Didactic approaches that she finds work well with minority language speakers in mind are "music, singing activities, physical activities, focus on pronunciation and following up one student at a time. The respondent does not report any unsuccessful didactic approaches. She reports that she gives the learner oral and written feedback, in both English and Norwegian.

When asked which advice she would give teachers who are going to teach English to minority language speaking learners she suggests, "It is good to have a certain understanding of the learner's language/grammar to help him/her".

## **Teacher B**

### **Respondent's background**

Teacher B is a female, aged 60-70, who has taught English at elementary school for 38 years. She never worked at a school that offers an introductory program for immigrants. She has 60 credits in English.

### **Example from classroom: Kurdish, Sorani L1 learner.**

She describes a female learner who is a Kurd, speaking Sorani. The respondent does not state which country the learner comes from. She does not know in which grade the learner started learning English in Norway, or if the learner had had any English education in Norway before entering the respondent's class. The respondent states that the learner has lived in an English speaking country for one year, where she also received formal education in English, before coming to Norway.

The respondent states the following benefits the learner has as a minority language speaker: "Good vocabulary. Expresses herself very well orally. Understands instruction given in English". The respondent does not report any disadvantages the learner might have as a

minority language speaker in English. She does not find that the competence aims are too advanced for the learner. The learner does not prefer English to Norwegian when speaking with her peers.

### **Respondent's didactic views**

The respondent states that she uses English in her English class. As is the case with respondent A, she does not work with the competence aim: "identify some linguistic similarities and differences between English and one's native language".

Teaching resources she uses are *Stairs* text- and workbook (Solberg and Dahl, 2014), and online tasks. She also supplements the teaching with other textbooks. When asked which didactic methods work, respondent B lists "listening, talking, writing, tasks on the computer. Practice homework by repeating reading after me. Everything works fine". She has nothing to report when asked about teaching methods that do not work. She provides written and oral feedback in Norwegian and written feedback in English, but does not explain why. The respondent does not give any advice to other teachers who are going to teach English to minority language speaking learners.

### **Teacher C**

#### **Respondent's background**

Teacher C is a female aged 50-60, who has taught English for two years in elementary school. She has worked at a school that offers an introductory program for immigrants earlier. She has 30 credits in English.

#### **Example from classroom: Lithuanian L1 learner.**

The respondent describes a girl from Lithuania whose L1 is Lithuanian. The learner had lived in Norway for one-two years before starting in the respondent's English class. She does not know whether the learner has had any formal English education before moving to Norway, but she states that the learner had not received any English education in Norway before starting regular class.

When asked which benefits she sees this minority language speaker has, she states that “The learner had some experience with English in the transitional phase when she moved to Norway”. She also states disadvantages she found the learner has “There were ‘many’ languages, new words and structures in the various languages to deal with. The written language is challenging”.

She finds that the competence aims are challenging for this learner and adaptations she makes for her include: Making sure a) the learner has a high degree of support from the teacher, b) the learner receives thorough feedback, c) there is a high degree of interaction between the learners, d) to simplify the contents of the tasks.

She comments that she finds all of the adaptations above important to create safety, student participation and development in the subject. She states that other solutions to these challenges are “to inform the learner on the importance of reading, listening and practicing English in everyday activities”.

### **Respondent’s didactic views**

The respondent usually uses English with the learner. She also states that she works with the competence aim: “identify some linguistic similarities and differences between English and one’s native language”. Learning resources she uses are *Stairs* (Solberg and Dahl, 2014) and online resources.

The respondent finds that learner participation is a teaching method that works. She does not state any teaching methods that do not work. She provides written English and oral Norwegian feedback to the learner, but does not explain these choices. Finally, her advice to other teachers who are going to teach English to minority language speakers is to “familiarize yourself with the learner’s language and grammar to help him/her”.

### **Teacher D**

#### **Respondent’s background**

Teacher D is a female aged 40-50, who has taught English at junior high school for one year and at elementary school for 26 years. She has never worked at a school that offers an introductory program for immigrants. She has 60 credits in English.

### **Example from classroom: Arabic L1 learner.**

The learner she refers to is a boy from Iraq whose L1 is Arabic. He started learning English in first grade at a Norwegian school. He had lived in Norway less than a year when he started learning English in the respondent's English class. The respondent states that the learner had learned English at a private kindergarten and school in Iraq before coming to Norway. The respondent does not state either advantages or disadvantages that the learner might have in the English subject as a minority language speaker. The boy prefers Norwegian to English with his peers.

### **Respondent's didactic views**

In English class she uses both English and Norwegian. When asked if they work with the competence aim "identify some linguistic similarities and differences between English and one's native language", her answer is: "No, only with his bilingual language teacher who actually speaks Arabic".

The respondent reports that "elbow partner and tasks" are methods that work in the classroom. She does not comment on any method that does not work, nor does she state which learning resources she uses or give advice to teachers who are going to teach minority language speakers English. Without stating any reasons as to why, she says that she gives oral feedback in Norwegian and written feedback in English. The respondent does not give any advice on how to teach English to minority speaking language learners.

### **Teacher E**

#### **Respondent's background**

Teacher E is a female aged 30-40, who has taught English in elementary school for two years. She has never worked at a school that offers an introductory program for immigrants. She lacks formal higher education in English.

### **Example from classroom: Swahili L1 learner.**

The learner the respondent has in mind is a Kenyan girl whose L1, she states, is English/Swahili<sup>6</sup>. The learner had lived in Norway for 1-2 years when she started learning English in the respondent's class. The learner had English classes at school while in introductory class. The learner also had had formal English education before coming to Norway.

The respondent states that the learner speaks English at home with her mother and father. She does not find that the learner has any disadvantages with being a minority language speaker, nor does she find that the competence aims are too advanced. The respondent says that the learner prefers English to Norwegian both in the classroom and in recess when speaking to her peers.

### **Respondent's didactic views**

The teacher uses both English and Norwegian in her English class. She does not work with the competence aim "identifying some linguistic similarities and differences between English and one's native language". For teaching materials she uses *Stairs* text- and workbook (Solberg and Dahl, 2014), Kitty's online English tasks (Mezzetti, 2017), other online resources/tasks/games. Teaching methods that work are "conversations in English/reading English, tasks, the learners making presentations in English". She does not comment on methods that do not work. She corrects written assignments in Norwegian and gives oral feedback on homework in Norwegian. She uses oral English to promote reflection among the learners. Advice she would share with teachers who are going to teach English to minority language speakers is: "Ability grouped homework works fine. Don't set the bar too high".

### **Teacher F**

#### **Respondent's background**

Teacher F is a female aged 40-50, who has taught English at elementary school for eight years. She works at a school that offers an introductory program for immigrants. She has 60 credits in English.

#### **Example from classroom: Lithuanian L1 learner.**

---

<sup>6</sup> This respondent describes learner 3. Learner 3 says her L1 is Swahili, but that she also speaks English with her family.

The respondent refers to a Lithuanian girl who started in her English class shortly after moving to Norway while still in introductory class. The girl had been in Norway for less than a year.

The respondent found that the learner had advantages in being a minority language speaker: “As her English writing and oral skills were good she started her English class shortly after starting at our school. She has not gone to another Norwegian school”.

The respondent found no disadvantages with the student being a minority language speaker in the English class, nor did she find that the competence aims were too advanced.

Furthermore, the respondent reports that the learner prefers English to Norwegian both in the classroom and in recess.

### **Respondent’s didactic views**

The teacher uses both English and Norwegian with the learner: “The reason why I only used English in the beginning was because she didn’t speak Norwegian. Gradually we spoke more and more Norwegian, and now we mostly speak Norwegian, except from in the English class and when she doesn’t understand what I am saying in Norwegian”.

The respondent states that she works with “identifying some linguistic similarities and differences between English and one’s native language”, without getting into how they go about it.

Teaching resources she uses in class are the textbook *A New Scoop 7* (Sørheim and Lothe Flemmen, 2007) digital learning resources (PC) and fiction. Teaching methods that she finds effective are using the blackboard, peer assessment, reading out loud with an elbow partner, group- and elbow partner work, flipped classroom, using dictionaries and individual work. The respondent does not present teaching methods that fail to work.

Feedback: “First I gave feedback exclusively in English as she didn’t understand Norwegian. Now I give her written feedback in English when it is the target language. I vary between oral Norwegian and English feedback, because she needs to develop her Norwegian, and at times it is simply easier to explain in English”.

In the final question the respondent gives several suggestions to teachers who are going to teach English to minority language speaking learners: “Map their English skills. If the level is

low you can start with a textbook from a lower grade and use resources with speech. Lots of pictures, repetition and practice pronunciation. I feel that it is important to respect that they first and foremost need to learn Norwegian, so the English subject should not take up too much space. In relation to the learner I have in mind in this questionnaire, she had sufficient English skills so that it didn't interfere with her learning Norwegian".

## **Teacher G**

### **Respondent's background**

Teacher G is a female aged 40-50, who has taught English in elementary school for eight years. She works at a school that offers an introductory program for immigrants. She has 60 credits in English.

### **Example from classroom: Polish L1 learner.**

The learner she has in mind is a Polish girl who has learned English in the Norwegian school since first grade, at which point she had been in Norway less than a year. The learner had not gone to school or received a formal English education before coming to Norway.

The respondent does not state any advantages the learner had in the English subject. However, she brings up two disadvantages: "Difficult to combine several languages for the learner. Norwegian is more important than English which in turn means that the teacher will focus more on Norwegian with this particular learner than on English".

She finds that the competence aims are too advanced for the learner and the adaptations she finds useful are that the teacher is highly involved, and to simplify the tasks.

She does not experience that the learner prefers English to Norwegian when speaking with her peers.

### **Respondent's didactic views**

The respondent uses both English and Norwegian in English class with this learner. She also works with the competence aim "identifying some linguistic similarities and differences between English and one's native language" by translating vocabulary from the native language to English. She does not state which teaching resources she uses, but the methods



she finds work well are simplifying textbook tasks and to scaffold texts by using pictures and film.

She states that she “gives as much feedback as possible in English, both written and orally, and turns to Norwegian when it doesn’t work”.

Her advice to teachers who are going to teach English to minority language speaking learners are “to use as much English as possible. Use a lot of visualization”.

### 3.2. Interviews

Five learners at two schools were interviewed. With two exceptions, a bilingual language teacher was present. There might be some discrepancies in the wording in the table as the children, naturally, had different input to the various questions. The respondents are referred to as Learner 1, -2, -3, -4 and -5.

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Arabic language teacher was present and helped interpret when needed throughout the interview.	Lithuanian language teacher was present and helped interpret when needed throughout the interview.	No bilingual language teacher was present during the interview.	Albanian language teacher was present and helped interpret when needed throughout the interview.	No bilingual language teacher was present during the interview.
Girl, 12 years old.	Girl, 13 years old.	Girl, 11 years old.	Girl, 12 years old.	Boy, 10 years old.
<b>Arabic L1.</b> Both oral and written proficiency. Bilingual teacher interrupts and claims learner's L1 is Kurdish. The learner clearly states that her mother never spoke Kurdish to her.	<b>Lithuanian L1.</b> Both oral and written proficiency.	<b>Swahili L1.</b> Both oral and written proficiency.	<b>Albanian L1.</b> Both oral and written proficiency.	<b>Kurdish L1.</b> Both oral and written proficiency.
Born in Syria, grew up in Lebanon.	Born and grew up in Lithuania.	Born and grew up in Kenya.	Born in Macedonia, lived in Norway in her preschool years, before returning to her native country. She had forgotten what Norwegian she knew when returning to Norway in sixth grade.	Born in Syria, moved to Turkey.

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Speaks L1 daily with her family and with a friend in class.	Speaks L1 daily with her parents and weekly when she skypes with her friends in Lithuania.	Speaks L1 on a daily basis with her mother.	Speaks L1 on a daily basis with her family.	Speaks L1 daily with his family.
<b>Norwegian L3.</b> Speaks Norwegian daily at school.	<b>Norwegian L3.</b> Speaks Norwegian daily at school and with friends.	<b>Norwegian L4.</b> Speaks Norwegian daily at school and with her Norwegian stepfather and her Norwegian family. Sometimes she speaks L4 with her mother also.	<b>Norwegian L2.</b> Speaks Norwegian daily at school, but not in the weekends, unless she meets Norwegian friends.	<b>Norwegian L4.</b> Speaks Norwegian daily at school and sometimes with uncle, father and sister. Adds that his mother does not know Norwegian that well yet, but is learning.
<b>English L4.</b> Did not learn English in school in Lebanon. Has had English in school in Norway for five months. Does not speak English yet, except for a few words or phrases on Instagram and snapchat.	<b>English L2.</b> Speaks daily with friends at school. Has had English classes in Lithuania for seven years. In Lithuania, English is obligatory from second grade.	<b>English L2</b> Learned English in school in Kenya. Speaks English frequently with her mother. There are instances where she code-switches between Norwegian and English during the interview.	<b>English L4.</b> Speaks English daily, in recess and in English class. Does not use English during the weekends.	<b>English L5.</b> Did not learn English before coming to Norway. Has had English in school for five months. Does not speak English yet.

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
<p><b>French L2.</b> She learned French in school in Lebanon, as a CLIL in maths and science. She used French in Lebanon when she went to the store with her mother. She occasionally speaks French, with her mother, when she does not want her father and/or brothers to understand what she is saying.</p>	<p><b>French L3.</b> From fifth grade learners must choose between Russian, German and French.</p>	<p><b>French L3.</b> In Kenya we had French classes every Friday.</p>	<p><b>French L3.</b> Varies from school to school what L2 is taught in Macedonia, but she learned French from 6<sup>th</sup> grade.</p>	<p><b>Arabic L2/L3.</b> Oral, not written.</p>
		<p><b>Spanish L4.</b> Spanish because there is this song that I like by Justin Bieber called «Despacito». [Fonsi, 2017].</p>		<p><b>Turkish L2/L3.</b> Oral and written.</p>
<p>She went to school in Lebanon.</p>	<p>She went to school in Lithuania for seven years.</p>	<p>She went to school in Kenya.</p>	<p>She went to school in Macedonia.</p>	<p>He was born in Kurdistan, moved to Turkey when he was five. Moved to Norway when he was eight or nine.</p>

Learner 1	Learner 2	Learner3	Learner 4	Learner 5
Lived in three different Norwegian cities, for about 18 months, before settling in a fourth. She went to introduction class for about one year and has followed ordinary class for about five months.	She moved to Norway in July/August and started school in August. She went to introductory class for four months before starting in regular class. She followed English class with her ordinary class from the start.	Her family held her back from school for a while to teach her some basic Norwegian phrases. She attended introduction class for a year, and went to ordinary class for English, art class and gymnastics. She has been to ordinary class for five months now.	Born in Norway, but moved to Macedonia when she was around five-six years old. Returned to Norway two years ago. By the time she moved back to Norway, she has forgotten all the Norwegian she knew from her first stay. Went to introduction class for one and a half years before transferring to ordinary class.	Transitional phase: lived a few months in city 1 before moving to city 2. There he lived for two and a half years. Moved to current city where he started an introductory program which he attended for a couple of months. Has been in regular class for 6-8 months.
States that her Norwegian is better than her English.	She believes her English is better than her Norwegian is because she has a richer vocabulary.	She clearly states that her English is better than her Norwegian is. She went to school in Kenya where they used English in class, not Swahili. It is her family who has taught her to write in Swahili.	States that her English is better than her Norwegian. To understand and express myself it is easier to use English.	Clearly states that his Norwegian is better than his English.

Learner 1	Learner 2	Learner3	Learner 4	Learner 5
<p>She states that it is important for her to learn English. She does not find any disadvantages with being multilingual in learning English.</p>	<p>It is important to know English because she didn't speak Norwegian at first. Her Norwegian friends English has also improved because they have used this as a lingua franca. She can't think of any advantages or disadvantages with learning more than one language at a time.</p>	<p>She finds it important to learn English because she needs it if she meets people she doesn't share a language with.</p>	<p>No answer.</p>	<p>It is important to learn English as a lingua franca. He exemplifies this with going to Germany. He also says that he might want to go to London and Spain.</p>

How do you find learning English and Norwegian at the same time?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Good. I find it easy.	I don't know. I think it is alright,	It is ok. An advantage is that I can learn more. No disadvantages, but sometimes when I am speaking Norwegian I accidentally say something in English.	I don't think it is difficult to learn another language. English is a bit easier because I use it in school. An advantage is that English and Norwegian is a bit similar. Some of the words are the same. Neither of the languages disturbs me. I find Norwegian the more difficult language. I repeat what I hear in English from dialogues, not by reading. I would like to sit and read English as I learn Norwegian.	Both languages are difficult to learn, because I only knew a few letters in Norwegian and English.

Does your teacher use pictures in class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
No.	In the beginning, but now I know more Norwegian so I can understand. She does not use pictures in English.	Yes, the ones in the textbook.	No. There is not used a lot of concretes <sup>7</sup> in Norwegian school.	She draws on the blackboard.

<sup>7</sup> By concretes, the learner refers to items that can be used to illustrate a word (for instance, plastic toys resembling fruits etc.)

What language does your teacher use in class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
English and Norwegian.	English and some Norwegian.	Usually Norwegian, but sometimes she uses English too.	English.	English.

Is that all right by you? Which language would you prefer that the teacher used?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Norwegian.	It's fine that she uses both languages.	Either is good.	Yes, I prefer that the teacher speaks English.	It is best to use English, but also a little Norwegian because I don't really know English that well.

How do you learn English best?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
By translating.	Talking with people. In English class we watch films and listen to songs.	When people speak to me in English, and when I watch English movies. Also, when I learn English in class.	No answer.	I play a lot of videogames, both in Turkish and Norwegian, but mostly English. In some games they speak English, the whole mission is in English.

What works in your English class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Teacher. Blackboard.	Kahoot. Speaking English. Group work.	Speaking English.	Translating texts. Help from teacher.	Making power points. Speaking English.



What does not work in your English class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Everything works.	Everything is good.	Everything is fine.	I don't like it if the text contains too many unfamiliar words. I don't want to use the dictionary, I'd rather ask my teacher to help me out.	I like everything.

How do you find the level in your English class 1: too easy 2: appropriate 3: too difficult.

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
2	2	1+2 1: I can speak English and I understand the words in the textbook 2: When I learn new things, like today when we had made a presentation.	2	2 Because I learn more when it is difficult, and with time it will be easier.

As a multilingual do you have any advantages in English class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
No.	No.	No.	Learner answers: "Yes, but I am not sure why" Next, bilingual teacher starts to guide the learner.	Yes. There is a lot in my head, but it is not a problem, it is better to know lot's of languages, not harder.

As a multilingual, do you have any disadvantages with English class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Yes, I mix the languages. Sometimes I blend English and Arabic and French. I say an English word and translate to Arabic. Arabic has quite a few French words, like Pardon and merci.	I don't know. No.	No.	Interviewer did not ask the question.	No.

Describe a typical English class.

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Interviewer did not ask the question.	We talk together (in English) and watch films.	We usually read in the textbook and do tasks, also we make presentations Maybe we play games in English. We have a test every Tuesday.	Interviewer did not ask the question.	We're doing various projects: we make power points, read in <i>Quest [Røise Bade et. al., 2014]</i> . homework on the computer. We read <i>Charlie and the chocolate factory [Dahl, 1964]</i> and we read a story about a dragon.

Do you like to work with other pupils?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Yes, with one in particular. Only if I can choose who to work with. If I am in a group with other kids they won't let me participate because they want to do everything themselves. We're not always friends.	Yes.	Yes, it is fun.	Yes, with the ones who know more than me.	Yes, I do that and I like it.

Do you work with the subject at home?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Yes.	Yes.	Yes, but not always.	Yes, I do my homework.	Yes.

How do you work with the subject at home?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
No answer.	I read my homework and watch films that my teacher has uploaded. I work with the topics that my teacher has prepared (a brief text in English which my teacher makes and where you can hear her talking).	I usually spend half an hour doing my homework to understand more.	I practice verbs every week. I have to practice the vocabulary I am taught in school at home.	Interviewer did not ask the question.

Do you get help (with your homework) at home (from parents/siblings)?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Sometimes my father helps me with the maths, but not with English.	My mom.	Yes, my mom helps me with math and English and my dad helps me with Norwegian.	No, except on occasion from my brother.	Interviewer did not ask the question.

Do you read English literature?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
No, well I read, but I don't understand what it says. I read <i>Diary of a Wimpy Kid</i> [Kinney, 2007].	I have read English books, but not now.	When we have homework in the textbook. Sometimes I read in English and sometimes in Norwegian. I read <i>Frost Hollow Hall</i> [Carroll, 2013] in English now. It is about a child who is injured or something. In English. I prefer to read English literature, but at the library my parents tell me that if I choose an English book I need to lend a Norwegian film and vice versa.	No.	Yes, when I am at the school's library I borrow the same book in English and Norwegian. I start by reading in one of them, and if I don't understand what it says I try to understand by reading in the other one.

What type of feedback do you prefer in English class?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Face to face.	Oral, both in English and Norwegian.	That the teacher corrects spelling and comments on things we haven't done and tells us how to improve our work for later tasks.	Vocabulary test, your elbow partner corrects and vice versa.	Written English, because I need to learn how to read.

How do you best learn a new language?

Learner 1	Learner 2	Learner 3	Learner 4	Learner 5
Translations, reading books, watch movies. That's how I learned French, by looking at films. My mother taught me lots of French, because in Lebanon you use French in the stores and such. I also use French if I talk to mom and I don't want my father or brothers to understand what I am saying.	Bilingual teacher guides the learner.	I learn Norwegian best by talking to my friends, because I learn new words.  I learn English by watching films or by reading books.  Swahili: I don't speak Swahili on a daily basis, but sometimes when I speak with my mom.	By reading words and watching television.	Focusing on the subject. By reading and talking.

### 3.3. Sum up

I began this thesis by introducing my research questions :

RQ1: What approaches do EFL teachers prefer for immigrant children?

RQ2 How do immigrant children perceive their English teaching?

My overall aim is to see if there is a need for more focus on English as an L3 in the Norwegian school. In the background chapter, I referred to the importance of comparing one's L1 with English, and I presented the English curriculum with focus on one of four main subject areas, namely Language Learning. Language Learning is a main subject area in the Basic Norwegian for language minorities curriculum (NOR7-01). Haukås's (2014) research tells us that it is important to teach language learners a metaperspective on language learning. Dahl and Krulatz (2016), Surlakovic (2014) and Haukås (2014) all call for more research in the field of English as an L3 teaching, and argue that there is a lack of input on English as an L3 in the Norwegian teacher education programs.

Following this was the methodology chapter where I presented the questionnaire and interviews and how I went about the research. I started with presenting the teachers' responses, one teacher after the other. The learners' results were presented side by side in a number of tables.

Below, I point to a potentially problematic aspect of my methodology. Then follow my discussion and the conclusion.

### 3.4. Method revisited

I used bilingual language teachers and a bilingual assistant as interpreters for three of the five interviews. This turned out to be quite problematic.

First of all, with a familiar, adult L1 language-speaker present, it is possible that the child felt some pressure to give the answers that she/he thought were expected. Moreover, none of the interpreters got thorough guidelines from me. They should have been instructed not to lead the child, or interfere in any way during the interview. During the interviews I did not know what the interpreter said to the learner, she or he might have interpreted my questions for the learner, and the feedback might actually be false.

On two occasions, it was evident that the interpreters put words in the learner's mouth. At the end of the interview with learner 2, I asked: "how do you best learn a new language"? The bilingual language teacher gave an answer, with only a nod from the learner. A second time, with learner 4, I asked "Do you have any advantages in your English class"? She answered "yes, but I am not sure why". Her bilingual language teacher started to guide her, but I should have made it clear beforehand that as interpreters their role was not guiding the learners' answers. Instances where it was evident to me that the interpreter inflicted the

learners' responses are noted in the results section, and I will not discuss such results in the following chapter.

With learner 3 and 5 I did without a bilingual language teacher present. Working without an interpreter went well. Such a situation calls for a perceptive interviewer, and makes it necessary to use control questions. Overall, I am confident that I have gotten the gist of the learners' responses.

## 4. DISCUSSION

### 4.1. Teachers

As a group, the participants I interviewed were well educated English teachers with broad experience. Six out of the seven teachers had 30-60 credits in formal English competence, while one lacked credits. The group had from one to 38 years of experience of teaching English in elementary school. Two of the teachers had experience from teaching at a school with a reception class.

Dahl and Krulatz (2016), Surlakovic (2014) and Haukås (2014) all find that there is a void when it comes to multilingual didactics in the Norwegian teacher education programs. Thus, even though all but one of the teachers in this survey had a formal English education, they are unlikely to have touched upon the L3 aspect of teaching English in their teacher education programs. However, all of them have experience from working with learners with English as an L3.

#### 4.1.1. NORWEGIAN IS MORE IMPORTANT?

Teachers F and G both state that Norwegian is the more important language. Teacher F speaks about a learner who knows English from earlier school years, and who has used English as a lingua franca with teachers and learners while learning Norwegian. Teacher G speaks about a learner who struggles as she mixes the languages. They both express that, for the learners they have in mind, Norwegian is the more important language. That Norwegian is important is a valid point, considering that all other subjects, from gymnastics to mathematics are taught in Norwegian, not to mention the need for Norwegian in the child's daily life outside of school. It would be interesting to pursue this finding further, to see whether other teachers are of the same opinion. Is this a common attitude among teachers that newly

arrived immigrants should focus on Norwegian first, and that English should not take up too much space? In upper elementary school it is common that classes have the same teacher in several subjects. This gives the teacher an overview of how the learner does in every subject, and how important Norwegian is. Teacher F's statement shows a caring teacher, concerned that the learner focuses on Norwegian. But is this wise? And is it right? Should it be up to the individual teacher to choose this focus for the learner? Analysing results from the Basque country, Cenoz found suggestions that the more languages you know the easier it is to learn an additional language (2005, p. 51). In the next chapter we will look into what the children in this survey had to say about learning several languages simultaneously. Are the children confused by learning two languages at the same time?

#### 4.1.2. TEACHING ENGLISH AS AN L3

Only three out of the seven teachers state that they work with the competence aim "Identifying some linguistic similarities and differences between English and one's native language". It is interesting to note that the teachers (F and G) that actually did work with this competence aim, worked at a school with an introduction course for newly arrived immigrants. Obviously, this is a school where you would expect there to be a high awareness among the teachers of teaching multilingual learners.

The competence aims are not only guidelines from the Norwegian Directorate of Education and Training, they form the basis of the subject together with the core curriculum. The competence aims should therefore be worked with systematically throughout the school year, being developed into concrete and detailed learning goals.

These results, that less than half of the respondents say that they work with this concrete competence aim, lend support to Dahl and Krulatz's (2016) indications that there may be a lack of awareness of the complexities involving teaching English as an L3, also among teachers with a formal English education.

Five of the teachers say that they use a textbook in their teaching. This material is built up around the competence aims. An answer as to why they show little awareness of this competence aim may be that busy teachers choose to trust these authors to take them through the competence aims, more so at least than if they had to develop teaching materials



themselves. If you work with a more homogenous group of speakers with Norwegian as an L1 or second generation immigrants that have learned Norwegian since kindergarten, it is likely that the textbooks cover a lot of these similarities and differences. However, the fact that as few as three of the seven teachers in the survey stated that they work with the competence aim in question is problematic. It is worrying that the teachers are unaware of the aim, which in turn indicates a need for more awareness around the main subject area Language Learning. These goals are important both for learners with English as an L2 and for learners with English as an L3. Researchers support that learning a language is based on prior knowledge (e.g. Ringbom [2007], Haukås [2014]).

Many suggestions about how to teach English are provided. Unfortunately, reports on failed didactic schemes are conspicuously lacking. None of the participants report didactic mistakes in L3 teaching. As to why they did not comment on failures in L3 didactics I can only speculate, but it would have been very interesting to read such results because important insights can spring out of failures, which in turn can lead to improved didactic schemes.

Even though this is only a biopsy so to speak of teachers' L3 didactics it certainly does not refute the argumentation of Dahl and Krulatz, Surlakovic and Haukås when they state that there is need for more focus on L3 acquisition in Norwegian teacher education programs. My research shows that the participants seem to support Jessner when he claims "The problems that teachers meet because they have to deal with several migrant languages within one classroom are underestimated and only individual solutions seem to exist" (p. 33).

## 4.2. Learners

The interviewees were between 10-13 years old. They were from Lebanon (born in Syria), Lithuania, Kenya, Macedonia and Turkey (born in Syria). They have all immigrated to Norway within the last three years. All the children speak both Norwegian and their L1 during the week, three of them also use English as a lingua franca on a daily basis, both with peers and teachers. All of the children speak the L1 at home, and if possible in school.

### 4.2.1. ENGLISH IS MORE IMPORTANT?

Working at a multicultural school I have seen examples of English preferred over Norwegian as lingua franca among children with different L1s. In this chapter we will look into what the

children in this survey had to say about learning several languages simultaneously. Are they confused by learning two languages at the same time?

The children were all asked about how they found learning English and Norwegian at the same time. Learners 1-4 had a positive attitude towards this challenge. Learner 1 said “I find it easy”. Learner 2 was a bit more restricted when she said “I don’t know. I think it is all right”. Learner 3 knew English well beforehand, and expressed that it was ok to learn two languages at the same time. Learner 4, the twelve year old girl with Albanian as her L1, also had a positive attitude to learning Norwegian and English simultaneously. She said that an advantage she had was that Norwegian and English were a bit similar. Learner 5, the boy with Kurdish L1, Arabic and Turkish as L2- and L3 respectively also commented on positive cross-linguistic influences between Norwegian and English in his answer. He commented that the letters in Norwegian and English were the same. However, these letters were challenging as he only knew a few of them beforehand, i.e. a negative cross-linguistic influence on his L1. Although he expresses that he finds the languages challenging he, shows both motivation and a relaxed attitude to learning two new languages throughout the interview. As a multilingual he finds an advantage in knowing that it will be easier with time. Such an important insight is an essential feed in a learner’s motivation.

Three of the interviewees knew some English before moving to Norway and used English as a lingua franca with peers and teachers. It is clear that all learners are positive to learning English. It is particularly interesting to look at what the two learners who had not learned English before moving to Norway had to say on the matter. Neither Learner 1 (who went to school in Lebanon) nor learner 5 (who went to school in Turkey) knew English before moving to Norway, but they knew other languages, both were multilingual. English are their L4 and L5, respectively. Both children show a positive attitude towards learning yet another new language. Even though they are in the process of acquiring Norwegian and their peers have learned English for five years already, they both show a positive attitude to learning English. Learner 1 expresses more disadvantages with being a multilingual learning English than learner 5. Learner 1 stated that a disadvantage is that she mixes Arabic and French with English. However, later in the interview she also states that it is important to learn English and that she does not find any disadvantages with being multilingual. When asked if he has any advantages in English in his class, learner 5 answers: “Yes. There is a lot in my head, but it is

not a problem. It is better to know lots of languages, not harder". He also argues for why English is an important language, referring to it as a lingua franca: he puts it this way: "because I want to go to Germany, I might even want to go to London and Spain". He is obviously aware that English is a lingua franca in Europe. This learner confirms the findings of Cenoz (2005, p. 51) who claims that the more languages you know the easier it is to learn an additional language.

To three of the learners English is an important lingua franca already, Learner 3 (L1 Swahili) shows high language awareness when she says "it is important to learn English because I need it if I meet people I don't share a language with". Language awareness permeated all the interviews.

#### 4.2.2. LEARNING ENGLISH AS AN L3

All learners have broad experience from learning and acquiring languages. As was the case with the teachers they did not state any learning methods that failed, and they were all content with their English classes. All of them answered along the lines of "everything works fine" when asked how they found their English classes. They had a range of answers on which methods the teachers use. However, there were no common denominators to highlight. A large scale survey might be able to give more generalizable data on learners' preferences in their English classes.

Throughout all the interviews, the children show positive and motivated attitudes to learning and acquiring two foreign languages simultaneously. Learners 4 and 5 also show an awareness of transfer between languages. Cenoz (2001, p. 8) points out the complex cross-linguistic influence that L3 acquisition implicates. The group of learners I interviewed constitute only a random example of a few L1's that learners in the Norwegian classroom may have. Teachers can potentially meet, and have to relate to, numerous L1's in their ESL classrooms, which underlines the importance of giving English teachers input and guidelines on how to teach minority language speakers.

### 4.3. Comparison of the two perspectives

In this small survey we find that the learners show a more relaxed attitude than the teachers to learning English. Of course, they have first-hand experience of acquiring a second language,

and knows that with time they will understand more and more. Although they are only between 10-13 years old they reflect upon English as an important lingua franca.

Learning a new language is a complex affair, and in the collected material there is a long list of ways in which teachers and learners work when teaching and learning English. Both parties comment on methods that work, and no failures are reported. These are motivated teachers and learners, so far so good. Let us now turn to the elephant in the room - the lack of proper teaching materials. A work-book that looked into each learner's L1, with cross-linguistic references to Norwegian and English and their L1s' would have been precious indeed. This would then be comparable to the material their Norwegian peers have available. Swedish researchers, Svensson and Torpsten (2013), comment on how minority language speakers in Sweden lack materials. Although teachers are positive, and do a good job, the absence of proper teaching material may feel stigmatizing to the learners with a different L1 than Norwegian. Teachers in my survey show that they work hard to adapt teaching English as an L3, but they too lack the proper teaching materials, and also, as Dahl and Krulatz, Surlakovic show there is a lack of focus on English as L3 in teacher education.

#### 4.4. Future research

The statement from teacher F that English should not take up too much room because the learners need to know Norwegian first is very interesting. This is an attitude that merits further investigation. In this small survey it is interesting to note that the teachers seem more concerned than the learners about difficulties with simultaneous language learning.

As discussed above, there is a need for research specifically involving English as an L3 in the Norwegian school, as well as teaching guidelines and teaching materials.

Norwegian is not a world language and is rarely (if ever) used as a lingua franca outside of Norway's borders. The fact that few people speak Norwegian in a global perspective does not mean, however, that we can neglect carrying out studies of cross-linguistic influences on bilingual minority language speakers with Norwegian as L2 and English as L3. For the children concerned, and for society in general, this is much too important a field to be ignored. There are many aspects to consider, and it would be an overwhelming task to leave all considerations of cross-linguistic influences on any L1 that might be encountered in the classroom to the individual teacher. Norwegian teacher education is sorely in need of strategies for how to teach English as an L3.

## 5. CONCLUSION

With this study I have sought out teachers and learners in upper elementary school for input on how English is taught as an L3 in Norwegian ESL classrooms. Seven teachers from three schools filled in a questionnaire on the matter, and five children with different language backgrounds were interviewed.

My study supports Dahl and Krulatz (2016), Surlakovic (2014) and Haukås (2014) who call for more research in the field of teaching English as an L3.

ENG1-03, the English subject curriculum, brings in English as an L3 under the main area Language Learning. When asked if they worked with the competence aim “identifying linguistic similarities and differences between English and one’s native language”, only three of the seven teachers said yes. By including this competence aim The Directorate of Education and Training highlights the importance of, as Haukås (2014) puts it, “the awareness of similarities and differences between the languages the learners already know and are about to acquire. Only three of the seven teachers in this study work with this aim, this indicates a lack of awareness of the complexities involving teaching English as an L3.

Another interesting finding was that two of the teachers claimed that Norwegian was the more important language. This suggests that it was ok that in the period of learning Norwegian, English might have to yield. Based on research in the Basque country, Cenoz (2005) says that the more languages you know the easier it is to learn an additional language, a claim that the five learners in my research seem to support. Of the learners, three already knew English from home and they had used it as a lingua franca when they came to Norway. One of the two children that I interviewed who did not know English beforehand supported Cenoz. He said that “[...] it is better to know more languages, not harder”.

When analyzing the data, I found that overall the learners seemed to have a more relaxed attitude to learning and acquiring two new languages at the same time. They also commented on the importance of English as a lingua franca and showed awareness of cross-linguistic influences between their languages.

The teachers in this survey show dedication and a range of didactic methods to meet English L3 learners. This is all good, but for the teachers and learners alike, research on cross-

linguistic influence between Norwegian, English and a third language should not be up to the individual teacher, but should be part of broad research and teacher education in English. At this point only individual solutions only seem to exist.

## References

- Carroll, E. (2013). *Frost Hollow Hall*. UK: Faber Children's Books.
- Cenoz, J. (2001). "The Effect of linguistic Distance, L2 Status and age on Cross-linguistic Influence in Third language Acquisition". In Cenoz, J., Hufeisen, B. & Jessner U. (Eds.). *Cross-linguistic influence in third language acquisition: Psycholinguistic perspectives*. 8.
- Cenoz, J. (2005). "English in bilingual programs in the Basque Country". In *International Journal of the sociology of language*. Retrieved 2017, October 10 from <http://www.mondragon.edu/en/international/exchange-students/education/international-courses/education/recommended-readings/Cenoz.pdf>. 41, 51.
- Common European Framework of Reference for Languages. Retrieved 2017, August 8 from <http://www.coe.int/en/web/common-european-framework-reference-languages>
- Cummins, J. (2008). "BICS and CALP: Empirical and Theoretical Status of the Distinction". In Street, B. & Hornberger, N. H. (Eds.). (2008). *Encyclopedia of Language and Education, 2<sup>nd</sup> Edition, Vol. 2: Literacy*. New York: Springer Science+Business Media LLC. Retrieved 2017, August 2 from <http://daphne.palomar.edu/lchen/CumminsBICSCALPSpringer2007.pdf>. 71-83.
- Dahl, A., & Krulatz, AM. (2016). Engelsk som tredjespråk: Har lærere kompetanse til å støtte flerspråklighet? *Acta Didactica Norge – tidsskrift for fagdidaktiske forsknings- og utviklingsarbeid i Norge*. 13.
- Dahl, R. & Schindelman, J. (1964). *Charlie and the Chocolate Factory*. New York: A.A. Knopf.
- Erdmann, S. (2015). A Third Space: discursive realizations of immigrant identity. *In Language & Intercultural Communication*, 15-Issue 4. 31.
- Fonsi, L. (2017). Decpacito [Recorded by Justin Bieber]. [Digital download] Bogotá Colombia: Universal Latin, Republic, RBMG, Def Jam, School Boy. (2017, April 17).
- García, O. & Flores, N. (2013). Literacy in multilingual classrooms. In C. Chapelle (Ed.). *Encyclopedia of applied linguistics*. Oxford, UK: Wiley-Blackwell. 3547.
- Grunnskolen informasjonssystem. Retrieved 2017, August 18 from <https://gsi.udir.no/app#!collectionset/1/collection/74/unit/1>

- Haukås, Å. (2014). Metakognisjon om språk og språklæring i et flerspråklighetsperspektiv. In *Acta Didactica Norge – tidsskrift for fagdidaktiske forsknings- og utviklingsarbeid i Norge. Vol. 8 (2)*. 4.
- Higby, E. & Obler, L. (2015). «Losing a first language to a second language». In *The Cambridge Handbook of Bilingual Processing (Ed. Schwieter, J.W.)*. Cambridge University Press. 645.
- Hofslundsengen, H. (2011). Minoritetsspråklige elever i skolen. In *Spesialpedagogikk*. Retrieved May 2017 from <https://utdanningsforskning.no/artikler/minoritetsspraklige-elever-i-skolen/>
- Jessner, U. (2008). Teaching Third Languages: Findings, trends and challenges. In *Lang. Teach.* 41:1. Cambridge University Press. 17, 33.
- Kinney, J. (2007). *The Diary of a Wimpy Kid*. New York: Amulet Books.
- Lane, P., Lanza, E., Røyneland, U., Pennycook, A., Goncalves, K., De Korne, H., ... Simonsen Thingnes, J. (2017). «Multilingualism and Globalization: Perspectives from Norway”. *University of Oslo*. Retrieved 2017, August 8 from <http://www.hf.uio.no/multiling/english/projects/flagship-projects/multilingualism-and-globalization/index.html>
- Lemmiman, K. (2009). Cross Linguistic Influence of an L3 on L1 and L2. Leading Undergraduate Work in English Studies, The University of Nottingham School of English Studies.
- Ludvigsen, S., Gundersen, E., Kleven, K., Rege, M., Øye, H., Indregard, S.,...Sundberg, D. (2015) Norges Offentlige Utredninger (2015:8). *Fremtidens skole, fornyelse av fag og kompetanser*, The Ministry of Education, Oslo. 8.
- McKay, S. (2006). *Researching Second Language Classrooms*. New York: Routledge.
- Mezzetti, K. (2017). [Online resource]. Retrieved 2017, July 18 from <http://sites.google.com/site/kittysengelskoppgaver/>
- Palm, K. (2015). “Tilpasset opplæring og minoritetsspråklige elever” for Utdanningsdirektoratet. Retrieved 2017, February 2 from <https://www.udir.no/laring-og-trivsel/tilpasset-opplaring/minoritetsspraklige/>
- Ringbom, H. (2007). *Cross-linguistic Similarity in Foreign Language Learning*. Great Britain: MPG Books Ltd.



- Ryen, E. & Gram Simonsen, H. (2015). «Tidlig flerspråklighet - myter og realiteter». In *NOA Norsk som Andrespråk*. 197.
- Røise Bade, A., Dreyer Pettersen, M., Tømmerbakke, K., Øen, H. (2014). *Quest text- and workbook 5*. Oslo: Aschehoug.
- Solberg, C. & Dahl Unnerud, H. [online tasks]. Retrieved 2017, July 18 from <https://stairsonline5-7.cappelendamm.no/>
- Solberg, C. & Dahl Unnerud, H. (2014). *Stairs Text- and workbook*. Oslo: Cappelen Damm.
- Spernes, K. & Fjeld, H. (2017). «Vilje, men manglende handlekraft-skolelederes forståelse av tospråklige læreres plass i skolens læringsfellesskap». In *Acta Didactica Norge, Vol. 11. nr. 2. Art. 2*. 17.
- SSB, Statistics Norway. Demografisk bilde av norske barn. Retrieved 2014, August 27 from <https://www.ssb.no/barnogunge/2017/bef/>
- SSB, Statistics Norway. Nøkkeltall for innvandring og innvandrere. Retrieved 2017 April 9 from <https://www.ssb.no/innvandring-og-innvandrere/nokkeltall>
- Samovar, L. A. & Porter, R.E. (2001). *Communication between cultures*. Belmont, CA: Wadsworth/Thomson Learning. 248-249.
- Surlakovic, D. (2014). "Forbereder grunnskoleutdanningen engelsklærere for undervisning i engelsk som tredjespråk i Norge?". In *Acta Didactica Norge, Vol. 8. Nr. 2. Art. 6*.
- Svensson, G. & Torpsten A. (2013). «Translanguaging, att använda flerspråklighet i undervisningen» in *Svenskläraren, Nr. 3, 2015*. Retrieved 2017, July 27 from <http://www2.svensklaraforeningen.se/translanguaging-att-anvanda-flersprakighet-i-undervisningen/>
- Sørheim, B., Lothe Flemmen, R. & Drew, I. (2007). *A New Scoop*. Bergen: Fagbokforlaget.
- The Education Act § 2 – 8 (1998). Retrieved 2017, August 8 from <http://www.skoledata.net/Lover/Opplaring/opl02.htm#a8>
- The Norwegian Directorate of Education and Training (2007). *The Basic Norwegian for language minorities curriculum, (NOR7-01)*. Retrieved 2017, July 17 from <http://www.udir.no/kl06/NOR7-01> n.p.
- The Norwegian Directorate of Education and Training (2013). *The English subject curriculum, (ENG1-03)*. Retrieved 2017, June 13 from <https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/kompetansemal-etter-7.-arstrinn> n.p.

The Norwegian Directorate of Education and Training (2013). *The Norwegian curriculum*, (NOR1-05). Retrieved 2017, October 2 from <https://www.udir.no/kl06/NOR1-05> n.p.

Westgaard, M., Mitrofanova, N., Mykhaylyk, R. & Rodian, Y. (2016). «Crosslinguistic influence on the acquisition of a third language: The linguistic proximity model». In *International Journal of Bilingualism*. 5-6.

Østberg, S., Ajnadzic, H., Al-Raho, B., Bakken, A., Bigestans, A., Bolinder, A.,...Vederhus, H. (2010). Norges Offentlige Utredninger (2010:7). *Mangfold og Mestring, Flerspråklige barn, unge og voksne i opplæringsystemet*, The Ministry of Education, Oslo. 130-134, 170, 179.

## APPENDICES

### Appendix I: Request to principals

Jeg søker respondenter til et spørreskjema i forbindelse med avsluttende oppgave ved Master i Fremmedspråk i skolen ved Høyskolen i Østfold. Spørreskjemaet dreier seg om hvilke fordeler og ulemper lærere erfarer at nyankomne minoritetsspråklige elever kan ha i engelskundervisningen og hvilke didaktiske metoder som kan være nyttige i arbeidet. Jeg er søker etter lærere som underviser engelsk på mellomtrinnet. Kan jeg spørre aktuelle lærer i din lærerstab? Hva heter de?

Med vennlig hilsen

Benedikte D. Holm-Olsen

## Appendix II: Request to parents

Benedikte Holm-Olsen

Lærer ved Os barneskole

Student ved Master i fremmedspråksdidaktikk ved Høgskolen i Østfold,

Stedsnavn 19. mai 2017

Jeg jobber med en masteroppgave om engelsk som fremmedspråk. Jeg ønsker å undersøke hvordan flerspråklige barn tidlig i norskinnlæringen håndterer engelskundervisning.

Jeg vil med dette be om tillatelse til å ha en samtale rundt dette temaet med ditt barn.

Samtalen vil finne sted nå i mai. Praten vil vare rundt 45 minutter, og vil foregå i skoletiden.

Flerspråklig lærer vil delta.

Undersøkelsen er naturligvis anonym.

Tusen takk.

-----  
Benedikte Holm-Olsen har min tillatelse til å gjennomføre intervju med min sønn/datter i forbindelse med sin masteroppgave om engelskopplæring i skolen, mai 2017.

**Sett ring rundt ditt svar:**

Ja

Nei

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Navn i blokkbokstaver

Signatur

Med vennlig hilsen

\_\_\_\_\_

Benedikte Holm-Olsen

Benedikte Holm-Olsen

Phone: xx xx xx xx

Teacher at x barneskole

Student at Østfold community college.

Stedsnavn, 19th of May 2017

I am working on a master's thesis on English as a foreign language. I seek to find input on how bilingual children adjust to learning English in school while at the same time being at an early stage of acquiring Norwegian.

With this, I ask for your permission to have a conversation with your child on his/her experiences with learning English. The survey will be conducted this month and will take no more than 45 minutes, during school hours. A bilingual teacher will participate to interpret.

All data will be treated anonymously.

Thank you.

-----  
-----

Benedikte Holm-Olsen has my approval to interview my son/daughter for her master's thesis.

Date: \_\_\_\_\_

**Circle your response:**

Yes

No

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PRINT

Signature

Kind regards

\_\_\_\_\_

Benedikte Holm-Olsen

# Appendix III: Teachers' questionnaire

## Spørreskjema

Tusen takk for at du tar deg tid til å svare på disse spørsmålene. Spørreskjemaet er en del av en masteroppgave ved *Masterprogrammet fremmedspråk i skolen* ved Høgskolen i Østfold.

Undersøkelsen tar for seg engelskundervisning av minoritetsspråklige barn på mellomtrinnet.

**Jeg er interessert i å høre om den eleven du kjenner med kortest tid i Norge eller kortest norskopplæring.** Svar på spørsmålene så langt det er mulig, dersom du ikke vet eller er

usikker kan du skrive det, eller la spørsmålet stå åpent. Jeg har satt av linjer til kommentarer som kan fylles ut dersom du vil tillegge noe. Undersøkelsen er naturligvis anonym.

Vennlig hilsen Benedikte Holm-Olsen

### 1.Kjønn

- Kvinne
- Mann

### 2.Alder

- 20-30
- 30-40
- 40-50
- 50-60
- 60-70

### 3.Utdannelse (eventuelt flere alternativer).

- Lærerhøgskole
- Praktisk pedagogisk utdanning
- Ufaglært
- Annet \_\_\_\_\_

### 4.Hvor mange studiepoeng har du i engelsk?

\_\_\_\_\_ SP

### 5.Hvor mange år har du undervist engelsk i skolen?

- Barneskole \_\_\_\_\_ år
- Ungdomsskole \_\_\_\_\_ år
- Videregående skole \_\_\_\_\_ år

### 6.Jobber du ved en mottaksskole?

- Ja
- Nei

- Nei, men har gjort det tidligere

**7. Nå vil jeg be deg tenke på en elev som du bruker som referanse når du svarer på resten av undersøkelsen.**

- Jente
- Gutt

Morsmål \_\_\_\_\_

Nasjonalitet \_\_\_\_\_

På hvilket trinn startet eleven engelskundervisning (i Norge)? \_\_\_\_\_

---

---

---

---

**8. Hvor lenge hadde eleven bodd i Norge da han/hun startet engelskundervisningen i din klasse?**

- Vet ikke
- Mindre enn ett år
- 1-2 år
- 3-4 år
- Mer enn 4 år

---

---

---

---

---

---

---

**9. Hadde eleven hatt engelskundervisning i norsk skole tidligere?**

- Ja, i mottaksklassen
- Ja, engelskundervisning i ordinærklassen under innføringsperioden
- Nei
- Vet ikke

**10. Har/hadde eleven hatt engelskundervisning før han/hun kom til Norge?**

- Ja
- Nei

- Vet ikke

---

---

---

---

---

---

---

---

**11. Kan du si noe om fordeler eleven, som minoritetsspråklig, har/hadde i engelskfaget?**

---

---

---

---

---

---

---

---

**12. Kan du si noe om ulemper eleven, som minoritetsspråklig, har/hadde i engelskfaget?**

---

---

---

---

---

---

---

---

**13. Opplevde/opplever du at nivået i kompetansemålene i engelsk er/var for høyt for eleven?**

- Ja
- Nei



**14. Hvis ja? Hvordan tilpasser/tilpasset du undervisningen for eleven? Kryss av på punktene som passer.**

- Jeg sørger for høy grad av lærerstøtte
- Jeg sørger for å gi eleven godt med tilbakemeldinger
- Jeg sørger for høy grad av faglig samhandling med medelever
- Jeg forenkler innholdet i oppgavene

Kommentarer og/eller begrunnelse for strategiene mine:

---

---

---

---

---

---

---

---

**15. Hvis ja, har du noen andre løsninger på disse utfordringene?**

---

---

---

---

---

---

---

---

**16. Opplever/opplevde du at eleven foretrakk å snakke engelsk med medelever over norsk?**

- Ja
- Nei

---

---

---

**17. Bruker/brukte du målspråket med eleven?**

- Stort sett

- Både og
- Stort sett ikke

---

---

---

---

---

---

---

---

**18. Jobber/jobbet dere med målet «identifisere språklige likheter og ulikheter mellom engelsk og eget morsmål»?**

- Ja
- Nei

---

---

---

---

---

---

---

---

**19. Hvilke læringsressurser bruker du?**

---

---

---

---

---

---

---

---

---

---

**20. Hvilke undervisningsmetoder opplever du at fungerer?**

---

---

---

---

---

---

---

---

**21. Hvilke undervisningsmetoder opplever du at ikke fungerer?**

---

---

---

---

---

---

---

---

**22. Hva slags tilbakemeldinger gir du /ga du eleven og hvorfor?**

- Skriftlige, på norsk
- Skriftlige på engelsk
- Muntlige på norsk
- Muntlige på engelsk

---

---

---

---

---

---

---

---

**23. Hvilke råd vil du gi til andre lærere som skal undervise engelsk til minoritetsspråklige elever? Dos and don'ts.**

---

---

---

---

---

---

---

---

Tusen takk for god hjelp!

## Appendix IV: Questions to learners

### FORMALITETER

Gutt/jente \_\_\_\_\_

Alder \_\_\_\_\_

Trinn \_\_\_\_\_

Hjemland \_\_\_\_\_

### SPRÅKBIOGRAFI

Morsmål

Mestrer morsmål skriftlig?

Mestrer morsmål muntlig?

Snakker morsmål daglig? Med hvem?

Snakker du norsk daglig? Med hvem?

Snakker du engelsk daglig? Med hvem?

Snakker du et annet/andre språk daglig? Hvilket? Med hvem?

Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt(4)

*Morsmål ( ) engelsk ( ) norsk ( ) annet ( )*

Hvilket språk bruker du med venner utenom skoletid ? Skaler mest brukt (1)-minst brukt(4)

*Morsmål ( ) engelsk ( ) norsk ( ) annet ( )*

### Tidligere skolegang.

Har du gått på skole i hjemlandet?

Når startet du? Hvor lenge gikk du? Hadde du engelsk undervisning?

Lærte dere andre språk på skolen?

Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole?

Hvorfor?

Ev. Hvor langt opphold på undervisning?

Gikk du i mottaksklasse?

Tid i mottaksklasse?

Hadde du engelsk undervisning i mottaksklassen?

Hvor lenge har du gått i ordinær undervisning?

Hvilket språk mestrer du best av engelsk og norsk?

## **DISKUSJON/REFLEKSJONDEL**

Er det viktig å kunne engelsk for deg?

Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?

Fordeler?

Ulemper?

Bruker lærer bilder i undervisningen?

Hvilket språk bruker lærer i klassen?

Er det bra for deg? Hvilket språk ville du foretrukket at lærer bruker?

Hvordan lærer du engelsk best? Åpne opp for hvordan lærer du språk best?

Hva fungerer i engelskundervisningen?

Hva fungerer ikke i engelskundervisningen?

Synes du nivået på engelskundervisningen er, skaler fra 1-3 (passe, for lavt, for høyt)

Som flerspråklig, har d noen fordeler i engelskfaget?

Som flerspråklig, har du noen ulemper i engelskfaget?

Hvordan foregår engelskundervisningen i klassen?

Er det en undervisningsform du foretrekker fremfor en annen?

Er det noen undervisningsform du ikke liker?

Liker du å jobbe sammen med andre elever?

Jobber du med engelskfaget hjemme?

Leser du engelske bøker?

Hvordan jobber du med engelskfaget hjemme?

Får du hjelp til å gjøre engelsklekser av noen hjemme (søsken foreldre)?

Hva slags tilbakemelding er best for deg å få i engelskundervisningen?

Hvordan lærer du best språk?

## Appendix V: Learner interview 1,

I dette intervjuet var elevens tospråklig lærer med.

### **FORMALITETER (Background section)**

Jente, 12 år, 5. trinn, hjemland Syria.

### **SPRÅKBIOGRAFI (Language biography)**

**Morsmål:**

Arabisk.

Tolk: kurdisk er morsmål for hennes foreldre er kurdere.

Elev: jeg snakker ikke kurdisk. Mamma har ikke lært meg kurdisk.

**Mestrer morsmål skriftlig?**

Ja.

**Mestrer morsmål muntlig?**

Ja.

**Snakker morsmål daglig? Med hvem?**

«Familien min og vennen min».

**Snakker du norsk daglig? Med hvem?**

«Ja, med klassen».

**Snakker du engelsk daglig? Med hvem?**

Nei.

**Snakker du et annet/andre språk daglig? Hvilket? Med hvem?**

Nei, heller ikke kurdisk.

**Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt (4)**

Arabisk er nummer 1, norsk er nummer to, (engelsk noen ord).

*Morsmål (1) engelsk ( ) norsk (2) annet ( )*

**Hvilket språk bruker du med venner utenom skoletid? Skaler mest brukt (1)-minst brukt (4)**

*Morsmål (1) engelsk (3) norsk (2) annet ( )*

*«Arabisk, noen ganger norsk på instagram, snapchat. ja, noen ord engelsk».*

**Tidligere skolegang.**

**Har du gått på skole i hjemlandet?**

«Nei, ikke i Syria, men gikk på skole i Libanon. Flyttet til Libanon da hun var baby. Var i Syria på sommerferie».

**Når startet du?**

3 år på barnehage, som var samme skole. De starter med bokstaver i barnehagen.

**Hvor lenge gikk du?**

I syv år, fra jeg var tre til ti år.

**Hadde du engelsk undervisning?**

Ja, fra fjerde klasse.

**Lærte dere andre språk på skolen?**

Fransk, obligatorisk. Arabisk og engelsk. Ellers var alle fagene på fransk, som matte og naturfag.

**Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole? Hvorfor?**

Nei.

**Gikk du i mottaksklasse?**

Ett år.

Norsk by 1, norsk by 2, norsk by 3, norsk by 4.

Bodde ca. et og et halvt år i Norge før hun kom til norsk by 4.

**Tid i mottaksklasse?**

Ett år.

**Hadde du engelsk undervisning i mottaksklassen?**

Nei, i norsk by 3 var jeg i vanlig klasse. Nei, ikke engelsk i mottak.

**Hvor lenge har du gått i ordinær undervisning?**

5 måneder.

**Hvilket språk mestrer du best av engelsk og norsk?**

Norsk.

**Engelsk som L2 (English as L3)**

**Er det viktig å kunne engelsk for deg?**

Ja.

**Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?**

**Fordeler?**

Bra. Fordi det er lett.

**Ulemper?**

-

**Bruker lærer bilder i undervisningen?**

Nei.

**Hvilket språk bruker lærer i klassen?**



Engelsk og norsk.

**Er det bra for deg? Hvilket språk ville du foretrukket at lærer bruker?**

Norsk.

**Hvordan lærer du engelsk best?**

Oversette.

**Hva fungerer i engelskundervisningen?**

Lærer.

Tavleundervisning.

**Hva fungerer ikke i engelskundervisningen?**

Ingenting.

**Synes du nivået på engelskundervisningen er, skaler fra 1-3 (passe, for lavt, for høyt)**

Ok.

**Som flerspråklig, har du noen fordeler i engelskfaget?**

Nei.

**Som flerspråklig, har du noen ulemper i engelskfaget?**

Ja, jeg blander språkene. Noen ganger jeg snakker arabisk og engelsk sammen og noen ganger arabisk og fransk. Jeg sier et ord i engelsk og oversetter til arabisk. Arabisk har en del franske ord. Pardon og merci.

**Liker du å jobbe sammen med andre elever?**

Ja, med en spesielle. Men bare hvis jeg får velge selv. Hvis jeg er på grupp med andre i klassen så lar de ikke meg for de vil jobbe hele tiden alene de vil ikke at jeg blir med. For noen ganger er vi uvenner.

**Jobber du med faget hjemme?**

Ja.

**Leser du bøker på engelsk?**

Nei, fordi jeg leser da, men jeg forstår ikke hva. Jeg leser *The Diary of a Wimpy kid*.

**Hvordan jobber du med faget hjemme?**

-

**Får du hjelp av noen hjemme (søsken/foreldre)?**

Pappa hjelper meg noen ganger i matte, nei på engelsk.

**Hva slags tilbakemelding er best for deg å få i engelskundervisningen?**

Face to face, et uttrykk de også bruker i Syria, på arabisk.

### **Hvordan lærer du best språk?**

Oversette.

Lese bøker.

Se på filmer. Det var slik jeg lærte fransk, å se på tv.

Mamma lærte meg mye fransk, for i Libanon bruker man fransk i butikker og sånt. Bruker fransk når pappa og brødre ikke skal forstå hva jeg og mamma sier.

## Appendix VI: Learner interview 2

I dette intervjuet var elevens tospråklig lærer med.

### FORMALITETER

**Dette intervjuet foregår med tolk og det meste trengs å bli oversatt til morsmål. Eleven klarer for det meste å uttrykke sine svar selv, men trenger mye hjelp til å forså hva jeg spør om.**

### FORMALITETER

Jente, 13 år, 7. trinn. Hjemland: Litauen.

### SPRÅKBIOGRAFI

#### Morsmål:

Litauisk.

#### Mestrer morsmål skriftlig?

Ja

#### Snakker morsmål-daglig?

Ja

#### Med hvem?

Med mamma og pappa. Skyper med venner ukentlig.

#### Snakker du norsk daglig? Med hvem?

Ja, venner og lærer. Noen ganger også med mamma for å lære mer norsk.

#### Snakker du engelsk daglig? Med hvem?

Med venner, daglig. Bruker norsk-engelsk, blander språkene.

#### Snakker du et annet/andre språk daglig? Hvilket? Med hvem?

-

#### Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt (4)

*Morsmål (-) engelsk (2) norsk (1)*

#### Hvilket språk bruker du med venner utenom skoletid? Skaler mest brukt (1)-minst brukt (4)

*Morsmål (1) engelsk (3) norsk (2)*

#### Har du gått på skole i hjemlandet?

Ja

**Når startet du? Hvor lenge gikk du? Hadde du engelsk undervisning?**

7 år

**Lærte dere andre språk på skolen?**

Engelsk og russisk, man kan velge mellom russisk, engelsk eller tysk. Engelsk er obligatorisk så velger man mellom russisk, tysk (på noen skoler også fransk) fra femte klasse.

Engelskundervisningen starter i andre klasse.

**Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole? Hvorfor?**

Kom i juli/august og begynte på skolen ved oppstart.

**Ev. Hvor langt opphold på undervisning?**

Ikke opphold.

**Gikk du i mottaksklasse?**

Ja

**Tid i mottaksklasse?**

Et halvt år.

**Hadde du engelsk undervisning i mottaksklassen?**

Nei

**Hvor lenge har du gått i ordinær undervisning?**

5 måneder

**Hvilket språk mestrer du best av engelsk og norsk?**

Kanskje engelsk, fordi jeg vet flere ord. Både skriftlig og muntlig.

**DISKUSJON/REFLEKSJONDEL**

**Er det viktig å kunne engelsk for deg?**

Ja, fordi først jeg kunne ikke snakke norsk og jeg snakket engelsk. De som snakker med meg snakker bedre engelsk nå.

**Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?**

Vet ikke. Jeg tenker det er greit.

**Bruker lærer bilder i undervisningen?**

Først ja, men nå nei fordi jeg kan mer norsk og kan forstå. I engelsk nei.

**Hvilket språk bruker lærer i klassen?**

Engelsk-og litt norsk

**Er det bra for deg? Hvilket språk ville du foretrukket at lærer bruker?**

Det er bra med engelsk og litt norsk.

**Hvordan lærer du engelsk best? Åpne opp for hvordan lærer du språk best?**

Snakker med andre. I engelsktimene at klassen snakker engelsk. Ser på engelske filmer og hører på sanger.

**Hva fungerer i engelskundervisningen?**

Jeg liker kahoot, jeg liker å snakke med de andre elevene og jobbe i grupper.

**Hva fungerer ikke i engelskundervisningen?**

Alt er bra.

**Synes du nivået på engelskundervisningen er, skaler fra 1-3 (passe, for lavt, for høyt)**

Passe.

**Som flerspråklig, har du noen fordeler i engelskfaget?**

Nei

**Som flerspråklig, har du noen ulemper i engelskfaget?**

Jeg vet ikke. Nei.

**Er det en undervisningsform du foretrekker fremfor en annen?**

Å snakke sammen og se filmer.

**Er det noen undervisningsform du ikke liker?**

Jeg vet ikke, alt er bra.

**Liker du å jobbe sammen med andre elever?**

Ja.

**Jobber du med faget hjemme?**

Ja.

**Leser du bøker på engelsk?**

Jeg har lest, men ikke nå.

**Hvordan jobber du med faget hjemme?**

Jeg leser leksene og ser på filmer som lærer har lagt ut, og jobber med temaet lærer har gitt.

En tekst og en liten video på engelsk som lærer har lagd, du kan også høre lærer snakke på engelsk.

**Får du hjelp av noen hjemme (søsken/foreldre)?**

Mamma.

**Hva slags tilbakemelding er best for deg å få i engelskundervisningen?**

Muntlig, både på norsk og engelsk.

**Hvordan lærer du best språk?**

Veiledet av lærer og svarer: om tema jobbe med tankekart og de viktigste begrepene. Skjematisk.

## Appendix VII: Learner interview 3

Uten tospråklig lærer.

### FORMALITETER

Gutt/jente jente

Alder 11 år

Trinn 5

Hjemland Kenya

### SPRÅKBIOGRAFI

#### Morsmål:

Kiswahili

#### Mestrer morsmål skriftlig?

Ja

#### Mestrer morsmål muntlig?

Ja

#### Snakker morsmål daglig? Med hvem?

Ja, med mamma

#### Snakker du norsk daglig? Med hvem?

Ja, pappa og familien, noen ganger mamma og i skolen

#### Snakker du engelsk daglig? Med hvem?

Ikke hver dag, men noen dager. Når jeg er hjemme og jeg snakker med min mamma, også, ja.

#### Snakker du et annet/andre språk daglig? Hvilket? Med hvem?

Jeg kan litt fransk og bittelitt spansk. I Kenya lærte vi fransk hver fredag, spansk fordi det er en sang jeg liker og det «Despasito» med Justin Bieber.

#### Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt (4)

Morsmål ( ) engelsk (1) norsk (2) annet ( ) norsk.

#### Hvilket språk bruker du med venner utenom skoletid ? Skaler mest brukt (1)-minst brukt(4)

Morsmål ( ) engelsk ( ) norsk ( ) annet ( ) når jeg kan ikke si et ord på norsk da pleier jeg å si det på engelsk, og da kan de som forstår det.

**Tidligere skolegang.**

**Har du gått på skole i hjemlandet?**

Ja

**Når startet du? Hvor lenge gikk du? Hadde du engelsk undervisning?**

Kanskje når jeg var ett år eller noe, tror jeg. To eller ett år. Det var som ett stort skole med mange klasser. Første-andre, andre klasse til sjette sjuende klasse. Jeg gikk i første klasse og jeg lærte engelsk. Vi fikk ikke snakke swahili, bare engelsk. Familien min lærte meg å skrive swahili.

**Lærte dere andre språk på skolen?**

Fransk hver dag, fra tredje klasse.

**Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole? Hvorfor?**

Jeg begynte på skole med en gang. Først tok jeg noen måneder å lære å si «jeg heter...», jeg er ni år jeg kommer fra Kenya og sånn.

**Ev. Hvor langt opphold på undervisning?**

-

**Gikk du i mottaksklasse?**

Ja.

**Tid i mottaksklasse?**

Ett år, jeg gikk i fjerde klasse og. Jeg var ute i engelsk, kunst og håndverk, musikk, tekstil og gym.

**Hadde du engelsk undervisning i mottaksklassen?**

Nei, bare med fjerde klasse.

**Hvor lenge har du gått i ordinær undervisning?**

Noen måneder, fem og en halv mnd.

**Hvilket språk mestrer du best av engelsk og norsk?**

Engelsk!

Fordi jeg har lært det hele livet mitt og jeg skal fortsatt lærer det.

**DISKUSJON/REFLEKSJONDEL**

**Er det viktig å kunne engelsk for deg?**

Ja, det er litt viktig fordi for eksempel hvis jeg skal for eksempel sånn fly til et annet sted og jeg vet ikke hva språket er da liksom snakker engelsk med dem.



**Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?**

Det går greit.

**Fordeler?**

Ja, det er at jeg kan lære mer om det faget.

**Ulemper?**

Nei. Noen ganger jeg kan som si noe på engelsk if I'm talking in Norwegian I can say something accidentally in English.

**Bruker lærer bilder i undervisningen?**

Ja, i boka.

**Hvilket språk bruker lærer i klassen?**

Vi pleier å snakke på norsk, men vi sånn ganger vi snakker engelsk.

**Er det bra for deg? Hvilket språk ville du foretrukket at lærer bruker?**

Begge er bra.

**Hvordan lærer du engelsk best?**

Når andre snakker til meg på engelsk, også når jeg ser film på engelsk, og når jeg lærer engelsk på skolen.

**Hva fungerer i engelskundervisningen?**

Å snakke engelsk.

**Hva fungerer ikke i engelskundervisningen?**

Ingenting. Alt er bra.

**Synes du nivået på engelskundervisningen er (passe, for lavt, for høyt)?**

Jeg synes det er litt av lett og litt av passe. Det som er lett er at jeg kan snakke engelsk og jeg kan forstå hva slags ord er på boka og det som er passe er at jeg skal som lære nye ting som jeg ikke har lært før. Som i dag hadde vi en presentasjon.

**Som flerspråklig, har du noen fordeler i engelskfaget?**

Nei.

**Som flerspråklig, har du noen ulemper i engelskfaget?**

Nei.

**Hvordan foregår engelskundervisningen i klassen?**

Vi pleier å lese på sånn boka og gjøre oppgaver også gjøre som presentations. Og kanskje leke litt engelsk som spill. Gloser i lekser og test på tirsdag hver gang.

**Er det en undervisningsform du foretrekker fremfor en annen?**

**Er det noen undervisningsform du ikke liker?**

-

**Liker du å jobbe sammen med andre elever?**

Ja. Det er gøy.

**Jobber du med faget hjemme?**

Ja, ikke hele tiden da.

**Hvordan jobber du med faget hjemme?**

Jeg pleier å ta en halvtime å gjøre lekse så da kan jeg forstå mer.

**Leser du bøker på engelsk?**

Hvis vi har leselekse noen ganger på engelsk og noen ganger på norsk. Nå lese jeg *Frost Hollow Hall* (Emma Carroll) som om barn som en av de blir skadet eller noe sånt. På engelsk. Vil helst lese engelske bøker, men i biblioteket jeg får ikke lov bare å ta engelske bøker av mamma og pappa. Så da må jeg ta engelsk bok og film på norsk eller norsk på bok.

**Får du hjelp av noen hjemme (søsken/foreldre)?**

Ja, av matte får jeg hjelp av mamma, på norsk får jeg hjelp av pappa, og engelsk får jeg hjelp av mamma og pappa.

**Hva slags tilbakemelding er best for deg å få i engelskundervisningen?**

Før sier hun at du kan skrive det riktig også etter da sier hun en ting vi ikke har gjort og ting som vi kan gjøre senere.

**Hvordan lærer du best språk?**

Norsk er if I'm talking to my friends vi snakker norsk hver gang ikke sant, så I can learn new words that they know når vi snakker for eksempel.

Når jeg ser på film eller leser bøker så lærer jeg engelsk.

Swahili: jeg snakker ikke swahili hver gang men noen ganger som mamma, men ikke pappa da for han har ikke, så da ja.

## Appendix VIII: Learner interview 4

I dette intervjuet var elevens tospråklig lærer med.

### **FORMALITETER**

Jente, 12 år, 7. klasse

Født i Norge, foreldre fra Makedonia. Flyttet til Makedonia når hun var fem-seks år. Flyttet tilbake til Norge for nesten to år siden. Mottak i et drøyt år.

### **SPRÅKBIOGRAFI**

**Morsmål:** albansk har to dialekter. Hennes dialekt er gegisk.

Makedonsk og albansk er veldig ulikt, hun snakker ikke makedonsk.

#### **Mestrer morsmål skriftlig?**

Ja, godt.

#### **Snakker morsmål daglig? Med hvem?**

Ja, mamma pappa og brødre.

#### **Snakker du norsk daglig? Med hvem?**

Ikke i helgen, med mindre hun treffer norske venner.

#### **Snakker du engelsk daglig? Med hvem?**

Jeg vet ikke, ja, men ikke i helgen. I engelsktimen, men også i friminuttet. Kan bedre engelsk enn norsk.

#### **Snakker du et annet/andre språk daglig? Hvilket? Med hvem?**

Nei.

#### **Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt (4)**

*Morsmål (-) engelsk (1) norsk (1) annet (-) (altså like mye norsk og engelsk).*

#### **Hvilket språk bruker du med venner utenom skoletid? Skaler mest brukt (1)-minst brukt (4)**

*Morsmål (-) engelsk (1) norsk (1) annet ( )*

#### **Tidligere skolegang.**

#### **Har du gått på skole i hjemlandet?**

Ja

#### **Når startet du? Hvor lenge gikk du?**

Fantes ikke barnehage, men startet i første klasse. Hun vet ikke helt, men tror hun var fem eller seks, antagelig var hun seks sier tospråklig lærer og hun selv.

### **Engelskundervisning?**

Engelsk fra første klasse, men da er det farger, vinduer og dør o.l., fra tredje klasse begynner man å skrive og lese.

### **Lærte dere andre språk på skolen?**

Fransk i 6. klasse (kan variere fra skole til skole hvilket andrespråk man undervises i, kommentar fra tospråklig lærer).

### **Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole? Hvorfor?**

#### **Ev. Hvor langt opphold på undervisning?**

Nei.

#### **Gikk du i mottaksklasse?**

Ja.

#### **Tid i mottaksklasse?**

Ett og et halvt år.

#### **Hadde du engelsk undervisning i mottaksklassen?**

Nei.

#### **Hvor lenge har du gått i ordinær undervisning?**

Fem måneder.

#### **Hvilket språk mestrer du best av engelsk og norsk?**

Engelsk. For å forstå og uttrykke meg er det lettere for meg med engelsk.

### **DISKUSJON/REFLEKSJONDEL**

#### **Er det viktig å kunne engelsk for deg?**

-

#### **Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?**

Jeg tror ikke det er vanskelig å lære et annet språk, verken norsk eller engelsk, men engelsk er lettere. Fordi jeg bruker det på skolen. Måtte begynne på nytt med norsk, for da hun var fem år kunne hun det. Det ligger litt i hodet selv om hun opplevde å ha glemt det meste. Bodde i Bergen og språket var annerledes enn her.

**Fordeler?** Ja fordeler, ingen av språkene forstyrrer meg, for norsk og engelsk er litt likt. Ord som er i slekt.

**Ulemper?** Strever mest med norsken, med engelsk repeterer og hører. De jeg snakker med prøver jeg å lære gjennom dialog. Ikke sitte og lese. Vil gjerne sitte og lære engelsk som hun lærer norsk.

Lettere å lese og skrive ord du ikke kan ennå huske de fra dialoger.

**Bruker lærer bilder i undervisningen?**

Nei. Lite konkrete i Norge.

**Hvilket språk bruker lærer i klassen?**

Engelsk.

**Er det bra for deg?**

Ja

**Hvilket språk ville du foretrukket at lærer bruker?**

Som det er

**Hvordan lærer du engelsk best? Åpne opp for hvordan lærer du språk best?**

**Hva fungerer i engelskundervisningen?**

Når vi har tekst og oversetter følger lærer nøye med hvordan v jobber, hvis vi ikke klarer oversette hjelper hun oss.

Vi jobber med grammatikk, ordklasser, syntaks, fonetikk

**Hva fungerer ikke i engelskundervisningen?**

Hvis teksten inneholder for mange ukjente ord er det ikke bra. Da spør jeg lærer (bruker ikke ordbok)-

**Synes du nivået på engelskundervisningen er, skaler fra 1-3 (passe, for lavt, for høyt)**

passe

**Som flerspråklig, har du noen fordeler i engelskfaget?**

Hun svarer fordeler, men er usikker hvorfor. Tospråklig lærer er lingvist og snakker ganske mye til eleven nå på albansk.

**Som flerspråklig, har du noen ulemper i engelskfaget?**

**Hvordan foregår engelskundervisningen i klassen?**

**Er det en undervisningsform du foretrekker fremfor en annen?**

**Er det noen undervisningsform du ikke liker?**

**Liker du å jobbe sammen med andre elever?**

Ja, med de som kan bedre enn meg.

**Jobber du med faget hjemme?**

Ja gjør lekser

**Hvordan jobber du med faget hjemme?**

Øver på verb hver uke. Jeg må på en måte øve hjemme med ordene jeg lærer på skolen.

**Leser du bøker på engelsk?**

Nei.

**Får du hjelp av noen hjemme (søsken/foreldre)?**

Nei, noen ganger av bror

**Hva slags tilbakemelding er best for deg å få i engelskundervisningen?**

Lære ord, må skrive setning med ordene, i morgen test, den som sitter nærmest retter for hverandre.

**Hvordan lærer du best språk?**

Lese ord og man kan lære av TV.

## Appendix IX: Learner interview 5

Uten tospråklig lærer.

### FORMALITETER

Gutt/jente: gutt

Alder 10

Trinn 5.

Hjemland Kurdistan

### SPRÅKBIOGRAFI

**Morsmål** kurdisk

**Mestrer morsmål skriftlig?** ja, nesten samme bokstaver som i engelsk.

**Snakker morsmål daglig? Med hvem?**

Med pappa, men han oppfordrer også barnet til å snakke norsk hver dag, mamma og familien.

**Snakker du norsk daglig? Med hvem?**

Onkel, søster og far. Men mamma kan ikke så mye norsk. På skolen.

**Snakker du engelsk daglig? Med hvem?**

Litt da. Jeg forstår litt.

**Snakker du et annet/andre språk daglig? Hvilket? Med hvem?**

Arabisk kan ikke skrive, har bodd i Syria i tre år. Kan tyrkisk også.

**Hvilket språk bruker du i friminuttet? Skaler mest brukt (1)-minst brukt(4)**

*Morsmål ( ) engelsk ( ) norsk (1) annet (2 ) kurdere han kjenner snakker heller arabisk enn kurdisk*

**Hvilket språk bruker du med venner utenom skoletid? Skaler mest brukt (1)-minst brukt 4)**

*Morsmål ( 2) engelsk ( ) norsk (1) annet ( ) norsk fordi jeg har norske venner, hjemme hos dem spiller og snakker vi alltid norsk.*

**Tidligere skolegang.**

**Har du gått på skole i hjemlandet?**

Ja, fire år så flyttet vi til Tyrkia og der var vi i tre år så flyttet vi til Norge.

**Når startet du? Hvor lenge gikk du? Hadde du engelsk undervisning?**

I Tyrkia, ikke i Kurdistan. Men jeg gikk bare ett år i skolen i Tyrkia. For det var sommerferie i fire måneder i Tyrkia.

**Lærte dere andre språk på skolen?**

Tyrkia: engelsk

Kurdistan: arabisk

**Var det opphold på skolegang fra du flyttet fra hjemlandet til du startet i norsk skole? Hvorfor?**

**Ev. Hvor langt opphold på undervisning?**

Norsk by 1: noen måneder

Norsk by 2: i to og et halvt år (på vanlig skole, ikke mottak, der var det masse kurdere og syrere)

Norsk by 3: Det var sommerferie da jeg flyttet til by 3, og vi hadde fri i to mnd. Etter sommerferien jeg gikk til skolen, vi spurte rektor om å begynne og jeg måtte vente en uke, så jeg hadde lenger sommerferie enn dere.

**Gikk du i mottaksklasse?**

Ja, i norsk by 3.

**Tid i mottaksklasse?**

Tror det var en måned eller to.

**Hadde du engelsk undervisning i mottaksklassen?**

Nei

**Hvor lenge har du gått i ordinær undervisning?**

6-8 måneder

**Hvilket språk mestrer du best av engelsk og norsk?**

Norsk, engelsk er bittelitt vanskelig.

**DISKUSJON/REFLEKSJONDEL**

**Er det viktig å kunne engelsk for deg?**

Ja, det er viktig fordi hvis jeg går liksom til Tyskland hvordan skal jeg snakke tysk!? Kanskje på sommerferien jeg skal til Spania eller London.

**Hvordan er det for deg å lære flere språk på en gang? (norsk og engelsk)?**

Vanskelig for meg å lære på engang. Fordi jeg kunne noen bokstaver på engelsk og på norsk.

**Bruker lærer bilder i undervisningen?**

Hun tegner på tavla



**Hvilket språk bruker lærer i klassen?**

engelsk

**Er det bra for deg? Hvilket språk ville du foretrukket at lærer bruker?**

Bedre å snakke engelsk, litt norsk for det er noen som ikke kjenner engelsk så mye

**Hvordan lærer du engelsk best?**

Jeg spiller masse spill, de sier hvilket språk vil du ha, jeg sier enten tyrkisk, norsk, men mest engelsk da! Noen engelske spill snakker de med hverandre, liksom «de snakker engelsk, helle missionet er engelsk. Jeg byttet til italiens: «de liksom italiano».

**Hva fungerer i engelskundervisningen?**

Å lage Power Point på engelsk, skrive engelsk, også lære seg å snakke engelsk.

**Hva fungerer ikke i engelskundervisningen?**

Jeg liker masse, liker alt.

**Synes du nivået på engelskundervisningen er, skaler fra 1-3 (passe, for lavt, for høyt)**

Passe fordi jeg kan engelsk da det er vanskelig og da lærer jeg mere, etterhvert da blir det lettere.

**Som flerspråklig, har du noen fordeler i engelskfaget?**

Ja, fordi det er bedre for meg å lære engelsk for da er det bedre enn alle språk. Alle i verden nesten kan engelsk og man trenger masse engelsk. Det er masse i hodet min, men det er ikke vanskelig, det blir bedre (å kunne mange språk) ikke vanskeligere.

**Som flerspråklig, har du noen ulemper i engelskfaget?**

Nei

**Hvordan foregår engelskundervisningen i klassen?**

Lærer oss engelsk. Vi lager prosjekt med Power Point, Quest (tekstbok), lekser på data. Charlie og sjokoladefabrikken og en heks og sånn, og en drage.

**Er det en undervisningsform du foretrekker fremfor en annen?**

Skulle ønske vi hadde hatt Kahoot.

**Er det noen undervisningsform du ikke liker?**

Liker du å jobbe sammen med andre elever? Ja, men d gjør jeg og d liker jeg

**Jobber du med faget hjemme?**

Ja, faren min hjelper meg.

**Hvordan jobber du med faget hjemme?**

På datamaskinen hvis vi ar oppgave fra *Quest*.

**Leser du bøker på engelsk?**

Ja, det gjør jeg for på biblioteket jeg tar to bøker, jeg tas samme bok, en på norsk og en på engelsk, og hvis jeg ikke skjønner hva det betyr tar jeg den andre og leser

**Får du hjelp av noen hjemme (søsken/foreldre)?**

Pappa

**Hva slags tilbakemelding er best for deg å få i engelskundervisningen?**

Skriver det på engelsk for jeg må lære å lese.

**Hvordan lærer du best språk?**

Jeg følger ikke med på noe annet, jeg må lære meg viktige språk da følger jeg med på ingenting. Lese og snakke.