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Supporting multilingual identities in the English classroom to prevent socio-emotional difficulties of minority language pupils.

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Preface

The process of writing the master's thesis started in autumn 2020 when I became a student in the two-year programme in Adapted Education with specialisation in Special Education. However, arriving to the point when I deliver the thesis was preceded by a series of events, thoughts and decisions that is worth mentioning.

My first reflections about Norwegian school and language policy appeared during the first year of 5 years programme in Teacher Education. The studies gave me an opportunity to do my teaching practice in elementary school and to gain necessary credits to teach subjects included in the Curriculum in Grades 1-7. It was a precious time that taught me a lot, but also raised the issues in minority language inclusion in school as well as fellow students' and teachers' views on multilingualism. That was also when I met my supervisor, who became an important and inspiring person to me. After the first year of the Teacher Education I decided to combine the Mathematics didactics from the second year of the studies with the master programme in Adaptive Education.

The two years of the master studies were special and challenging, mostly because of the need to integrate the roles of a student, an employee, a member of a voluntary organization and a multicultural council in the municipality, as well as a mother. In addition, the everyday-, work- and university life was changed by the Covid-19 pandemics and the possibilities of organizing physical lectures and discussions with others were limited. However, during the first year, I completed a course in Special Education and Scientific methods (including Statistics). What is more, I wrote a master's thesis project plan, methodologies and collected some basic literature. The process continued in the second year, during which I also found my first job at school, as a bilingual teacher. This fact gave me an extra insight into the topic of my thesis and helped find the research participants. Despite all the challenges, mainly in time limits, I enjoyed every step of the writing process, especially running my own research and analysing the data that I collected myself.

I am happy to deliver the thesis and would like to thank everyone who helped me in the process, especially my supervisor, husband, parents, and all the research participants.

18.05.2022

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Abstract

This master's thesis is a final assignment for master's programme in Adapted Education with specialization in Special Education at Nord University. It addresses inclusion of minority languages in English teaching in elementary schools in Northern Norway and its relation to the socio-emotional development of children who have other home languages than Norwegian. Three main aspects are investigated: how the minority language pupils feel acknowledged in the English classroom, how do English teachers support multilingual identities of minority language students and how multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language students.

This study highlights is a response to the Norwegian Education Act (1998) together with Core Curriculum (2020), which stipulate that schooling must facilitate each student's needs and access to the curriculum through variation and adaptation to the diversity of the student group within a community. Since in the research I target the point of view of children, it is also strongly connected to the sociology of childhood, as well as theories concerning multilingualism and identity.

The study is a qualitative case study, which used observations, interviews and drawings as data collection methods. The research engaged 3 elementary school pupils with Polish as a home language, their parents, and English teachers.

My findings show that including language repertoires of minority language pupils supports their socio-emotional development. It has a positive impact on their self-confidence and creates positive associations with learning languages, as well as make them feel seen and appreciated. However, despite the Education Act and National Curriculum, multilingual pedagogical practices are not often seen in English classrooms in Northern Norway, which is explained by teachers with lack of time and competences in minority languages.

Keywords: multilingualism, multilingual pedagogical practices, minority language, identity, socio-emotional development, well-being, elementary school, English classroom, Norway

Sammendrag

Denne masteroppgaven er en avsluttende oppgave i det 2-årige Masterprogrammet i Tilpasset opplæring med fordypning i Spesialpedagogikk ved Nord universitet. Den tar for seg inkludering av minoritetsspråk i engelskundervisningen i grunnskoler i Nord-Norge og forholdet til den sosioemosjonelle utviklingen til barn som har annet hjemmespråk enn norsk. Tre hovedaspekter undersøkes: hvordan føler de minoritetsspråklige elevene seg anerkjent i det engelske klasserommet, hvordan støtter engelsklærerne flerspråklige identiteter hos minoritetsspråklige elever og hvordan kan flerspråklig pedagogisk praksis i det engelske klasserommet bidra til å forebygge sosioemosjonelle vansker hos de minoritetsspråklige elevene.

Bakgrunnen for studien ligger i Opplæringsloven (1998) sammen med Overordnet del av læreplanen (2020), som fremhever at skolegang skal legge til rette for hver enkelt elevs behov og tilgang til læreplanen gjennom variasjon og tilpasning til elevenes mangfold. Siden jeg i oppgaven retter meg mot barn synsvinkel, er den også sterkt knyttet til barndommens sosiologi, samt teorier om flerspråklighet og identitet.

Studien er basert på kvalitativ tilnærming og har en form for casestudie. For å samle inn data ble det benyttet observasjoner, intervjuer og tegninger. Undersøkelsen engasjerte tre grunnskoleelever med polsk som hjemmespråk, deres foreldre og engelsklærere.

Mine funn viser at det å inkludere språkrepertoaret til minoritetsspråklige elever støtter deres sosio-emosjonelle utvikling. Det har en positiv innvirkning på selvtilliten deres og skaper positive assosiasjoner til å lære språk. De føler seg også sett og verdsatt. Men til tross for Opplæringsloven og Læreplanen, er flerspråklig pedagogisk praksis ikke ofte å se i de engelske klasserommene i Nord-Norge, noe som forklares av lærere med mangel på tid og kompetanse i minoritetsspråk.

Nøkkelord: flerspråklighet, flerspråklig pedagogisk praksis, minoritetsspråk, identitet, sosio-emosjonell utvikling, trivsel, grunnskole, engelsk klasserom, Norge

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1.0.Introduction

This master's thesis entitled *Supporting multilingual identities in the English classroom to prevent socioemotional difficulties of minority language pupils* is a final assignment in the two-year master programme in Adapted Education with specialization in Special Education at Nord University. In the paper I refer to my own work, a semester assignment in Special Education, which is relevant for the topic and was rated with the highest grade.

The name of the master's programme, Adaptive Education, is in fact a term used frequently in the subject of the Norwegian schooling system. The Education Act (1998) together with Norwegian Curriculum (2017) specifies that schools must adapt to each student's needs as well as provide equal access to the curriculum and facilitate teaching to the diversity of the student group as a community. This diversity includes students who are immigrants or children of immigrants born in Norway. Consequently, teaching facilitation mentioned in the Education Act also concerns the students with other first or home language than Norwegian.

The master's thesis addresses inclusion of minority languages in the English teaching in elementary schools in Northern Norway. The aim of the study is to investigate if the pupils' language repertoires are visible in schools and if its recognition support their socio-emotional development. It is also to find out whether there is a relation between the inclusion of multilingual practices and the socio-emotional development of children who have other home languages than Norwegian. Three main aspects are investigated: if and how the minority language pupils feel acknowledged in the English classroom, how do the English teachers support multilingual identities of minority language students and how can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language students.

The paper is divided into 12 main sections: Introduction, Theoretical background, Methodological approach, Research design, Research participants and context, Data collection methods, Validity and reliability, Research ethics, Data analysis, Findings, Discussion of findings and Conclusions. In the first section I present the research questions and rationale for the choice of topic. The second section is a literature study focusing on multilingualism, identity, and socio-emotional development, which gives a background for my own research on multilingual children and language practices. The research is then discussed in terms of methodology in the third and design in the fourth section. The presentation of data collection methods in the sixth chapter is then followed by their validity, reliability, and ethical

considerations. The latter is of particular importance because of the inclusion of children's voices in the project, where the ethical aspects of the research are debated. Then in the tenth section the data collected throughout observations, interviews and surveys are presented and then discussed in order to elaborate the final conclusions in the last section of the paper.

The topic of the master's thesis *Supporting multilingual identities in the English classroom to prevent socioemotional difficulties of minority language pupils* is relevant in terms of the visible changes in the Norwegian society and my private reflections. The ground for choosing this area is discussed in the next section.

1.1 Rationale for the topic choice

The aim of my master thesis is to study how supporting multilingual identities may help prevent socioemotional difficulties of minority language pupils. In order to do that I conducted a qualitative study of inclusive multilingual practices in primary schools in one of the municipalities in Northern Norway. There are several reasons why I chose to focus on this particular topic: the current situation in Norwegian schools, existing research, and personal experiences.

First of all, elementary schools in Norway, which are the focus of the study, are culturally and linguistically diverse learning spaces. The diversity is expressed among others in pupils' multilingualism since many have other home language than Norwegian (Flongfeldt & Lund, 2018). Some of these multilingual students were born in Norway to immigrant parents, while others moved from another country. Among students in Norwegian primary schools nowadays, there are many first- and second-generation immigrants and refugees. At the beginning of 2022 there was 819 356 immigrants and Norwegian-born to immigrant parents, which is almost 15% of the whole population of the country (Statistics Norway, 2022). As a result of having another mother tongue as Norwegian and insufficient competence in the school language 6,3% of all the pupils in primary and lower secondary schools received special tuition in Norwegian in the school year 2021/2022, (Statistics Norway, 2022).

Secondly, the experiences related to moving to a new country or learning a new language, together with the subsequent challenges have been a subject of international study. Results show unanimously, that especially in childhood, these events may have an impact on one's self-image (Hurwitz & Kambel, 2020). The development of this image, also called identity, is created as a result of interactions with the inner self and social world: family, school, cultural and ethnic membership, social class, languages, religion, gender, or sexual orientation (Krulatz, Dahl, &

Flognfeldt, 2018, p.101). Studies highlight the importance of multilingual pedagogical practices in schools, which develop students' mother tongue as part of their learning experience, leading to improved self-image, wellbeing, and academic performance (Hurwitz & Kambel, 2020). In contrast, research shows that despite international and Norwegian regulations such as the Education Act (1998), students' language repertoire and identity are not used sufficiently as a resource in teaching practice (Haukås, 2016).

Thirdly, although the Norwegian Curriculum emphasizes the importance of recognizing and valuing the diversity of students, as well as viewing diversity as an enrichment and a resource, the culture and language of minority language pupils was not visible in school during my student practicum. I observed that minority language children often had different Norwegian language skills from their Norwegian peers. What is more, their language backgrounds and different skills in the school language were ignored by teachers, which seemed to impact negatively on children's socio-emotional development. Many chose to be silent during classes and were afraid of building relationships with other students and the teachers. Others lost interest and motivation and misbehaved during lessons. Based on my observation, both groups often felt alienated, did not perceive themselves as good pupils and had little self-confidence in school. This might affect not only the school performance but also their future life and social and economic status (Hurwitz & Kambel, 2020).

In addition, I decided to narrow the field of research to the English classroom in elementary schools. That decision was made because of the previous education as English teacher and a conversation with a Norwegian teacher in one of the reception schools. The teacher admitted that English is an important bridge between pupils first language and Norwegian, which she often uses during the reception course she was responsible for.

Last but not least, in the preliminary literature review I have found many research articles focusing on teachers' voices and significantly less of these focusing on children. Hence, the purpose of my study is to investigate the topic from the children's perspective, which I will discuss on in the next section.

1.2 Research questions

The subject of the master's thesis is *Supporting multilingual identities in the English classroom in order to prevent socio-emotional difficulties of minority language pupils*. The connection of multilingualism, identity, socio-emotional development and difficulties together with minority language speakers in elementary school is a wide and complicated topic. I address it in the study with the following research questions:

- How do minority language pupils feel acknowledged in the English classroom?
- How do the English teachers support multilingual identities of minority language pupils?
- How can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language pupils?

The choice of research questions aims to fully investigate and understand the reality of English classroom, teacher's choices and children's wellbeing.

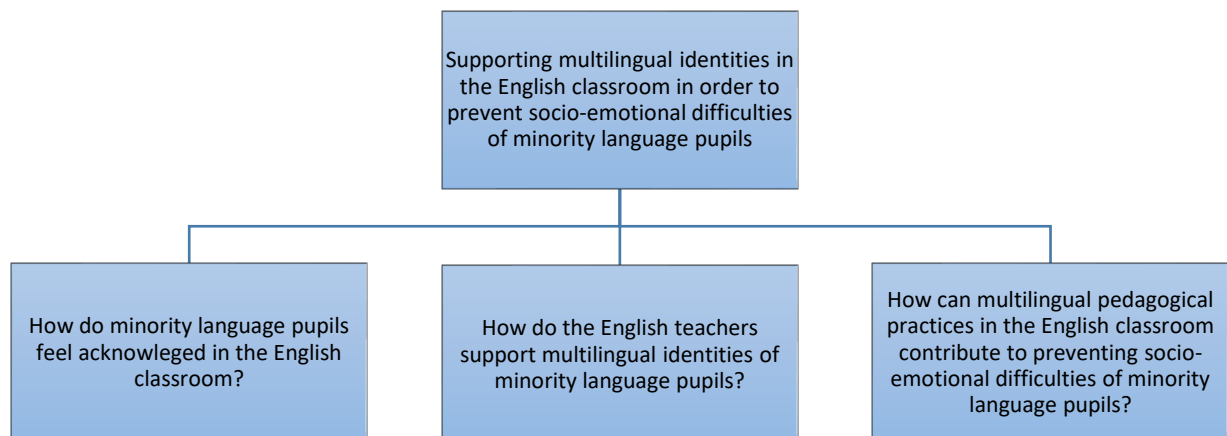


Figure 1: Research topic and questions

2.0 Theoretical background

In this section the theoretical background for my master thesis will be presented, with distinction on two main themes: multilingualism and primary school pupils' socio-emotional development. First, the definitions of multilingualism and the complexity of the phenomenon will be discussed in order to understand who a multilingual person is and what is the impact that languages have on identity and education.

2.1. Multilingualism

Embedding my research in multilingualism, the first major component of the topic of the Master's thesis, aims at acknowledging and understanding minority language pupils and their functioning at school. In this chapter I investigate how multilingualism and multilingual person are defined in existing literature. I discuss the phenomenon in the light of education and psychology, with a focus on identity.

2.1.1. Multilingualism and multilingual person

Multilingualism is a contemporary, complex phenomenon which can be understood from linguistic, individual, and social dimension. Its complexity is evident when we try to define multilingualism as its boundaries and relation to bilingualism (another term often used in linguistic literature for competence in two languages) are not clear (Ruiz de Zarobe & Ruiz de Zarobe, 2015, p. 405). On one hand, the proficiency in one language. On the other hand, it often stands for competence in two or three or more languages and thus replaces terms such as bilingualism and trilingualism (Aronin & Singleton, 2012). Definitions vary not only in terms of the number of languages that one speaks but also in levels of proficiency in these languages. In the past, a proficiency close to native in two or more languages were necessary to be considered bilingual or multilingual (Bloomfield,1933, as cited in Ruiz de Zarobe & Ruiz de Zarobe, 2015, p. 394). However, more recent definitions tend to define anybody who has started the process of acquiring a second or additional language as multilingual (Comanaru & Dewaele, 2015). What is more, people who speak several languages rarely have equal skills in all of them at the same time, because levels of proficiency are influenced by many factors such as frequency and changes in time (Aronin & Singleton, 2012). In purpose of this paper the definition of multilingualism as any level of proficiency in more than one language will be used.

Research on multilingualism has a long tradition. The phenomenon has been studied from various perspectives and in many fields, such as psychology, applied linguistics or sociology. Research on bilingualism, which is a basis for research on multilingualism, was first based on

a concept of two monolinguals in one (Grosjean, 1985). The bilingual user's language proficiency was compared to monolingual speakers, what affected study results and suggested some linguistic and cognitive deficiency in bilinguals. Inaccurate methodology, ineffectively formulated research questions and monolingual bias resulted in a belief that bilingualism may have negative effects on children's development (Prilutskaya, 2020, p.18). The first research which finally highlighted positive effects of bilingualism on children's development was done by Peal and Lambert in 1962 (Peal & Lambert, 1962). In a study on French-English bilingual children in Canada, bilingual informants outperformed their monolingual peers in verbal and non-verbal tests in both languages. The research outcomes were significant in presenting bilingual speakers as competent users of both languages. Since then, the developing research on bilingualism has focused on its effects on the cognitive development of speakers of two languages with results proving that knowing more than one language reinforces this aspect of human's development and helps prevent a cognitive decline (Barac & Bialystok, 2011).

The research on multilingualism exploring what being a multilingual speaker is has also developed through years. Early studies in psycholinguistics seemed to prove that bilingual brains store vocabulary separately (Pavio, 1991). However more recent ones question a separation of lexical storage in early and late bilinguals as well as prove a common conceptual system (Illes, et al., 1999, p. 348). It is not uncommon to hear a sentence like "Come on, bli med oss" said by a Norwegian- English person. This phenomenon of alternating between two or more languages in one conversation used to be called for code-switching and has been studied for more than a half of century (Jakobson, Fant, & Halle, 1952). Again, using two language codes in one situation is often perceived as an undesirable interference between languages, and together with the idea of two separate monolinguals and codes in one person have caused some misunderstandings in perceiving the functioning of multilingual speakers (Bley-Vroman, 1983). In fact, research has proven that using more than one language in one conversation is a sign of high competences in these languages (Poplack, 1980). That is because the users follow grammatical and lexical rules as well as the principle that all the participants must be familiar with used languages. Another reason for code-switching is that multilingual speakers do not use their languages equally on all occasions. They often have different home and school language and as a result may have different vocabulary ranges depending on topic in each of their languages (Cook, 1999). For example, a pupil, who speaks Polish at home and Norwegian at school may have richer vocabulary concerning cooking in Polish, and biology in Norwegian. This fact caused a debate in research, which questioned whether multilinguals have

More recently, the term code-switching was replaced by translanguaging. The need for a new, more adequate term was a result of a belief that multilingual person's languages have a common foundation, are stored together and that its' single features are selected when needed. Translanguaging incorporates language practices in which multilingual speakers use all languages from their unitary language repertoire in order to communicate. It highlights the individualism and dynamics of one's linguistic and semiotic practices above the labelled language and named nations, as well as elevates the status of practices which have been marked as non-standard for a long time (Garcia & Wei, 2014).

2.1.2. Psychological perspective on multilingualism: multilingual identity.

An important point of view on multilingualism came in 1960, when Canadian researchers, mainly in Quebec province, focused much attention on topics of bilingualism and minority language (Gardner & Lambert, 1959). They established a tradition of researching multilingualism from a psychological perspective which expanded on other fields and disciplines such as education or developmental-, cognitive- and applied psychology (Comanaru & Dewaele, 2015). Studies in these fields have often addressed similar issues such as motivation or learning and highlighted the importance of the learning environment, behaviour conditioning and reinforcement, as well as individual differences in learning (Comanaru & Noels, 2009). The interaction between psychology, psycholinguistics and applied linguistics in multilingual context have also influenced the area of research on emotions. Use of various methods such as reaction time (Altarriba & Basnight-Brown, 2012) or Emotional tests Stroop (Eilola & Havelka, 2011) provided some interesting results (Comanaru & Dewaele, 2015,p. 408). For example that while swearwords and love expressions seem to be more compelling in second language (Dewaele, 2013) or utilitarian decisions are more likely to be accepted in second language (Costa, et al., 2014). When it comes to children emotional development, research on multilingualism proved that speaking several languages evokes open mindedness and cultural empathy (Dewaele & van Oudenhoven, 2009)

Studying multilingualism from the psychological perspective is also a bridge to understanding the relationship between language and identity. Tajfel's (Tajfel, 1974) defines of identity as an individual knowledge of belonging to particular social groups together with emotions and values connected to this fact. The definition links the identity to three levels: cognitive (awareness of belonging), affective (emotions) and evaluative (positive or negative values) (Comanaru & Dewaele, 2015, p.409). However, the feeling of belonging to a particular group is at the same time a motive differentiating a person from another group. Traditionally, identity

was viewed as fixed and unitary, however nowadays this perception has changed into seeing the phenomenon as fluid, multiple, diverse and dynamic (Gholaminejad, Kouhpaenejad, 2014, p.199). There are three main approaches to identity nowadays: psychosocial, poststructural and sociocultural. The figure below presents the main assumptions of the three perspectives (Fisher et al., 2018, p.5).

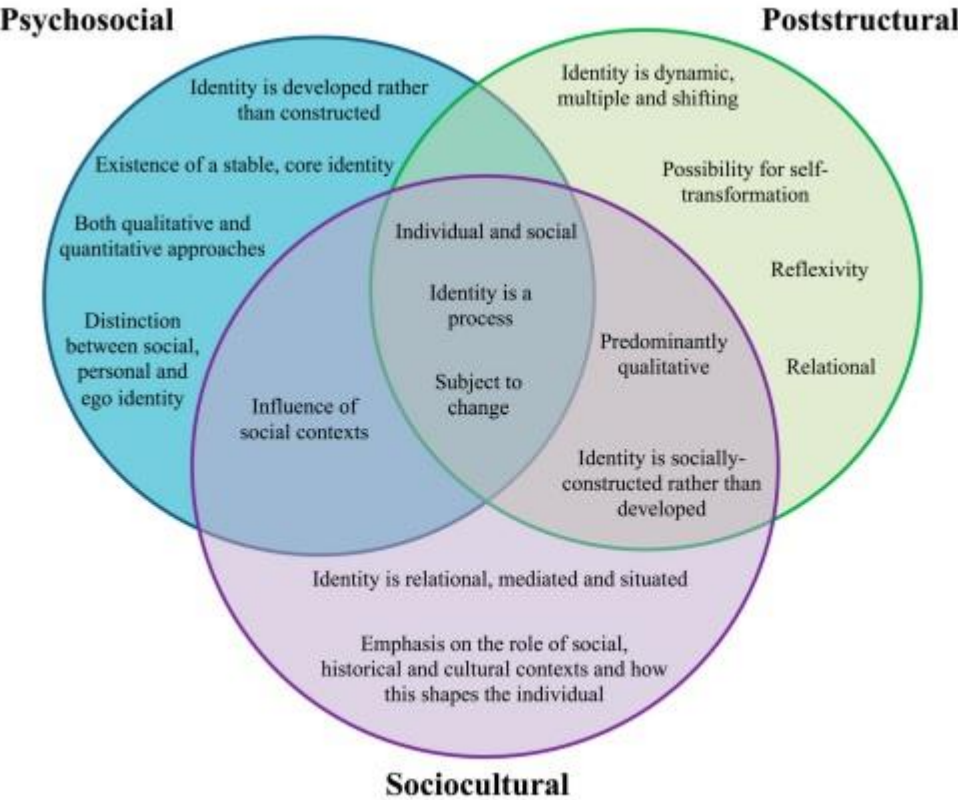


Figure 1. Theoretical perspectives on identity: intersections and differences.

Figure 3: Three approaches to identity (Fisher et al., 2018, p. 5)

The main similarities in the three approaches are that they all describe identity as a process, and a both individual and social phenomenon, which we are able to change and create to some extent (Fisher et al., 2018, p.5). Some researchers, mainly social constructivists, suggest that identity and context cannot be separated. That is because identity is a process and a relationship with the world through social interactions. By this the importance of temporal and special dimensions of identity are highlighted because identities are in constant change over time and space (Norton, 2000).

Language is one of the factors which shapes identity and make others identify us (Forbes, Rutgers, 2021, p. 399). Every language of a multilingual individual may create a sense of belonging to a different linguistic group which speaks it. However, the extent to which a person

feels as a member of a cultural, ethnic, and linguistic group depends on level of proficiency and self-confidence in a particular language (Comanaru & Dewaele, 2015). A theory elaborated by Clemens and Noels (1992) suggests that multilingual speakers have multiple self-representations and a feeling of belonging depending on where they are, what they do and what the interaction is. Use of a certain language requires behaving in a way accepted by the particular culture (Pavlenko, 2006, p.11). Depending on the context, some of multiple identities may become activated while some are unnoticeable. Additionally, each language in one's linguistic repertoire is a subject to adaptation and movement, which is dependent on social networks and migration and changes throughout one's life (Fisher et al., 2018, p.7). However, despite all the changes and contexts being multilingual may remain the fundamental element of multiple language speaker's identity (Fisher et al., 2018, p.7).

2.1.3. Multilingual societies

Multilingualism may be experienced by all countries or social classes, as being able to communicate, share experiences, knowledge, and ideas with different people in different languages has a social, political, and economic benefits experienced both on individual and collective level (Grosjean, 2010). Multilingualism affects societies and is as complex as they are (Ruiz de Zarobe & Ruiz de Zarobe, 2015). What is more, multilingual societies may be perceived on collective and individual level (Wei, 2013). First, the collective level stands for cohabitation of many different language users. However, it is important to note that because of globalisation, mobility, and technology the cohabitation and language nowadays is not limited to territory. Even though the use of more than one language and integration between various languages is a phenomenon that has always existed, nowadays societies are characterised by the most significant ever level of diversity. Vervotec (2007) name this characteristic, coined to first describe the city of London, by super-diversity. The term manifests differences in ethnic groups, languages, religion, race, social class, and economical background of members of modern societies. Secondly, seen from the individual level, multilingual society consist of individuals with personal characteristics determined by using more than one language.

However, even official multilingual societies, such as Switzerland, do not have individuals who speak all the four languages: French, German, Italian and Romansh. However, in both levels an interaction between the languages is essential, because as Wei states a multilingual is someone who is able to function in several languages in a conversational interaction (Wei, 2013). As mentioned before, Grosjean describes bilinguals as a whole, which cannot be divided. According to him bilinguals have both their languages activated simultaneously. What

is more he perceives language development as a non-linear process involving interaction with inner self and the environment (Grosjean, 1989).

2.1.4. Multilingualism and education

One of the environments one interacts with, which has been visibly affected by migration and multilingualism are schools. In recent years the growing number of migrant children and the impact of migration on educational systems has been commented by right-wing media and politicians with conclusions highlighting the negative effect of this phenomenon on majority children (Comanaru & Dewaele, 2015, p. 410). However, these accusations were not proved in research. In fact, studies show that proportion of multilingual or immigrant children in classes itself has no effect of educational outcomes of majority pupils (Ohinata & van Ours, 2013, as cited in Comanaru & Dewaele, 2015). There is some ambiguity in research which examines the school performance of native and immigrant children. On the one hand some results show that immigrant children often underperform (Triventi, Vlach, & Pini, 2021) while on the other hand some research proves that there is no visible difference in school performance between first-generation migrant pupils and their native peers (Levels & Dronkers, 2008).

The possibility of poor performance of immigrant children should be viewed in context. In a study focused on Somali children in Finland the reasons for this problem were analysed (Ismail, 2018). First of all, the difference between Finnish-Somali and the native-Finnish children generates inequality between the two groups in their abilities to benefit from high-quality education provided to them. Discrimination experienced by children with Somali background weakened their confidence, willingness to learn as well as parents' cooperation with schools. Secondly, as stated in the paper, the Finnish integration policy ignored the role of the majority language speakers, whose attitudes towards minority pupils was an essential factor for the minority children's academic performance. Isolation from the mainstream and bullying have made Somali children develop some survival strategies, however the experience of lack of close friends and rejection has continued. As highlighted in the study, constructing and promoting educational programmes that create a positive attitude of mainstream population towards the minorities is essential for children's success at school and then in life (Ismail, 2018).

In another study researchers examined the characteristics of the countries being a frequent destination of migration, the attributes of the countries of origin, and their relevance to academic performance of immigrant children (Levels, Dronkers, & Kraaykamp, 2008). First, the researchers theorized that implementation of policies focused on prevention of discrimination

is more likely in the countries ruled by left- than the right-wing or centrist governments. As left-wing governments have a longer tradition of favouring multiculturalism, the researchers posited that the economic integration and low level of discrimination in these countries would have positive consequences for the immigrant children's scholastic achievement. However, the hypothesis was not proven in the study, which may suggest that the implementation laws against discrimination do not give the intended results or that the legislation on the federal level has no reflection on educational process and student's individual experiences. On the other hand, researchers concluded that restrictive immigration policies in traditional immigrant receiving countries like Australia, may be an explanation of the fact that immigrant pupils perform better there. According to the study, as a result of the limitations regarding residence permits, the educational status of immigrant parents who get a permission to stay in the country is higher, which explains the children's performance. The researchers found no evidence for a hypothesis that the attitude towards immigrants nor education policies may be an explanation for the better school performance of immigrant children in traditional immigration countries, which do not differ from the Western countries in these aspects (Levels, Dronkers, & Kraaykamp, 2008).

2.1.5. Multilingual pedagogies and pupil's wellbeing

An important tool in recognizing students' backgrounds and take into consideration their language socialization, social emotional development, and wellbeing is the multilingual turn (May, 2013) in education (Krulatz, Dahl, & Flongfeldt, 2018). It contributes to giving children's equal access to the curriculum and supports them in meeting curriculum's demands but also requires knowledge on how to find appropriate learning materials, differentiate and adapt them to the needs of a particular group of students and individuals as language minority students, as well as help with assessing children's learning (Krulatz, Dahl, & Flongfeldt, 2018, p. 138). Multilingual pedagogical practice is about welcoming children's home languages even if the teacher does not speak them. Hence, visual materials like images and videos as well as body language, gestures, facial expressions should be used to make the communication effective. Research shows that multilingual pedagogical practices help learners build new knowledge in interaction with others, socialize and develop their identities, self-confidence, and motivation (May, 2013). Moreover, activities which value all languages and recognize children's backgrounds engage both students and teachers' full identities. They also may be beneficial for both parts (Conteh & Meier, 2014) for all the actors in classroom may start considering themselves as multilinguals. As a result, in the globalized world today most people have some knowledge about languages and have a linguistic repertoire. As mentioned before, selecting

features from one's language repertoire appropriate for a situation is called translanguaging, which in the school context means using all the languages spoken by anybody in the group (Krulatz, Dahl, & Flognfeldt, 2018, p.139). Translanguaging may also be viewed as a pedagogy that makes students' heritage and identity visible in school, promotes better, deeper learning and critical thinking, and develops cognitive and emotional engagement (Garcia & Wei, 2014). This pedagogical approach can be promoted by any teacher with benefits not only for minority but also the majority language children who become more aware of the diversity in the society they live in and curious of languages and cultures they are surrounded by (Krulatz, Dahl, & Flognfeldt, 2018). Therefore, translanguaging as a pedagogy helps prevent inequalities. Activities promoting multilingualism and translanguaging can be successfully used in the English classroom in the form of creating multilingual corners with artifacts from various cultures (Krulatz, Dahl, & Flognfeldt, 2018) reading novels or poems about various cultures and in various languages and deciphering unknown words (García & Kleyn, 2016) or writing poems including students traditions and words from home languages (García & Kleyn, 2016) (Kalinowska, 2021, p.11).

In a recently published study, Danish scientists investigated whether the learning of minority languages may have a positive effect on learning the majority language, in this case Danish (Andersen, Guul, & Humlum, 2021). They carried out an intervention program in primary schools, in collaboration with the Danish Ministry of Education, which lasted 32 weeks and engaged 230 children. The pupils were offered 45 minutes of their home language lessons three times a week. What is more, the classes were conducted based on an asset-based approach and the teachers were given guides, materials, and training on how to conduct such classes. During the lessons which aim was to improve speaking, writing, and reading in the minority language, bilingual books were used, and parents were encouraged to engage in doing homework and reading at home. The effects of these few months of minority language lessons were tested twice, first just after the intervention was completed, and then after one year. On one hand researchers found that there was no significant change in Danish acquisition just after the end of the intervention. In other words, heritage language lessons did not immediately have an effect on the majority language. On the other hand, there was a significant change in student's behaviours. They were more willing to go to school, satisfaction with classes increased, the behaviour of pupils who previously caused problems clearly improved, and their parents were more involved in the school life. What is more, when measuring the competences one year after the intervention, researchers found out that reading performance among students using minority

languages improved, However, they stated that this may be an effect of improved behaviour in the classroom. In addition, teachers of minority languages felt appreciated and responsible for speaking up for language minorities. To sum up, the intervention did not confirm the hypothesis that increasing competences in one language had a positive effect on the other. However, the Danish research confirms Cummins' (2021) hypothesis that appreciation of pupil's the linguistic resources and recognition of usually underrated migrant languages has a positive effect on children in terms of school performance, identity, and well-being.

Despite the advantages and possibilities coming from the multilingual pedagogies, as well as legislation that highlights the importance of inclusive practices, many teachers struggle with legitimisation of multilingualism in their classrooms. Conteh and Meier (2014) argue that multilingual pedagogy should have an official status in teacher study programmes, to provide opportunities to reflect and learn about the phenomenon and create a toolkit of strategies for building a multilingual school environment. However, there exist a problem of giving the teachers to many responsibilities, which they are not able to handle alone. Hence, policymakers need to engage in a conversation regarding the research on everyday school life, since the children's' social integration is a responsibility of the whole community (Conteh & Meier, 2014). Research show that in general, teachers have a positive attitude towards multilingualism and multilingual pedagogies, but they often do not feel qualified enough to implement them in own practice. That is because they often believe that they must be familiar with pupils' languages to be able to help them (de Angelis, 2011). The raising of linguistic awareness is often limited to activities including school language and English and does not recognise other languages from pupils' repertoires (Haukås, 2016). That is because teachers often believe that they need to know pupils' languages if they want them to be used as a scaffolding.

2.1.6. Summary

To sum up, multilingualism is an ability to communicate in more than one language and a complex phenomenon which concerns both in individuals and societies. The view on multilingual individuals, based on research, have evaluated from seeing them as two or more monolinguals in one, to speakers whose identity is influenced by the languages they speak and who draw on their whole language repertoire. However, in everyday life the deficit-oriented view of multilingualism is still often vivid despite the international and national legislations. In education, the theory concerning beneficial aspects of making pupils' linguistics heritage and identity visible in school seem to be known by school workers. However, despite the knowledge

and legislation, studies show that teachers find it difficult to apply multilingual pedagogics in their everyday practice.

2.2. Socio- emotional development and wellbeing in elementary school

The following section will present the theory concerning children's socio-emotional development and well-being at school. First, the aspects and stages of this sphere of human development will be studied and contrasted with most common difficulties. That in order to then look at socio-emotional development from an angle of multilingualism and minority language. Socio-emotional development of minority language children in elementary school and difficulties that this particular group may struggle with were a topic of my semester assignment in Special education and inclusion. The course was a part of the master programme in Adapted Education. This chapter is based on the literature study done for the mentioned assignment.

2.2.1. Emotions and temperament

Socio-emotional development is an area in human psychological development and a long process which starts just after birth and lasts until adulthood (Kalinowska, 2021, p. 3). Before I discuss the spheres and stages of this development, I would like to focus on what emotions and feelings are, because these two words are used as synonyms in everyday life, but in fact, does not have the same meaning.

First of all, emotions, just like multilingualism discussed in previous chapter, are a complex phenomenon which has been studied in several disciplines, for example biology, neuroscience, psychology, or sociology. Emotions are brain functions, that have an impact on the way we experience the world: they can both stimulate or drain us off the energy. They react to context, which means that events trigger emotions, for example some unfavourable circumstances may cause anxiety. What is more, they make us individuals with a unique personality and temperament. Finally, emotions have an impact on the way individuals communicate and understand each other. In other words, emotions affect social relations (Kvello, 2013).

As mentioned before, in everyday language the word "emotions" is often used as a synonym to "feelings". However, in professional nomenclature, feelings are the experienced parts of emotions. Humans have an observatory gaze on them, called meta position, which make us able to describe the way we feel (Eisenberg, 2006). Generally, we know which feelings we can expect in particular situations. Nevertheless, sometimes the experienced feelings are so strong

that they become an affect, in which one is not able to distance from own feelings and control his or her own reactions. This can cause for example aggressive behaviour (Kvello, 2013).

Human’s emotional states and reactions to events, their intensity as well as the way they are shown are individual and may be directed by internal conditions or external influences. By external influences we mean that the influence comes from outside, for example that negative emotions arise due to difficult situations one experiences. Internal influence, on the other hand, means that emotions accumulate in someone without any special external impact. Some people are bright-minded and have many positive emotions while others are more fearful or depressed and have a high incidence of negative emotions.

		LEVEL OF EMOTIONAL REACTION	
		MILD	STRONG
TYPE OF EMOTION	POSITIVE	Joy Well-being	Rapture Strong well-being
	NEGATIVE	Sadness Irritation Distress	Despair/Depression Fury Strong anxiety/ Fear

Table 1: Example of mild, strong, positive and negative emotions. (Haugen, 2008, p.26)

This phenomenon, called temperament, is considered as genetically hereticated and is believed to be visible already in the neonatal period. Temperament is a term including individual tendencies in how a person appears and reacts to impulses, regardless of the context, motivation, and cognition. It may be divided into dimensions of emotionality (kind and insensitivity of emotions), sociability (need to be close to other people), activity level, rhythmicity, adaptability, attention span and persistence, threshold of responsiveness, and quality of mood. These attributes make us connect with other people, or just the opposite: can make our relations difficult. However, even though these characteristics are genetically determined it does not mean that they are not affected by external factors and do not develop through life (Kvello, 2013).

The socio-emotional development takes place through interaction and togetherness with other people. First experiences with the closest caregivers are a foundation which shapes our personality, attachment style, self-image, and self-regulation (Kvello, 2013). They are also a

model of cultural, linguistic, and social norms (Eisenberg, 2006). In the first years of life children imitate the behaviour of their closest caregivers and then extended family members. Afterwards, when a child starts education, pre-school and school teachers became role models. By imitation the child develops socially and emotionally (Saarni, Campos, Camras, & Witherington, 2006) and acquires emotional literacy. This term means an ability to identify and understand both positive and negative emotions. The mentioned skills of emotional literacy let children successfully build relationships with adults and peers, gain self-confidence and handle with challenging situations, emotions, and behaviours (Waterhouse, 2019). Furthermore, socio-emotional development happens in three main dimensions: self-regulation, social competence, and social cognition (Halle, et al., 2014) (Kalinowska, 2021, p.3).

2.2.2. Socio-emotional development: self-regulation.

First, self-regulation is a term incorporating the ability to recognise and interpret one's own emotions, to handle and regulate them. What is more, it covers understanding of emotions in other people and having a repertoire of skills to meet them in appropriate ways. Further, self-regulation may be divided into emotion, behaviour, and thoughts regulation. It is respectively to control feelings, behaviour, and attention. The process of developing the mentioned skills takes place also in three phases: external regulation, co-regulation, self-regulation (Siegler, Eisenberg & DeLoache, 2006). In the first phase, which takes place in infancy, children need their closest care givers to help them calm down when crying. In the early childhood it is also adults who set boundaries and rules. Later, after being regulated by someone else, children observe and learn the techniques they can use themselves. Already in the age of four years children show some competences in emotion regulation, which is an individual matter, dependent on parent-infant relations and the way adult's response to children's reactions. Of course, other care givers have a big influence on children's emotional development too, for example kindergarten teachers, who have a social responsibility for raising harmonious adults. However, despite having some strategies, children still need the support of a more experienced person for quite a long time, until they gain enough understanding and skills to be able to regulate themselves. Nevertheless, some people never acquire enough competences to be able to self-regulate and they need a constant support of others, in form of conservatorship or correctional services (Kvello, 2013). The risk of developing some difficulties with emotion regulation increases significantly in families where the parents have moderate or severe mental disorders, where there is substance abuse, high levels of conflict, violence, neglect, or abuse of the child.

The ability to self-regulate is also connected to concentration. Already from infancy children gradually learn to concentrate for a longer period, participate in several activities and to confront their emotions with adult's expectations and instructions (Eisenberg, 2006). These are the scaffolds for later social-, sociocognitive skills and academic performance, as in school and in society people are expected to regulate emotions and behave in a way appropriate for a certain context (Haugen, Larsen, Øzerk, & Skogen, 2006) (Kalinowska, 2021, p.4)

What is more, it is important to remember that children are individuals with unique temperament, intelligence, and attachment patterns. Some traits of temperament cause a high incidence of negative emotions such as irritability or anger, which increases the risk of developing behavioural difficulties. On the other hand, children with a more reserved temperament have a high incidence of emotions such as sadness, fear, or insecurity, which cause a higher probability of developing anxiety and depression (Kvello,2013).

Perceiving and understanding emotions is abstract and can be complicated. It requires skills in abstract thinking, which includes generalization of experience, understanding metaphors, empathy, understanding numbers and mathematical concepts and systems, and foremost, language. The development of ability to think abstractly starts around the age of four, because nuanced perceptions are dependent on vocabulary development, as proper words are necessary to express them. Advanced self-regulation strategies are also based on linguistic self-instruction, generalization, and creative solutions (Eisenberg, 2006).

When it comes to attachment patterns, they appear very early, during the first year of a child's life. A secure relation with a care giver is a fundamental for trust in oneself and others. People who have developed a resistant or disorganized attachment pattern tend to have more negative emotions and less developed strategies for regulating them, than people with secure attachments. The lack of trust which appears in insecure children make them seek their caregivers' help to regulate negative emotions to a lesser extent than children with a secure attachment style do (Siegler, Eisenberg, & DeLoache, 2006).

2.2.3. Socio-emotional development: social competence.

Relation between emotions regulation and the second aspect in socioemotional development, called social competence is important to engage in relations with others. Firstly, social competence considers children's efficacy in social interactions both with adults and fellows. What is more, it includes not only the interaction with others but also developing and maintaining positive relationships. Abilities acquired in the dimension of social competence are

important for academic performance, because at school pupils are expected to take an active part in school community, during lesson activities and free play during breaks. Children are expected to cooperate with each other, resolve possible conflicts and be empathic (Halle, et al., 2014) (Kalinowska, 2021, p.4)

Furthermore, children engage in two main types of relationships: horizontal and vertical. In horizontal relationships both parts are equal, and it is for example children's friendships with peers or siblings. Vertical relationships, however, are based on power-, competence- or status differences, and they are for example parent-child or teacher- pupil relationships. In the first years of life, it is the vertical relationships that are most common in children's lives. That is why the parents' or closest caregivers' social competence and satisfaction with their relationships have a great influence on how socially competent the child becomes. Then, kindergarten and school become an important arena for social development, where they learn to adapt themselves, follow rules and acknowledge some structures of this small social group (Kvello,2013).

To be a member of a group means to be able to resolve conflicts, which has already been mentioned in the light of emotional regulation. However, conflicts may be divided into three more types: conflicts of interests, misunderstandings, and role conflicts. There also exist a variation of strategies to deal with them. Still, it varies between societies which strategies for conflict management are considered desirable and suitable (Siegler, Eisenberg & DeLoache, 2006). Good conflict management, as one of the skills acquired in the area of social competence means that one has a repertoire of solution strategies and use them flexibly, depending on the context. Empathy, necessary for resolving conflicts, may be considered as an essence of being prosocial (Kvello, 2013). It means protecting the rights of others, looking after the needs of others, seeking social fellowship with others. Prosociality is the basis of a human society and provides security for its members. By antisocial is meant the opposite, to violate the needs and rights of others, exploit others for one's own gain, break laws, rules, and norms, and not relate to generally accepted values.

Well-being and adaptation in kindergarten and then school are good indicators of how the child will adapt to society as an adult. On the other hand, a high level of school absence is considered as a warning sign of social maladaptation, mental health issues or risk of dropping out of upper secondary school. What is more, it is difficult to be socially skilled without abilities in key areas

that contribute to social competence such as behaviour, morality, and emotional, cognitive, and partly motor competence (Siegler, Eisenberg & DeLoache, 2006)..

Humans have a natural need to belong to a group. Perceiving oneself as competent and popular member of society strengthens self-acceptance while feeling the opposite: socially incompetent and being excluded affects self-acceptance in a negative way and may cause for example social anxiety. On the other hand, staying independent is just as important as being included in a social group, because people are expected to self-regulate and self-realize. However, individuals who are too independent are often perceived as egoistic or uncompromising, which can lead to loneliness (Haugen, 2008).

Besides the feeling of belonging through socialization, people also look for friendship, which was described already in antiquity by Aristoteles as relationships based on pleasure, of utility, and of virtue. Even though the interpretation of this theory is a bit imprecise, the basic idea is that these three factors are also the reasons for starting and maintaining relationships with particular people. That is, we choose friends based on the pleasure we get from them, utility of the friendship or based on a virtuous decision. At in the age of around 1 year old children become interested in peers and then at the age of two they have clear preferences around who they like to play with. Then, in the teenage years, friendships are based on belonging to same groups or clicks (Siegler, Eisenberg & DeLoache, 2006).

When it comes to the way children and teenagers start friendships, there are some visible differences between sexes. In general, girls are more intimate in friendship as they tend to emphasize conversations and relations over activities. Meanwhile boys generally choose friends based on preference for activities. Since relationships are more important than the activity for girls, they first seek peers they want to be close with, and then they decide what to do together. What is more, in general, girls and adult women are more open to other people than boys and men (Kvello, 2013).

Friendship can be both a risk- and a protection factor in relation to a person's mental health and socio-emotional development. It works as a protective factor when friends are prosocial, supportive and adapt to school well. However, it is a risk factor when characterized by antisociality and involvement in a deviant environment. Of course, most children do not become antisocial just because they have antisocial friends. The tendency to seek peers characterised by antisocial behaviours is usually an effect of a desire of being a member of a group of people

who are like us. However, dysfunctional friends reinforce negative behaviours and responses of their fellows (Siegler, Eisenberg & DeLoache, 2006).

As mentioned, social competence is a good measure of general competences, mental health, and social well-being. On the other hand, difficulties in establishing age-appropriate friendships may be considered as a warning when it comes to risk of mental illness and social maladaptation (Haugen, 2008). Friendships require cooperation, support, predominance of positive emotions and empathy. As a result, they develop social skills and self-regulation.

2.2.4. Socio-emotional development: social cognition.

The third aspect of human's socio-emotional development, social cognition, is a label for *children's cognitive representations regarding relationships with peers and adult* (Halle, et al., 2014, p.739) (Kalinowska, 2021, p.4). It is an ability to observe, process and then remember and reuse information about emotions and behaviours to act properly in different social contexts and to predict how other people will act. Social cognition reflects experiences with the world and social interactions, in which children learn to recognise themselves, label emotions and positive behaviours and imitate them. The main types of care which children in the early years of their lives are being provided are home-based and centre-based care (Bulgarelli & Molina, 2016). In the first one they experience daily life with their closest family: parents, grandparents, and siblings as well as babysitters. They are often alone with adults and share toys and routines with a small group of peers, if any. In centre-based care, the group that children experience life through is bigger and includes more peers, which means that they must share toys more. However, the adults are most often trained professionals. This type of care is children receive is proved to be associated with their later development, with positive effects of centre-based care on cognitive and linguistic outcomes. What is more children's social-cognitive development is positively associated with parental education level. Furthermore, research show that type of care received in the early years of life "moderates the maternal education effect in preschool and school-aged children: specifically, linguistic and cognitive outcomes improve in line with level of maternal education in children who receive home-based care only, indicating that centre-based care can play a protective role in the first 3 years of life"(Bulgarelli & Molina, 2016, p. 3).

In the literature concerning social cognition we can find its two aspects: Theory of Mind (ToM) and Emotion Understanding (EU) (Bulgarelli & Molina, 2016). Theory of Mind concerns the capacity to recognise our own and other people's mental states, including beliefs, desires, and

intentions. This knowledge is necessary to understand, predict and explain one's own behaviour and that of other people. First skills, in the form of expressing own mental state appear at the age of two years (Siegler, Deloache & Eisenberg, 2006). Then, together with development of vocabulary children start to understand that different people may have different views on the same situation. At the age of 6 they start to realise that a person may experience one state of mind while expressing another (Eisenberg, 2006).

Emotion understanding, on the other hand may be defined as the child's ability to understand the nature, reasons, and regulation of emotions. In children with a typical developmental profile nine components of EU may be identified. The first two: recognition of facial expressions and understanding of the situation context on emotions are acquired by children in the age of three and four. Then, at the age of six or seven, they learn to see a difference between expressed and actual emotions, as they may differ (Grazzani, et al., 2018). Next, "children from about eight or nine years of age acquire the three remaining components of EU: knowledge of how moral considerations affect emotions, awareness that emotions may be regulated by means of cognitive control strategies, and an appreciation of concurrent mixed feelings. Each transition from one level to another represents an increase in the child's ability to understand the effect of internal states on emotional experience" (Grazzani, et al., 2018, p 2)

According to existing research students who master the skills in self-regulation, social competence and social cognition are more likely to succeed in controlling aggression and as pro-social actors (Halle, et al., 2014). As can be seen from the description of social cognition self-regulation and social competence, the evolving child's cognition is an important component of the socio-emotional development.

2.2.5. Milestones in socio-emotional development

After analysing the dimensions of the socio-emotional development I would like to focus on the skills elementary school children learn and the milestones that they are expected to achieve. According to the theory of Jean Piaget children develop through four stages: sensorimotor (from birth to two years), preoperational stage (from two to seven years), concrete-operational (from seven to twelve years) and finally the stage of formal operations (adolescence till adulthood) (Flavell, 2020). At the beginning of elementary school, which is in Norway at the age of six, children are at the end of the preoperational stage of their development. It means that still are egocentric and unable to fully understand the emotional states and beliefs of other people. They still have some difficulties with logical reasoning and object classification. Yet, their way of

thinking is slowly becoming intuitive and symbolic (Imsen, 2020). In general, at the age of 7 the linguistical development of children is already at the level which let them be aware enough to modify language structures and vocabulary depending on the context (Osborne, 1993). The favourite activity of children at this stage is pretending play, during which it is easy to observe their evolving skills in socio-emotional development. Children become empathic to other people's emotional states and needs, react on them and are know how to name them (Imsen, 2020) (Kalinowska, 2021, p.5)

Furthermore, in the first years of elementary school children enter the concrete-operational stage in which they learn abstract and hypothetical thinking (Flavell, 2020). At the same time, they think more logically. What is more, the egocentrism, so visible in the previous stages is not so significant anymore and is being replaced by empathy. Further, the understanding of the fact that every person has its own, unique thoughts which are not necessarily shared by others is already quite well developed. Milestones typical for of the concrete-operational stage allow children to successfully build and maintain relationships, have first real friends, and engage in school life (Imsen, 2020) (Kalinowska, 2021, p.5)

Another theory important for understanding children's socio-emotional development in elementary school is the one proposed by German American psychologist and psychoanalyst Erik Erikson, where humans' psychosocial development may be divided in eight stages (Erikson & Krogh, 2000). In each of the stages a person masters some main competences which affect the ego. They are all influenced by social experience and based on an emotional conflict: Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, Integrity vs. Despair (Erikson & Krogh, 2000, pp. 216-237). According to theory of Erikson, elementary school children at the age from six to twelve are at the Industry vs. Inferiority stage of emotional development, where they acquire competences essential for their adult life such as writing and reading. What is more, emotional responses to success in learning as well as interactions with peers and adults at school allow them to develop their self-image (Kalinowska, 2021, p.5). It is a sum of thoughts, feelings, perceptions, and beliefs, which may be divided into three dimensions: the real self-image (how the person sees itself), ideal self (how the person would like to be seen) and how the person thinks others see her or him (Kvello, 2013). These three dimensions need to be harmonised so that children feel that their self-image is similar to how others perceive them and so that they are able to develop in harmony.

Based on the feelings of pride and competence in the classroom and during breaks, elementary school children gain in self-confidence, which is a sum of persons's awareness of own weaknesses and strength. This confidence that children is also impacted by an encouragement coming from adults: parents and teachers but also from the acceptance of peers (Imsen, 2020).

As already mentioned, there are some main milestones that help teachers and parents determine child's normal socio-emotional development is taking place in a desired way. First of all, children who start elementary school are in the process of developing empathy and morality (Osborne, 1993), establishing friendships, identifying emotions, and controlling impulsive behaviour, forming a positive self-image and independence (Miller, 1993). At the age of nine children should already have a best friend, be a member of an age appropriate group where they cooperate with peers. They should also have their values and beliefs established, which motivate their behaviours (Lush , 1993). 11-year-olds can communicate and behave in a way appropriate for particular social situations, resolve conflicts and respect authorities as well as start being more self-confident and resilient (Orford, 1993) (Kalinowska, 2021, p. 5)

2.2.6. Socio-emotional difficulties

Children who struggle with socio-emotional aspect of their development have problems with managing their emotions and behaviours. They do not show appropriate responses to their feelings and the situations they are in (Eisenberg, 2006). As a result, they find it difficult to build and maintain relationships with adults and peers, as well as to actively participate in mainstream schooling system. In elementary school socio-emotional difficulties may manifest themselves in several forms such as antisocial, aggressive, and uncooperative behaviour emotional outburst, anger, frustration, anxiety or withdrawn (Overland, 2007). In other words, the difficulties in socio-emotional development of children in elementary school which are not based on a special diagnosis, may be divided into problem behaviours, emotional difficulties, and antisocial behaviours. They may occur in different intensities.

First, problem behaviours in school mean that a student is not able to follow the school rules, disturb the class, does not focus on classes, is socially isolated, does not talk to others or is physically and verbally aggressive. Sometimes it also means breaking rules by stealing, mobbing, or vandalism (Overland, 2007). The next group, emotional difficulties are related to negative emotions such as anxiety, sadness, or embarrassment. They are characterized by a high intensity of these emotions so that a pupil's state of mind clearly deviates from the normal one as well as an affective form of child's reactions differ from what could be expected (Haugen,

2008). Moreover, antisocial behaviours may manifest themselves in aggressive actions towards people or things on one hand but also in stepping back from relations with others (Haugen, 2019). However, withdrawn, silent children, who do not disturb in classes are often not recognised as having difficulties with socio-emotional development (Midthassel, et al., 2011). All the mentioned difficulties affect school performance and may lead to depression or school refusal. In Norway, a big number of absences at school requires a teacher's reaction in form of contacting parents and referring to educational- psychological services (Haugen, 2019).

What is more, some characteristics are typical of many mental disorders: problems with self-image, poor understanding of oneself and others as well as difficulties with emotion regulation. Both under-regulated and partially over-regulated emotion regulation are linked to mental illness and mental disorders. Typical difficulties with under-regulation are defiance, opposition, behavioural difficulties, crime, and substance abuse. Typical difficulties with over-regulation are coercion, anxiety, and partial depression (Haugen, 2008). Additionally, both expressive language and impressive language are important for emotion regulation. Expressive language in the form of self-verbalisation is important both for processing impressions, for controlling oneself and for being able to express feelings and needs.

2.2.7 Socio-emotional development of minority language pupils

The purpose of the assignment in Special Education, which I have already mentioned, was to explore which difficulties in socio-emotional development may the minority language children may encounter. Keeping in mind that being a minority language speaker does not predetermine problems with managing emotions and behaviours, I investigated if there are any common problems that minority children with socio-emotional difficulties struggle with. The literature review included three articles: *Emotions at primary school: Negative achievement emotions and their relation with emotional competencies in ethnic minority and majority students* (Raccanello, et al., 2020), *Behavioral Problems and Reading Difficulties Among Language Minority and Monolingual Urban Elementary School Student* (Pierces, et al., 2013), *Social-Emotional Learning of Refugee English Language Learners in Early Elementary Grades: Teachers' Perspectives* (Cho, et al., 2018). The first study took place in Italy and aimed in comparing achievement emotions of two groups of elementary school pupils': with minority and majority background (Kalinowska, 2021, p. 9). The second study was conducted in USA, with a hypothesis that the language minority status may be an additive risk factor for the manifestation of academic difficulties and behaviour problems of poor readers (Kalinowska,

2021, p.10). The third research took place in USA and aimed in investigating teacher's perspectives on social-emotional needs and learning of refugee pupils (Kalinowska, 2021, p.10)

The main conclusion coming from the three studies was that minority language students may struggle with high levels of negative emotions such as anger, embarrassment, and anxiety. What is more, researchers observed that minority language speakers had weaker abilities in emotions understanding, social awareness and emotions regulation than their majority language peers. The lack of skills in emotion understanding and emotion regulation both in the group of majority and minority students, was proved to induce negative achievement emotions. What is more, the chosen articles showed a negative influence of the high frequency of negative emotions on minority students self-image and expectations, and school performance. This, in turn, contributed to lower engagement in school activities and relationships (Kalinowska, 2021, p.11).

The second conclusion was that negative emotions and issues with emotional regulation in minority pupils may occur especially when they have some additional problems, for example reading difficulties. However, the status of minority language speaker was not an additive risk factor for the manifestation of academic difficulties, behaviour problems or vulnerable self-concept of poor readers (Kalinowska, 2021, p.11).

Last but not least, the studies highlighted teachers' deficit-oriented perspective on minority language students' socio-emotional development and education. Nevertheless, the awareness of possible challenges and difficulties caused the teacher's preventive actions in the form of differentiation, collaboration, creating positive relations in the classroom as well as explicit teaching (Kalinowska, 2021, p.12).

2.2.8. Wellbeing of minority language pupils

Social- emotional development affects children's wellbeing. Being able to regulate their own emotional states, as well as recognize and respond to others are important skills for a successful functioning in society and academic achievement (De Houwer, 2020) (Kalinowska, 2021, p.5). The wellbeing of Norwegian primary school pupils was assessed in a project run in Møre and Romsdal County. Approximately 92% of 419 participants perceived their wellbeing at school as good or very good, while 8% viewed it as bad or not so good. The results of the study suggested that determinants of school wellbeing among children may differ by gender, however some factors are essential for both girls and boys. These factors are schoolwork enjoyment and satisfaction, likeable and supportive teacher and peers and learning environment without

harassment. However, the role of adults and their impact on pupils' wellbeing was more significant than the impact of schoolmates (Løhre, Lydersen, & Vatten, 2010). On the other hand, as I mentioned in the semester assignment in Special Education (2021) the lack of positive self-image, cognitive stimulation, and sense of wellbeing in elementary school environment may result in manifestation of behaviour problems and negatively influence learning outcomes (NICHD Early Child Care Research Network, 2006)

It is important to remember that the social–emotional development of minority language students take place in special conditions in which these children acquire more than one language (De Houwer, 2020). The child's first experiences with the world take place through the mother tongue or first language. This has an impact on later understanding of the surroundings and the child himself/herself (Flongfeldt & Lund, 2018). Especially in childhood, which is the time of intensive development of socio-emotional skills, moving to another country or learning a new language and related experiences shape child's self-image (Hurwitz & Kambel, 2020). The creation of this image, which we also call identity, occurs as a consequence of interactions between the social world and inner self. Hence, several elements such as linguistic, cultural, religious, and the ethnic group the child comes from and move to are important for the development of identity (Krulatz, Dahl, & Flognfeldt, 2018). Depending on the way in which minority language students and their background are treated in school, their socio-emotional development and wellbeing may be harmonious, or they may present some difficulties (Haugen, Larsen, Øzerk, & Skogen, 2006). What is more, their emotion management and behaviours may be influenced by the process of learning the school language and inability to effectively communicate in a new linguistic environment (De Houwer, 2020). (Kalinowska, 2021, p. 12)

In Norwegian literature concerning pedagogical issues, as well as legal provisions related to the schooling system, we can often find a term "tidlig innsats", which means early intervention. The Norwegian schooling system emphasizes the importance of early intervention and prevention. The principle is that taking into consideration risk factors, reacting on them and providing the best possible learning environment for all supports the positive development of every pupil. According to Statped, State educational service (2021), multilingualism is considered as a factor, which requires an extra acknowledgement in terms of early interventions. As described in the report for a project run in Frogn Kommune, called *Early follow-up of multilingual children* (2018) pupils who do not master the language of instruction well can be particularly vulnerable and often referred to special education services too late. Experiences from the project show that early and systematic collaboration with parents and

children increases the chance for identifying pupils needs at the early stage. What is more, it was observed that for those who do not master the school language it is important to facilitate social interaction outside the classroom to motivate for learning as well as help them establish a new identity. Learning languages in various social contexts is a long process important for confidence in expressing own thoughts and needs. However, the report highlights the need of awareness of the length of this process combined with caution in justifying difficulties in school with poor language skills. What it more, the report states that systematic assessments should be started early, with a focus on the individual child's wellbeing and learning outcomes. That to identify issues quickly and provide adequate help. Finally, it is important to assess multilingual pupils' skills in both the first- and school language.

2.2.9. Summary

Socio-emotional development is a long and complicated process, which begins in infancy and lasts for many years. It is influenced by many factors, such as relationship with first caregivers, teachers, peers, as well as cultural and linguistical experiences with the world. These experiences result in developing strategies in self-regulation, social competences and social cognition, as well as identity. The multilingual identity is especially influenced by experiences connected to languages. The role of supportive teacher and peers is then significant for minority language children well-being at school and academic achievement.

3.0. Methodological approach

In this chapter the methodological approach to the master's thesis will be presented. The choice of perspectives relevant for the study will be discussed in terms of data collection and analysis. First of all, following the trends in sociology of childhood, in this paper I target the subjective point of view of minority language children. As the study places the child's perspective at the centre of research process, it is embedded in the sociology of childhood. This approach was developed in the 1990s and 2000s and changed perceptions of the child in society. It has influenced family relations, politics, teaching practice and research methodology. The key concept is to view children as active participants and members of society right from the beginning of their lives. Children become social actors who *negotiate multiple positionings in the social and cultural world they inhabit* (Ibrahim & Ellis, 2021, p.185). When it comes to research, the sociology of childhood promotes the idea of involving, informing, consulting with children (Halle, et al., 2014). Sociology of childhood also impacted on the study of children's rights in education. The shifting perception of a child is supported by the United Nations

Convention on the Rights of the Child (1989), which established education, languages and being seen and heard as one of the main rights of children in the schooling system (Quennerstedt & Quennerstedt, 2014). Consequently, the main themes of the theoretical background: multilingualism and socio-emotional development will be studied with attention on children's position in them.

In order to do that I chose qualitative research, which focuses on an in-depth analysis of social life, catches glimpses of lived experience, illuminates these experiences, and tries to interpret them. Locating the study in a particular context provides opportunities for analysing all possible social variables and set manageable boundaries (Holliday, 2016).

However, qualitative analysis, which is very subjective, demands scientific rigour in a form of a well-designed and robust research project. The research needs to be accompanied with a detailed description of how it was conducted, without an illusion of objectivity. The qualitative researcher needs to give the reader details about the social setting, choice of research activities, themes and focuses, how data was recorded and catalogued and justify every choice (Holliday, 2016). Within the qualitative tradition we can find several paradigms among which I chose phenomenology, hermeneutics, critical pedagogy, and linguistic ethnography.

3.1. Phenomenology

Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences. In a phenomenological approach, the researcher wishes to gain a deeper understanding of and insight into people's worlds and as a result focuses on the meaning in the data sources such as interview (Johannessen, Christoffersen & Tufte, 2016). In other words, the phenomenological approach seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it. In this case the phenomenon is well-being and emotional development in Norwegian schools in northern Norway from the perspective of minority language students. My goal is to analyse this lived experience of children who speak polish at home in order to help the teachers improve their knowledge of multilingual pedagogical practices and to help them understand the student's perspectives, which they may be not aware of. This knowledge may result in better acknowledgment and engagement of minority language children in the learning process.

Within phenomenology there are many different approaches which have their origins in philosophy. Therefore, to decide on the research methodology the researcher needs to reflect

on the philosophical traditions (Neubauer, Witkop, & Varpio, 2019). I choose to focus on an interpretative phenomenology approach, which I discuss in the next section.

3.2 Hermeneutics

Interpretative phenomenology approach, also called hermeneutics has its origins in works of Heidegger. He was interested in human being as actors in the world and in their relations with his lifeworld. Heidegger pictured humans as individuals, constantly influenced by their surroundings (Heidegger, 1962). Even if not aware of this fact, humans understand themselves as dependent on their life history. In the interpretative phenomenology approach consciousness is described as a combination of one's lived experience and the culture in which he raised, because human cannot experience any phenomenon without referring to his previous experiences, which constantly influence the present ones (Dalland, 2017). As already mentioned, hermeneutics is also called an interpretative phenomenology approach, which means that it is rooted in text interpretation and refers to individuals' unique understanding of the lifeworld. It goes beyond the description of phenomenon and focuses on interpretation.

However, researchers' lifeworlds may also be a valuable guide to the topic of investigation. First, their education and experiences make them consider a particular phenomenon as worth researching and make decisions accordingly about research questions. During the writing process researchers constantly reflect on participants as well as their own experiences. As a result, they create a nuanced hermeneutical circle. The circle includes reflection on how the parts of the data contribute to understanding a phenomenon. On the other hand, researchers who are not bias-free should also reflect on their subjectivity, as a part of analysis. They should also avoid distractions, focus on research questions and interactions between the parts and the whole (Neubauer, Witkop, & Varpio, 2019).

In my thesis I am focus on minority language students, their lived experience within Norwegian school and the choices they make. The study illuminates children's narratives in relation to their individual as well as school context, emotions and relations.

3.3 Critical pedagogy

Critical pedagogy is another methodological approach relevant for the study. To start with, critical research, developed by Brazilian educator Paulo Freire, seeks to create conditions for empowerment and social justice (Freire, 1972). Critical theorists analyse concepts such as democracy, freedom, opportunity structures and social justice, and expose and criticize systems of power and domination. What is more they question the belief that countries like the USA,

Australia or some of the EU countries are truly democratic and free (Kincheloe, McLaren, Steinberg, & Monzó, 2018).

Critical pedagogy is a philosophy in education in which theory is continuously developed through practice. It aims to elicit a dialogue, out of mutual respect and trust, and lead to social transformation. According to critical pedagogy, the oppressed, as they have the necessary empirical knowledge, must lead the revolution for social science while the oppressor is often blind to the structure from which he benefits. Trust in critical pedagogy refers to the ability to recognise the Other as truly human. Freire, who developed the critical theoretical research throughout his career, engaged all his research participants in reflecting on their own thinking in order to recognise models of oppression in their lives. Hence, the critical research became a tool for creating the conditions for the oppressed to become empowered (Kincheloe, McLaren, Steinberg, & Monzó, 2018). According to this approach, school curriculums should be influenced by students and teachers' problems in their effort to live ethical lives. What is more, school should promote students as researchers who reflect on social issues and encourage them to shape the world. Moreover, students should be agents of their own learning (Kincheloe, McLaren, Steinberg, & Monzó, 2018).

The main goals which the critical approach tried to bring to education are relevant to my project because the approach indicates the importance of the culture of the oppressed. In other words, teachers need to engage with students' different backgrounds and life experiences as well as students' own knowledge which shapes their learning. The approach emphasises the importance of trust and respect between the teacher and students, using children as a resource and bringing their knowledge to the classroom. What is more, according to critical pedagogy, education should promote reasoning, freedom, and equality as schools are a learning arena for future active members of an inclusive, democratic society. Hence schools should promote critical thinking and make students aware that education is political. According to the approach what and how children are being taught serves a political agenda because many institutions use education to keep the privileged on top. However, students should be educated in a way that they become aware of the fact that people may be oppressed because of their race, language, nationality, gender, sexual orientation, religion, or disabilities. The approach encourages constant development of educational system, improvement of teaching practice and creativity. It has a positive impact on individuals wellbeing as well as a society as a whole.

However, in relation to my research problem, I see some weaknesses in this methodological approach. Critical pedagogy was founded in a poor country struggling with inequalities which

may not be applicable to the situation in Norway. To be more precise, I do not think that minority language students may be described as the oppressed. The Education Act (the Education Act, 1998, §1-1) not only ensures the right to education for every child but also states that education and training must:

(...) help increase the knowledge and understanding of the national cultural heritage and our common international cultural traditions, (...) provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, equality, and scientific thinking. (...) All forms of discrimination must be combated.

However, despite the weaknesses the critical pedagogical approach can contribute to perceiving children as competent subjects in the school system, who can decide about their own learning.

3.4. Linguistic ethnography

Linguistic ethnography is an umbrella term for an area in research which combines linguistic and ethnographic approaches, however it is not a clearly defined and established approach itself. It aims to understand communicative processes in various settings and contexts and focuses on systematic analysis of language across social settings. Ethnography focuses on everyday life and in combination with linguistic analysis it goes deeper into the social processes. The analysis is slow and intensive as well as oriented on details. It links the macro to the micro, the individual and the social, the varied to the routine. The combination of ethnography and linguistics helps understanding the complexities of modern life and superdiversity of today's societies (Vervotec, 2007). It encourages the researcher to resist empirical rigour and be open to uncertainty (Shaw, Copland, & Snell, 2015). In my research I am interested in how minority language children function in Norwegian school. The aim of my study is to investigate the impact of using various languages from children's' repertoires on their emotional wellbeing and social interactions.

When it comes to data collection and data analysis there is no one correct method used by linguistic ethnography researchers who work from the linguistic ethnographic point of view. However, data sources like interviews, observations, written texts, or pictures are most noticeable (Copland & Creese, 2015). What is more, researchers working in linguistic ethnography often involves children, patients, elderly or disabled. The clear power asymmetry between the researcher and informant brings ethical challenges (Copland & Creese, 2015), which I discuss in chapter 8 in relation to the study.

4.0. Research design

In this section I discuss the design which I selected for my research. A research design concerns issues in planning a study and connects the data which is going to be collected with the research questions. Thus, the choice of methods should be appropriate for research questions and ensure that they elicit the right answers. The research design I chose for this project is case study and observation, visual artifacts, interviews, and online surveys with open questions as data collection tools.

To be methodical in a scientific sense is to use and maintain intellectual standards in argumentation. A general demand regarding all methods is to be true, honest and to systematize the thinking process. First, in my master thesis I use qualitative methods, which explore the situation in depth, bring out the context and the whole picture of a phenomenon and understanding of it (Dalland, 2017). Moreover, when using research methods, there are some basic standards on how one should proceed. Even though the origins of the norms are in quantitative methods, but the ideals can also be transferred to qualitatively oriented ones. According to these norms the results must be in accordance with reality, data must be systematically selected and used accurately. What is more, the researcher's pre-understanding of the investigated phenomenon must be clarified, and the research should be embedded in previous knowledge and theoretical knowledge. Last but not least, the results must be verifiable (Dalland, 2017).

There are various definitions of the case study. First, it is a study of an example of a person or an organization, which may occur in three levels: micro- interpersonal relations, meso- institution or macro- societies. What is more, case study can be understood as empirical units (already existing and discoverable objects) or theoretical constructs (conventions made to serve the research) (Schwandt & Gates, 2018).

Schwandt and Gates (2018) offer a definition which made me think that case study is a research design relevant for my thesis: case study can be perceived as in-depth investigation of a social phenomenon, a complex issue in its real-life context. The researcher has little control over events but can use several data sources while monitoring a phenomenon during a certain period. In the final stage the researcher may invite the studied persons to debate on their subjective perspective. Cases may be viewed as combinations of characteristics of a particular phenomenon as they combine micro and macro perspective (Schwandt & Gates, 2018).

Case study is most likely to be appropriate for exploring *how* and *why* questions (Yin, 2018, p.10) which I use in my research questions. How do the English teachers support multilingual identities of minority language students? How can the multilingual practice contribute to preventing socio-emotional difficulties in minority language students? Research questions are the first component of research design (Yin, 2018, p.10) and are followed by study propositions, cases, logic linking the data to the propositions and criteria for interpreting the findings. (Garcia & Wei, 2014).

Identifying the case to be studied requires considering defining and bounding (Yin, 2018). I would like to focus on several individual persons (minority language students) in a multiple-case study for better understanding of phenomenon. What is more, I will use an inductive approach which starts with collecting data, continues with finding some patterns and develops a general theory (Azungah, 2018).

One of the difficulties in case studies focused on individuals is collecting relevant information. The researcher may be tempted to go too much in-depth, cover too much about an individual. For this reason it is important to focus on research questions and limit the investigation to the role of students' languages at school in their socio-emotional development and wellbeing there.

The process of collecting data took place in four stages. In the first stage, I observed students, activities they participated in the English class. Then I conducted interviews and included drawings and language silhouettes. The third stage, an intervention and then, fourth, an interview investigated an impact of multilingual pedagogical practices on pupil's socio-emotional development. All the stages aimed to engage pupils fully and provide appropriate tools to express their feelings and point of view. The methods are both verbal and non-verbal and consequently familiar to the child's world of learning and communication. In addition, surveys with open questions were created in order to collect data from English teachers and parents.

5.0. Research participants and context

The study focuses on pupils in elementary schools, as this is the field that I am familiar and most experienced with. At the same time elementary school is a period when children develop significantly in the socio-emotional sphere. The initial contact with potential research participants was made during my work as a bilingual teacher in one of the cities in Northern Norway.

5.1. Participants

Minority language pupils have a right to special language training, which means that they can receive special Norwegian language training, mother tongue training and / or bilingual vocational training. Bilingual vocational training, which I work with, is offered to minority language pupils who need extra language support in the form of bilingual subject instruction in one's mother tongue and Norwegian. Its purpose is to strengthen their prerequisites for mastering the Norwegian language and thereby their learning opportunities. It also aims to ensure students' understanding of the content in school subjects (the Directorate of Education, 2016).

The position of bilingual teacher with Polish language, which I got during the master studies gave me a unique opportunity to access schools during the difficult times of covid pandemics, as well as gain interest and trust of teachers and most of all, pupils who are sometimes introverted at the beginning. The first idea was to choose four participants: two pairs at the same age, however, at last I finally have got permissions for three of them to participate. Each of them chose a pseudonym. In addition, their parents and teachers were asked to complete online surveys, which gave a total number of nine research participants.

The first pupil, Maximus is nine years old third grader and was born in Norway. His English teacher teaches also Norwegian and Mathematics. The second one, Bolek, is twelve years old seventh grader. He was born in Poland and moved to Norway at the age of three. The teacher participating in the study is responsible for English and Norwegian lessons for Bolek's class. The third one, Podopieczny, is twelve years old, attends seventh grade, was born in Poland and moved to Norway at the age of eight. Podopieczny's teacher teaches him only English.

5.2. Context

The study takes place in Northern Norway. The country has a specific language situation and policy, which I explain in following paragraphs.

5.2.1. Multilingualism in Norway

Nowadays every country or society seems to be multilingual to some extent (Ruiz de Zarobe & Ruiz de Zarobe, 2015). The Norwegian process of becoming a multilingual society has started long before the 20th century and the epoque of immigration to Scandinavian countries, which the current language situation is associated with. First, a group that has already lived in the area of northern Norway, Sweden, Finland, and Russia for centuries as it is the indigenous population is Sami people. They are now protected by the International Labour Organization convention, an international agreement taking into account Sami's rights to languages, religion and culture and ratified by Norway in 1990 (Ministry of Local Government and Modernisation, 2020). The Sami language itself is rich in spoken varieties, together with three written standards called North Sami, South Sami and Lule Sami. What is more, apart of indigenous people like Sami, Norway is inhabited by numerous national minorities whose linguistic heritage also is protected by the European Charter for Regional or Minority Languages (Council of Europe, 1992). It means that Norway has a responsibility for securing the linguistic rights of national minorities in the country, which are: the Kven people, Forest Finns, Norwegian Romani, Romanes, and Jews. Before the laws which protect national minority languages, there were periods when an active assimilation policy, called Norwegianization, affected them negatively. The process was based on forcing these communities to only speak Norwegian and forbid their languages at school. In consequence, Kven is now an endangered language, which is used for everyday communication only by around 2000 to 8000 people today, mainly in North Troms and Finnmark (the Directorate of Education, 2020). Its speakers have experienced discrimination from the Norwegian majority and suffered from "Norwegianization policy" which took place from 1815 until the 20th century. Nowadays, thanks to several associations the language is in a revitalization process. The use of language of the next national minority, Forrest Finns, is today limited only to few words including places. It originally was a Finnish dialect spoken by people who lived in south-eastern Norway, nearby the Swedish border.

Another group of minority languages in Norway, called "more recent minority languages", are mother tongues of all the immigrants that have come to the country in the past years. This group do not have same protection that national minority languages, however they are included in the duties of the Language Council of Norway (Krulatz, Dahl, & Flognfeldt, 2018, p.24). Because of the absence of any coordinated language statistics, or public registration of which language the inhabitants of Norway speak, or how many speak the different languages, it is difficult to extract good and sufficient information about the language situation in Norway from the

existing registers (Statistics Norway, 2013). However, some sources state that there are about 150 recent minority languages in Norway nowadays, with most being speakers of Polish, Lithuanian, Swedish, Somali, and German.

Last, but not least, the sign languages should not be forgotten in the discussion on multilingualism in Norway. As we can read in an official national website dedicated to sign languages (Statlig spesialpedagogisk tjeneste, 2021), mother tongues of deaf people, with own grammar and vocabulary, which have been officially recognised as minority languages of Scandinavia. Sign language is, like other living languages that are in daily use, evolve and change over time. It is spoken by approximately 16 500 people in Norway and has its youth slang and dialects but in contrast to Norwegian spoken language dialects, they are not linked to geographical areas, but have historically originated in connection with the former schools for the deaf. However, it may seem as if the dialect differences in Norwegian sign language today are being less visible. Like other languages, sign language is strongly linked to culture and identity.

In the matter of majority language in Norway, Norwegian has two written variants: Bokmål and Nynorsk as well as many dialects. Bokmål developed from Danish as its local written form during almost five hundred years of Danish rule in Norway, meanwhile Nynorsk was created by Ivar Aasen and inspired by Old Norse and western Norwegian dialects (Krulatz, Dahl, & Flognfeldt, 2018, p.22). Both written standards have now equal status; however, Bokmål is used by more people. At school, up to and including the seventh grade, students must use the same standard as the school they attend and most often, it is Bokmål. From 8th grade, on the other hand, the pupils choose whether they want to use Bokmål or Nynorsk in their own work (Ministry of Education and Research, 1998). According to education Act students must receive education in both written Norwegian standards.

Norway does not have any separate language legislation; however, the language policy is an important topic in governments actions. Various Ministries have some of the responsibility connected to languages: Ministry of Culture- language matters, Ministry of education and Research- language education and integration, The Ministry of Local Government and Modernization- Sami and minority affairs, Ministry of Justice, and Public Security-immigration. What is more, Norway has a Language Council, an advisory institution which is responsible for promoting educational policy and language diversity. To be more precise, the main objective of The Language Council is to strengthen the status of Norwegian language,

promote it as appropriate and effective tool for communication and culture, obtain language diversity and protect rights and interests of various language users. In terms of the status of Norwegian, the council promotes the use of exact grammar and vocabulary, verifies Norwegian terminology, and comes up with alternatives to English ones. It organises annual minority language day and has a special advisor for Norwegian Sign language, national minority, and more recent minority languages. What is more, Norway follows some international regulations. First, it cooperates with other Nordic countries such as Sweden, Denmark, Finland, Greenland, Iceland, and Faroe Islands to maintain comprehension of languages of neighbours.

Secondly, Norway has ratified the UN Convention on the Rights of the Child. In the article 30 of the Convention stands as following: “In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language” (United Nations, 1989). Because children often learn better in their first language it is important for them to receive education in this language (Quennerstedt & Quennerstedt, 2014). The availability of educational resources such as textbooks, teachers with competences in children’s languages and in multilingual practices may be challenging that is why the policies of States Parties require reasonableness and feasibility. The countries which have ratified the Convention have a responsibility to make media and communication accessible to children, which includes translation and distribution of the text of the Convention, in a child friendly way. What is more, States Parties should guarantee promotion and instruction in children’s languages. These actions are essential for preservation of identity and psychological integrity, as well as securing academic achievement of marginalised, vulnerable, disadvantaged, and disproportionately represented groups (Ruggiero & Arkadas-Thibert, 2022).

Moreover, as recommended by Council of Europe traditional foreign languages are being promoted. The most taught ones in Norway are French, Spanish, German and Russian and English. However, Norwegians should not be seen only as learners of English as foreign language because it is spoken by the significant part of society and has a special status for historical, political, or economic reasons (Brevik & Rindal, 2020). Like in the other parts of Europe, English is used in Norway as a lingua franca, especially in business and higher education. Local and international companies with headquarters in the country communicate in English with their clients, and within them. In higher education, a remarkable growing number

of lectures are given in English. What is more, Norwegians are highly exposure to English in their daily life as it is present in music, television (films in original language are being broadcasted), or games. Last, but not least, as people of high socio-economic level, they travel often and have numerous possibilities to practice their language skills.

5.2.2. English in Norwegian schools

Teaching English in Norwegian schools has a long tradition. It was first introduced in last years of elementary schools in 1939 and it was the municipalities responsibility to decide if they had a will or possibility to offer these language classes. After three decades it became one of the obligatory subjects from fourth grade in all the Norwegian schools. Then in 1997 it became a compulsory subject from National Curriculum from the very first grade of elementary school, where it still has a special status. English is threated separately from other foreign languages and has its own curriculum.

Some of the values mentioned in the English Curriculum underline the importance of multilingual education. For example: “Students will experience that knowing several languages is a resource at school and in society” (The Norwegian Directorate for Education and Training., 2019, p. 2), “students develop intercultural competence so that they can relate to different lifestyles, mindsets, and communication patterns. Students will be given a basis for seeing their own and others’ identities in a multilingual and multicultural context” (The Norwegian Directorate for Education and Training., 2019, p.3). This statements address a multilingual, inclusive practice in schools.

Norwegian schools are culturally and linguistically diverse learning spaces not only because of English, but also because of pupils’ and teachers’ languages. Most of the students still have Norwegian as the first and home language, but many have another mother tongue (Flongfeldt & Lund, 2018). Minority language pupils (nor. minoritetspråklige elever) is a term officially used to define children who have another mother or first language than Norwegian (The Norwegian Directorate for Education and Training, 2016). Minority language students have a right to special language training, bilingual vocational training, and mother tongue training (The Norwegian Directorate for Education and Training, 2016). However, as mentioned before, one of the principal premises of the Norwegian schooling system, called Adaptive Education (nor. tilpasset opplæring) highlights the importance of facilitating each student’s needs and access to the curriculum through variation and adaptation to the diversity of the student group within a community (Ministry of Education and Research, 2017). Hence, pupils’ diverse language

background should be taken into consideration not only during individual special tuition but also in the ordinary classroom (Kalinowska, 2021). What is more, children who come to Norway for various reasons may attend a special reception school in order to get necessary language training. This type of schools also consists of reception classes with a focus on Norwegian language and culture and ordinary classes where minority language children are transferred after they complete the Norwegian language training. It is the school that decides when the child can be transferred to an ordinary class, however there are no legal provisions on when the training terminates (Grongstad, 2014).

6.0. Data collection methods

The process of collecting data in the research for the master’s thesis was divided into four main steps: observation, interview and creating visual artefacts, observation with intervention and second interview. Additionally, English teacher’s and parents’ statement were collected with help of online surveys. In the following section the data collection methods will be described and discussed in the light of advantages and challenges.

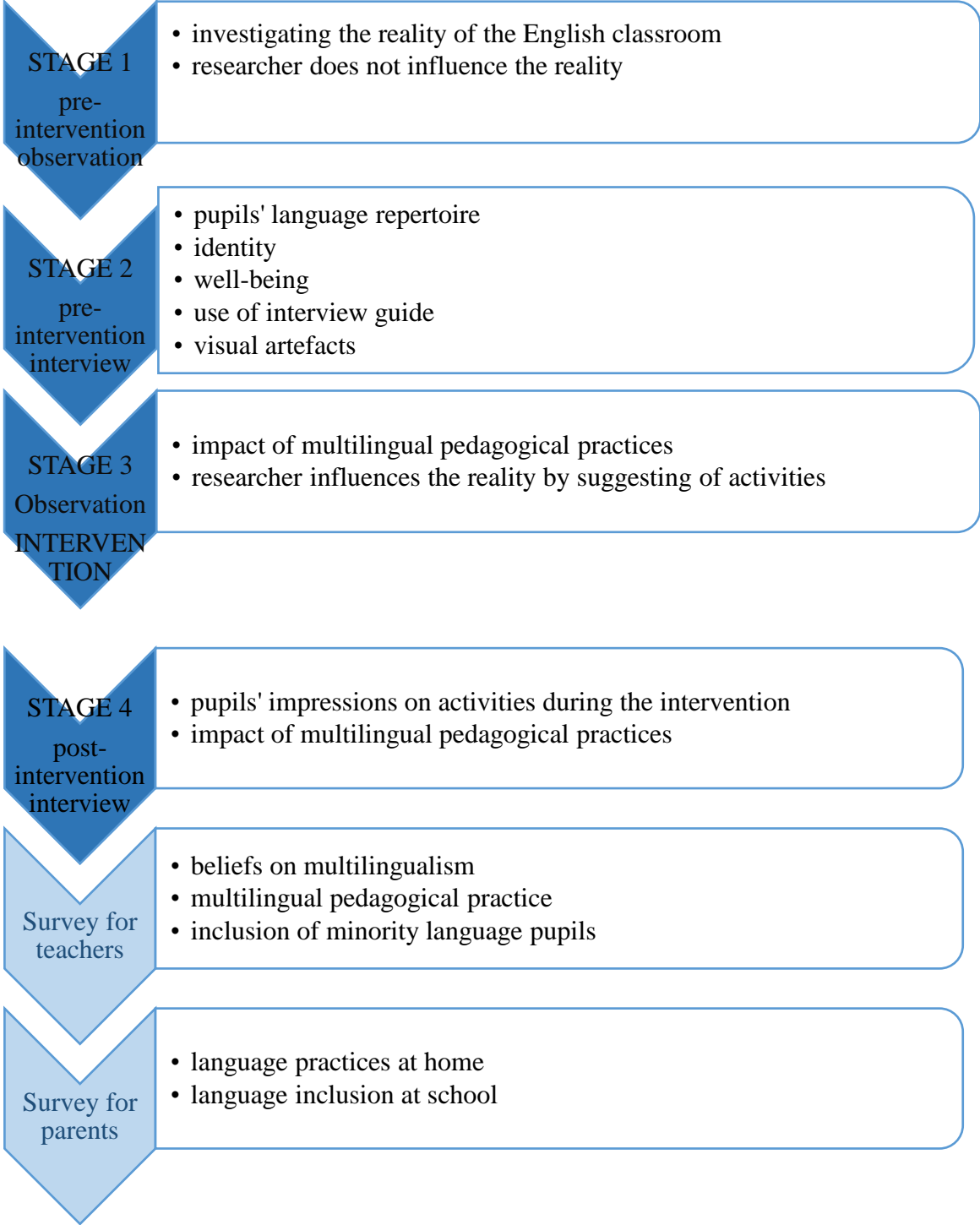


Figure 4: 4 stages of data collection

6.1. Step 1: Observations

My case study took place in a real world setting and it was an opportunity for direct observations, which was the first stage in data collection. The goal of this step was to see how English class is organised and conducted in terms of multilingual pedagogical practice, if any languages other than English and Norwegian were used and what the children's reactions were.

By observing directly, a researcher can document behaviours, activities, and other aspects of situations without interference. Observations can take place in public or private settings (Yin, 2018, p.121). The strengths of direct observations are that they are immediate (cover actions in real time) as well as contextual (can cover the case's context). The main weaknesses are that they are time consuming, sometimes difficult to cover without other observers and that participants may act differently knowing they are being observed (Yin, 2018).

While conducting observations the researcher should identify specific aspects he wants to focus on. In my research the observations were useful for spotting minority language children's participation in lessons, interaction with other students and teacher, their feelings and response to activities as well as teachers' choice of teaching methods.

In order to increase the reliability of the data collected by direct observations, it is common to have more than one observer (Yin, 2018, p.10). I had planned to ask my supervisor for help, especially that as for ethical reasons I did not make video recordings or take photographs. However, because of the Covid-19 pandemic it was not possible to bring so many extra people to the classroom. As a consequence, I recorded my observations using very detailed observation guides and field notes, which can be find in appendix.

The observation guide was divided into five sections: general information about the English class, multilingual practices in the English classroom and pupil's response, pupil's emotions and interactions in the classroom, pupil's languages, and general reflections. The first sections gave an insight into the organisation of the classroom, topic of the lesson, number of pupils, materials used for teaching and languages spoken during this 45-minutes period. The aim of the second section was to take a closer look at activities proposed by the teacher, languages used to introduce and conduct them, languages mentioned in the activities, as well as the pupil-participant's response in terms of engagement and behaviour. The third section focused on the interactions between the pupil-participant and others in the classroom: teacher and colleagues. I took into consideration body language, facial expressions, and other signs of pupil's emotions, as well as verbal- and non-verbal communication. The fourth section focused on the languages

that were used in different situations during the lesson and observants responses to them. The last section, general reflections, included some helping questions: *Do the child participate actively in the lesson? Does he/she seem to be included? In what ways? Does he/she want to be included? What kind of body language is observed? Does he/she seem to be motivated? Does he/she seem to feel acknowledged? Why?*

6.2. Step 2: Post-observation interviews

Interviews is one of the most common sources of information in case studies which can provide explanations of key events and participants' perspectives. These interviews used in case studies look like guided conversations and are often called unstructured interview or in-depth interview (Yin, 2018). Interviews require skills such as interacting with another person, trying to understand their experience and opinion, and listening actively. In order to collect, wanting to achieve rich data the interviewer should gain interviewee's trust, give them freedom to express themselves while simultaneously keeping to the aims of the research (Silverman, 2014).

I conducted shorter case study interviews with use of open-ended questions with case study protocol, which is a substantive guide for collecting the data that helps to keep the researcher targeted on the topic of the study (Yin, 2018). The questions must be carefully formulated, allowing the interviewee to comment honestly and freely about the topic. Flexible questions provide better access to informants' views, interpretation of events and experiences (Silverman, 2014).

Another strength of interviews is that they are targeted (can focus directly on case study topics) and insightful (provide explanations and personal views and meanings). On the other hand, the method has weaknesses such as response bias, bias due to poorly formulated questions, inaccuracies in transcription or reflexivity (Yin, 2018, p.118).

In my research I would like to give the children a possibility to express their feelings in a language which they feel most comfortable with. Therefore, after the initial contact with potential informants I considered using services of interpreters. However, after the further conversations with pupils and their parents and after getting some participation agreements but also refusals, this extra resource happened not to be necessary. The participants language repertoires included mainly Polish, English, and Norwegian, and since I speak these languages too, pupils were offered a choice of these 3 languages during the interviews.

I was taking into consideration two ways of conducting the interviews: collecting the data individually with each student or group interviews. The weakness of group interviews is that

children may be intimidated by the presence of other students, stay quiet or their answers may be shaped by the opinions of other participants (Lewis, 1992). However, some research shows the contrary- that group interviews encourage children to speak up in front of an adult researcher who they are not familiar with that the tool brings richer responses (Lewis, 1992). Some research also proves that focus groups, that have recently gained popularity, have several advantages over individual interviews, such as the possibility to draw pictures and simultaneously talk about them without a strict questions sequence, and create a safe peer environment to elicit the voice of children (Adler, Salantera, & Zumstein-Shaha, 2019). The final decision was shaped by the pandemics and difficulties with arranging interviews in a group. Interviews were conducted individually, which had its advantages as they were conducted in a quiet, peaceful atmosphere and familiar surroundings (in school just after lessons). The main weakness of individual interviews with children, the unequal position that pupils usually find themselves in was reduced by the relationship, I had built during my work as bilingual teacher.

6.2.1. Visual artefacts

Visual artefacts such as paintings and drawings may be collected or observed as part of a study. Their relevance has often been used in studies with children, for example in *Becoming and being multilingual in Australia* where participants produced visual language portraits and timelines of language experiences (Chik, 2019). In research with children, it is necessary to elicit their ways of communicating and use multimodal, interactive approach (Ibrahim, 2019). Including both words and pictures increases children ability to express their thoughts and feelings. What is more, it is important to build a relationship without a child-adult barrier. Drawings may be used both for expressing experiences and stimulating reflections.

Visual methods are considered child-centred in the sense that they are familiar and nonintimidating or even enjoyable for a child. It creates social and physical space for their voices. Drawing is something that children often do and as a result is effective in making visible the complexity of their lived experiences. What is more, it minimises the inequality between the researcher and young informant and reduces stress when expressing feelings. A drawing may be regarded as a form of language which has its own structure and meaning (Deguara, 2019). What is more, drawings may be a starting point for a further discussion in the interview with research participants. A combination of drawings and words is even a more successful research method in giving voice to human experience (Mitchell, 2006).

The drawing that the informants were supposed to do during my research was first, language portraits, which is often used in research on language and identity (Soares, Duarte & Günther-van der Meij, 2020). Their explanation of the task was followed by presentation of some examples done by children in the existing research. The participants were asked to lay down on a big piece of paper and the interviewer draw their silhouettes, which they next filled with various colours and representations of languages.

The topic of the next drawing was “Me at school”, where the participants were asked to draw themselves in a situation at school that first came to their minds and that reflected how they felt and behaved at school. Just after doing each of the drawings, they were asked several questions about their pictures and their well-being at school.

6.3. Step 3: Observation and intervention

As mentioned in the introduction, one of the reasons for the topic choice was my personal experiences and impression that pupils’ languages are not visible in English classrooms (and schools in general) in Northern Norway. During the first observation cycle, the carefully prepared observation guides were supposed to help maintaining objectivity and avoid confirmation bias. However, at the research planning level I was prepared for not seeing many examples of multilingual pedagogical practices in the classrooms. While the first cycle of observations was amongst others supposed to give a real picture of the extent to which the principles of diversity and inclusion are implemented in English classes, the second observations’ focused on the real impact of multimodal pedagogical practices on children’s behaviour, engagement, and well-being in the classroom. In other words, during the second cycle of observations, intervention in the lesson plan was necessary for collecting some data needed.

Consequently, the third step in my research was intervention, which, is an action aimed at improving a particular situation (Childs & Stylianides, 2018). Since, the pupils’ natural reactions, without the interference of researcher, were still important, the teachers were asked to conduct the English lessons themselves but with the use of some proposed activities. The teachers were offered some examples of multilingual activities, but could make the final choice themselves, based on the knowledge of the group’s level, interests, and preferences. The proposed activity for the Maximus’ class was Head, shoulder, knees and toes song in Polish. For Bolek’s English class I proposed a comparison of names of emotions in different languages together with finding some untranslatable emotions. The suggestion for Podopieczny’s teacher

was a discussion about linguistical situation in Australia and Norway as well as language comparison. As an example, a following lesson plan was offered:

1. Languages in Australia- conversation

Australia has no official language. English is the dominant language, however many people speak Mandarin, Arabic, Greek or Italian. What is more In Australia there are more than 250 Indigenous languages including 800 dialects

2. Short film about one of Indigenous languages in Australia: Meriam Mir

Why is Meriam Mir so important for its speakers?

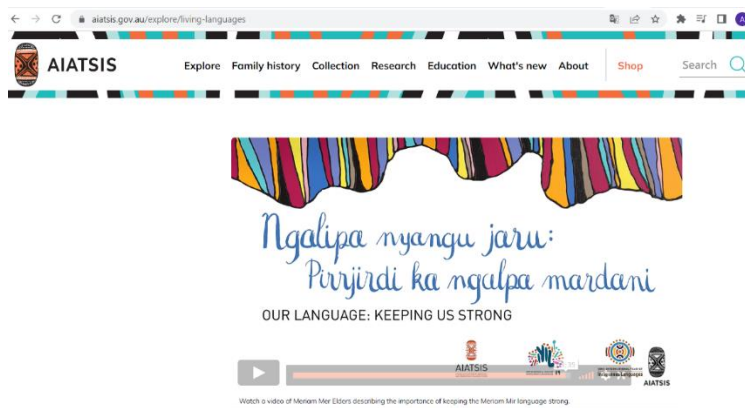


Figure 5: Screen from <https://aiatsis.gov.au/> website

3. Linguistic situation in Norway- conversation?

What languages do we speak in Norway? Is there any official language (or more than one)? What languages do you know? Give an example of words you know in these languages (pupils write the words on the black/whiteboard)

4. Language comparison

Pupils prepare a table comparing languages the mentioned. They can use online dictionaires to translate the words. For example:

	Languages we can speak				
	Norwegian	English	Northern sami	Polish	Spanish
Word 1	skole	school	skuvla	szkoła	colegio
Word 2	hjem	home	báiki	dom	casa

Table 2: Activity example: language comparison

5. Discussion about languages

Similarities and differences, trying to pronounce the words. Can one language help us learn another one?

During the observations the same interview guide as before was used. That to be able to spot differences in number of multilingual activities during the lesson, number of pupil's interactions with the teacher and colleagues, as well as reactions and engagement.

6.4. Step 4: Post- intervention interviews

The fourth step of data collection, post-intervention interviews, were conducted with each of the informant individually, just after the observed classes. Again, the first idea was to organise a group interview, however it turned out not to be possible because of the pandemic.

Interviews included semi- structured questions about the way the pupils' felt during the English lessons in terms of motivation, self-confidence, and engagement. This time informants were asked to draw a mind map including their emotions during the class. The interviews encouraged a reflection on the teaching methods that pupils preferred and their impact on their well-being.

6.5. Surveys for teachers and parents

Teachers and parents were asked to complete an online survey. The aim of this additional step in data collection was to obtain a deeper insight into the pupils' identity, emotions and feeling of inclusion, as well as multilingual practices and beliefs. I decided to choose this data collection methods instead of doing another interview because interviews would be time consuming and would be discouraging for informants. Using an online survey eliminated the challenge of scheduling time for meetings and gave adults the possibility of answering questions anytime they wanted and anonymously. However, the point was to make the surveys as similar as interviews as possible, that with help of open-ended questions. The anonymity was in my opinion a factor that encouraged honest answers.

The surveys for teachers were mainly supposed to help answer the two following research questions: *How do the English teachers support multilingual identities of minority language students?* and *How can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language students?*

Surveys were divided into three sections: educational background, beliefs, and pedagogical practice. In the first section, the teachers were asked about their education they have and whether multilingualism, identity or multilingual pedagogical practices were included in the study program, as well as examples of methods that they had studied. Then in the second section they were asked to write their own definition of terms: multilingualism, multilingual identity, and minority language. Other questions related to beliefs were about the teachers' opinion on including pupils' languages in school life/ English classroom, how pupils' linguistic backgrounds may be useful in the English classroom as well as relation between multilingual pedagogical practices and children's' socio-emotional development. Last, but not least the teachers were asked if they knew and included their pupils' language repertoires in their classroom. They were supposed to give examples of activities which they had successfully used to support the multilingual identity of their minority language students.

The surveys for parents, who are the ones that children spend a crucial part of their time outside school with, and who are responsible for the surroundings that children grow up in, were supposed to collect some data useful for answering all the three research questions. Again, the online surveys were anonymous, so that parents felt comfortable with expressing their opinions. Before creating the schemes, parents who agreed for their children to participate in the research project, were asked about the language they feel most familiar and comfortable with. As a result,

the surveys were made in Polish, with expressions that were easy to understand for someone who does not have professional knowledge of pedagogy and linguistics.

The surveys first consisted of questions about languages spoken by parents and at home, choice of languages depending on the conversation's topic and situation, as well as mixing languages in conversations, and parent's view on the phenomenon. Then, the focus was on the children's' possible difficulties at school and with friends and their relation to languages. Last, but not least parents were asked to describe how their child's languages are included in school and in English classroom, what does it help with and what they wish would be done in terms of acknowledging their offspring.

Online surveys as a tool to collect data from adults, was as I predicted a good choice. Both teachers and parents participated actively and delivered their answers. Totally three teacher-, as well as three parent surveys were collected.

7.0. Validity and reliability

There are two main requirements regarding collected data : validity and reliability (Yin, 2018). The basic requirement for data is that it must be relevant to the problem statement and research questions. The researcher's choices and assessment regarding literature review, collecting primary data and using people as the source of information must be explained and the relevance must be justified. In addition, both the source and the information itself must be relevant. Well-chosen interviewees do not help much if the questions are not properly formulated and asked. The questions must always raise some aspects connected to the problem statement and the researcher should constantly reflect on the validity of the data (Dalland, 2017).

Not only must the data be relevant, but it also has to be collected in such a way which makes it reliable. This means that the various stages of the process must be free from inaccuracies. First, in an interview, there are possibilities of errors in the communication process itself. The researcher must ensure that the question was properly understood by the informant and then ensure that the answer was correctly understood and noted down properly. When recording audio, it is a question of whether the sound is good enough. In the next step, errors may occur when transcribing the audio recording. All of the possible situations may lead to reduced reliability.

When conducting an observation, it is easy to become distracted and not perceive the essence of a situation. Finding the right words for what we have seen can also be difficult. The clearer observation objectives, the easier it is to remain concentrated on what is essential. The purpose

of highlighting the possible errors is not to discourage the researcher, but to prepare better and be more attentive during the research implementation (Dalland, 2017).

Yin (2018, s. 42) name four tests often used to judge the quality of empirical social research, relevant also for case study:

- “Construct validity: identifying correct operational measures for the concept being studied.
- Internal validity: seeking to establish a casual relationship, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships.
- External validity: showing whether and how a case study’s findings can be generalized.
- Reliability: demonstrating that the operations of study- such as its data collection can be repeated with same result”

There are various tactics in dealing with the four tests: *using* “multiple sources of evidence, having key informants review draft case study report, use logic models, do pattern matching and explanation building, using replication logic in multiple-case studies, using study protocol, developing case study database, maintaining a chain of evidence” (Yin, 2018, s. 43). In my study I prepared a case study database and a study protocol, with use of Nord University’s online data storage.

8.0. Research ethics

Research ethics address the standards of conducting scientific research and protecting the dignity, rights, and welfare of participants. These standards may differ between countries but have some principles in common. Every research subject must be informed fully about the purposes, methods, and use of the research, as well as possible risks and their participation must be voluntary, with a right to withdraw. What is more participants must be protected, their privacy must be respected. In Norway it is the National Committees for Research Ethics in Norway who has established and published guidelines for research ethics. What is more, some research projects, which process personal data (including mine) must be approved by Norsk Senter for Forskingsdata.

The ethical dilemmas in my research project concern mainly researching children. According to the National Committees for Research Ethics in Norway children and adolescents who take part in research are particularly entitled to protection, as they are developing individuals who have different needs and abilities at various phases. Research about children and their lives is important but it requires knowledge about children's' needs and abilities and adapting research methods to them accordingly. A project must contain age-specific information and purpose of the research. Participants must be informed about the consequences and possibility to withdraw from the study at any time. Researcher should remember that children are often more willing to participate as they feel that they cannot object. Getting consent is important in research on children. Following their parents' permission, minors over 15 can consent to researchers collecting and using their personal data (with an exception for sensitive personal data). Children under 15 must have their parents or guardian's consent (NESH, 2016).

According to United Nations Convention on the Rights of the Child (1989) children should be treated as independent individuals, able to express their opinions. Since I perceive them as valuable informants, I would like to get their voice from the very start and ask to sign a consent appropriate for their age. For that purpose, I produced an information letter explaining the purpose of the study, what it entails and that it was voluntary to participate. It was written in polish, using a simple language. In order to ensure anonymity of children, after signing the consent, they were asked to invent a pseudonym.

Another ethical aspect was understanding of the purpose of the research, data management and participant's rights. In order to be sure that the terms are understood by parents I wrote letters

to them in language they have chosen as the one they understand best, Polish. The teachers were offered Norwegian and English versions.

9.0.Data analysis

This section is about the techniques used to analysed the data gathered during all the steps of the research. My thesis is based in the qualitative tradition, especially in phenomenology, hermeneutics, critical pedagogy, and linguistic ethnography paradigms. When it comes to analytic approaches, as Tim Rapley (2021) writes, good qualitative data analysis cannot be labelled with one appellation, or specific procedures. It always requires questions to the gathered material as well as focus on detailed reading and description of collected information. While paying attention to detail, the researcher needs to focus on a broader picture of the phenomenon and be able to look at the data from a distant perspective, which sometimes includes reducing the analysed material (Rapley, 2021).

My analysis process, which was similar to the Grounded Theory started with a close, detailed reading of observation protocols, interview transcriptions and survey answers, with looking for recurrent themes and repetitions, as well as systematics notes. The reading was followed by coding similar items, which was systematically reviewed and refined. My process of coding was similar to the one proposed by Kathy Charmaz, who is one of the main researchers in the area of Grounded Theory. She suggests starting the coding line by line, as it helps the researcher to avoid inserting own motives and prejudice to the collected data. I did both the interview transcription and coding manually in Word. In the second step, focused coding, according to Charmaz, the codes from the initial phase are explored more deeply. These two phases led to building some theories, checking them with more data and finally writing up conclusions (Charmaz & Bryant, 2021). The analysis process, which I conducted can be also included in Qualitative Data Analysis, since the materials, which I interpreted were text, the participants opinions, feelings and the way they communicated were in the centre. The analysis took place step-by-step and was systematically revised (Drisko & Maschi 2015). In the table below I present an excerpt of a table with coding, which I did when analysing data.

Transcription	Line-by-line coding	Focused coding
<p>Interviewer: To porozmawiajmy teraz o tym co narysowałeś. Na górze Głowa aż tutaj. Dlaczego tutaj?</p> <p>M: Bo polskiego najczęściej używam</p> <p>M: W szkole to używam norweski.</p> <p>I: Jak jesteś w szkole to też dałbyś polski tam, gdzie głowa?</p> <p>M: Tak</p> <p>I: To znaczy najpierw myślisz po polsku?</p> <p>M: Tak.</p> <p>I: A co tutaj mamy? (pokazuje serce)</p> <p>M: serce</p> <p>I: To przypadkowo wyszło że tutaj jest polski?</p> <p>M: Nie</p> <p>I: Jaki język albo języki masz w sercu?</p> <p>M: Polski. Norweski to drugi mój najbardziej znany język . Drugi najczęściej używany język. Jest tutaj i zajmuje dużo miejsca</p> <p>I: Angielski to trzeci największy? Gdzie go używasz?</p> <p>M: Jak uczymy się angielskiego</p> <p>I: A poza szkołą?</p>	<p>Places polish where head is- uses polish the most</p> <p>Speaks Norwegian at school but</p> <p>Thinks in Polish at school</p> <p>Thinks in Polish first</p> <p>Places Polish where heart is</p> <p>Norwegian takes a lot of space in the silhouette- second most often spoken</p> <p>English- third most often spoken</p> <p>English- spoken at school</p> <p>English- heard after school</p>	<p>Language use: frequency</p> <p>Language use: Place</p> <p>Language use: Place</p> <p>Language Use: Identity</p> <p>Identity</p> <p>Language proficiency</p> <p>Language use: frequency</p> <p>Language use: frequency</p> <p>Language use: place</p>

<p>M: Nie. Słyszę czasem trochę angielskich słów</p> <p>I: A hiszpański? Kiedy go używasz?</p> <p>M: Rzadko, ale umiem. Jeszcze nigdy nie byłem w Japonii ale uczę się. Japońskiego to... przesadziłem z ta wielkością. Z japońskiego umiem mniej niż hiszpańskiego.</p> <p>I: Ale pierwsza twoja myśl to ze japoński zajmuje więcej miejsca?</p> <p>M: tak, bo oni mają taka fajna kulturę.</p>	<p>Spanish- used rarely</p> <p>Japanese- knows a little</p> <p>Japanese- knows less than Spanish, but takes more place</p> <p>Japanese- culture important for Maximus</p>	<p>Language use: place</p> <p>Language use: frequency</p> <p>Language proficiency</p> <p>Language proficiency</p> <p>Identity</p> <p>Culture</p>
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Table 3: Example of coding

The themes which I found were: Culture, Identity, Language proficiency, Language use: frequency, Language use:place, Translanguaging, Peers' views, Teacher's views and Friendship.

10.0. Findings

In this section I present research findings. The presentation is divided into cases and in each case description, there is a part concerning English classroom, child- participant language repertoire, identity and well-being as well as teacher's and parent's views.

10.1. Case 1: Maximus

The first pupil- research participant chose to be called Maximus. He was nine years old third grader who was born in Norway.

10.1.1. English classes: activities, languages, and reactions

The topic of the first observation with participation of Maximus was "The body". The lesson started with a warmup activity the "Head, shoulders, knees and toes" song. Just after the warmup, a chapter in the English book was introduced with use of English and Norwegian. By speaking first in English, and then translating to Norwegian, the teacher ensured the pupil's correct understanding of the content. Later, more than these two languages were addressed. When eliciting the pupils' prior knowledge of names of parts of the body, the teacher asked if they knew any of the names in languages different than English and Norwegian. Maximus and his classmates participated actively by rising their hands and saying words in Polish, Spanish or Filipino. Then, the teacher showed pictures of parts of the body, said their names both in English and Norwegian and asked children to repeat. Suddenly Maximus raised his hand and came up with an observation that "toe" in English is very similar to "tå" in Norwegian. The teacher continued the conversation asking the class if they could find any other similarities in the words describing parts of the body in different languages. The languages mentioned the most often were Polish and Spanish. In the next activity pupils were supposed to translate orally some English sentences read from the book by the teacher. For example: "I can stand on one leg and move my hands". In the next step the class mimed what was described in the sentences. The last activity was finding a picture in the book with names of the parts of the body. Just before the end of the lesson, the teacher explained the homework and it was a moment when Maximus asked a lot of questions about it. The teacher found out that he has put a book in his backpack and as he was not supposed to do so, she patiently asked him to leave it on a shelf.

The first observed lesson was a combination of differentiated activities, including movement and children's language repertoires. Maximus spoke up very often during the English class- he answered each question. What is more, he kept an eye contact with his classmates, listened and

looked at the person who was speaking. Furthermore, at the end of the lesson, he explained the homework to his classmate.

The languages spoken during the lesson were mostly English and Norwegian. Norwegian was used by the teacher for instructions and to check pupil's understanding. What is more, a positive attitude towards different languages was presented by the teachers smile, enthusiasm and statements like "Languages are interesting!".

Pupils' language visibility in classroom	Pupils' language was not visible
Languages spoken during the lesson: <ul style="list-style-type: none"> - By teacher - By pupils 	English, Norwegian English, Norwegian, Polish, Spanish, Filipino
Reasons why particular languages were spoken	English- main language of the lesson Norwegian- support, checking understanding Polish, Spanish, Filipino- examples of words in other languages, multilingual approach
Multilingual pedagogical practices	English- Norwegian text translations Linguistic awareness: finding similarities in words in different languages to memorise new words
Maximus' active participation	Voluntary answers teacher's questions Ask additional questions when do not understand something Keeps eye contact with classmates Expalins homework to a classmate
Maximus' problems/boredom/misbehaviour	Does not understand homework- asks extra questions Misunderstanding of teacher's instruction at the end of the lesson
Reaction to multilingual pedagogical practices	Positive, excitement, reflections about similarities

Table 4: Maximus: 1. Observation

The second lesson, was a continuation of the previous topic but with focus on interrogative words. As an introduction, the teacher asked the class if they knew any examples of question words in English or “spørreord” in Norwegian. Then, she extended the question to other languages she knew her pupils spoke: Vietnamese and Polish. The next activity was reading aloud a short text from the English book. The teacher first read the text aloud and then the whole class read together. Finally, the whole text was translated by volunteers orally into Norwegian. Again, if a child with a minority language background raised hand, he or she was offered to translate the text into any of their languages. First, Maximus didn’t want to translate to Polish, but after a few minutes he raised his hand again willing to try with his mother tongue. He did the Polish translation twice. After asking some questions about the text, the teacher introduced another activity: “Where is your...” in which one person asked questions about different parts of the body and the rest of the class was showing them. Then, pupils were asked to do the same in pairs. Maximus and his classmate were asked if they would like to do the activity in Polish. Maximus was first a bit sceptical but his colleague with majority language background wished to try. Children were supposed to use just four parts of the body: head, shoulders, knees, and toes, but later they were asked to extend it to four more: eyes, ears, mouth, and nose. Maximus and his colleague could choose if they wanted to continue with Polish or switch to English, but they enjoyed the Polish version. A girl from another desk was also very interested in the Polish words. At the final stage of the lesson the class was doing a writing activity from the English book but using the opposite hand than they usually do.

Intervention activity	Maximus’ reaction	Classmates’ reaction	Maximus’ opinion
“Where is your...(head/shoulder/knee/toe)”	First sceptical	Enthusiastic	<ul style="list-style-type: none"> • Happy to teach his classmate some Polish words. • Admits, the activity was the best part of the lesson. • Was fun

Table 5: Maximus: Intervention

10.1.2. Maximus' language repertoire, identity, and well-being at school

The excitement about languages, observed during the lessons, was also present during the interview with Maximus. He was thrilled about the idea of making his language silhouette and participated actively in the task. From the beginning he started listing the languages he speaks:

Maximus: Umiem po hiszpańsku do 10 policzyć.

[I can count to 10 in Spanish.]

Interviewer: Możesz to uwzględnić, jeśli czujesz, że to jeden z Twoich języków.

[You can include it if you feel that it is one of your languages.]

Maximus: Umiem po japońsku też mówić.

[I can speak Japanese too.]

Interviewer: Zobacz jak inne dzieci to robiły. Na przykład tutaj dziewczynka narysowała serca. Możesz narysować co Ci przyjdzie do głowy, co określa Twoje języki.

[Look how other children did it. For example, here a girl drew hearts. You can draw whatever comes to your mind, what describes your languages.]

Maximus: Ona jest Polka, bo czerwony tu jest.

[She is Polish because it's red here.]

He immediately saw a connection between a colour used for drawing and a flag of a country in which the language is spoken. It was also the technique he used to illustrate his language repertoire.



Figure 6: Maximus: Language silhouette

The biggest part of Maximus' silhouette, including head and chest was white and red, which symbolised the Polish language.

Interviewer: Dlaczego tam?

[Why there?]

Maximus: Bo polskiego najwięcej używam. W szkole to używam norweski.

[Because I use Polish the most. At school I use Norwegian.]

Interviewer: I jak jesteś w szkole to też dałyś polski tam, gdzie głowa?

[And when you are at school, would you place Polish where the head is?]

Maximus: Tak.

[Yes.]

Interviewer: To znaczy, że po jakimu myślisz najpierw?

[It means that in which language you think first?]

Maximus: Po polsku.

[In Polish.]

The next biggest area was dedicated to Norwegian and coloured dark blue, because it is one of the colours of the Norwegian flag. The third language, marked as a light blue was English, because as he explained, he uses it during English classes at school, and sometimes outside the school. He also confessed that he would like to learn it in order to speak with people in almost every country.

As mentioned before, Maximus included Spanish (orange) and Japanese (black and the drawing of the flag) despite knowing just several words because, as he explained:

Maximus: Jeszcze nigdy nie byłem w Japonii, ale uczę się. Japońskiego to... przesadziłem z wielkością. Z japońskiego umiem mniej niż z hiszpańskiego.

[I have never been in Japan, but I learn. Japanese... maybe I overdid it with the size. I can Japanese less than Spanish.]

Interviewer: Ale pierwsza Twoja myśl, to że japoński zajmuje więcej miejsca?

[But your first thought was that Japanese takes more place?]

Maximus: Tak, bo oni mają taką fajną kulturę

[Yes, because they have such a great culture.]

The second drawing illustrated a scene from Maximus' day at school: playing football during a break.



Figure 7: Maximus: Me at school

During the conversation about the drawing Maximus described himself as a good friend who helps others. He feels that his classmates like him, however they needed some time to accept him when he changed the school, but this did not have any relation to languages. He also described himself as a good pupil, who understands most of what is said during the lessons. What is more, he developed some strategies to deal with language gaps that sometimes occurs:

Maximus: Pytam pani i tłumaczy. A czasem tłumaczy nawet jak nie pytam, na przykład na KRLE, bo wszyscy nie rozumieją.

[I ask and the teacher explains. Sometimes she explains even if I don't ask, for example during KRLE, because no one understands.]

Maximus believes that one language helps him understand another, because some words are similar. He found especially Norwegian helpful in understanding English. However, he was sure he does not mix his languages. At the end of the interview, he confessed that he wished he had more possibilities to speak Polish, because he knows this language best.

10.1.3. Maximus' teacher's opinions

Maximus' English teacher described her educational background with a title "Adjunkt med tillegutdanning" which means that she has a professional and pedagogical education corresponding to five years of standardized study time. During the study programme she has learnt some concepts regarding multilingualism and methods such as using concretization and visual day schedules (visual methods), as well as language play. She understands:

- multilingualism as mastering and use of several languages
- multilingual identity as one's sense of belonging to the mother tongue and the other languages one acquires
- minority language as the mother tongue
- multilingual pedagogy as use of several languages in the learning process around the students, with a pedagogical strategy to both build up during the learning of the new language, but also develop the mother tongue and use it as support.

She believes that including pupils' language repertoires helps to create a multilingual integrity, and for most people it supports learning in both Norwegian and English. It can be used to create curiosity for other languages, and in teaching both English and Norwegian. What is more, she sometimes includes multilingual pedagogy to arouse curiosity with use of digital programs in which pupils use their mother tongue to learn new concepts. However, she complained in the survey that she does not have enough time to do much and as a result, prioritise English and Norwegian.

10.1.4. Maximus' parent's opinions

Maximus' parents speak Polish, Norwegian and English. The home language of the family is Polish, however they speak Norwegian when Maximus' friends visit them, in order to make them feel more comfortable. Additionally, in conversations about school and homework they admit switching language to Norwegian or English, as they are the school languages and Maximus struggle to find equivalents of some words in Polish. When it comes to conversations about emotions, they take place in Polish and parents help Maximus with the correct pronunciation.

In addition, Maximus' parents believe that because of being as they describe it, "a foreigner", their child has to put more effort in learning. However, establishing and maintaining relationships with peers is not a subject of any concern, as he has friends and language is not a

barrier for him. What is more, parents think that their home language is included in school in sporadically, for example during Mother’s day performances. They are satisfied with the extent to which their home language is present at school, because they feel they get help when needed, mainly in the form of bilingual teaching.

10.2. Case 2: Podopieczny

The second research participant, who chose to be called Podopieczny, was twelve years old seventh grader. Podopieczny was born in Poland and moved to Norway at the age of eight.

10.2.1. English classes: activities, languages and reactions

During the first observation, an English lesson with Australia as a topic, he was sitting at the first desk, on the farthest side of the class. In the classroom there were some posters on the walls, mainly about English and Norwegian grammar and classroom rules, as well as some bookshelves and a whiteboard. I did not find any sign of pupil’s languages or personalities in the classroom decoration. The lesson started with a warmup activity with a Tony Chestnut song similar to « Head, shoulders, knees, and toes ». This was followed by an introduction of the lesson’s topic. The first activity was watching a music video of an Australian brand. The teacher had to fix the projector first, which took few minutes during which Podopieczny was making faces with one of his classmates. However, when the video was playing, he was sitting and watching it with interest and smile. Afterwards, the teacher asked what the video was about and what kind of racism the pupils observed. There were not many of them willing to answer, so basically, it was the teacher who answered the question. Then, she read a text about Sydney and translated it to Norwegian while the class was listening. Podopieczny seemed to be bored and he showed some memes on his iPad to a classmate. The next activity was listening to a text about History of Australia and Aboriginals, which this time was available on a platform with extra resources for school and had an audio version available. After the listening activity, the teacher checked the pupils’ comprehension by first asking: «What did you catch from the text? If it’s difficult to say in English, please say it in Norwegian ». Podopieczny raised his hand to make an observation about the oldest civilization in the world and the Big Bang theory. The last activity was writing factual sentences about Australia.

Pupil’s language visibility in classroom	Pupil’s language not visible
Languages spoken during the lesson:	
- By teacher	English, Norwegian
- By pupils	English, Norwegian

Reasons why particular languages were spoken	English- main language of the lesson Norwegian- support, checking understanding
Multilingual pedagogical practices	Not present
Podopieczny's active participation	Answers one teacher's question
Podopieczny's problems/boredom/misbehaviour	Makes faces with a classmate Shows memes to a classmate
Reaction to multilingual pedagogical practices	----

Table 6: Podopieczny: 1. Observation

The other lesson with the participation of Podopieczny, was a continuation of the topic of Australia. It started with a presentation of upcoming activities and links to them in the app that the class uses. The teacher spoke about the tasks mainly in Norwegian, just some part of the explanation was in English. Then, pupils watched a video about Chiara, who comes from Vietnam but lives in Australia. Questions which were asked by the teacher concerned mostly the landmarks, city, and bridge which pupils saw in the video. However, one question was aimed at noticing some cultural differences and similarities: "Do you think boys and girls in different countries have different or the same interests?". Podopieczny raised his hand immediately and got permission to share his thought with the class. He compared and contrasted Norwegian and Polish teenagers, their interests, and the impact of the climate on the way they spend their free time. Finally, he came up with a summary that despite some differences boys and girls are quite the same no matter where they come from. The conversation led also to some reflections made by other students, which concerned the topics that teenagers talk about. One of the topics, love, caused several comments regarding sexual orientation. The lively discussion was summarised by the teacher saying in Norwegian: "some boys like boys and some girls like girls".

The next activity was watching a film about coral reefs and sharing impressions in plenum. After that, the teacher read a text about Australian football. She made some stops to translate the paragraphs to Norwegian. The text, which came from a platform with resources for teachers, included some information about Australian football in Norway. As the last activity, pupils were asked to do some writing activities on their iPads. Meanwhile, some linguistical blunder in which the teacher mixed Norwegian, and English caused a discussion about speaking

different languages. The teacher told a story about a German pupil with whom she used to speak German and admitted that if she knew Polish, she would speak it with Podopieczny.

After the lesson Podopieczny was asked about his impressions and said it was interesting to talk about languages and that we are all different and similar at the same time. According to him, talking about differences can make someone interested in a new hobby, but at the same time understand other's cultures. Additionally, he said it would be funny if his teacher spoke Polish with him during the lesson, but it may make him uncomfortable too, because of the attention that would bring on him. However, Podopieczny said that in rare situations when a Polish word is mentioned during classes, it definitely is funny and makes everyone's mood better.

Intervention activity	Podopieczny's reaction	Classmates' reaction	Podopieczny's opinion
Conversations about teenagers all over the world	Enthusiastic, participates actively	Participate actively	Interesting, helps understand others. Would be funny to speak Polish during lessons, but the attention may be uncomfortable

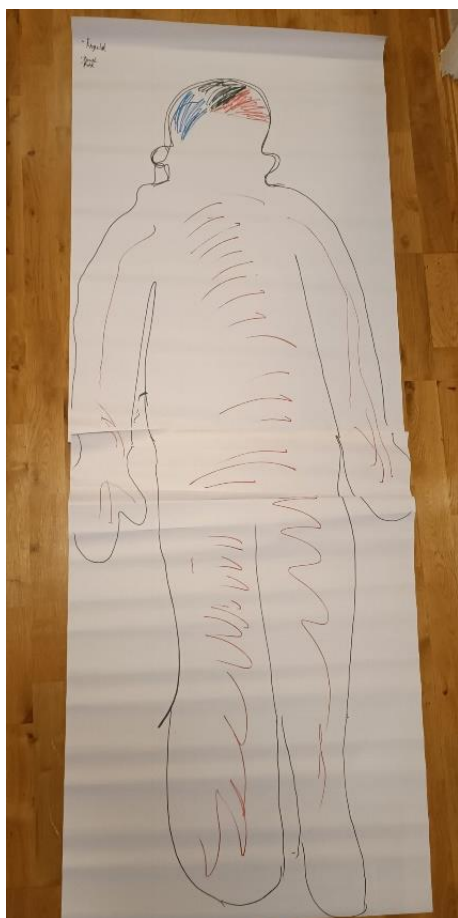
Table 7: Podopieczny: Intervention

10.2.2. Podopieczny's language repertoire, identity, and well-being at school

During the first interview, which took place after the lesson, Podopieczny first saw some examples of language silhouettes and immediately started colouring his one. He divided the head into three equal parts representing Norwegian, Polish, and English, because as he said, he thinks in all of them and can quickly switch between them. The rest of the body was coloured red, since this is one of the colours in the Polish flag. The reason for dedicating the whole body to this one, particular language was that:

Podopieczny: Po prostu jestem urodzony w Polsce, dlatego på en måte jestem polski. Moja mama jest polska. Dlatego kropp jest po polsku.

[I am just born in Poland, so på en måte (in a way) I am Polish. My mom is Polish. That is why kropp (body) is in Polish.]



Figur 8: Podopieczny: Language silhouette

The second language present in Podopieczny's language silhouette, Norwegian, was represented by blue colour, which also had a connection to the Norwegian flag. He said he uses the language in school time, but also after it, during extra activities with Norwegian speaking people. What is more, Podopieczny confessed to use some Norwegian words when he speaks Polish, because he forgets some vocabulary in his mother tongue. This happens especially at home, when he knows that his family speaks Norwegian too and will understand the message. However, in conversations with friends who live in Poland, he admitted he takes care to use proper Polish grammar and vocabulary. Still, as he said, this does not stop him from forgetting the language.

The third language mentioned in Podopieczny's language silhouette, English, was marked black, because it is one of Podopieczny's favourite colours. He speaks it during English lessons at school and when playing games online. What is more:

Podopieczny: To jest mój wypełnik norweskiego. Czyli polski ma wypełnik norweski (...). Jak jestem w Norwegii to zdaje sobie sprawę że wszyscy znają angielski. W Polsce nie za dużo osób zna angielski, a że tutaj mówią lepiej to angielski jest wypełnikiem norweskiego.

[This (English) is my filler for Norwegian. So, Polish has a Norwegian filler (...). When I am in Norway, I am aware that almost everyone knows English. In Poland not so many people know English, and here they speak English better, so it is a filler for Norwegian.]

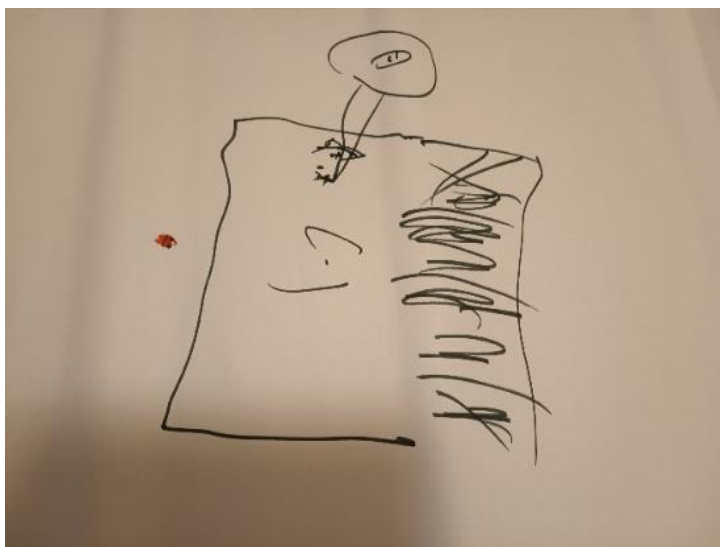


Figure 9: Podopieczny: Me at school

In the second drawing, Podopieczny pictured himself playing football and being happy. He confessed he does not like football, but he participates in plays during the breaks at school because everyone does it. He believes he is a good pupil, mainly in mathematics, English and gym, but often gets bored during these classes, because he often already knows everything. Knowledge about religions and ethics as well as social science are his least favourite classes, what is more, they are the ones during which he needs to use Google Translator and sometimes check vocabulary sometimes. He prefers this method rather than asking someone to explain the meaning of a word, because he does not want too much attention. However, Social science and religion are also the classes during which he is asked about Poland the most. He does not mind it, but he is often asked about doing the same thing: when pupils make presentations about different countries, he feels he always must focus on Poland, but would like to present other countries too.

What is more, he said he feels that his teachers know he speak Polish at home, but never ask about it, because as he thinks, the Norwegian schooling system teaches the Norwegian perspective. At the same time, he admitted he will never feel Norwegian:

Podopieczny: Czuje ze jestem inny, na przykład są tutaj inne powiedzenia, których trzeba się nauczyć».

[I feel I am different, for example they have some sayings here, which have to be learnt.]

When it comes to the way he feels in his languages, he admitted he can see some differences, for example:

Podopieczny: Po polsku nie przeklinam, ale po norwesku nie uważam, że to przekleństwo jest takie mocne.

[In Polish I do not curse, but in Norwegian I don't find this curse as so strong.]

Last, but not least Podopieczny confessed that he is sometimes tired of the fact that everyone speaks Norwegian and speaking Polish all day would be easier. He does not have problems with understanding others or expressing his thoughts anymore. It happens only from time to time and then, he switches to English. However, he confessed that sometimes his co-speakers get annoyed because of the language mixing. In fact, the way someone reacts on Podopieczny's languages tells him a lot about what kind of friend this person is: he has a good friend who is always proud of the progress Podopieczny made.

10.1.3. Podopieczny's teacher's opinions

Podopieczny's English teacher described her educational background as "Adjunkt", what means that she has completed a four-year primary school teacher education or has a bachelor's degree from a university or college in addition to a one year practical pedagogical education. She explained with her own words that multilingualism means speaking several languages, multilingual identity is the language people identify themselves with, minority language is the one that a group speaks, and multilingual pedagogy means to be able to teach a class in several languages. Moreover, she believes that it is important that students can maintain their own mother tongue at the same time as they learn other languages, in order to be able to communicate with people from different countries. However, having many different minorities in a class and not knowing all their languages can be challenging for a teacher. That is why she admitted that an extra resource such as interpreter or a mother tongue teacher is a welcome support. In addition, when it comes to advantages of multilingualism in the English classroom, she answered that it is exciting to learn about different backgrounds, and students can be used as a resource. What is more, as she wrote, *in some cases where the students do not understand all the words and concepts that both students and teachers use, the English lessons can be good*

for the student both to understand both the academic and perhaps establish relationships with adults and fellow students.

Podopieczny's teacher admitted that she includes multilingual pedagogy in her teaching practice by asking about traditions typical for pupil's home countries. She speaks mostly English, but often repeat in Norwegian to ensure pupil's understanding. What is more, she occasionally speaks a little German or says good morning in several different languages. When she includes various languages in the classes she can see that Podopieczny is happy and more active.

10.1.4. Podopieczny's parent's opinions

Podopieczny's parent speak Polish, Norwegian and English and admit that Polish and Norwegian are both spoken at home. What is more, both the parent and the child forget words in their languages and practice translanguaging in conversations with each other about school and friends. However, when it comes to discussions about emotions, Polish is the dominant language, as, according to the parent, it is easier to speak about them in the mother tongue. Podopieczny has some experiences both with Polish and Norwegian education system and the parent does not see a difference in his school performance, besides the lower expectations in Norway. On the other hand, the parent sees a big difference in relationships with peers. In polish school Podopieczny used to be more open to new friends, what has drastically changed in Norway. Additionally, the lack of polite forms in contacts with adults was mentioned by the parent as a reason of not showing respect for older people. When it comes to establishing and maintaining new relationships, an average game became problematical because of language differences. The situation has changes when Podopieczny started feeling more confident with Norwegian, however he still has more friends in Poland, where he often says that children are different. Moreover, the parent thinks that no one in the school pays attention to their home language and there is lack of interest in this matter. Sometimes, on rare occasion such as Christmas, different cultures are traditions are compared. That is why the parent thinks that knowing several languages is not helpful for Podopieczny as no one in his school surrounding speaks Polish. Last, but not least when it comes to the way the parent thinks Podopieczny's language repertoire should be included at school, the following statements were made: possibility to attend Polish classes, at least at the beginning after moving to Norway, teaching the majority pupils about different cultures, hiring teachers who speak several languages.

10.3. Case 3: Bolek

The third pupil who participated in the research was twelve years old, seventh grader, who has lived in Norway for 9 years. The participant chose to be called Bolek.

10.3.1. English classes: activities, languages and reactions

The subject of the first lesson observed in the English classes of Bolek, was « Supportive and superior ». It started with a short welcome and a question asked first by the teacher in plenum and then by pupils in a form of an oral survey: *would you rather go back in time to talk to past self or go into the future to talk to your future self?* Bolek listened to instructions, which were mainly in English, and then participated in the activity. First, he had his hands in the pockets of his trousers, was looking through the window between conversations with his peers and wandering around the classroom. However, when back to plenum, he answered teacher's questions about the survey results with smile. Additionally, he was a subject of one classmate's interesting finding on which he reacted with a grin. Then, after checking the homework, pupils were asked about the way they understood words « superior » and « supportive ». Bolek was playing with his air pods and looking at classmates who were answering but did not say anything. He spoke up when teacher asked what emotions were and he gave some examples, like angry, embarrassed, or hopeful, however it was the teacher who picked him to answer, he didn't rise his hand voluntary. The next activity, which took place in pairs, was writing sentences with feelings from a poster presented by the teacher. Pupils had to pick a person to work with themselves, and Bolek found a pair without any problem. For this activity pupils were offered to use a Norwegian- English dictionary. The language that dominated during the lesson was English, even in conversations between the pupils. However, Norwegian was heard when they explained to each other what was supposed to be done.

Pupils' language visibility in classroom	Not visible
Languages spoken during the lesson: - By teacher - By pupils	English, very little Norwegian English, very little Norwegian
Reasons why particular languages were spoken	English- main language of the lesson Norwegian- support, checking understanding, dictionary
Multilingual pedagogical practices	Not present

Bolek's active participation	Answers teacher's question, speaking activity with classmates
Bolek's problems/boredom/misbehaviour	Plays with air pods, walks around the room
Reaction to multilingual pedagogical practices	----

Table 8: Bolek: 1. Observation

The second observed lesson was conducted by a substitute employee and its topic was being invisible. The pupils were asked what they would do if they were invisible and during the exchange of ideas Bolek raised his hand several times, coming with an idea that being invisible would be boring, because he would not have any friends. The conversation led to an idea of body language, which was said to be an important aspect of communication. Then, the class was asked to write some sentences about being invisible.

Unfortunately, the teacher admitted he hasn't planned any multilingual activities and did not know much about the idea of the research. That is why, the intervention had a form of conversation about the body language and its differences in various countries. The pupils were asked if they know any examples of body language and differences in the way body is used to express a message, depending on country. Some pupils got excited with the topic and came with numerous ideas. Bolek, was asked about differences in body language in Poland and Norway and were able to find some of them. At the end of the conversation, the teacher came up with an observation that some people may have difficulties in understanding other's body language because of autism. On the other hand, some people, for example these with Tourette syndrome have tics and sudden movements which often make them misunderstood by society. The rest of the lesson was dedicated to written exercises from the English book.

During the post-intervention interview Bolek was asked about his impressions about the activity concerning body language and said that it was fun. What is more he came up with a conclusion that when a lesson is fun, he likes it and feel more motivated to participate actively. Additionally, he said it is fun to talk about different countries and that telling others about Poland makes him feel like a good student who knows a lot.

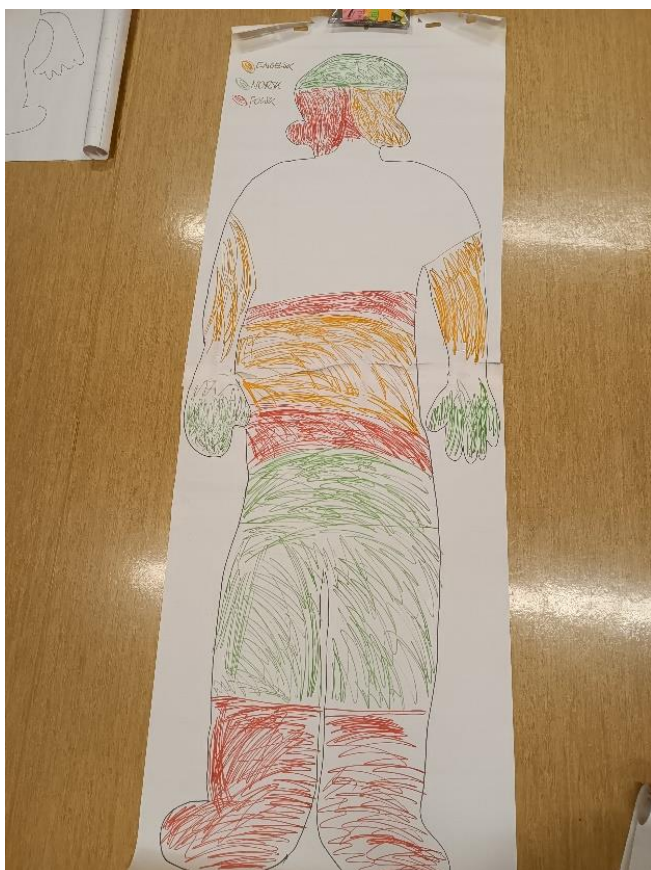
Intervention activity	Podopieczny's reaction	Classmates' reaction	Bolek's opinion
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Conversations about teenagers all over the world	Enthusiastic, participates actively	Participate actively	Interesting, fun, happy to share own thoughts and experience with classmates, feels competent
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Tabell 9: Bolek: Intervention

10.3.2. Bolek's language repertoire, identity, and well-being at school

In the next step of the research with participation of Bolek, the task of drawing a language silhouette was introduced in exactly same way as to Maximus and Podopieczny. However, he had a completely different idea of colouring his language portrait and focused more on the place where his languages were situated than colours, which he admitted picking randomly.



Figur 10: Bolek: Language silhouette

Bolek's language repertoire consisted of three languages: Polish, Norwegian, and English. Starting from the head, he divided it into three parts: the biggest was Norwegian and the two smaller parts were English and Polish. During the interview he had a reflection that the Polish part should be the smallest.

He explained that he thinks in Norwegian most often: in school and with friends, for example when their play video games with use of his hands or even to his dog. He also located Norwegian on the biggest part of his legs because this is where he said he feels cold while sitting down in the classroom after his break outside.

Bolek coloured his arms orange, which represented English, because he associated the language with a visit at a doctor, with a rash on his arms was investigated and English was spoken. In addition, he said he speaks English during vacation, in shops, in Poland when he forgets a word, when playing video games or with friends, just for fun.

The third language, Polish is spoken by Bolek mostly at home, with his brother and Polish friend, as well as during holidays in Poland. He located it amongst others on his feet, because, as he explained, he walks a lot when in homeland. However, he confessed that he mixes it with Norwegian:

Bolek: Po polsku zawsze mieszam, jak brakuje mi słów. Przychodzą mi do głowy norweskie słowa.

[In Polish I always mix when I miss words. Norwegian words come to my head]

Interviewer: A jak mówisz po norwesku to przychodzą ci do głowy polskie słowa?

[And when you speak Norwegian, do Polish words come to your head?]

Bolek: Czasami. Próbuję znaleźć te słowa po norwesku.

[Sometimes. I try to find these words in Norwegian.]

Interviewer: I co robisz jak nie możesz znaleźć słowa?

[And what do you do when you can't find the word?]

Bolek: To wtedy zmieniam języki. Używam słowa z innego języka

[Then I change language. I use a word from another language.]

Interviewer: Zdarza się to też w szkole?

[Does it happen at school too?]

Bolek: Jak gadam po norwesku to nie muszę zmieniać języka, ale czasem jak się zdarzy to wtedy użyję angielskiego.

[When I speak Norwegian, I don't have to change the language but sometimes it happens and then I use English.]

According to Bolek, his classmates and teachers understand this technique of mixing languages in order to express himself and they accept it. What is more, he thinks that knowing one language helps in learning and understanding another one because some words are similar. Despite the first statement that he uses Polish the rarest, he made an interesting observation:

Bolek: Czasami jak mam matematykę to robię tak jeden, dwa, trzy, cztery, pięć. I dopiero na norweski.

[Sometimes when I have mathematics, I do like this: one, two, three, four five. And then into Norwegian.]

Interviewer: Czyli najpierw liczysz po polsku?

[So, you count in Polish first?]

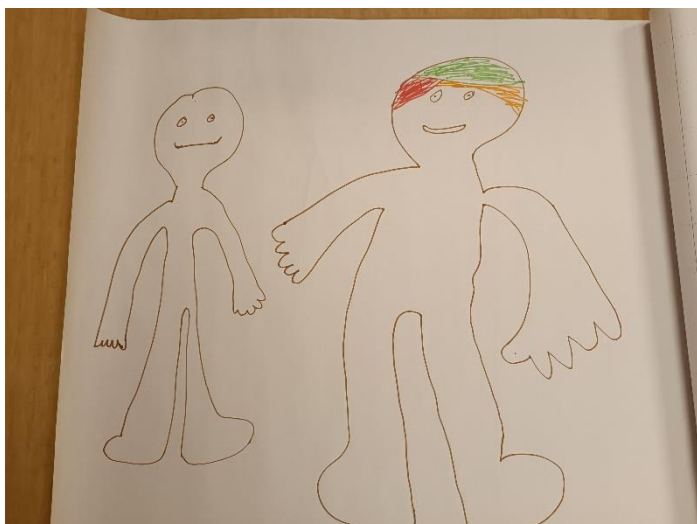
Bolek: Tak

[Yes.]

When it comes to Bolek's behaviour while speaking different languages, he admitted he doesn't act the same:

Bolek: W niektórych językach głos się zmienia. Ja też jestem inny. Po polsku jestem bardziej chill a po angielsku seriøs. Po norwesku obydwaj, pomiędzy.

[In some languages the voice changes. I am different too. In Polish I am more chill and in English seriøs (serious). In Norwegian both, inbetween.]



Figur 11: Bolek: Me at school

In the conversation about painting which illustrated Bolek at school, the research participant admitted he does not like being a part of a big group. He prefers spending time in a group of maximum 3 classmates, but mostly with one of his friends. The company of this person is special not only because they know each other but the friend knows some Polish words, likes the language and is curious about it. However, he confessed that his languages are sometimes an obstacle in meeting new people:

Bolek: Czasem przeszkadzają, bo chcę się przywitać, a myślę w głowie «Dzień dobry»

[Sometimes they disturb, because I want to say hello, but I have « dzień dobry » in my head.]

Interviewer: I co wtedy robisz?

[And what do you do?]

Bolek: Pomyślę, a potem jak nie umiem powiedzieć to się wycofuję.

[I think and then, if I can't say, I withdraw]

What is more, he described himself as an average pupil who feel acknowledged in the classroom, because both classmates and teachers help him when he does not understand some words during the classes as know he speaks Polish at home. However, he feels that his home language is not present at school, despite rare occasions such as Christmas. At the same time, he remembered a situation in which the teacher asked him to write something in Polish, but he didn't want to, because he did not find himself as a good writer in Polish.

Last, but not least Bolek said polish is useful sometimes:

Bolek: Pomaga mi lepiej myśleć. Umieję robić dwie rzeczy w tym samym czasie i angielski szybko mi przychodzi (...)Chciałbym się uczyć polskiego, ale to norweska szkoła, więc nie będzie tego.

[It helps me think better. I can do two things at the same time and English comes fast. (...) I would like to learn Polish, but this is a Norwegian school, so it will not happen.]

10.3.3. Bolek's teacher's opinions

Bolek's English teacher described her education background as "Lektor med tillegg", which equals master's degree in pedagogics and collectively approved education from a university or college corresponding to 6 years of standard study time. In addition, at the beginning of teacher career she attended a course about migration pedagogics. She explained terms multilingualism, multilingual identity, minority language and multilingual pedagogy as following:

Multilingualism: to have competencies in several languages and can make oneself understood in them.

Multilingual identity: to have grown up in several cultures, where family practices different languages in which the children are taught and involved.

Minority language: A language that is used by a small group, and thus less practiced in a culture or society.

Multilingual pedagogy: When one takes as a starting point several languages and uses these in the teaching, both to give a clearer picture of the similarity between different languages, facilitate understanding of concepts and learning of different topics. Understanding that different languages have been influenced and have helped to develop each other - loanwords from languages that have been included in the vocabulary of a language.

According to the teacher, to include the pupils language repertoire is useful in giving a better understanding. For example, when pupils with a different mother tongue to Norwegian is not sure what the conversation is about, it is practical to refer to his language.

What is more, she mentioned that it is important to understand the students' language, where body language can have a completely different meaning in one culture versus another. However, when it comes to pronunciation, some words can be challenging to learn as not every language has the same sounds.

According to Bolek's teacher, language is part of the students' identity, so it is important to take care of it and use it as a support in the students' development. Language is both culture and identity, which can be used not only in English, but also be a help in other subjects. Additionally, everyone should be proud of their language and background, therefore it is also important to maintain this competence. She can see some advantages in multilingual pedagogical practices: pride for those who are allowed to use their own language, empathy and inclusion, as well as acceptance that diversity, and interest in languages. On the other hand, she mentioned some disadvantages: challenges with pronunciation, little time to work during the lessons and language confusion. Despite all the awareness of on benefits of multilingualism, when asked about the way she includes her pupil's languages at school, the teacher wrote that she does not have enough time to focus on linguistic background as the goal of English lessons is to learn English. However, she has tried to include music from different countries, the lyrics of which were difficult to pronounce but brought joy to the classroom. Especially the minority language students felt special and were proud of their competencies.

10.3.4. Bolek's parent's opinions

Bolek's parents speak Polish, Norwegian and English. Polish is the main home language, and also used outside the house when family spends time together. However, when someone who is not a Polish speaker joins them, they switch to Norwegian. In conversation about school, friends Polish is the dominating language, but sometimes, when they forget some words, they use Norwegian ones. However, when it comes to conversations about emotions, the parent believes that Bolek has a rich vocabulary in the topic in Polish and when he speaks, he focuses on feeling and does not have problems with picking the right words. The parent thinks that Bolek is a good pupil, who does not have any major problems at school and with friends. However, the parent is aware of situations in which he is misunderstood or misunderstandings may occur. He may need more time to become a friend with someone because of the language, but at the end it does not have a big meaning. What is more, the parent states that Polish is included at school in the form of materials for parents. In everyday life at school Bolek does not use his home language because, according to the parent, classes are multicultural, and it is hard to focus on every child and language. At the same time the parent wishes there was a possibility for Bolek to attend Polish classes

10.4. Summary of the 3 cases

MULTILINGUAL PEDAGOGY IN THE ENGLISH CLASSROOM		MULTILINGUAL IDENTITY		WELLBEING		TEACHER'S VIEW		PARENT'S VIEW	
OBSERVED REALITY	INTERVENTION	LANGUAGE	WHERE/ WHEN SPOKEN. IMPACT OF THE LANGUAGE	FEELING OF ACKNOWLEDGMENT AND SELF-IMAGE	FRIENDS	THEORY	PRACTICE	REALITY	WISHES
MAXIMUS	Multilingual activities included in the English lesson	Polish	Spoken at home, in the free time and holidays Thinks in Polish first	Feels acknowledged Sees himself as a good pupil and friend	Have several friends but wishes he had a Polish friend at school	Has a general knowledge of multilingualism and multilingual pedagogy, however misunderstands some terms. Has a positive view on multilingualism and multilingual pedagogy	Tries to implement multilingual pedagogy in practice → does not have enough time → focuses mostly on Norwegian and English	Feel acknowledged, Get help	Mother tongue lessons
	Positive impact: joy, curiosity, active participation of minority and majority language pupils, Language awareness	Norwegian	At school						
		English	School, holidays						
		Spanish	Holidays						
		Japanese	Culture						

PODOPLECZNY	Multilingual activities not included in the lesson	An attempt to implement multilingual activity, however not precise. Still positive impact: joy, curiosity, active participation of minority and majority language pupils, Language awareness	Polish	Spoken at home, during holidays and online with polish friends. He feels Polish	Does not expect his language to be included in Norwegian school Sees himself as a good student and friend	Can see a difference between friendships with Polish and Norwegian peers Have friends both in Poland and in Norway Had problems with meeting new people at the beginning when came in Norway. Now it is better. Feels best with people who appreciate his effort in learning Norwegian	Has a general knowledge of multilingualism and multilingual pedagogy, however misunderstands some terms. Has a positive view on multilingualism and multilingual pedagogy	Feels that she does not have enough time as well as competencies in minority languages to implement multilingual pedagogy in practice → focuses mostly on Norwegian and English	Did not feel acknowledged at the beginning Do not have big expectations	Mother tongue lessons
			Norwegian	Spoken at school and in group activities outside school	Feels tired of speaking Norwegian whole day					
			English	Spoken when playing computer games online Describes his languages at fillers one for another						

BOLEK	Multilingual activities not included in the lesson	An attempt to implement multilingual activity, however not precise. Still positive impact: joy, curiosity, active participation of minority and majority language pupils, Language awareness	Polish	Spoken at home and during holidays	Feels acknowledged because others help him when he does not understand something	Has one best friend who is interested in his mother tongue.	Has a general knowledge of multilingualism and multilingual pedagogy, however misunderstands some terms. Has a positive view on multilingualism and multilingual pedagogy	Feels that she does not have enough time as well as competencies in minority languages to implement multilingual pedagogy in practice → focuses mostly on Norwegian and English	Feel acknowledged Do not have many expectations Get help when needed	Mother tongue lessons
			Norwegian	Spoken at school, with friends as sometimes family	Sees himself as a good but average pupil					
			English	Spoken at school, for fun and when playing video games Mixes languages and is aware of it. Thinks in Norwegian first but counts in Polish						
			Spanish	Holidays						

Tabell 10: Summary of 3 cases

11.0. Discussion of findings

The title of the master's thesis is *Supporting multilingual identities in the English classroom to prevent socio-emotional difficulties of minority language pupils*. Consequently, in this section the research findings will discuss the two main themes identified in the data: multilingual pedagogical practices in the English classroom and minority language pupils' socio-emotional wellbeing at school

11.1. Multilingual pedagogical practices in the English classroom: the reality

The results of my research showed a several important facts about practicing multilingual pedagogy in English classrooms in Northern Norway. Many of the findings confirm the results of research in my literature review what was proved by research mentioned in the theoretical section.

First of all, the results manifested a glaring disparity between declarations at the national level and their impact on everyday school reality (Levels, Dronkers, & Kraaykamp, 2008). At first glance, the teachers, who participated in my study presented generally a positive attitude towards their pupil's multilingualism and knew what languages these children speak at home. They knew that multilingual education and inclusion was an important element of Education Act (1998) and the Curriculum. Despite some inaccuracies in defining the terms related to the topic, they believed that being multilingual does not only mean speaking several languages but also feeling a connection with them and their speakers (Tajfel, 1974). What is more, the teachers declared seeing some utility in multilingual pedagogical practices in the English classroom: for giving instructions both in English and Norwegian to ensure the pupils' understanding of what is supposed to be done during the lesson, as well as using different languages and their similarities for scaffolding. These findings support the previous results coming from the study conducted in Norwegian settings (Haukås, 2016). Additionally, the English teachers could also see a value in the support of the bilingual teacher. However, they did not seek cooperation with the bilingual teachers (Haukås, 2016) nor did they reflect on the fact that these vocational lessons usually took place outside the ordinary classroom, and as a result separated minority language pupil from the classroom community.

Despite the apparent positive attitude to multilingualism, the multilingual pedagogical practice was rarely practiced in the English classroom. In fact, even the activities proposed as an element of intervention was applied only by one of three teacher-participants, the teacher who also included multilingual activity in the first observed lesson. In contrast to first impressions, there

were also the teachers' opinions that made minority languages hardly visible in the lessons and organisation of the classroom, as they thought they didn't have enough time and linguistical competence to include these languages in teaching (de Angelis, 2011). Because of the fact that two of three teacher-participants did not use my suggested activities during the intervention, I doubt if that these two issues are the only reasons why English classes lack a multilingual approach. The inaccuracies in defining terms related to multilingualism pictured some gaps in teacher's understanding of the phenomenon. Together with challenges in integrating a multilingual approach, the answers exposed teachers' outdated knowledge and opinions that are a still living aftermath of the first scientific research on multilingualism. The English teachers who participated in my study compared the minority language pupils' proficiency with monolingual peers, what resulted in a deficit-oriented view on multilingual pupils (Cook, 1999). What is more, they perceived their multilingual pupils as two (or three) monolinguals in one (Grosjean, 1989) and thought that the presence of many languages may cause confusion. They were not aware that children thought or counted in their mother tongues during the lessons and were not familiar with using translanguaging as a pedagogy, which may approve the multilingual children's school performance (Garcia & Wei, 2014, Garcia & Kleyn, 2016).

When it comes to classrooms' environment there was no sign of pupil's home languages and identity in the form of posters or multilingual corners. Additionally, the minority language children were not offered any supporting materials in their language, for example Polish-Norwegian or Polish- English dictionaries. However, the teachers admitted they take some actions in order to use their minority language pupils as a resource, for example in form of asking about some words, using songs from different countries or conversations about traditions, mainly before holidays such as Christmas. Moreover, teachers had access to a variety of good quality materials created in accordance with the new Curricula which may be used to include minority language pupil's languages and culture, for example on a platform called Salaby or Skolen. More research on teachers' capacities in using these online resources could provide an answer to the question why the observed teachers did not use the full potential of the platforms.

At first I hypothesised that years of education may be positively correlated with the way the teacher applies the multilingual approach in teaching English. However, the teacher who included pupils' home languages the most, was not the one who completed the most years of education. Actually, the small scope in which multilingual pedagogy was mentioned during the programmes completed by teacher-participants or a complete absence of the topic highlights

the need of adapting the study programmes to the nowadays needs (Conteh & Meier , 2014, Ismail, 2018), as teachers lack tools and knowledge to implement the assumptions of legislations. On the other hand, the teachers who participated in the study graduated from universities more than 15 years ago. The results suggest a need for a systematic review and improvement of teachers' competences in accordance with the recent studies in the field of pedagogy, psychology, sociology and linguistics.

11.2. Minority language children's socio-emotional well-being at school

The practices in the English classrooms described in the previous section were of great importance in relation to minority children's identity and well-being at school. Results of my research showed some clear similarities in the children's well-being and happiness at school and the way they perceived themselves, but also some differences, mainly in identity. The results reflect the outcomes of already existing studies in the field to a large degree.

First of all, pupil's home language were always present at school, sometimes without children's conscience and despite the fact that lessons which they participated in were conducted in Norwegian or English (Grosjean, 1989). The children-participants were able to switch their language mode and were used to differentiate and adapt to the context: place, time and people's environment (Grosjean, 2008). However, this adaptation to the monolingual or bilingual English-Norwegian settings did not exclude the Polish language as a tool. The extend of the presence of their mother tongue described by children varied from thinking in Polish all the time and then translating the thoughts to other language, to only counting in Polish automatically. However, all the research participants had an impression that languages are stored separately (Pavio, 1991), what they expressed in their language silhouettes. The teachers, who in general knew which of their students were multilingual and what languages they spoke at home, were not aware of the fact that these languages do not disappear at the moment of crossing the school threshold. If they noticed that pupil's knowledge of languages are not just separate skills, and are always activated, it was deficit oriented. On one hand, the teachers declared a belief that skills in different languages may be useful in learning process, but on the other, they thought that the impact that languages have on each other may cause confusion and problems with pronunciation.

In fact, the minority language pupils who participated in the study successfully used translanguaging in various situations (Wei & García, 2014). They were aware that, as they explained, one language is a filler for another. Despite drawing a clear lines between languages

in their silhouettes, all the pupils were aware of the fact that they interpenetrate and influence each other. Children divided their language silhouettes with language names and clear and remarkable borders between them, as well as used flag colours to distinguish them. It shows a strongly entrenched patterns of linking languages with nations and countries. However, the conversations about place and time of using particular items from the linguistic repertoire were in accordance with the theory of language as common conceptual system (Illes, et al., 1999). What is more, each of the pupil-participants was habituated to use language names and distinguish them, however, they all had an individual, unitary language repertoire which was not limited by standard frames of nomenclature and nation (Wei & García, 2014).

Moreover, all the 3 pupils who participated in the research had a well developed metalinguistic awareness and saw relations between the elements of their linguistic repertoire and thought that one language help them understand another (Pavio, 1991). They often mix their languages on a level of using a word from one language to fill a memory gap in another. However, the response to this practice was very differential: from a will to help and tolerance to annoyance. This fact had an impact on how minority language pupils felt acknowledged in school and in the English classroom. The more the teacher and classmates were open to languages other than English and Norwegian, the more the research participants felt self-confident and not afraid to ask for help when they needed it.

When it comes to individuality, each of the pupil-participants created his own multiple self-representations and identity, as their feeling of belonging was dependent on a context (Clement & Noels, 1992). Two out of three children noticed that their personality change depending on the language they use, because of proficiency as well as time and place of using them (Fisher et al., 2018). In opposition to what Dewaele (2013) has found out, swearing in other language than mother tongue happened to perceive as less vulgar.

For two of the children, their identity was more fluid and changing over time, meanwhile for the third one, it was clear that because of their parents' background they will always be Polish and never Norwegian. However, or all of them, being multilingual was the core of their identity (Fisher et al., 2018) as well as the factor distinguishing them from others and letting others identify the children participating in the study (Forbes & Rutgers, 2021, p. 399). Unfortunately, the children were viewed by majority language peers and teachers as linguistically poorer pupils who often need help. They did not have many occasions to be an expert in languages, cultures or other subject they liked. Additionally, the data gathered during the research shows that both

according to children and parents, minority language children have to put more effort to achieve school success similar to the average of majority language peers.

When it comes to the socio-emotional development of participants, it was mainly the drawing of children at school and interview that provided interesting finding and conclusions. The main factor common for the three illustrations was that participants drew themselves during a break, not in the classroom. This showed that school is important for them not only in terms of acquiring new knowledge, but also, or maybe even more, in terms of social interactions. They had a strong need of belonging to peers group and were prosocial (Eisenberg, 2006). To do that, the children were ready to adapt to majority group and imitate their behaviours (Sarni et al., 2006). One of them admitted clearly that he is ready to participate in activities, which he does not like, such as football games, in order to feel as a member of a group of boys. Actually, the children, who took part in the research were all boys and the fact that they use group activities to find new friends supports is typical for the gender (Kvello,2013).

Depending on individual characteristic of temperament (Kvello, 2013) and preferences, research participants spend time during breaks in a big group or just with one or two best friends, which represents a normal socio-emotional development (Løhre, Lydersen, & Vatten, 2010). However, despite the difference in preferences, they all choose peers with some common qualities as companions: interest in minority language and culture as well as empathy. When willing to belong to a group, the children were able to hide their multilingual identity, while with the best friend, they felt appreciated and seen as their true selves. When it comes to empathy, the findings showed a relation between the way classmates and teachers react on minority language pupil's difficulties in finding appropriate words in majority language and using translanguaging as a technique to solve this problem and these pupil's self-confidence and courage to ask a question when in need for help or extra explanation (Cummins, 2021). As a result, lack of understanding or supportive attitude of members of the school community can hinder minority language pupil's learning and social interactions (Hurwitz & Kambel, 2020).

When it comes to the attitudes of majority peers and teachers, after the intervention, all the pupils admitted that including their home languages and using them as a resource, even in short activities and conversations, help them perceive themselves as competent actors in the classroom. What is more, these activities brought some joy and laughter to the English classroom, which is a value in building relationships between classmates and between pupil and teacher. As the parents mentioned in the survey, lessons which has different cultures and

languages as a topic and engage both majority and minority language pupils help the second group of children feel better understood in new community (Conteh & Meier, 2014). This statement was supported by teacher's views on multilingual pedagogical practices, which said that they gave their pupils a feeling of mastering a new skill, engaged the whole class and supported the minority language pupils' self-confidence. Last but not least, my research showed that activities that included minority languages did not have to be long and complicated to have a positive impact. In fact, they do not have to be focused just on language, but culture in general. Children admitted that they would have more opportunities to speak Polish and have lessons of mother tongue.

The parents did not have high expectations regarding inclusion of their home language in school and in the English classroom, likewise the children, who admitted that because they attend Norwegian school, they understand they have to speak the majority language. They were not aware of translanguaging and its benefits for school performance and wellbeing. What is more, it seemed that they accepted their role of vulnerable actors in society who need to adapt to the mainstream culture and education (Freire, 1972). Similarly to the children's behaviour in adapting to majority in order to participate in games, the parents felt obliged to change language of conversation with the family members if a majority language speaker was nearby. They were ready to use another language than the home language to make the majority members comfortable. On the other hand, all of the minority language participant- both parents and pupils, wished the children had an opportunity to use Polish more, or even participate in a special course dedicated to their home language. Additionally, parents played an important role in children's self-regulation, as they spoke about emotions and school experiences at home. For these conversations mainly the mother tongue was used.

12.0. Conclusions

In this final section of the master's thesis the conclusions coming from previous chapters will be presented. The focus of the concluding part is to formulate answers to the question whether the minority language pupils feel acknowledged in the English classroom, how the English teachers support multilingual identities of minority language pupils and how can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of these pupils,

12.1. How do the minority language pupils feel acknowledged in the English classroom?

First conclusions coming from the analysis of pupils' answers concerning their sense of being acknowledged in the English classroom might be illusory and superficial inasmuch as they declared that they feel seen and included. The inclusion manifested mainly in the feeling of being liked by classmates and teachers and awareness of the possibility to ask for help and receive support. However, the more careful and deeper insight into both pupils' and parents' answers convey that language and culture of minority language pupils was present in the school very rarely mainly before festivals such as Christmas. In fact, children expressed their desire to be able to share their knowledge of their linguistic and cultural heritage more often and in other forms than before. Nevertheless, in various statements they expressed the awareness of belonging to a minority which must adapt to the mainstream education and the lack of acknowledgement as a valuable, competent multilingual person.

12.2. How do the English teachers support multilingual identities of minority language pupils?

The study showed that multilingual identities of minority language students were rarely supported by English teachers. According to participants, the support most often came in the form of singing songs from different countries or conversations about pupils' culture before festivals, and it was observed only in one of three classrooms. Each of the English teachers who participated in the study declared that because of the lack of time English and Norwegian are their focus. What is more, despite of the awareness of benefits of multilingual pedagogies none of them provided any tools in pupils' mother tongues such as bilingual dictionaries, did not encourage writing text in Polish first nor created multilingual corners or other artifacts to keep visible in the classroom. It seems that lack of knowledge about translanguaging as pedagogy was the reason for not providing the children tools in their languages.

12.3. How can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language pupils?

Multilingual pedagogical practices seemed to contribute positively to socio-emotional development of minority language pupils. Even a short activity such as listening and trying to sing a song, or a brief discussion of children's languages impacted positively on their engagement in the lesson, motivation, self-esteem and interactions with classmates. In fact, the observation applies both to minority- and majority language pupils. The study shows that including other languages than English and Norwegian in English classroom and using minority language pupils as a resource may help prevent their socio-emotional difficulties.

The findings coming from the study reveal a disparity between legislation concerning multilingualism in Norway and reality of English classrooms in Northern Norway. It highlights a need for further discussion on the implementation of Curricula in terms of inclusion and recognition of minority language pupils and teachers' reflection on own practices. What is more it indicates a call for a detailed inspection of teacher education studies with a focus on training in practical aspect of multilingual pedagogy, as well as systematically reviewing and improving the competences of teachers who already work in the profession. The main limitations to my study were the number of cases and the little use of suggested activities during the interventions. The study may be replicated with involvement of a bigger group of participants and better assurance that the assumptions of intervention will be fulfilled.

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Appendix 1: NSD project approval

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

271074

Prosjekttittel

Supporting multilingual identities in the English classroom and its impact on preventing socioemotional difficulties of minority language pupils.

Behandlingsansvarlig institusjon

Nord Universitet / Fakultet for lærerutdanning og kunst- og kulturfag / Logopedi, spesialpedagogikk, tilpasset opplæring

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Maria Nayr de Pinho Correia Ibrahim, nayr.d.ibrahim@nord.no, tlf: 75517359

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Aleksandra Kalinowska, kalinowska.ale@gmail.com, tlf: 41501236

Prosjektperiode

01.12.2021 - 30.05.2022

Vurdering (1)

08.12.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 08.12.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger og særlige kategorier av personopplysninger om rasemessig eller etnisk opprinnelse frem til 30.05.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte/foresatte kan trekke tilbake.

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

For særlige kategorier av personopplysninger vil lovlig grunnlag for behandlingen være den foresattes uttrykkelige samtykke, jf. personvernforordningen art. 9 nr. 2 bokstav a, jf. personopplysningsloven § 10, jf. § 9 (2).

PERSONVERNPRINSIPPER

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

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Office 365 og Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

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

MELD VESENTLIGE ENDRINGER

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

[https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-
endringer-i-meldeskjema](https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-
endringer-i-meldeskjema). Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos NSD: Tore Andre Kjetland Fjeldsbø
Lykke til med prosjektet!

Appendix 2: Letter for pupils

Zaproszenie do udziału w projekcie badawczym

Cześć!

Nazywam się Aleksandra Kalinowska i jestem studentką Nord Universitet.

Chciałabym zaprosić Cię do wzięcia udziału w moim projekcie badawczym o tytule *Supporting multilingual identities in the English classroom and its impact on preventing socioemotional difficulties of minority language pupils*. To długi, angielski tytuł, ale postaram się krótko wyjaśnić. Chcę porozmawiać o Twoich językach oraz o tym jak się z nimi czujesz w różnych sytuacjach, szczególnie w szkole, na lekcjach angielskiego. Zapraszam do badania akurat Ciebie, ponieważ w domu mówisz po polsku, a w szkole po norwesku i angielsku.

Co będziemy robić?

Będę obserwować Cię na dwóch lekcjach angielskiego. Nie będę się „wtrącać”. Możesz zachowywać się tak, jak zawsze. Po każdej z obserwacji, pod koniec tygodnia, umówimy się na dwa wywiady w grupie z innymi uczestnikami. Będziemy rysować i rozmawiać.

Udział jest dobrowolny. Informacje, które zbiorę będą zaszyfrowane i zgromadzone w tajnym miejscu, do którego nikt poza mną i moja nauczycielką ze studiów nie będzie miał dostępu. Jeśli w którymś momencie projektu poczujesz się niekomfortowo, możesz zrezygnować. Poza formularzem zgody, które proszę abyś podpisał/a, nie będziemy używać Twojego prawdziwego imienia, ale wymyślonego przez Ciebie pseudonimu.

Mam nadzieję, że wszystko jest jasne. W razie pytań możesz zgłosić się bezpośrednio do mnie lub poprosić o kontakt rodziców.

Aleksandra Kalinowska

Tlf. 41501236

aleksandra.kalinowska@student.nord.no

Ja, _____

wyrażam zgodę na udział w projekcie badawczym. Wyrażam zgodę na obserwowanie mnie na lekcjach angielskiego i na przeprowadzenie ze mną wywiadów.

Od tej pory chce być nazywany/a: _____

Appendix 3: Letter for parents

Invitation to participate in a research project

Hello! My name is Aleksandra Kalinowska, and I am a student at Nord University.

This is a question for you to participate in a research project where the purpose is to investigate on multilingual practices in the English classroom and its impact on minority language pupil's socio-emotional development. In this letter, I would like to give you information about the goals of the project and what participation will mean for you.

Purpose

This research project is a part of my master thesis. The research questions are:

- How do the minority language pupils feel acknowledged in the English classroom ?
- How do the English teachers support multilingual identities of minority language students ?
- How can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language students ?

Who is responsible for the research project?

Nord University is responsible for the research project.

Why are you asked to participate?

The study focuses on minority language pupils in primary schools in Northern Norway. By minority language pupils we mean children who have other mother tongue/ home language than Norwegian. The main assumption of my study is to let participants express themselves in any language from their repertoire they wish. As native polish speaker and bilingual teacher I decided to focus on children who speak polish at home. I would like to invite 4 pupils, their parents, and English teachers to participate in the research project.

What does it mean for you/ your child to participate?

1. Parents

If you agree that your child can participate in the project, it means that he/she will be observed and interviewed by me. Notes from observations will be done and voice during the interview will be recorded. You can get an access to interview guide before it takes place. Your child will also be asked for an informal consent, as he/she is under 18 but I perceive him/her as a valuable person.

If you agree to participate you will be asked to fill a survey.

2. Teachers

If you agree to participate, one of your pupils will be observed during one of your English classes. Then, during the second observation of another English lesson you will be asked

to use some multilingual pedagogical practices during your class. If you would like to, I can prepare some activities that you can use. You will also be asked to fill an anonymous online survey.

It is voluntary to participate

It is voluntary to participate in the project. If you choose to participate, you can withdraw your consent at any time without giving any reason. All your personal information will then be deleted. It will not have any negative consequences for you if you do not want to participate or choose to withdraw. It will not affect the relations at school and between school and home.

Your/ your child's privacy - how we store and use your information

Only me and my supervisor will have access to the data. We will only use the information about you for the purposes we have described in this letter. We treat the information confidentially and in accordance with the privacy regulations.

I will replace your and your child's name and contact information with a code that is stored on a separate name list separated from other data. The data material will be stored on University's cloud and encrypted.

What happens to your information when we end the research project?

Your or your child's names will only be used on the consent form. Otherwise, nicknames or case numbers will be used. All the personal data will then be deleted. The personal data will be deleted when assignment is approved, which according to the plan is May 2022.

Your/ your child's rights

As long as you can be identified in the data material, you have the right to:

- access to which personal information is registered about you, and to receive a copy of the information,
- to have personal information about you corrected,
- to have personal information about you deleted, and
- to send a complaint to the Data Inspectorate about the processing of your personal data.

What entitles us to process personal information about you?

We process information about you based on your consent.

On behalf of Nord University, NSD - Norwegian Center for Research Data AS has assessed that the processing of personal data in this project is in accordance with the privacy regulations.

Where can you find out more?

If you have questions about the study, or want to exercise your rights, please contact:

- Aleksandra Kalinowska, aleksandra.kalinowska@student.nord.no, tlf. 41501236
- Nord University by Associate Professor Maria Nayr de Pinho Correia Ibrahim, nayr.d.ibrahim@nord.no, tlf. 75 51 73 59
- Our privacy representative: Toril Irene Kringen personvernombud@nord.no.

If you have questions related to NSD's assessment of the project, you can contact:

- NSD - Norwegian Center for Research Data AS by email (personverntjenester@nsd.no) or by phone: 55 58 21 17.

With best regards,

Maria Nayr de Pinho Correia Ibrahim
Supervisor

Aleksandra Kalinowska
Student

Declaration of consent

I have received and understood information about the project *Supporting multilingual identities in the English classroom and its impact on preventing socioemotional difficulties of minority language pupils*. I have had the opportunity to ask questions.

I agree:

- To participate in observations (teachers)
- To participate in a field intervention (teachers)
- To participate in a survey (teachers, parents)
- That my child _____ can participate in observations and interviews (parents)

I agree that my information will be processed until the project is completed

(Signed by project participant, date)

Zaproszenie do udziału w projekcie badawczym

Nazywam się Aleksandra Kalinowska i jestem studentką Nord Universitet.

Chciałabym zaprosić Ciebie i Twoje dziecko do wzięcia udziału w moim projekcie badawczym o tytule *Supporting multilingual identities in the English classroom and its impact on preventing socioemotional difficulties of minority language pupils*. Jego celem jest zbadanie praktyk wielojęzycznych podczas lekcji języka angielskiego oraz ich wpływu na rozwój społeczno-emocjonalny uczniów posługujących się językiem mniejszości. W tym liście chciałabym przekazać Ci informacje o celach projektu oraz o tym, co uczestnictwo oznacza dla Ciebie i Twojego dziecka.

Cel badania

Niniejszy projekt badawczy jest częścią mojej pracy magisterskiej. Pytania badawcze to:

- Jak uczniowie posługujący się językiem mniejszości czują się w klasie języka angielskiego? Czy czują się dostrzeżeni?
- W jaki sposób nauczyciele języka angielskiego wspierają wielojęzyczną tożsamość uczniów posługujących się językami mniejszości?
- W jaki sposób wielojęzyczne praktyki pedagogiczne na lekcjach języka angielskiego mogą przyczynić się do zapobiegania trudnościom społeczno-emocjonalnym uczniów mówiących językami mniejszości?

Kto odpowiada za projekt badawczy?

Za projekt badawczy odpowiada Uniwersytet Nord.

Dlaczego zostałeś/aś zaproszony/a do udziału?

Badanie koncentruje się na uczniach, którzy posługują się w domu innym językiem niż norweski i które uczęszczają do szkół w północnej Norwegii. Głównym założeniem moich badań jest umożliwienie uczestnikom wypowiedzenia się w wybranym przez nich języku. Jako osoba polskojęzyczna, a także nauczycielka dwujęzyczna postanowiłam skupić się na dzieciach, które w domu mówią po polsku. Zapraszam do udziału w projekcie badawczym 4 uczniów, ich rodziców i nauczycieli języka angielskiego.

Co uczestnictwo oznacza dla Ciebie i Twojego dziecka?

Jeśli zgadzasz się na udział Twojego dziecka w projekcie, oznacza to, że będzie ono przeze mnie obserwowane podczas dwóch lekcji języka angielskiego, a następnie zaproszone do dwóch wywiadów w parze z drugim uczestnikiem badania. Te elementy odbędą się w następującej kolejności: obserwacja 1, wywiad 1, obserwacja 2, wywiad 2. Obserwacje odbędą się w szkole, a miejsce i czas wywiadów ustalimy wspólnie. Podczas obserwacji zostaną sporządzone notatki, a podczas wywiadu zostanie nagrany głos. Możesz uzyskać dostęp do pytań jakie zadam podczas wywiadu, zanim się on odbędzie. Twoje dziecko

również zostanie poproszone o nieformalną pisemną zgodę, ponieważ ma mniej niż 18 lat, ale postrzegam je jako wartościową osobę.

Jeśli wyrazisz zgodę na udział, zostaniesz także poproszony o wypełnienie anonimowej ankiety w formie online.

Udział jest dobrowolny

Udział w projekcie jest dobrowolny, co oznacza, że możesz wycofać swoją zgodę w dowolnym momencie bez podania przyczyny. Wszystkie Twoje dane osobowe zostaną wtedy usunięte. Nie będzie to miało dla Ciebie żadnych negatywnych konsekwencji, jeśli nie chcesz uczestniczyć lub zdecydujesz się wycofać. Nie wpłynie to na relacje w szkole i między szkołą, a domem. To samo dotyczy informacji o Twoim dziecku.

Prywatność Twoja i Twojego dziecka – jak przechowamy i wykorzystamy Wasze dane

Tylko ja i moja promotorka będziemy miały dostęp do danych. Będziemy wykorzystywać informacje o Tobie i Twoim dziecku wyłącznie do celów pracy magisterskiej, opisanych w niniejszym liście. Informacje traktujemy poufnie i zgodnie z przepisami dotyczącymi prywatności.

Zastąpię Wasze imiona i nazwiska oraz dane kontaktowe kodem, który jest przechowywany na osobnej liście nazwisk, oddzielonej od innych danych. Materiał będzie przechowywany w chmurze uczelni i zaszyfrowany.

Co stanie się z Waszymi danymi, gdy zakończę projekt badawczy?

Dane osobowe Twoje lub Twojego dziecka zostaną użyte wyłącznie w formularzu zgody. W pozostałych wypadkach zostaną użyte pseudonimy lub numery. Dane osobowe zostaną usunięte po zatwierdzeniu pracy magisterskiej, czyli zgodnie z planem w maju 2022 roku.

Prawa Twojego dziecka i Twoje

Jeśli możesz zostać zidentyfikowany/a w zebranych materiale, masz prawo do:

- dostępu do zebranych danych o Tobie i Twoim dziecku oraz do otrzymania kopii tych informacji
- sprostowania danych osobowych o Tobie i Twoim dziecku, lub ich usunięcia
- wysłania skargi odnośnie przetwarzania danych osobowych Twoich i Twojego dziecka.

Co upoważnia nas do przetwarzania Twoich danych osobowych?

Przetwarzamy informacje o Tobie na podstawie Twojej zgody.

Na zlecenie Nord University NSD – Norwegian Centre for Research Data AS oceniło, że przetwarzanie danych osobowych w tym projekcie jest zgodne z przepisami dotyczącymi prywatności.

Gdzie możesz dowiedzieć się więcej?

Jeśli masz pytania dotyczące projektu lub chcesz dociec swoich praw, skontaktuj się z:

- Aleksandra Kalinowska, aleksandra.kalinowska@student.nord.no, tlf. 41501236
- Promotorka: Maria Nayr de Pinho Correia Ibrahim, nayr.d.ibrahim@nord.no, tlf. 75 51 73 59
- Uniwersytecki przedstawiciel do spraw danych osobowych: Toril Irene Kringen personvernombud@nord.no.

Jeśli masz pytania dotyczące zatwierdzenia projektu przez Norweskie Centrum Danych Badawczych skontaktuj się z:

- NSD - Norwegian Center for Research Data AS: personverntjenester@nsd.no tlf: 55 58 21 17.

Z poważaniem,

Maria Nayr de Pinho Correia Ibrahim
Promotorka

Aleksandra Kalinowska
Studentka

Deklaracja zgody na udział w badaniach

Potwierdzam, iż otrzymałem/łam oraz zrozumiałam informacje o projekcie *Supporting multilingual identities in the English classroom and its impact on preventing socioemotional difficulties of minority language pupils*. Otrzymałem/łam także możliwość zadania dodatkowych pytań.

Niniejszym wyrażam zgodę na:

- Udział mojego dziecka _____ w obserwacjach i wywiadach
- Mój udział w internetowej ankiecie

Wyrażam zgodę na gromadzenie i przetwarzanie informacji o mnie i moim dziecku.

(Data i podpis Rodzica)

Appendix 4: Observation guide

OBSERVATION GUIDE

1. General information about the English class

- a) number of students in the classroom:
- b) how is the classroom organised:
- c) time of the lesson:
- d) where does the pupil I observe sit:
- e) topic of the lesson:
- f) materials used in the lesson:
- g) which languages does the teacher use mostly?

2. Multilingual practices in English classroom and pupil's response

Activity (What is happening? What kind of activity is the pupil involved in?) Is it a multilingual activity or not?	Languages included (Which languages are mentioned/ included in the activity?)	Pupil's response (What is the pupil doing? Does he/she participate with pleasure and engagement? Is he/she engaged? Or does he/she misbehave etc.?)

3. Pupil's emotions and interactions in the classroom:

Situation/ interaction	With who (teacher, class mate, etc.)	Pupil's behaviour/ body language/ signs of emotions

Pupil's verbal communication: examples	Pupil's nonverbal communication: examples

Does (and how) do the pupil interact with :

- teacher
- peers

5. Pupil's languages

Does the pupil use his/her language repertoire during the lesson? Does he/she miss some words (what does he/she do in this case)? How is it welcomed in the classroom?

Does he understand the language in the classroom? If he doesn't what strategies does he/she use to try to understand and participate in classroom activities?

Language repertoire used during the lesson	Situation	Pupil's emotions/ body language

6. Reflections

Do the child participate actively in the lesson? Does he/she seem to be included? In what ways? Does he/she want to be included? What kind of body language is observed? Does he/she seem to be motivated? Does he/she seem to feel acknowledged? Why?

Literature:

Bjørndal. (2011). Det vurderende øyet : observasjon, vurdering og utvikling i undervisning og veiledning (2. utg., p. 148). Gyldendal akademisk.

Gamble, & Gamble, M. (2016). Nonverbal Messages Tell More (1st ed.). Routledge. <https://doi.org/10.4324/9781315719900>

Appendix: Interview guide

INTERVIEW GUIDE

Research questions

- How do the minority language pupils feel acknowledged in the English classroom ?
- How do the English teachers support multilingual identities of minority language students
- How can multilingual pedagogical practices in the English classroom contribute to preventing socio-emotional difficulties of minority language students ?

1. Semi-structured interview with pupils – before field intervention

Topic	Questions
Language Silhouette DRAWING 1	<ul style="list-style-type: none"> - <u>Draw</u> your personal language silhouette <p>(Pupils first get instructions and see examples of such silhouettes)</p> <p>-tell me about your picture</p>
Language repertoire and multilingual identity	<ul style="list-style-type: none"> - Which languages do you speak? - Where/ When do you speak them? - How do you feel when you speak them? - Do you sometimes mix your languages? In which situations? - How could one language help you understand another? - What do you do when you don't understand something
Socioemotional development DRAWING 2	<ul style="list-style-type: none"> - <u>Draw</u> yourself in school - Describe yourself at school- as a student and friend - Do you perceive yourself as a good student/ friend? - How could including of all your languages in school help you in being a good student/friend?
Multilingual pedagogical practice	<ul style="list-style-type: none"> - Does your teacher know which languages you speak? - Do you sometimes speak your languages (other than English and Norwegian) in the English classroom? Give examples.

	<ul style="list-style-type: none">- Do you feel that you and your languages are included in the English classroom? Give examples- How would you like your languages to be included in the English classroom?
--	---

2. Semi- structured interview with pupils- after field intervention

- Were your languages included? In what ways? Did you feel acknowledge
- How did you feel during the class? (Motivated to speak up/ more self-confident / intimidated?)
- Which parts of the lesson did you like/ did not like? Why?

Appendix 5: Survey for teachers

26.04.2022, 13:46

Supporting multilingual identities: Spørreskjema for lærere – Vis - Nettskjema

Supporting multilingual identities: Spørreskjema for lærere

Hva er din utdanningsbakgrunn?

Var temaene flerspråklighet, identitet eller flerspråklig pedagogikk inkludert i studie programmet ditt? Hvilke metoder/aktiviteter for å jobbe med flerspråklige elever ble nevnt?

Hva betyr følgende begreper for deg? a) Flerspråklighet b) Flerspråklig identitet c) Minoritetsspråk d) flerspråklig pedagogikk

Synes du at elevenes språk bør inkluderes i skolehverdagen? Eller i engelskundervisning? Hvorfor?

Tenker du at et mangfold av språklige bakgrunner kan være nyttig i undervisningen? På hvilke måter kan det brukes i engelsk undervisning? Ser du noen fordeler og ulemper?

<https://nettskjema.no/user/form/preview.html?id=239700#>

1/3

Ser du noen sammenheng mellom flerspråklig pedagogikk i engelsk undervisning og elevenes sosio-emosjonelle utvikling? Forklar gjerne og gi eksempler.

Vet du hvilke språk elevene i ditt klasserom snakker?

Inkluderer du elevenes språkbakgrunn i engelskundervisning? Hvordan?

Hva gjør du for å inkludere og oppmuntre minoritetsspråklige elever som en del av engelskundervisningen? Hva er dine refleksjoner rundt dette?

Gi et eksempel på en aktivitet du har brukt for å støtte flerspråklig identitet til dine minoritetsspråklige elever. Hvorfor fungerte det bra? Hvilke effekter har du observert?

[Se nylige endringer i Nettskjema](#)

Appendix 6: Survey for parents

26.04.2022, 13:45

Wsparcie wielojezycznej tozsamosci uczniow poslugujacych sie jezycami mniejszosci kopi – Vis - Nettskjema

Wsparcie wielojezycznej tozsamosci uczniow poslugujacych sie jezycami mniejszosci kopi

Kwestionariusz dla Rodzicow

Jakie zna Pan/Pani jezycy?

Prosze wymienic wszystkie jezycy, niezaleznie od stopnia zaawansowania.

Jakimi jezycami posluguja sie Panstwo w Waszym gospodarstwie domowym?

Jesli nad dzieckiem sprawowana jest opieka dzielona, prosze wymienic jezycy obu gospodarstw domowych

W jakim jezycy rozmawia Pan/Pani ze swoim dzieckiem poza domem? Dlaczego?

Czy w rozmowach z dzieckiem miesza Pan/Pani jezycy? Jesli tak, prosze napisac w jakich sytuacjach, jakie jezycy oraz dlaczego.

W jakim języku rozmawia Pan/Pani ze swoim dzieckiem o szkole? Dlaczego?

W jakim języku rozmawia Pan/Pani ze swoim dzieckiem o przyjaciółach? Dlaczego?

W jakim języku rozmawia Pan/Pani ze swoim dzieckiem o emocjach? Dlaczego?

Jak ocenia Pan/Pani funkcjonowanie Pana/Pani dziecka w szkole? Z czym radzi sobie lepiej a z czym gorzej? Czy ma to związek z językiem?

Jesli Pana/Pani dziecko uczeszczalo do szkoły polskiej, prosze takze porownac funkcjonowanie w dwóch systemach: polskim i norweskim.

Jak ocenia Pan/Pani latwosc nawiazywania kontaktow przez Pana/Pani dziecko? Czy jest to zalezne od sytuacji i jezyka?

Jesli widzi Pan/Pani roznice w zalezności od sytuacji i jezyka, prosze podac przyklady.

Czy uważa Pan/Pani, że języki Pana/Pani dziecka są mile widziane i uwzględnione w życiu szkolnym?

Proszę uzasadnić odpowiedź, chętnie z przykładami.

Czy uważa Pan/Pani, że obecność języków Pana/Pani dziecka w życiu szkolnym jest dla niego/niej pomocna? Dlaczego?

Jak Pana/Pani zdaniem języki Pana/Pani dziecka powinny być obecne w szkole? Dlaczego?

Proszę podać przykłady sytuacji i działań, jakie Pana/Pani zdaniem powinny być podejmowane przez pracowników szkoły.

Se nylige endringer i Nt