



UiT

NORGES
ARKTISKE
UNIVERSITET

Faculty of Humanities, Social Science and Education

Teaching English to minority language students in Norwegian schools

A small-scale study on challenges teachers face who teach English to minority language students in Norwegian schools.

—

Jostein Fagerli

ENG-3980 Mastergradsoppgave i engelsk språk ved lektorutdanningen



Acknowledgement

Writing a master thesis while working as a teacher for minority language students full time has been quite the undertaking. Many long nights have been spent after work writing on this thesis. However, writing this thesis has given me incredible insight into different aspects of the important work that we teachers do and furthered my love for my profession.

I could not have finished writing this thesis without the invaluable help of my supervisor, Ellen Mentzoni. Thank you for sticking with me through the hard times! I would also like to thank my fiancé for supporting me and I would like to give thanks to my dog Zappa for taking me on walks to clear my head.

Finally, I would very much like to thank all the teachers who participated in the research project for sharing your wisdom with me.

Sandnes, May 2018

Jostein Fagerli

Abstract

This study investigates if there are problems and challenges unique for the situation for teachers who teach English to minority language students in Norwegian schools. The study also compares the differences in how these problems and challenges are perceived by teachers who teach English to minority language students in introduction classes to how they are perceived by teachers who teach English to minority language students in ordinary classes. This study has two research questions.

The primary research question is *“What problems and challenges that are unique to the setting do teachers face who teach English to minority language students in Norwegian schools?”*

The secondary research question is *“What differences are there in these problems and challenges the teachers face who teach English to minority language students in introduction classes compared to those who do the same in ordinary classes?”*

To answer these questions a self-administered web-based questionnaire was sent out to six schools in Norway to be answered by teachers who teach English to minority language students either in introduction classes or ordinary classes. Nine teachers participated in the research project.

The results of this study indicate that teachers who teach English to minority language student face a number of unique challenges. Furthermore, the study found that a handful of challenges were perceived differently by teachers working in ordinary classes compared to how they were perceived by teachers who work in introduction classes.

The limited nature of this small study makes it unlikely that the findings are representative for the country as a whole. There is however reason to believe that the findings will provide valuable insight into a situation that has not been done much research on.

Sammendrag

Denne studien undersøker om det finnes problemer og utfordringer unike for situasjonen for lærere som underviser engelsk for minoritetsspråklige elever i norsk skole. Studien sammenligner også hvordan disse problemene og utfordringene oppfattes av lærere som underviser engelsk til minoritetsspråklige elever i innføringsklasser mot hvordan de oppfattes av lærere som underviser engelsk til minoritetsspråklig elever i ordinære klasser. Denne studien har to forskningsspørsmål.

Det primære forskningsspørsmålet er «Hvilke problemer og utfordringer unike for situasjonen møter lærere som underviser engelsk til minoritetsspråklige elever i norsk skole?»

Det sekundære forskningsspørsmålet er «Hvilke forskjeller er det i disse problemene og utfordringene som lærere møter blant lærere som underviser engelsk til minoritetsspråklige elever i innføringsklasser sammenlignet med de lærere møter som underviser engelsk til minoritetsspråklige elever i ordinære klasser?»

For å svare på disse forskningsspørsmålene ble det sendt ut en selvadministrert nettbasert spørreundersøkelse til seks skoler i Norge for å bli besvart av lærer som underviser engelsk til minoritetsspråklige elever enten i innføringsklasser eller i ordinære klasser. Ni lærere deltok i dette forskningsprosjektet.

Resultatene av studien viser at lærer som underviser engelsk til minoritetsspråklige elever møter en rekke unike utfordringer. Videre fant studien en håndfull utfordringer som ble oppfattet annerledes blant lærere som underviser i ordinære klasser sammenlignet med hvordan de ble oppfattet av lærere som underviser i innføringsklasser.

Da dette er en liten studie av begrenset art er det usannsynlig at funnene vil være representative for hele landet. Det er imidlertid grunn til å tro at funnene i denne studien vil kunne gi verdifull innsikt inn i en situasjon det har blitt gjort lite forskning på.

Table of contents

Acknowledgement.....	I
Abstract	II
Sammendrag	III
Table of contents.....	IV
1.0 Introduction.....	1
1.1 Background.....	1
1.2 Motivation	1
1.3 Research questions.....	2
1.4 Hypothesis and assumptions.....	2
1.5 Outline of the thesis	3
2.0 Review of literature.....	5
2.1 Newly arrived students – the right to education	5
2.2 Introduction programmes	5
2.2.1 Organisational variants in the introduction programme	6
2.3 Curriculum from the Norwegian Directorate for Education and Training	7
2.3.1 Curriculum for minority language students	7
2.4 Assessment of newly arrived minority language students	8
2.5 Minority language students and teacher education programmes at Norwegian universities	9
2.6 Multiculturalism	10
2.7 Students’ social background and impact on education	11
2.8 Multilingualism	12
2.8.1 Benefits of multilingualism.....	13
2.8.2 Multilingualism in Norwegian schools	13
2.8.3 Teacher competence and multilingualism	14
3.0 Methodology	15
3.1 Computer-assisted and web-based survey	16
3.1.1 Choosing a survey hosting platform.....	16
3.1.2 Ensuring that the data is stored and handled safely.....	18
3.2 Qualitative and quantitative research.....	19
3.2.1 Qualitative Research	20
3.2.2 Quantitative research.....	20
3.2.3 Mixed methods research.....	21
3.3 Designing the survey	23

3.3.1 Conceptualizing the survey	23
3.3.2 The survey	24
3.4 Analysing the data	26
3.5 Limitations	29
3.5.1 Self-administered survey	29
3.5.2 Number of respondents	29
3.5.3 Translation	29
4.0 Research results and analysis	31
4.1 The respondents	31
4.2 Organization	36
4.2.1 Multilingualism	42
4.2.2 Thoughts on organizing the teaching of English to minority language students to maximize learning	46
4.3 Teaching	47
5.0 Findings and discussion	59
5.1 Findings	59
5.1.1 Findings to research question 1.	59
5.1.2 Findings to research question 2.	60
5.2 Discussion	62
5.2.1 Research question number 1.	62
5.2.2 Research question number 2	70
6.0 Conclusion	75
References	77
Appendix 1 – Invitation to join the research project	79
Appendix 2 – The survey	81

1.0 Introduction

1.1 Background

Being able to speak English is extremely beneficial in today's society. This is also the basic viewpoint of the Norwegian Directorate for Education and Training. In the official English subject curriculum, a plethora of uses for the English language are listed; "in films, literature, songs, sports, trade, products, science and technology" (Norwegian Directorate for Education and Training, 2018). Through globalization the world has become a smaller place, and English has in many ways become the lingua franca.

This modern age of globalization has brought a lot of turmoil with it, and there are wars in many places across the globe. These wars have led to waves of immigrants and refugees seeking safe haven in many Western countries. In 2017, out of 629275 students in Norwegian primary schools 95971 were students with immigrant backgrounds (Norwegian Directorate for Education and Training, 2017). This means that 15.3 of all children attending primary school in Norway have immigrant backgrounds. Learning English is just as important for these children as it is for ethnically Norwegian children.

1.2 Motivation

The motivation for this thesis started while I was attending the teacher training programme. During my training, I was assigned to a school where I started working part time after my practice period there. After the summer the first year I worked at this school, I was asked if I wanted to teach English in the introduction class at the school. Hungry for experience, but with little knowledge on the subject, I gladly accepted. I spent the two next years teaching English and a number of other subjects in the introduction class at the school. It was this introduction class that made me realize how important my profession is, and how much I love it.

Now, I am working at a different school in another part of the country where I function as a contact person between the school and the guardians of 11 boys from Afghanistan who have come to Norway without their parents. In addition to this role, I teach English, Norwegian and mathematics to these boys and other minority language students.

During these three years working with minority language students, I have gained many experiences and made many observations that have led me to believe that there is a lack of research and understanding of the situations of teachers who teach these students. This made me very interested in writing a thesis on the challenges that teachers who teach English to minority language students face.

1.3 Research questions

The background for this thesis and my motivation for writing made me design one primary research question and one secondary research question. These research questions are:

Research question 1. *What problems and challenges that are unique to the setting do teachers face who teach English to minority language students in Norwegian schools?*

The secondary research question is:

Research question 2. *What differences are there in these problems and challenges the teachers face who teach English to minority language students in introduction classes compared to those who do the same in ordinary classes?*

Additionally, the thesis aims to discuss how the teachers feel about these problems and challenges and to suggest ways to address them.

1.4 Hypothesis and assumptions

I started working on this study with the hypothesis that

Many teachers in Norwegian schools who teach English to minority language students face challenges that are unique to this setting.

Having experienced many challenges myself, I wanted to investigate whether other teachers in my situation had experienced similar challenges.

Additionally, I had the hypothesis that

There are differences in the challenges teachers face who teach English to minority language students in introduction classes and the challenges that teachers face who teach English to minority language students in ordinary classes.

With these hypothesises in mind, I made assumptions about what challenges these teachers face, which became the basis for the questions in the survey.

1.5 Outline of the thesis

The thesis is structured into six chapters outlined below:

1. Introduction

This chapter will be an introduction to the thesis. It will provide some background and motivation for the choice of research questions.

2. Review of literature

This chapter will include definitions of key terms and concepts and present previous research done on the topic of this thesis.

3. Methodology

In this chapter I will describe the method chosen to gather the data for the thesis. The considerations made when choosing the method will be presented and discussed. How the privacy and anonymity of the participants is ensured will be discussed. Additionally, limitations of the chosen method will be addressed.

4. Results and analysis

This chapter will present all the data gathered in this research project. The data will be analysed and presented in the form of diagrams, tables and figures.

5. Findings and discussion

In this chapter I will first present the significant findings from the results. Then, a discussion of each of these findings will follow.

6. Conclusion

This chapter consists of a brief conclusion where the answers to the research questions are summed up.

2.0 Review of literature

This chapter will look at research previously done on the topic of challenges when teaching English to minority language students in Norwegian schools. Relevant literature will be used to define and explain key concepts for answering the research questions. As far as I was able to find, very little research has been done on the subject of teaching English or a third language to minority language students in Norwegian schools.

The chapter will start off by considering the introduction offers available to minority language students in the Norwegian school system and how the language skills of these students are assessed. It will also briefly touch upon research done on the effect student backgrounds have on school performance. Concluding the chapter will be an examination of research done on multilingualism and teacher competence when it comes to teaching multilingual students.

2.1 Newly arrived students – the right to education

All municipalities in Norway must be prepared to properly receive and offer an introduction programme to newly arrived students, whether they have come to Norway because of work immigration, family reunion, as refugees or asylum seekers (Norwegian Directorate for Education and Training, 2016). If the newly arrived students are within the age group of 6-16 years they have both the right and the obligation to attend primary school in Norway. Furthermore, if the students are likely to be staying in Norway for more than three months, § 2-1 in Opplæringsloven (The Education Act) states that the students have a right to education from the first day they entered the country (Norwegian Directorate for Education and Training, 2016). In a primary school context, the term “newly arrived” applies to students arriving within the age group of 6-16 years as well as students who have arrived some time before the age of six (Norwegian Directorate for Education and Training, 2016). The governing body receiving newly arrived students has the responsibility to assess whether or not the students are suited to be inducted into the introduction programme.

2.2 Introduction programmes

The Norwegian law of education states in §8-2 that, normally, students should not be divided into segments based on level, gender or ethnic background (The Education Act §8-2, 2018b).

This law is enforced in order to ensure equality and security of students in the Norwegian school system and is an important foundation on which it is built. When it comes to minority students in need of adopted language education the law of education has a law exempting them from §8-2.

The Education Act §2-8, *adapted language education for pupils from language minorities*, states that “*Pupils attending the primary and lower secondary school who have a mother tongue other than Norwegian or Sami have the right to adapted education in Norwegian until they are sufficiently proficient in Norwegian to follow the normal instruction of the school*” (The Education Act §2-8, 2018a). These students are exempt from §8-2 in that “... *the municipality may organise special education facilities in separate groups, classes or schools*” (The Education Act §2-8, 2018a). The introduction programme is voluntary for newly arrived students. The student or his or her legal guardians have to accept the resolution from the municipality in order for the student to take part in the introduction programme. Should they decline, they have the right to be appointed an ordinary class. Should they accept the proposed resolution they will be put in an organizational variant of the introduction programme depending on what their municipality can offer.

2.2.1 Organisational variants in the introduction programme

The school owners have the opportunity to choose how they organise newly arrived students of minority language background. There are different ways to do this. The Norwegian Ministry of Education, in compliance to § 2-8 in *The Education Act*, names three different methods in its guide on the introduction offers for newly arrived minority language students:

1. Introduction Schools

A school owner may choose to centralize all educational introduction offers on one school, which in effect means that most newly arrived minority language students in a geographical area are placed in one school.

2. Introduction classes

A school owner may choose to place newly arrived minority language students in an introduction class. In this variant there are typically ordinary classes at the school, but the newly arrived students are in a class of their own.

3. Ordinary classes

A school owner might choose to place newly arrived minority language students in ordinary classes with native Norwegian speakers.

While it is up to the school owners to decide which of these variants of the introduction offers they provide, they have to provide one of them (Norwegian Directorate for Education and Training, 2016). The variants offered differ throughout the country. In the bigger cities with larger schools and larger populations of newly arrived minority language students it is possible to find all three variants in the same geographical area. In smaller communities, schools might have a small introduction class or no introduction class at all depending on the number of newly arrived students in the area.

2.3 Curriculum from the Norwegian Directorate for Education and Training

All education in Norwegian schools should as far as it is possible and reasonable to do so follow the curriculum for courses and the ordinary distribution of courses and allocation of hours in a school week. However, in The Education Act § 2-8 it is stated that when it comes to decisions proposed to newly arrived students with minority language background the decisions “... *may ... make deviations from the curriculum for the pupil in question to the extent it is necessary in order to provide for the needs of the pupil*” (The Education Act §2-8, 2018a). This means that the curriculum decided by the Norwegian Ministry of Education does not have to be followed to the mark. Schools and teachers are free to choose the curriculum they deem best for their students. A proposed resolution where the curriculum of students will deviate from the ordinary curriculum will have to be approved by either the student or their legal guardians.

2.3.1 Curriculum for minority language students

The Norwegian Ministry of Education has prepared a curriculum to be used when teaching Norwegian to minority language students. The purpose of the curriculum is to forward the idea of adapted teaching in accordance with the specialised Norwegian language education in § 2-8 in *The Education Act (Norwegian Directorate for Education and Training, 2007)*. There is no such curriculum available for English teachers working with minority language students. I have an assumption that English teachers in Norway would like to have such a curriculum,

especially those who are working as teachers in introduction classes or in introduction schools where there is a possibility that not one of their students is able to follow the ordinary curriculum for English.

2.4 Assessment of newly arrived minority language students

The governing bodies where newly arrived minority language students live have the obligation to assess the Norwegian skills of these students. Readily available assessment tools have been created for this task. The assessment tools are:

1. *Assessment material for basic Norwegian language competence*
2. *Assessment of school-related skills*
3. *Assessment of native language reading skills (Norwegian Directorate for Education and Training, 2016)*

The students are to be assessed when first entering into the school system as well as during the course of their education so that teachers will know when the students are ready to attend the ordinary educational programme.

The second assessment tool listed above, *assessment of school-related skills*, is especially interesting for this thesis. It is made up of three parts:

1. *Assessment of school background and skills – personal information*
2. *Assessment of skills in English, sciences, social sciences, mathematics and computer science*
3. *Assessment of reading skills*

The first part is an interview based general assessment of various skills the student might possess. It is comprised of qualitative questions regarding everything from motivation, study habits and previous school experiences to work experience and informal competences.

The second part includes what is the official assessment tool for spoken English for minority language students in the Norwegian school system. The first page is a short guide explaining how to perform the test, followed by a series of pictures depicting different everyday situations. The teacher is to talk with the student about these pictures and assess the student's

language skills. The first page also includes a link to an assessment tool made for seventh grade minority language students. This is a web based listening and reading test.

The third part is a test designed to assess the reading skills of students. It is available for different languages, including English. The English part of the test comprises of three parts: *Reading and writing at different levels, Vocabulary and science and social studies*. This test is used by a lot of English teachers in Norway.

The assessment tool has been made by *Nasjonalt senter for flerkulturell oppl ring/National centre for multicultural education* (NAFO), and its purpose is to describe the school background and skills newly arrived students had before they came into the Norwegian school system.

2.5 Minority language students and teacher education programmes at Norwegian universities

Teaching English to a minority language student is a situation that is likely to arise at some point in any English teacher's career in Norwegian schools. Examining the '*about sections*' of the language and English oriented variants of teacher education programmes of three of the largest Norwegian universities shows that preparing the students to face this challenge might not be among the highest prioritized areas of the education. I have looked at some of the teacher education programmes for three large universities in Norway; Uio Universitetet i Oslo (The University in Oslo)(UiO, 2018a), NTNU (Norway's Technological and Nature Science University)(NTNU, 2018) and UiT Norges Arktiske Univeritet (The University in Troms , Norway's Arctic University)(UiT, 2018) and none of the '*about sections*' mention preparing the students for teaching minority language students. While my quick survey will not give a precise picture of the education given at the different institutions it gives an indication that this is an area that perhaps is overlooked.

Surkalovic (2014) examined how well-prepared students within a teacher education programme at a Norwegian college felt they were to teach English to students who did not have Norwegian as their mother tongue. The study concluded that most of the students participating in the study did not have the necessary competence or knowledge to teach English in a multilingual classroom. Also that the Norwegian education programmes should

focus more on a general sort of language competence, which should make future students more prepared for teaching students with different mother tongues (Surkalovic, 2014).

Another study compared two programmes for further education of English for teachers and found that the programmes offered courses that focused on grammar, vocabulary, second language learning, use of literature in the classroom and many other topics, but none of them focused on teaching English as a third language (Dahl & Krulatz, 2016).

2. 6 Multiculturalism

Multiculturalism is a term often heard in the society of today. It is a term that invokes both negative and positive connotations in different people. It is also a term that is beneficial to define in the context of this thesis as the multicultural society is the framework within which minority language students are thought. Caleb Rosado felt that there was a lot of confusion and misunderstanding surrounding the term and proposed a definition in his 1996 paper "Toward a Definition of Multiculturalism":

"Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society" (Rosado, 1996, page 2).

This is an all-compassing definition of the term that deals with multiculturalism in a general manner. While Rosado's definition is applicable to an educational context, more specialized definitions aimed towards teaching and education have also been proposed. Westreheim in Säljö & Krumsvik (2013) points to a definition by Banks that focuses more on education and minority language student's achievements in school:

"Programs and practices designed to help improve the academic achievement of ethnic and immigrant population and /or teach majority group students about the cultures and experiences of the minority groups within nations are referred to as multicultural education"(Westreheim in Säljö & Krumsvik, 2013, page 391).

NOU (Norges offentlige utredninger/Official Norwegian Report) uses this definition in official documents;

“A multicultural society is a society where several groups with different cultural backgrounds and ways of life live together, and where there is a lesser or greater degree of interaction between the groups as such and between individual members of these groups” (NOU, 2011, chapter 2).

This last definition is concise and focused and will be the one that is referred to when talking about multiculturalism in this thesis.

2.7 Students’ social background and impact on education

Social background is an important term when it comes to education. All students come from different social backgrounds. This means that students come from different homes, with different siblings and parents, different economic status, and so forth. Some students have grown up with highly educated parents and a house filled with books, other students grow up in families where high levels of education are unusual. Some grow up in abusive homes and some do not have parents at all. Each student’s situation is different from another’s. This is the social background a student has when starting school and there is agreement among researchers that social background has an impact on a student’s ability to learn (Beck, 2012).

Norwegian research shows that social background and particularly the parent’s level of education appears to be most important reason for differences in results of learning among students(Beck, 2012).

In Norwegian schools, students who have immigrated from another country perform worse than majority students. Research also shows that students who immigrate from non-Western countries perform worse than those who immigrate from Western countries (Grøgaard, Helland, & Lauglo, 2008).

Students attending 8th level of school were compared in a 2011 study. The numbers display a numerical value of their performance and have been taken from the 2011 study and put in the table below.

Table 1. Results from Wilborg et al.

Students	Subjects			
	English	Reading	Maths	Combined
Majority	50.4	50.5	50.4	50.5
Immigrants from Western countries	47.7	46.4	50.1	47.8
Immigrants from non-Western countries	43.8	42.2	43.4	42.1

(Wiborg, Arnesen, Grøgaard, Støren, & Opheim, 2011, page 42)

The results show that both groups of immigrants perform below the majority, but immigrants from Western countries perform better than immigrants from non-Western countries in Norwegian schools.

There is a tendency for non-Western countries to have a lower standard of living than Western countries. Many immigrants from non-Western countries migrate to Norway as a result of war and prosecution and arrive in Norway as refugees or asylum seekers. These are factors that contribute in making up the social backgrounds of the students.

2.8 Multilingualism

Multilingualism can be defined as the ability to use and understand several different languages or dialects (Dahl & Krulatz, 2016). This is a simple and concise definition and is the one that will be used in this thesis. Further examination of the term is however of benefit as there are different types of multilingualism. For instance, a distinction can be made between receptive (or passive) and productive (or active) skills. Where the term receptive skills means that the individual can understand a language, spoken and/or written. Productive skills means that the

individual is able to produce the language, write and/or speak it (University of Groningen, 2018).

Bilingualism, the ability to use and understand two languages, is to a degree required in today's society (Edwards, 2002). The reason for this is the vast number of existing languages and their spread around the world. This is a result of the movement of people, where immigrants to new countries bring with them cultures and languages. Throughout history, territorial expansion has also been a major factor of languages coming into contact with each other (Edwards, 2002). The increased ease of travel and the rise of the Internet have further brought languages in contact with each other. As of 2006, there are as many as 360-400 million native speakers of English, 400 million L2 (second language) speakers and 600-700 million speak English as a foreign language (Hogg & Denison, 2008). In the context of the research done in this thesis, multilinguals will be students in Norwegian schools who speak several languages, generally these languages will be Norwegian, English and the student's mother tongue. Some students will be speakers of even more languages.

2.8.1 Benefits of multilingualism

Research shows that multilinguals have a slightly different set of skills as compared to similarly aged monolinguals (individuals who speak and understand only one language). Multilinguals have a greater degree of mental flexibility when it comes to making decisions, understand connections between things, reflect over languages and accept that there are more than one word for the same object (Dahl & Krulatz, 2016). Research further shows that multilinguals have better cognitive control, are more alert and creative, and are better equipped to ignore irrelevant information and to solve problems that require a lot of concentration (Dahl & Krulatz, 2016). Furthermore, bilingual children have an increased ability to learn a L3 (third language) as they apply a greater amount of linguistic and mnemonic strategies when learning languages (Dahl & Krulatz, 2016).

2.8.2 Multilingualism in Norwegian schools

Despite the benefits mentioned above, not all teachers in Norwegian schools consider multilingualism to be a resource in the classroom. In accordance with the Education Act §2-8

(as described above), students have the right to adapted education in Norwegian. The law further states that *“if necessary, such pupils are also entitled to mother tongue instruction, bilingual subject teaching, or both”* (The Education Act §2-8, 2018a). This law is only in effect for the students until they are *“sufficiently proficient in Norwegian to follow the normal instruction of the school”* (The Education Act §2-8, 2018a). This means that the offer of multilingual mother tongue instruction ceases when the student has achieved a sufficient level of Norwegian language skills. This heavily emphasises the majority language and contrasts with the Norwegian school system’s aim to welcome multilingual competence.

2.8.3 Teacher competence and multilingualism

A study on English teachers in the Norwegian school system’s competence when it comes to multilingualism found that English teachers working with multilingual students have little formal competence to support the students’ multilingual development and to support teaching English in a multilingual classroom (Dahl & Krulatz, 2016). The study found that the majority of the teachers participating in the study felt that they were properly prepared for this kind teaching, but the results showed that they did not actually have the necessary education to teach second and third languages. Furthermore, the study found a lack of understanding of what multilingualism is among the teachers participating (Dahl & Krulatz, 2016).

3.0 Methodology

For this thesis I opted to use an online survey to gather the data needed to answer my research questions. There were numerous factors that played a part in why this approach was chosen. One of them is that sending out emails with an online survey is a very easy way to reach the target demographic of this thesis.

Starting out planning the research for this thesis I wanted to personally get in touch with and conduct interviews with teachers. It, however, became apparent relatively early in the planning of the thesis that I would get better results if I got in touch with and questioned teachers from several different schools. Should I have opted for in person interviews or a personally administered questionnaire I would have had to travel to different schools, many with significant distances between them. I concluded that this would be too costly and cumbersome.

Not only would traveling significant distances between schools be too costly and cumbersome, it would also be very time consuming. I figured that I would have to spend weeks traveling and conducting interviews and administering questionnaires in order to get the quantity of data that I deemed appropriate for the research project.

Taking these restrictions into consideration I began searching for alternative methods of gathering data from teachers. The most important attributes my method of gathering data had to possess were that it had to be able to get data from teachers who were geographically separated within a short amount of time. Working within these parameters an online survey appeared to be a good choice.

The online survey was sent electronically via email to six schools in Norway. The email was sent to school leaders and individuals connected to minority language student at the schools. As a result, nine teachers responded to the online survey. While this was fewer than I had hoped, these nine respondents make up the base for the data gathered. The answers were completely anonymous, so it is not possible to know how many different schools participated. The nine teachers who responded will be referred to as 'the respondents' and 'teachers who teaching English to minority language students' in the context of the present study.

3.1 Computer-assisted and web-based survey

With the aforementioned limitations in mind, I felt a self-administered computer-assisted survey distributed through the Internet via email was the best route to go. Using computers to design and distribute surveys is a very popular way of doing survey research (Nardi, 2015). There are different methods one can apply when using self-administered computer-assisted surveys. The surveys could be designed and compiled locally and sent as attachments by e-mail, especially if they are short. The tech savvy researcher could acquire a domain on the Internet, code his own survey website and direct respondents to the site. Alternatively, the researcher could use a service provider that hosts online surveys. There are numerous of these service providers and they differ greatly in quality and of course price.

3.1.1 Choosing a survey hosting platform

I spent quite some time looking at various providers of online surveys, making sure they could provide the framework needed to conduct the research I was aiming to do. After a lot of consideration, I decided to use Nettskjema.

Nettskjema is a provider of net based surveys hosted by the University of Oslo. It offers a wide variety of tools designed to make creating online surveys easy for students and researchers in a safe manner. It's easy to use, even for people with limited computer knowledge. A major benefit is that the user does not have to *make* the survey itself. The user is presented with a mostly empty sheet of paper with the prompt to add a title, a description and their first question from a sidebar. When creating questions, you can choose between 6 different types of questions. Below I will outline briefly the types of questions that were predominantly used in my survey.

1. Text answer

In this question type the participant has the opportunity to answer the question with a long paragraph. As far as I was able to tell, there was no character limit on the answers. Or in other words, there was no character limit restrictive enough to be of any hindrance to the questions asked in this survey. The question type is well suited for questions aimed at getting more extensive and in depth qualitative data.

2. Multiple choice

When choosing this type of question, the user can add as many choices as he pleases

to the questions. The participant will then tick off a box corresponding to the choice that is most appropriate to the participant. This is the most binary of the question types I opted to use in the survey. The participants tick off boxes from the set number of alternatives provided. This question type is well suited for questions aimed at gathering quantitative data. It is also well suited as partitions that divide the data into different paths. A question of this sort could for instance be, *Do you have any education or courses that specifically concern lecturing of minority language students?* If appropriate, this question could then divide the data into those who have that particular kind of education and those who do not, which could be interesting to study when looking at the results of the survey.

3. Scale

This question type gives the user the opportunity to create two outliers on a scale of his choosing. The question could for instance be, *how do you feel the mapping tools are working?* The user could then add the first outlier on the scale, 1. The assertion *I think they are working poorly*, could then be assigned to that number. Another outlier, 10, could then be added. The assertion *I feel they are working well* could then be assigned to that number. There will then be generated numbers in between the outliers for the participants to choose from in addition to the outliers themselves. This question type allows for degrees of agreement or disagreement to a statement.

Another very useful tool the software offers is the ability to make questions mandatory. This could be an important distinction to make in the survey, where some questions are mandatory while others are not. A useful application of this feature could be to ask a mandatory multiple-choice question with a subsequent non-mandatory question. In this scenario, the non-mandatory question could then be answered depending on what the answered on the preceding question.

When it comes to making sure the survey gets to the people who need to have it, the software offers a simple solution. With the press of a button a link to the survey is generated and the link can be shared with anyone electronically. The survey can be answered not only on personal computers, but also newer mobile phones and tablets with an Internet connection. This makes the accessibility of the survey greater and should help getting answers more easily.

As soon as a participant completes the survey, the data is added to a spreadsheet saved in *the cloud*. This spreadsheet will continue to update as soon as responses come in from the participants. When the time period for submitting answers ends or enough answers have been submitted, a button can be clicked that will close the survey for further responses. The spreadsheet is then finalized and will be ready for analysis.

3.1.2 Ensuring that the data is stored and handled safely

One of the greatest benefits of choosing Nettskjema as a platform for building the survey is the safety of the data collected. The University of Oslo takes the safety of personal information very seriously and has therefore made a very secure survey platform. Logging in to the Nettskjema web page requires use of the Feide secure login software. The data I gather through Nettskjema will be deleted after the research is completed. Should researchers or students forget to delete the data from the cloud after they complete their research safety measures built into the software will be activated. After the completion of a survey, data gathered will be automatically deleted after six months should the users fail to do so themselves (UiO, 2018b).

In assuring the informational safety of respondents, participation in the survey is also completely anonymous. There are different choices the researcher or student can make when first creating a survey in Nettskjema regarding how the data is collected. He will be asked who may answer the survey and presented with three alternatives: 1) Everyone, 2) UiO (University of Oslo) and Feide users, or 3) Only invited. Alternative 2) requires all respondents to answer the survey with an attached profile either through UiO or Feide. This option limits the number of respondents available and also attaches a profile to the response, potentially creating a link between the answer and an identity out in the real world. Alternative 3) requires every respondent to be personally sent a unique code to the survey. While adequately ensuring the informational safety of respondents, this method proves too time consuming for this thesis with the level of micromanagement required. Alternative 1) is the method I opted to use in this survey. It generates a single link to the survey. Anyone in possession of this link will be able to respond to the survey. This ensures that there is no profile connected to the answers and that I am able to reach the number of respondents necessary.

3.2 Qualitative and quantitative research

In order to get the best data possible from my online survey I opted to include questions that collected both qualitative and quantitative data. To adequately explain the methodology of this thesis it is beneficial to clarify upon the nature of qualitative and quantitative data, and the differences between them – and why it was important to gather data of both kinds in the hopes of answering the research questions of this thesis.

Before delving into these two different kinds of research it is important to define research in and on itself. While there are a plethora of different definitions of the word research, what most of them have in common is the notion of inquiring into or investigating something in a systematic manner (Merriam & Tisdell, 2015). We regularly use the term research in our daily lives. If we are to make a purchase of what we deem to be a significant economic size, we scour our information channels conducting our research. In this modern era in which we live, the Internet has made all sorts of information readily available at our fingertips. So that when we are to buy a new car we no longer have to go down to the dealership and take the salesman for his word. We do our research beforehand – systematically scrutinize reviews and compare prices at different dealerships. The research conducted in this thesis is hopefully of the more formal and scientific kind. Scientific research is typically divided into categories of *basic* and *applied* (Merriam 2016). Basic research is motivated by intellectual interest in a phenomenon and has its goal in the extension of knowledge (Merriam & Tisdell, 2015). Applied research is undertaken to improve the quality of practice of a particular discipline (Merriam & Tisdell, 2015). The aim of this thesis is simultaneously to conduct basic research that will contribute to the knowledge base of the field and to conduct applied research aimed to improve the way teaching is done in classrooms in Norway with “minority-language students”. To achieve this it was deemed necessary to gather data of both the qualitative and quantitative sort.

3.2.1 Qualitative Research

When conducting qualitative research the data is based on how people interpret and understand their experiences (Merriam & Tisdell, 2015). This method builds around theories about interpretation and human empiricalness, and qualitative data is not possible to analyse using statistical methods (Braun & Clarke, 2013). As stated by Braun and Clarke (2013), qualitative research use words as data, not numbers. Qualitative research is a suitable analysing method to apply when the data collected is not quantifiable, as in the data cannot be represented by a number, but must be described by words. By default, the qualitative method could be viewed as producing subjective data, since the subject controls the data input (Muijs, 2010).

To ensure a broad enough questionnaire in our survey, qualitative research questions were added. This was done to make room for the subjects' own understanding of their experience, as well as room for their wording of these experiences. Individual understanding and complex answers are not possible to represent by numbers, but these kinds of qualitative data makes it easier to recognise the complications teachers face when teaching English to minority language students. The qualitative questions in this study are meant to obtain specific data on the specific cases, such as education of the teachers, mapping of the students, earlier education of the students, organisation of education and so on.

3.2.2 Quantitative research

When using quantitative research we obtain data which is numerical, and the data can therefore be mathematically analysed (Aliaga & Gunderson, 2002). Every data point has a value which is a number, as opposed to qualitative research (Braun & Clarke, 2013). Quantitative methods are more predetermined and have a strict scientific approach, compared to qualitative methods. The questions asked have a limited number of possible answers and all of the answers are numerically based (Nardi, 2015). There is no room for explanations or clarification made by the subject, but rather a collection of strictly numerical data such as number of students, time spent, on a scale of 1-5 how do you feel, and yes and *no* answers. These are the types of questions that will be represented with the highest frequency in the survey.

3.2.3 Mixed methods research

There has been a lot of discussion on the definition and proper terminology to be used when it comes to mixed methods research (Teddlie & Tashakkori, 2011). Proposed terms for the type of research include “*multimethod research, mixed methods, mixed methodology, mixed research, integrated research*”(Teddlie & Tashakkori, 2011, page 285), and so forth. Due to prevalent use, the term *mixed methods research* appears to have become the de facto term (Teddlie & Tashakkori, 2011). Mixed methods research is therefore the term going to be used in this thesis.

Mixed methods research has been attempted defined numerous times by many different researchers. Johnson et al (2007) presented definitions by 19 different leaders in the field, combined these definitions into this amalgam of definitions:

“Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purpose of breadth and depth of understanding and corroboration” (Johnson, Onwuegbuzie, & Turner, 2007, page 123).

This is a fine definition of mixed methods research and the one the that will lay the definition of the term in the context of this thesis.

The way mixed methods research is applied in the research for this thesis is that the survey used to gather data is comprised of questions of both qualitative and quantitative nature. Most of the questions are of a quantitative nature, for instance asking the respondents to evaluate something on a scale from 1-5 or answer a *yes* or *no* question.

Example question from the survey:



5. I hvilken grad føler du at uddannelsen din har forberedt dig på å undervise engelsk for minoritetsspråklige elever?

1 i liten grad - 5 i stor grad

1 2 3 4 5

Figure 1. Example of quantitative question.

This is one of the many quantitative questions in the survey. The survey was given in Norwegian to the respondents, the reason for which is discussed on page 23, and translated to English it reads:

5. To what degree do you feel that your education has prepared you to teach English to minority language students?

Below the question text there are 5 buttons making up the scale ranging from 1 (to a low degree) to 5 (to a high degree). The answer to this question gives quantitative data with a numerical value that can be analysed in any number of ways

An example of a qualitative question from the survey is:



23. Hvilke utfordringer møter du som er unike for undervisning av engelsk for minoritetspråklige elever? *

Skriv så utdypende som du selv ønsker.

Figure 2. Example of qualitative question.

Translated to English this question reads:

23. Which challenges do you face that are unique to the setting of teaching English to minority language students?

The respondents are encouraged to write as in-depth answers as they choose. The answer is given in the textbox beneath the question.

The benefits of conducting mixed methods research are that the researcher can combine the numerical values from quantitative questions with subjective responses from qualitative questions, which gives a broader and more in-depth picture of the research topic. Mixed methods research is especially beneficial in small studies such as the present one, where the numerical data might not paint an accurate picture on account of the quantity of data.

3.3 Designing the survey

One of the most important elements in achieving reliable and valid information in survey research is the construction of a well-written and manageable survey or questionnaire (Nardi, 2015). An important factor to consider when designing a survey is length. If there are too few questions, responders might be limited in the way they can respond. Additionally, the data set gathered through the research could possibly convey an incomplete picture of the topic being examined. On the other hand, if the survey has too many questions participants might feel overwhelmed and give answers with little thought put into them. Even worse, they could decide not to answer at all on the account of it being too big an undertaking. There is also the possibility of running into trouble when analysing your results if the quantity of data gathered is too large. Too much data could prove difficult and time consuming to manage. As a result, designing a survey of advantageous length requires thought to be put into every question.

After careful consideration I decided to write the survey in Norwegian. The reason for this is to make it as easy as possible for the respondents to answer the questions. While English teachers in Norwegian schools should be proficient enough in the English language to answer a survey, I wanted to design the survey in such a way that I eliminated any misunderstandings that potentially could arise as a result of the survey not being in the respondents' native language. All the questions and answers of the survey have been translated by me in the results chapter of the thesis. Where the respondents have given text answers I have attempted to keep the translation as close to the original Norwegian answer as possible. This means that I have tried to not fix any quirks and errors in the answers as this could make the translated answer deviate from the original answer. As a result, some of the text answers in the tables below are a bit strange grammatically.

3.3.1 Conceptualizing the survey

I began working on the survey by listing the research questions and hypotheses that were proposed for the study. The main research question that I am working with is "*What problems and challenges that are unique to the setting do teachers face who teach English to minority language students in Norwegian schools?*" I also want to find out "*What differences are there in these problems and challenges the teachers face who teach English to minority language students in introduction classes compared to those who do the same in ordinary classes?*" With

these research questions in mind I began creating questions based on the hypothesis that there are unique challenges that these teachers face and that teachers working in ordinary classes will feel differently about them than teachers working in introduction classes.

3.3.2 The survey

The survey is made up of three parts, 1. About the respondents, 2. Organization and 3. Teaching.

Part 1. The first part consists of 5 questions that revolve around the respondent. The aim of this part of the survey is to gather information about the type of education each of the responding teachers has and how they feel their education has impacted their teaching of minority language students. I feel it is important to ask the teacher at which level they have received their education as it could be an interesting comparison when it comes to the challenges they face. I also ask the teachers if they have any specialized education dealing with teaching to minority language students and how they feel this has impacted their teaching situation. The last question of part one asks the teachers if they feel that their education has prepared them for teaching English to minority language students. This is a question that I feel is very important for the survey as I have a preconceived assumption that teachers in Norwegian schools generally might feel ill equipped to teach minority language students. The question should bring up some very interesting discussion points regarding how successful the teacher education programmes in Norway are in preparing the prospective teachers to educate minority language students.

Part 2. The second part of the survey will revolve around how the different schools represented in the survey organize minority language students. It consists of 12 questions of varying kinds. The first question is whether the respondent's school organizes its minority language students in introduction classes or not. This is one of the most crucial questions of the survey. One of the aims of the thesis is to compare the challenges teachers face when teaching English to minority language students in introduction classes to the challenges experienced by those who teach English to the same type of students in ordinary classes. The question serves as a partition and effectively divides the data set into two halves, where one half of the data set is teachers who teach in introduction classes and the other half is teachers that teach in ordinary classes. This makes me able to easily compare the differences in teacher

experiences between the two different types of organization. There are a number of quantitative questions of this type in this section, dividing the respondents into smaller groups. Examples of these questions are: “Do you teach English to multilingual students?” and “Do you use a textbook that is specially made for minority language students?”. These questions are followed by the scale variant question which also features heavily elsewhere in this part of the survey. These questions generally ask the teachers to evaluate how content they are with a particular segment of the organizational structure or how challenging different aspects of the organizational structure is. Lastly there are qualitative questions, some of them mandatory, that invite the respondents to give a subjective in-depth answer to how successful they feel different aspects of the organizational structure are. As mentioned, some of these questions are mandatory and some are not. The questions that are mandatory are those that I foresee will give the most enlightening subjective answers, and will make for valuable discussion points. The non-mandatory questions are those that are not vital to answering the research questions but might shed light on some aspects of them. The reason some of these qualitative questions are non-mandatory is that I feared that having the respondents answer too many text questions would make them feel answering the survey is too bothersome. Making these questions non-mandatory gives respondents the option to give further answer should they choose to do so.

Part 3. The third and final part of the survey consists of 14 questions and is made up in much the same way as the second part. The difference is that the third part aims to gather data about the problems and challenges that arise in educational situations and how the students’ backgrounds impact the English education. This part of the survey is mostly made up of quantitative questions with some qualitative questions in-between where more in-depth answers are beneficial.

3.4 Analysing the data

The data is presented in three different ways from Nettskjema.no:

1. Web report
2. Excel file
3. Tab separated text file

1. Web report. The web report is an in-browser report that shows the survey in its entirety and all the answers given to all the questions. The user has the option to either display the results with all answers, only the text answer and without the text answers.

The quantitative data is displayed in graphs with monocoloured vertical bars portraying the answers given. The answers are also displayed as their numerical values and as percentages. Below is an example of the results from a question in the web report. The question has not been translated from Norwegian, but is displayed in its original form from the web page.

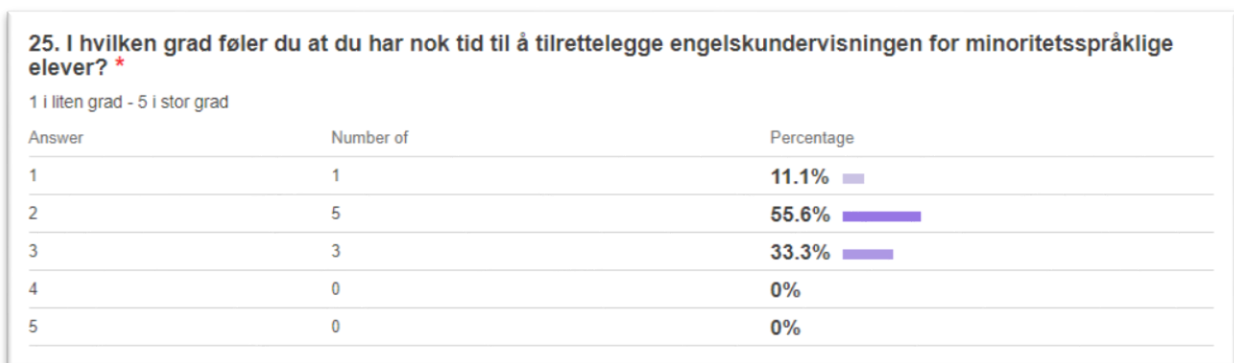


Figure 3. Web report, example question.

2. Excel file. The Excel file is a downloadable file executable by the spreadsheet software Microsoft Excel. In this context, a spreadsheet is a document where data is laid out in rows and columns. All the data gathered from the survey on Nettskjema.no is laid out in the file in this way. Each single answer to each single question is put in its own cell in the spreadsheet. Each respondent is also given a numerical ID (to the left most side in Figure 4 below), which makes it possible to trace their answers throughout the survey.

	A	B	C	D	E	F	G	H
1	NR	1. Hvilken	1. Hvilken	1. Hvilken	1. Hvilken	2. Har du r	3. I under	3. I hvilke
2	3072569	Årsenhet/grunnfag				Nei	5	
3	3073901				Annet	Nei	3	
4	3073907	Årsenhet/grunnfag				Nei	4	
5	3082326		Bachelor/mellomfag			Nei	2	
5	3089022				Annet	Nei	4	
7	3091267			Master/hovedfag		Nei	4	
3	3099074				Annet	Ja		3
9	3110418	Årsenhet/grunnfag				Nei	4	
0	3220170		Bachelor/mellomfag			Nei	4	

Figure 4. Excel file.

3. Tab separated text file. The tab separated text file is a downloadable file that can be opened in any text formatting software. The data is laid out in text form in a very rudimentary way. The user can write scripts or use pre-existing software to extract the data from the file. The way it is presented to the naked eye is however nearly incomprehensible.

```
NR      1. Hvilken utdannelse har du i engelsk?_1
1. Hvilken utdannelse har du i engelsk?_2      1.
Hvilken utdannelse har du i engelsk?_3 1. Hvilken
utdannelse har du i engelsk?_4 2. Har du noen
utdannelse eller kursing som omhandler undervisning
av minoritetsspråklige elever? 3. I
undervisningssammenheng, i hvilken grad synes du det
er en utfordring at du ikke har utdannelse eller
kursing som omhandler undervisning av
minoritetsspråklige elever? 3. I hvilken grad
synes du det har vært til hjelp at du har utdannelse
eller kursing som omhandler undervisning av
minoritetspråklige elever? 4. Hva mener du kan
```

Figure 5. Tab separated text file.

The way I have analysed the data from the survey for this thesis is that I have used a combination of the web report and the excel file. The web report gives a tidy overview of the

answers and trends of the results. The excel files allows me to choose different respondents based on their numerical IDs and cross-reference answers with other questions. I then take the cross-referenced data and make my own graphs that display the answers in ways that are more beneficial. An example of such a question is question 25 in Figure 3 above (page 26). Looking at Figure 3 you see that the respondents all agree that they have little time to prepare.

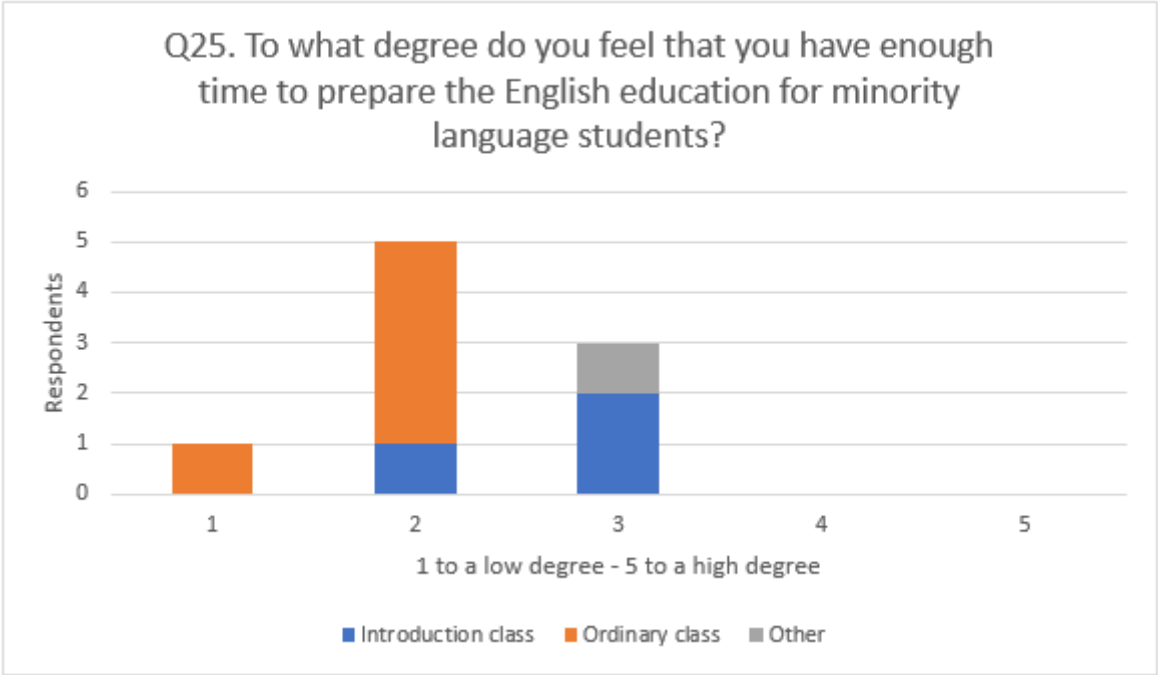


Figure 6. Question 25 as presented in the results chapter.

If you look at Figure 6 above, question 25 as it is presented in the results chapter of this thesis on page 53, there is more information to be gained. For this question I have cross-referenced question 25 to what the respondents answered to question 6 of the survey, which type of class they teach in. Analysing the data in this manner shows that the respondents who teach in ordinary classes feel they have even less time to prepare than those who work in introduction classes. I have performed this type of analysis for most of the quantitative questions in the survey. The qualitative questions have all been put into tables and cross-referenced to show whether the respondents teach in introduction classes or ordinary classes. All the variables have been colour coded to make for easier reading of the results.

3.5 Limitations

In this part of the chapter I will point out and discuss some of the weaknesses and limitations of the research done in the present study.

3.5.1 Self-administered survey

There is a significant inherent limitation when using a self-administered survey when gathering data. This is that the respondents have to answer the survey alone without the help of the researcher. The researcher will not be able to give aid or explanation should situations arise where the respondents are confused by the questions.

3.5.2 Number of respondents

The survey was sent electronically to six different schools in the hopes of getting a substantial number of respondents. By the time the survey closed after two weeks, nine teachers had opted to answer the survey. This number was a little disappointing. As a result of the low number of respondents, the data is to a lesser degree than it could have been representative of how the situation is nationally. Additionally, the respondents represent the two different organizational methods a bit unevenly with five respondents being teachers in ordinary classes. These factors could affect the reliability of the results presented in this thesis.

3.5.3 Translation

As the survey was given to the respondents in Norwegian I had to translate all the questions and answers to English for them to be included in the thesis. While I have attempted to stay as close to the source material as possible when translating, there is the possibility that some of the meaning and nuance have been lost in the process. This could lead to erroneous conclusions on my behalf.

4.0 Research results and analysis

In this part of the thesis I will present the results of the survey. As discussed above on page 23, the survey was administered to the respondents in Norwegian. I have translated all questions and answers to English for this thesis.

4.1 The respondents

The first part of the survey consists of five questions about the respondents. The first of these questions asks which kind of education the respondent has.

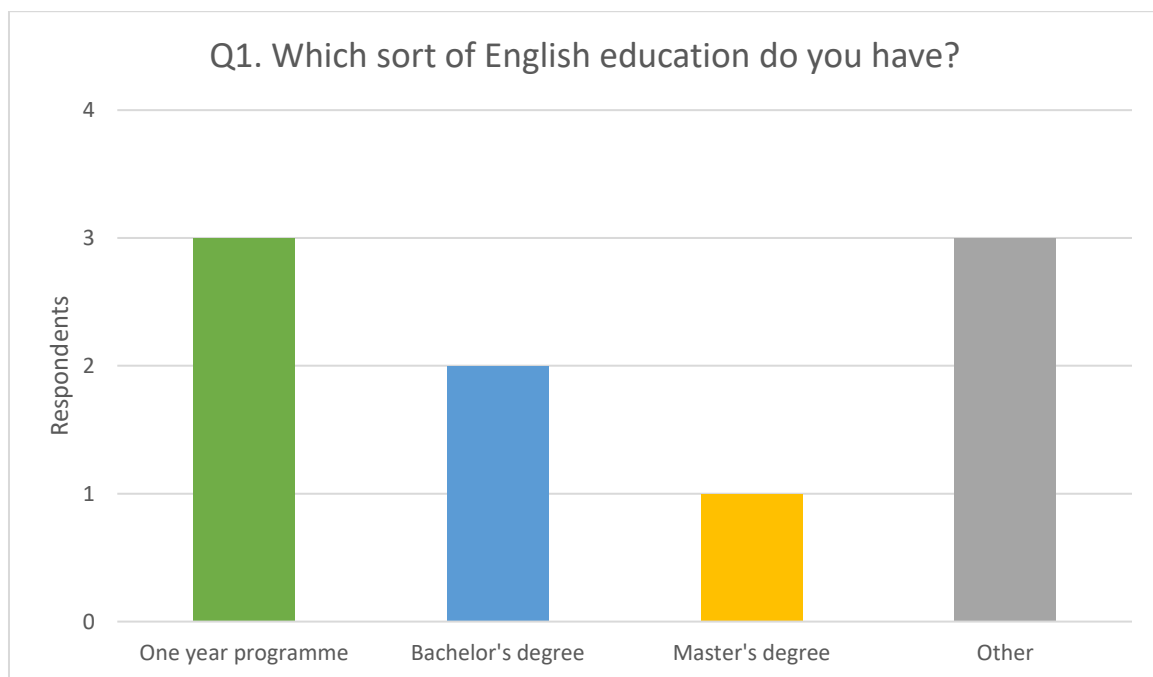


Figure 7: Question 1.

Out of the nine respondents three stated that they have a one year programme, two that they have a bachelor's degree and one that she has a master's degree. The remaining three answered the "other" alternative. The ambiguous nature of this alternative and the complete anonymity of the survey makes it impossible to accurately say what kind of education the three respondents have. Given that they did not choose any of the other three alternatives it is possible that these three respondents have little or no formal English education. A one year programme is made up of 60 ECTS credits, teaching English in primary schools in Norway requires the teacher's to have 30 ECTS credits, which might explain why so many (33%) of the respondents answered the "other" alternative.

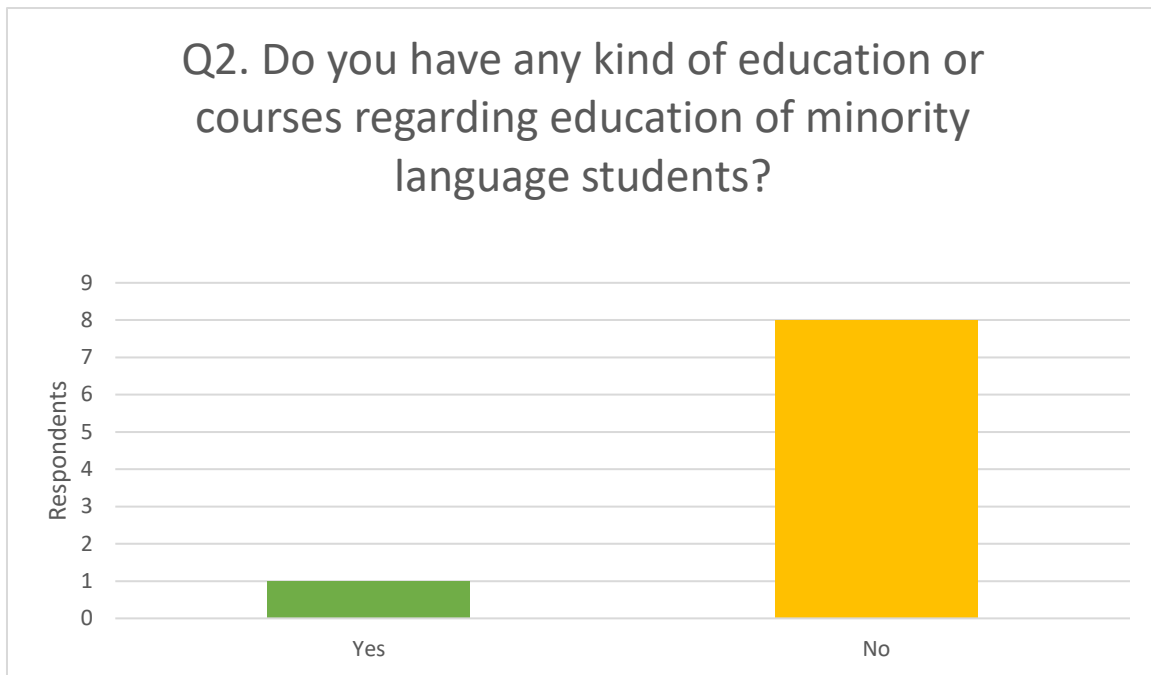


Figure 8: Question 2.

Question 2 shows that an overwhelming majority of the respondents do not have any form of education or courses regarding education of minority language students. 88,9% of the respondents answered *no* while 11.1% answered *yes*.

Question 3 is made up of two different questions, and you get one of them depending on what you answered on Question 2. The respondents who answered *yes* to Question 2 are asked the question “To what degree do you feel it has been beneficial that you have education or courses regarding education of minority language students?”. Those who answered *no* get the question “In the context of teaching, to what degree to you feel that it is a challenge that you do not have education or courses regarding education of minority language students?”. The respondents are asked to give an answer on a scale from 1 to 5 where 1 is to a low degree and 5 is to a high degree.

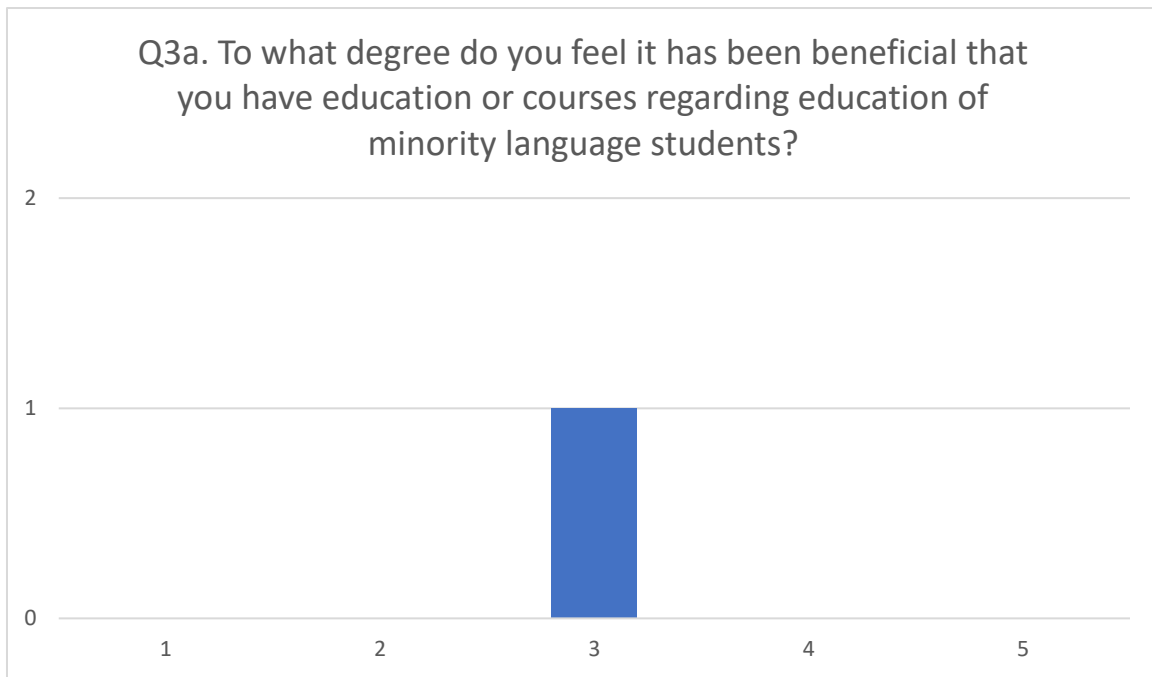


Figure 9: Question 3a.

The one respondent that answered *yes* to Question 2 answered 3 on a scale from 1 to 5. As 3 on the scale is the exact middle of the scale, constitutes a neutral answer. This indicates that the respondent felt the education or training they have have medium levels of benefit.

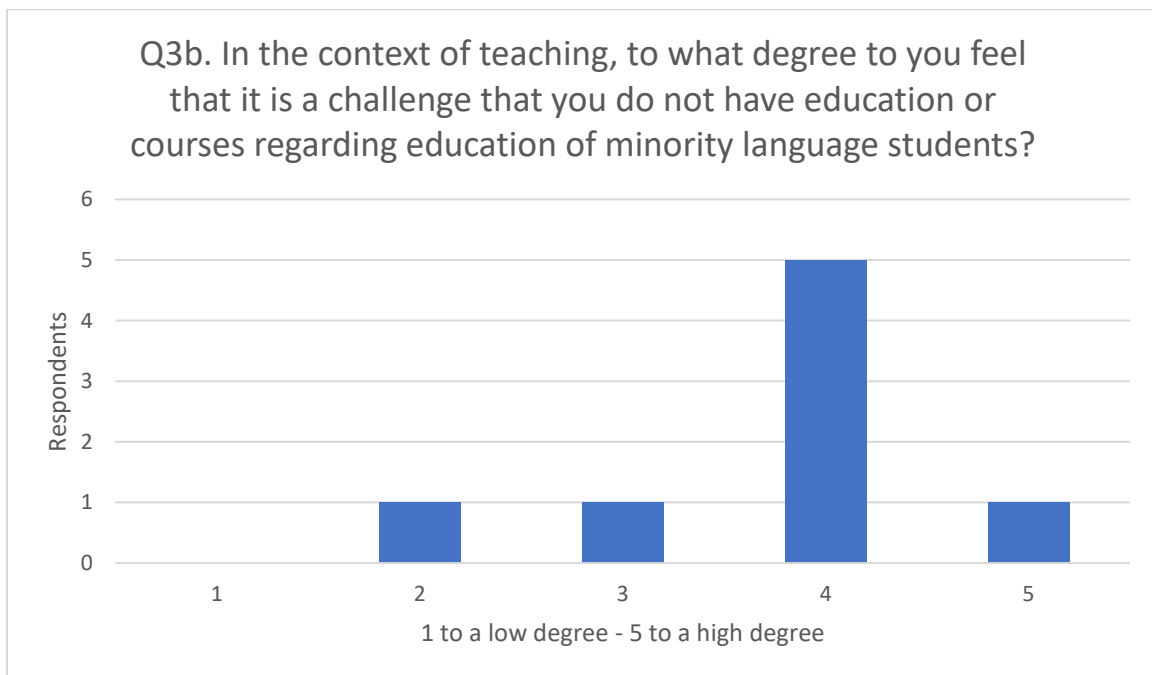


Figure 10: Question 3b.

The vast majority of respondents answered *no* to Question 2 and were presented with this variant of Question 3. Most respondents felt the lack of this kind of education or courses was a challenge. 62.5% of the respondents choose 4 or on the scale from 1 to 5, the second highest degree of challenging. Six out of eight respondents answered above the neutral threshold of 3 while one out of the eight answered below. This shows that the majority of respondents find it challenging that they do not have some form of education or courses regarding education of minority language students.

Question 4 is a supplement to Questions 2 and 3. It asks the respondents to give some opinions on what these challenges might be. This was not a mandatory question and four of the nine respondents opted to answer. Each of the bulletin points below constitutes the answer of a respondent.

Q4. What do you think could be challenging with not having this kind of education or courses?

- Lacking English-skills. Not prioritized in the introduction class. Difficult to adapt the teaching to what the rest of the class is working with.
- I feel it is difficult to organize for these students.
- There is a big difference between teaching a language with a basis in the student's mother tongue as opposed to teaching it through a foreign language/second language.
- The most challenging is to be able to give the education the student has a right to, when you don't feel adequately equipped to the task.

Figure 11. Question 4.

Question 5 concludes the first part of the survey and asks the respondents to what degree they feel their education has prepared them for teaching English to minority language students.

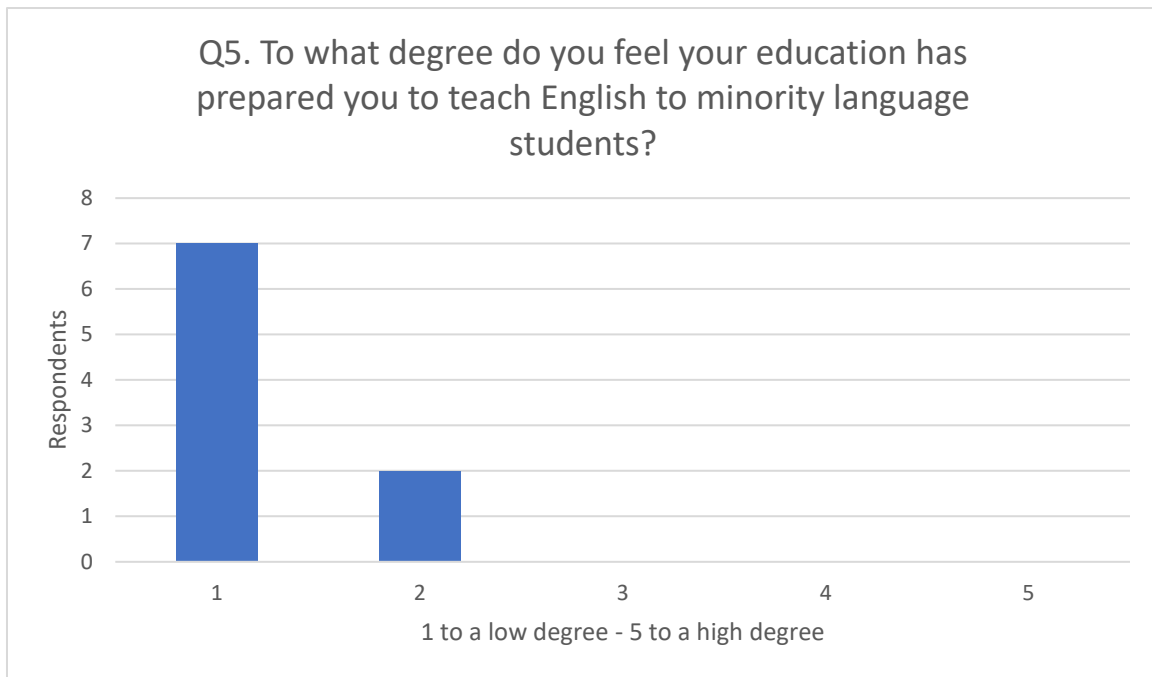


Figure 12: Question 5.

All 9 respondents answered below the neutral 3 threshold on the scale from 1 to 5. Eight out of nine (77.8%) respondents answered 1 (to a low degree) on the scale and the remaining respondent answered 2, the second lowest degree. This shows that the respondents unanimously feel that their education has not prepared them to teach English to minority language students.

4.2 Organization

The second part of the survey consists of twelve questions that mainly revolve around the organizational aspects of the respondents' situations regarding the education of minority language students.

The first question of part two is about how the different schools organize their minority language students. This question will be the dividing point in the data that makes it possible to compare the two different methods in the discussion chapter.

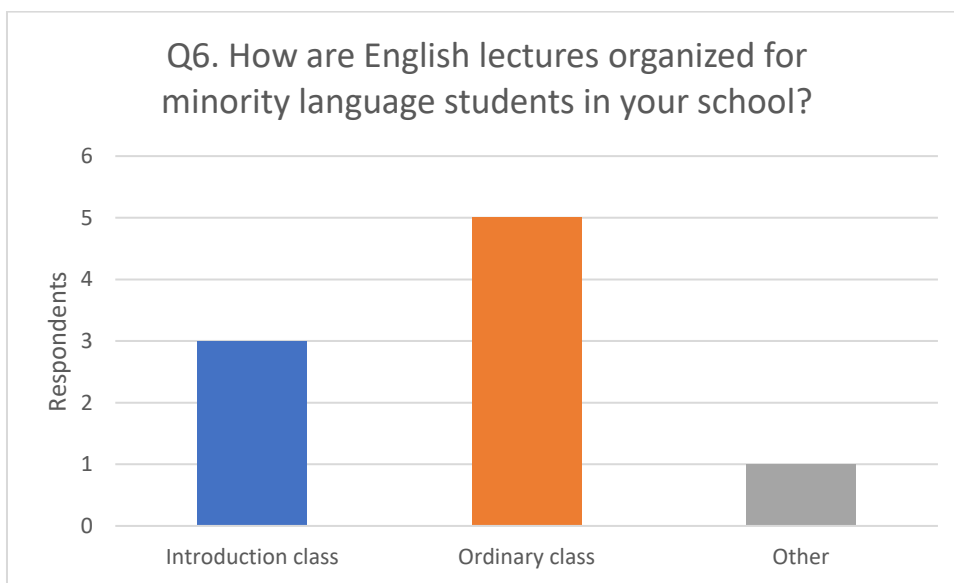


Figure 13: Question 6.

The teachers have responded that three of them teach English to minority language students in introduction classes and five have responded that they teach minority language students in ordinary classes. One of the teachers have chosen the “other” alternative, indicating that they do not feel that their teaching situation is represented by the two other alternatives.

Question 7 is tied directly to Question 6 and asks the teachers to assess to what degree this organization is successful. The answer is given on a scale from 1 to 5, 1 being to a low degree and 5 to a high degree.

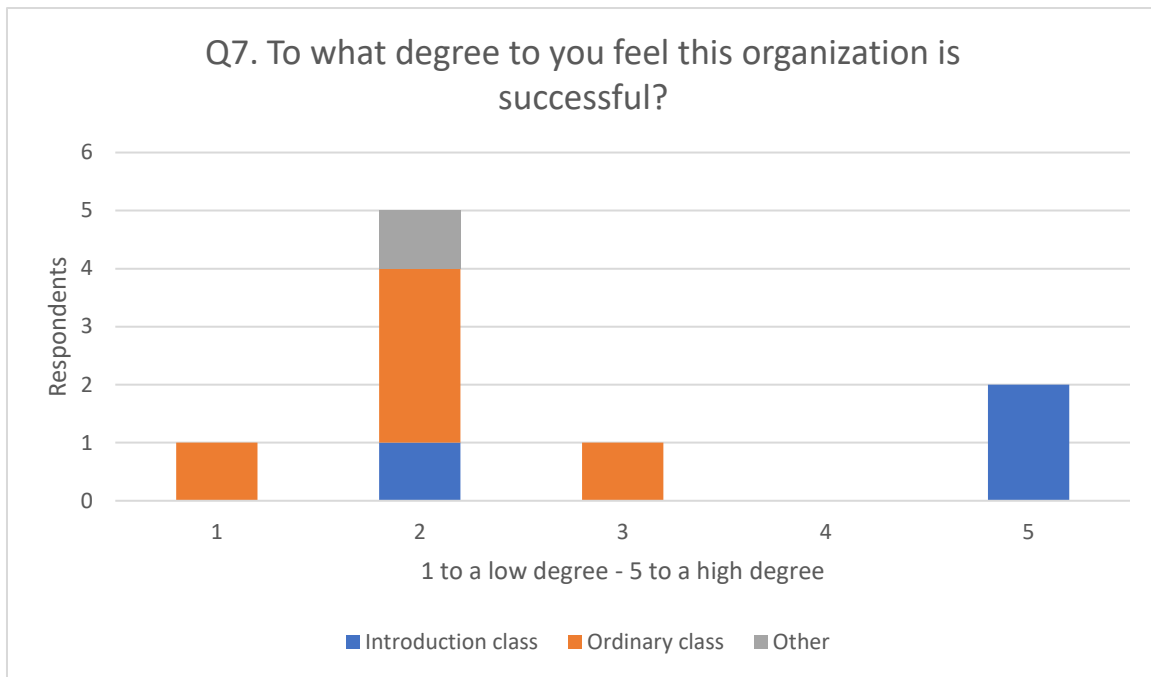


Figure 14: Question 7.

Furthermore, Figure 12 divides the answers given by the respondents into categories based on what they answered on Question 2. Those who answered that they teach in an introduction class are represented by the colour blue, those who answered that they teach in an ordinary class are represented by the colour orange and those who answered the “other” category are represented by the colour grey. Out of the nine respondents the majority (six respondents) answered below the neutral 3 threshold, indicating that they do not feel that the organization is successful. However, two respondents gave their answer on the complete opposite side of the spectrum indicating that they feel the organization is successful to a high degree. The majority of those that feel that the organization is successful to a low degree are teaching in ordinary classes. Both respondents that feel the organization is successful to a high degree are teaching in an introduction class. One of the 3 respondents teaching in an introduction class feels that the organization is successful to a fairly low degree.

Question 8 and 9 supplements the answers given to Question 7 and give the respondents the opportunity to give their own opinions on that works well and what does not work well within their organizational structure.

Table 2. Question 8 and 9.

Q8. What works well?	
Teachers in introduction classes	<ul style="list-style-type: none"> • It is beneficial that the teaching happens in introduction classes and thus, for our part, in smaller groups than they would be in ordinary classes. • That there are few students saves time for me and I can give help to each of them. • It is possible to differentiate by level.
Teachers in ordinary classes	<ul style="list-style-type: none"> • In my school we have a teacher who shares a language with three of the four minority language students in my class. He assists me a great deal with the English teaching. This is not the norm – I am just lucky. • The students become more integrated in the class by being present during the English periods. • Difficult to say. • Helpful teachers, but still little cooperation between the introduction class teachers and the other teachers. • When it works out organizationally.
Other	<ul style="list-style-type: none"> • We have an introduction class, but I don't know much about the students who come from there participate in ordinary classes at first and secondary level of high school.
Q9 What works poorly?	
Teachers in introduction classes	<ul style="list-style-type: none"> • The organization is working fairly good. • There are different levels, so I need more time with each student. • I am alone in the planning. Little cooperation with the other teachers.
Teachers in ordinary classes	<ul style="list-style-type: none"> • There is no autonomy in the curriculum for minority language students. As a teacher, without competence in the field, I have to find suited course books and lecture plans and try to get the administration to order these things. We get it from time to time, when there is some extra room in the budget. • It is difficult to adapt the teaching to someone who is at a much lower level in English than the other students. • Difficult to get an overview of previous English education. • Cooperation between the teachers. Difficult to adapt the teaching to students who do not know any English from before. • When the student is occupied with learning Norwegian, it is difficult to focus on English.
Other	<ul style="list-style-type: none"> • Students how does not have adequate knowledge of English participate in ordinary English education at the first high school level, which is very challenging if they are at a primary school level. The most difficult part is that none of the students speak English.

Questions 12 and 13 *a* and *b* ask the respondents whether they have any additional resources in connection to teaching English to minority language students, if they are pleased with the resources if they have them or if they feel they miss these kinds of resources if they do not have them.

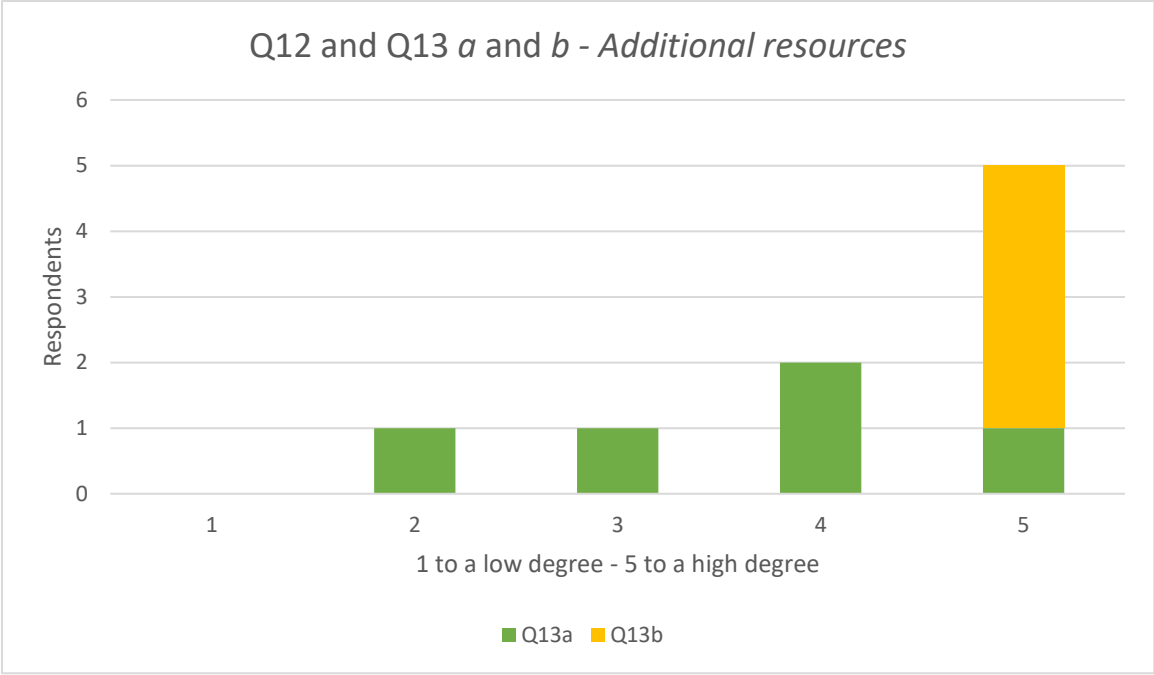


Figure 15: Additional resources

Figure 15 is a combination of answers given to questions 12 and 13a and 13b. To question 12 “Do you have any additional resources in connection to teaching English to minority language students?” Five respondents answered *yes* (indicated by the colour green) and four answered *no* (indicated by the colour yellow). The respondents who answered *yes* to question 12 were presented with question 13a “To what degree do you feel that the resources you have in connection to teaching English to minority language students are beneficial?”, and have answered fairly evenly split across the upper half of the scale. This indicates a moderately high feeling of benefit among the respondents. The three respondents who answered *no*, however, have unanimously answered 5 on the scale to question 13b “To what degree do you miss having additional resources in connection to teaching English to minority language students?”. This indicates that they feel strongly that they would benefit from having additional resources.

Questions 14, 15a and 15b were presented to the respondents in exactly the same way as 12, 13a and 13b above. The results will be displayed in the same way as in Figure 16.

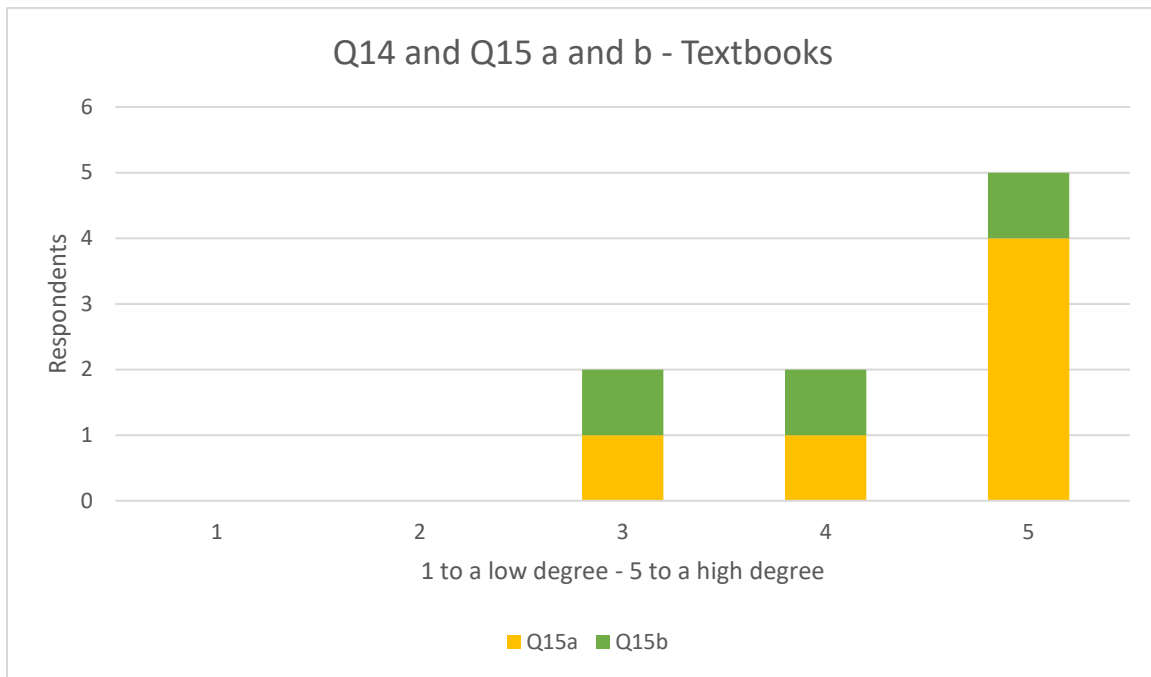


Figure 16: Textbooks.

To question 14 “When teaching English, do you use textbooks especially made for minority language students?” six respondents answered *no* (indicated by the colour yellow) and three respondents answered *yes* (indicated by the colour green). Those who answered *no* to question 14 were asked in question 15a “To what degree do you feel that it is a challenge that you do not use textbooks especially made for minority language students?”. The respondents all answer from the neutral threshold 3 and higher on the scale, four of them giving the highest score of 5. This indicates that the respondents who do not have textbooks especially made for minority language students feel that this is a challenge. The three respondents who have especially made textbooks were asked the question “To what degree are you happy with the textbooks especially made for minority language students?”. They all answered from the neutral threshold and above, indicating that they find the textbooks useful when teaching English to minority language students.

Questions 16 and 17 revolve around how the students are assessed in English before starting the education. The first question is a text answer asking the respondents to explain how it is done at their school, the second asks them to evaluate how well their method works.

Q16. How is minority language students' knowledge of English assessed at your school?

- I have no idea.
- Not assessed as of now.
- As far as I know, they are assessed in the introduction class before they participate in the ordinary lectures.
- They speak with other students in English.
- It is done by those who are responsible for the minority language students.
- Assessed the same way as ordinary students.
- No assessment beyond tests made by the teacher and the teacher's judgement.
- I use *Kartleggeren*. But it is often no point to it if the student does not know any English from before.
- Through testing oral and written skills.

Figure 17. Question 16.

Question 16 shows that the respondents have different ways of assessing the English skills of minority language students. It would also seem that some do not assess the students at all.

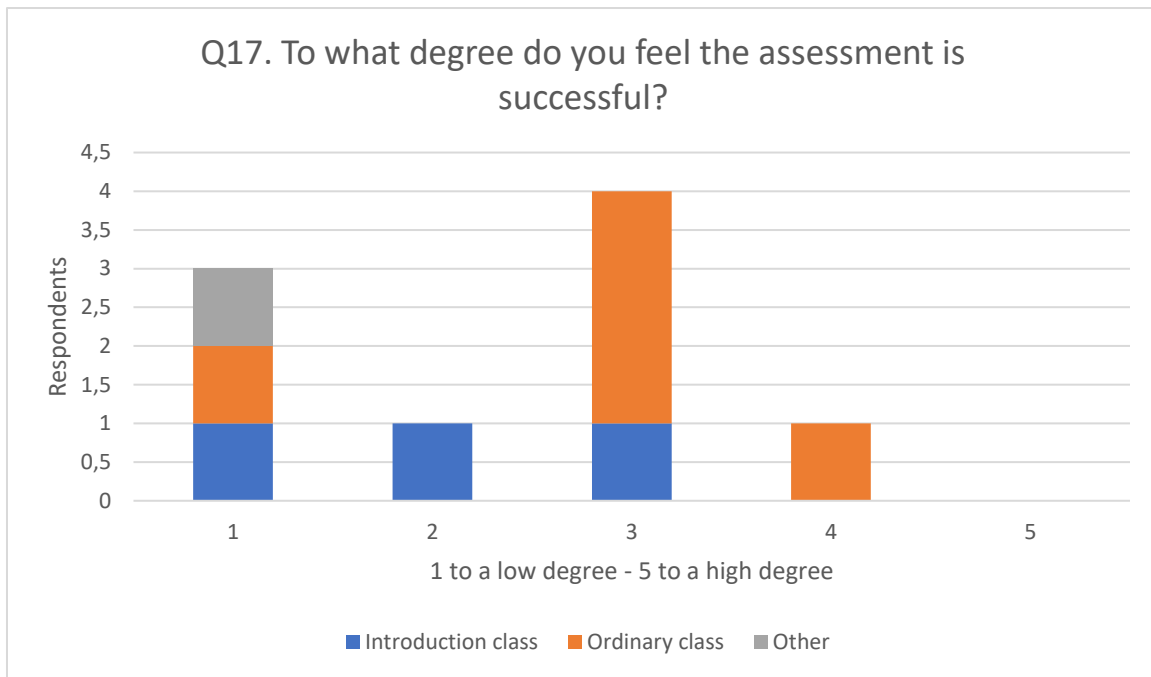


Figure 18: Question 17.

The most picked answer for question 17 is 3, the neutral threshold, indicating that many of the respondents thought the assessment at their school was moderately successful. Just as many respondents answered below the neutral threshold, with three out of four of these respondents choosing the lowest degree of successfulness. This indicates that many of the respondents do not think the assessment of English skills of minority language student at their schools is successful. One of the respondents felt the assessment at their school was fairly successful, having chosen the second highest alternative on the scale. Generally, the respondents teaching in ordinary classes felt the assessment of English skills among the students was more successful.

4.2.1 Multilingualism

While some of these questions do not strictly fall under the organizational aspects of teaching English to minority language students I am going to pool them together under this category as the topic is presented to the respondents in that part of the survey. The questions revolve around instances of multilingualism among the students and the respondents' thoughts and reactions to this. The questions are 10, 11, 31 and 32 from the survey.

Question 10 asks the respondents whether they teach English to multilingual students via a *yes* and *no* question. All of the respondents answered *yes* to the question. Giving a rate of 100% for the respondents in this survey.

Question 11 asks the respondents to evaluate on a scale from 1 to 5 how much of a resource they feel multilingualism among the students is.

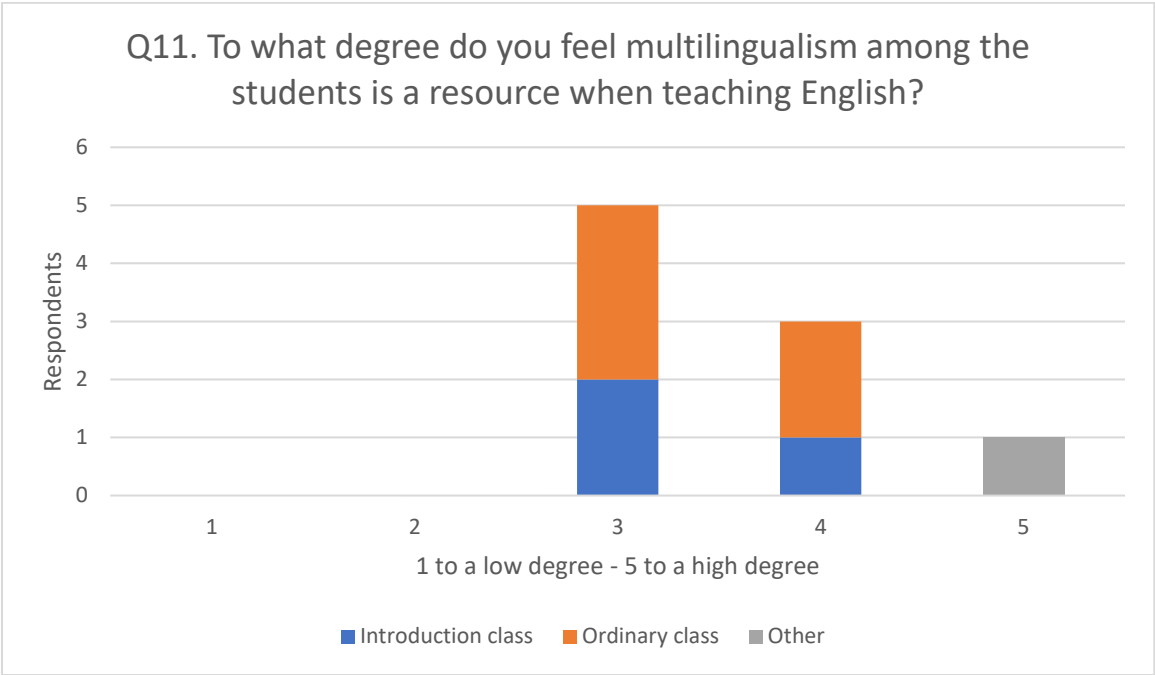


Figure 19: Question 11.

Figure 19 above shows that the respondents felt very similarly about the resourcefulness of multilingualism among the students when teaching English. Five respondents answered 3, which is the neutral threshold, indicating they felt multilingualism has a moderate impact on English teaching situations. Three respondents answered 4 on the scale, indicating they feel it has a fairly high resourcefulness. The last respondent answered 5 on the scale, feeling that multilingualism provides a high degree of resourcefulness when teaching English. The respondents teaching in introduction classes answered very similarly to the respondents teaching in ordinary classes.

At the end of the survey a very similar question was asked of the respondents, only this time the respondents were to evaluate to what degree they felt multilingualism among the students is a challenge when teaching English.

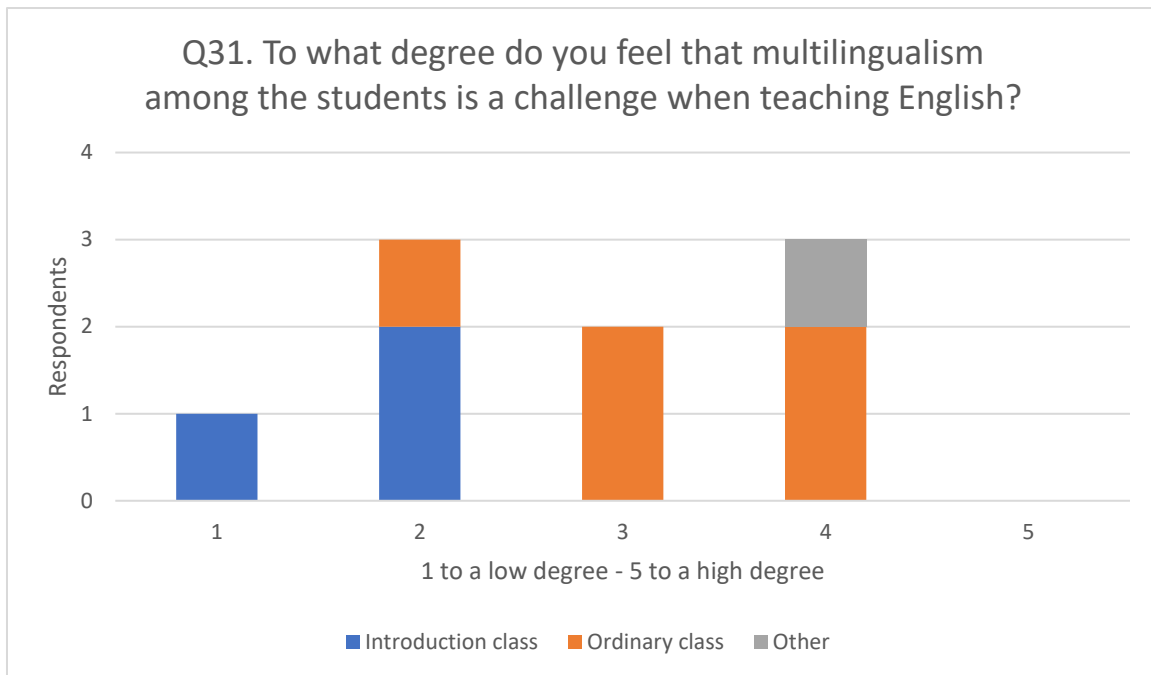


Figure 20: Question 31.

Figure 20 above show that four of the respondents answered 1 and 2 on the scale, indicating that they do not feel that multilingualism among the students is a challenge when teaching English. Two answered the neutral 3, indicating a moderate challenge. Three respondents chose 4 on the scale, indicating that they feel that multilingualism among the students is to a fairly high degree a challenge when teaching English. Those of the respondents teaching in introduction classes all answered below the neutral 3 on the scale, indicating they do not feel multilingualism among the students is a challenge. Those who respondents who are teaching in ordinary classes were more in disagreement, answering 2, 3 and 4 on the scale. The respondent who chose the *other* alternative to question 6 answered 4 on the scale, feeling that multilingualism is challenging to a fairly high degree.

The respondents were also asked to what degree they think teachers teaching English to minority language students need to know something about the mother tongue or L1 of the students. This is covered in question 30 on page 57.

The last question of the survey, question 32, asks the respondents to choose which of two statements they agree with. Alternatively, they could choose not to agree with any of them.

1. Learning English is a hindrance for the student's ability to learn Norwegian.
2. Learning English is benefit for the student's ability to learn Norwegian.
3. I do not agree with any of the statements.

The way the respondents answered is presented in Table 3 below.

Table 3. Question 32.

Q32. Which statement to you feel is most correct?	1. Learning English is a hindrance for the student's ability to learn Norwegian.	2. Learning English is a benefit for the student's ability to learn Norwegian.	3. I do not agree with any of the statements.
Introduction class	I	I	I
Ordinary class	I	II	II
Other			I

The respondents were very much in disagreement on question 32. Two respondents agreed with statement 1, three respondents agreed with statement 2 and four respondents did not agree with any of the statements. This disagreement was prevalent among teachers both in introduction and ordinary classes.

4.2.2 Thoughts on organizing the teaching of English to minority language students to maximize learning.

The last question of part two was not mandatory and gave the respondents the opportunity to share the thoughts they have on how to organize the teaching of English to minority language students. Four respondents opted to answer question 18.

Q18. Do you have any thoughts regarding how to organize the teaching of English to minority language students to maximize learning?

- [I] must get help from another teacher in the classroom, help with planning and execution. [The minority language students] could have been gathered to have basic English.
- I wish for a good textbook, and/or that the students who have not had any education in English before have English in an introduction class. Or that the English teachers get some courses in teaching to minority language students.
- We know that it is considerably easier to learn a language through L1 than via a L2. There should at least be education of English in sort of the same way as the education of Norwegian – a basic course with different levels that has to be completed BEFORE they go over into the ordinary class.
- I think that the organization needs to come from the highest level. When the introduction classes are supposed to be 10 years of schooling in 3 years for students with very varying backgrounds, it is self-evident that they one day will face a lot of adversity.

Figure 21. Question 18.

4.3 Teaching

Part 3 of the survey consists of questions connected to the minority language students and challenges in teaching situations with these students. The first three questions revolve around the schooling background among the minority language students.

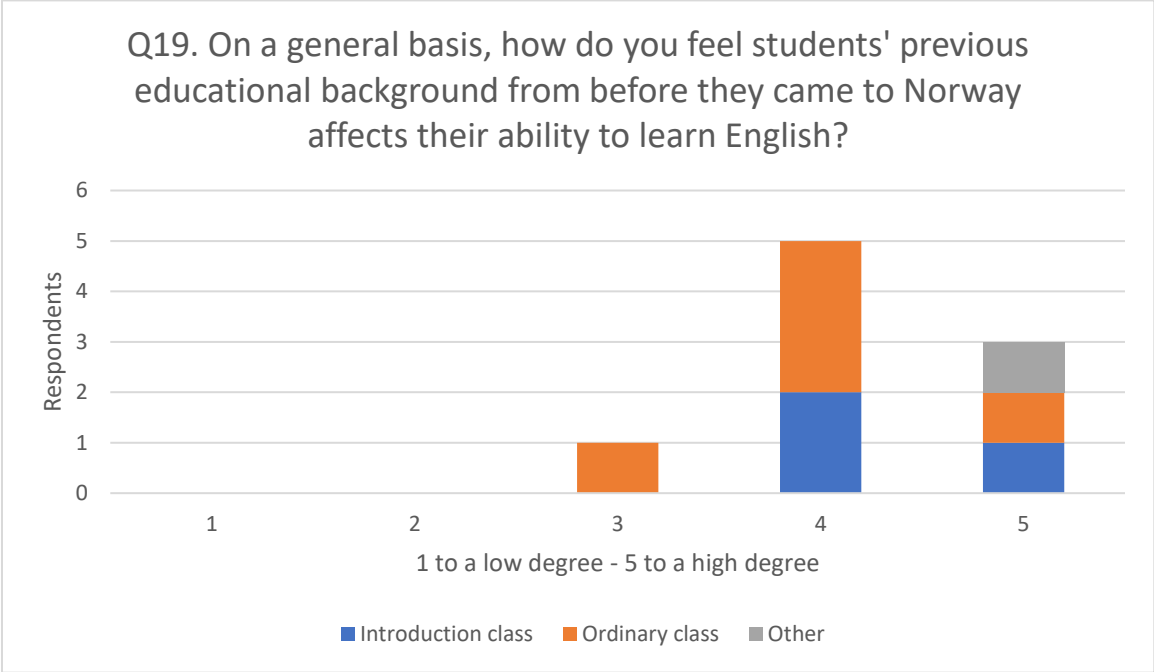


Figure 22: Question 19.

All of the respondents have answered from the neutral 3 (one respondent) and above, with five respondents selecting 4 on the scale and three selecting 5. This indicates that the responders feel that the student’s educational background from before the came to Norway has a significant impact on their ability to learn English. There is not much difference in opinion between the respondents teaching in introduction classes and those teaching in ordinary classes.

With the results displayed in Figure 19on page 43 in mind, it is easy to assume that the teachers should feel that the students’ educational backgrounds could pose a challenge when teaching English to them. However, the answers given to question 20 paint a different picture.

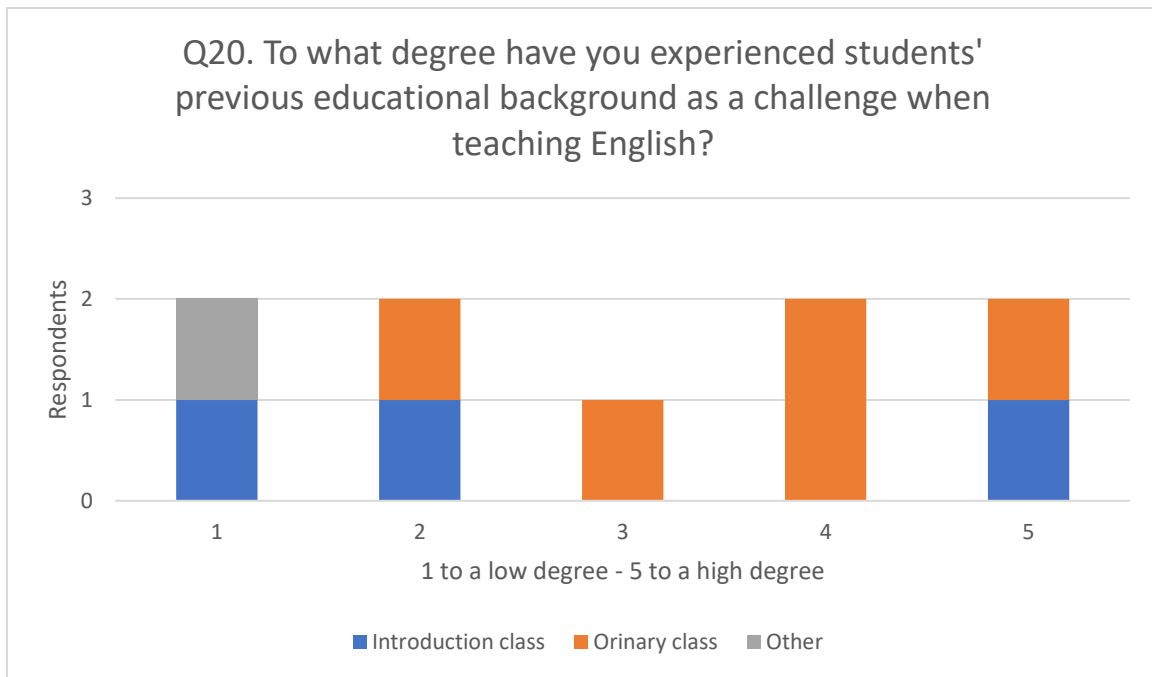


Figure 23: Question 20.

To question 20 the respondents have answered pretty evenly across the entire scale. All scores on the scale are represented, and all of them with two selections except the neutral 3 that has been selected one time. This indicates that the respondents have very different experiences of how the students' educational background has affected teaching situations.

Question 21 was presented as a non-mandatory question that 3 of the respondents opted to answer.

Table 4. Question 21.

Q21. Which thoughts do you have around the students' educational backgrounds and how it affects their abilities to learn English?	
Introduction class	<ul style="list-style-type: none"> Missing education has a great influence. The students have to learn study methods and strategies. They depend on close guidance.
Ordinary class	<ul style="list-style-type: none"> In Norway the English education starts in the first grade – that is when the youngest children are 5 years old. This means that the level is quite high by the time they start junior high school for instance. There is in the higher grades (the end of primary school/junior high school) especially noticeable when minority language students arrive who have had little previous English education.
Other	<ul style="list-style-type: none"> The students often have very little previous education, which results in them being at a level that is much lower than the level one has to be on in order to pass and achieve the competence from the subject curriculum.

The three respondents who opted to give their opinion in question 21 all pointed to how the lack of previous education poses challenges when teaching English to minority language students.

Questions 22 and 23 directly ask the respondents about challenges when teaching to minority language students. The first, question 22, asks them to compare the level of challenges when teaching English to minority language students to those when teaching English to Norwegian students. The second, question 23, asks the respondents to subjectively name challenges that are unique to the setting of teaching English to minority language students.

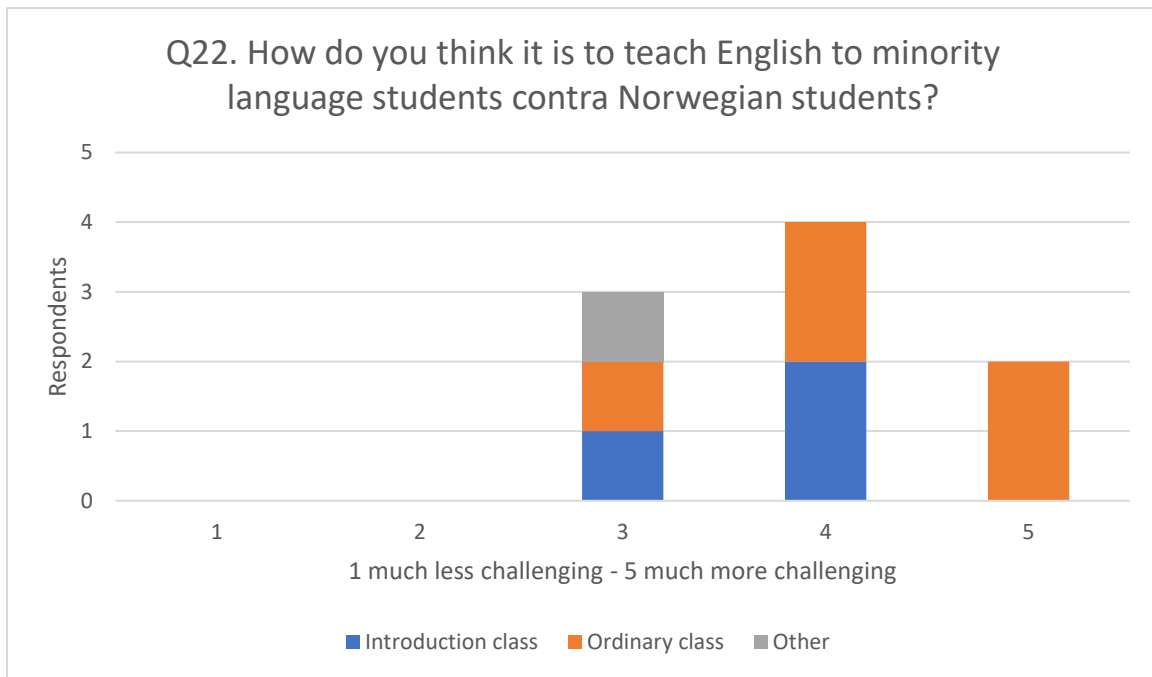


Figure 24: Question 22.

Figure 24 above shows that there is significant agreement that the respondents think that teaching English to minority language students is more challenging than teaching English to Norwegian students. Three respondents chose the neutral 3 on the scale, indicating that they feel that there is no particular difference in the level of challenge involved in teaching to these two groups. Four respondents selected 4 on the scale, indicating that they feel it is more difficult. Two respondents selected 5 on the scale, indicating that they feel it is much more difficult. The respondents who teach in introduction classes appear to think that is to a lesser degree of challenging than those teaching in ordinary classes, as both of the respondents selecting 5 on the scale teach English to minority language students in ordinary classes.

Table 5. Question 23.

Q23. Which challenges do you face that are unique to the setting of teaching English to minority language students?	
Introduction class	<ul style="list-style-type: none"> • The students are expressing that it is difficult to learn English parallelly with Norwegian. • Big differences in levels of English. • Language challenges, cultural differences, training of routines, rules, work methods, learning strategies. Some have to learn a new written language.
Ordinary class	<ul style="list-style-type: none"> • Time-demanding: An enormous amount of time is needed to prepare good lectures. This is time I don't get from the school. This results in parallel education in Norwegian/English. The English education is often tied to a social science topic – this the students have to learn in Norwegian first in order for the education to have any meaning. Alternatively, the teacher has to base [the education] in a topic from the student's previous education. It is very demanding in any case. The worst thing is that there isn't enough time to create good learning situations – minority language students are put in ordinary classes. • It is very challenging to teach to those who have very little knowledge of the English language since my lectures are based on the education of "normal students". Additionally, several of the students have challenges with Norwegian, which makes it very difficult to explain things I normally would explain in Norwegian. • Discrepancies from the assessments done on the students, which often don't apply practically. • If they don't know English from before and additionally don't master Norwegian it is very difficult. Lacking teaching resources. Difficult to adapt and follow up. • They are often preoccupied with the Norwegian education during English lessons.
Other	<ul style="list-style-type: none"> • I meet students who really want to learn.

Table 5 shows the subjective answers the respondents gave to question 23, which is a wide variety of unique challenges. This question gives interesting qualitative data directly from the respondents, touching upon issues that might not have been picked up by the other questions in the survey.

Questions 24, 25 and 26 revolve around time management and planning, a topic that is passionately discussed among many teachers.

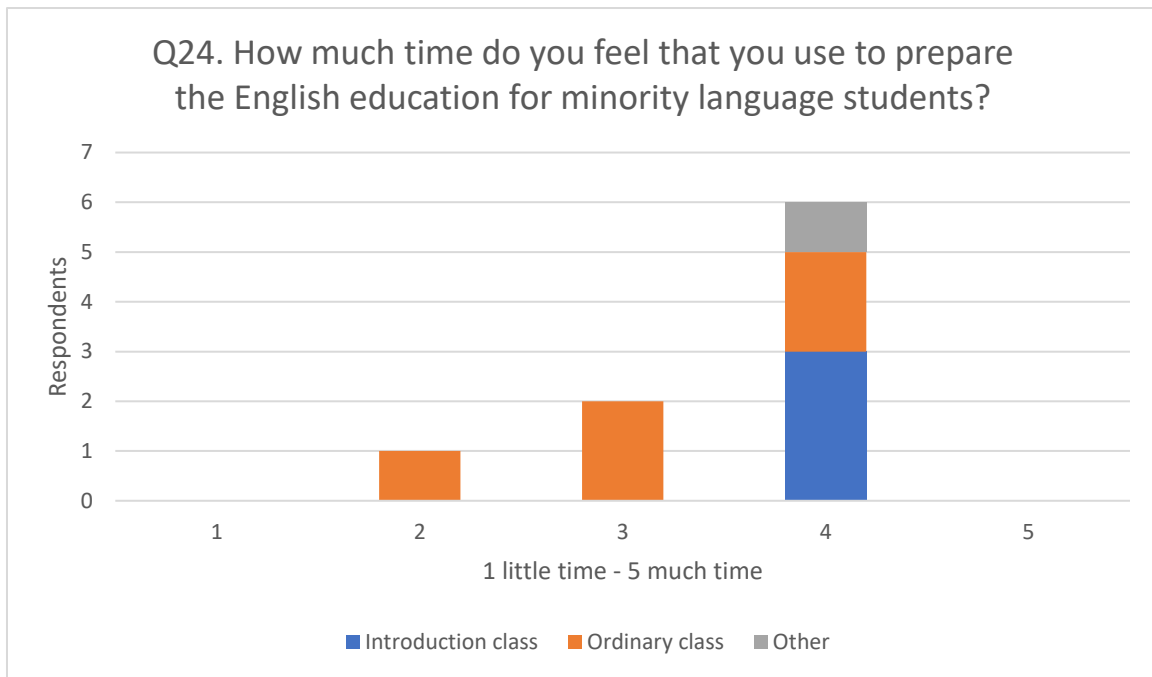


Figure 25: Question 24.

Most of the respondents have selected 4 on the scale, indicating that they feel they use a lot of time preparing for the education of minority language students. Two respondents have selected 3, feeling they use a moderate amount of time. One has selected 2 and feels that he uses fairly little time preparing. The only respondents having selected below 4 on the scale (three respondents) work in ordinary classes, indicating that some teachers teaching English to minority language students in ordinary classes feel they do not use as much time preparing for minority language students as those who teach in introduction classes.

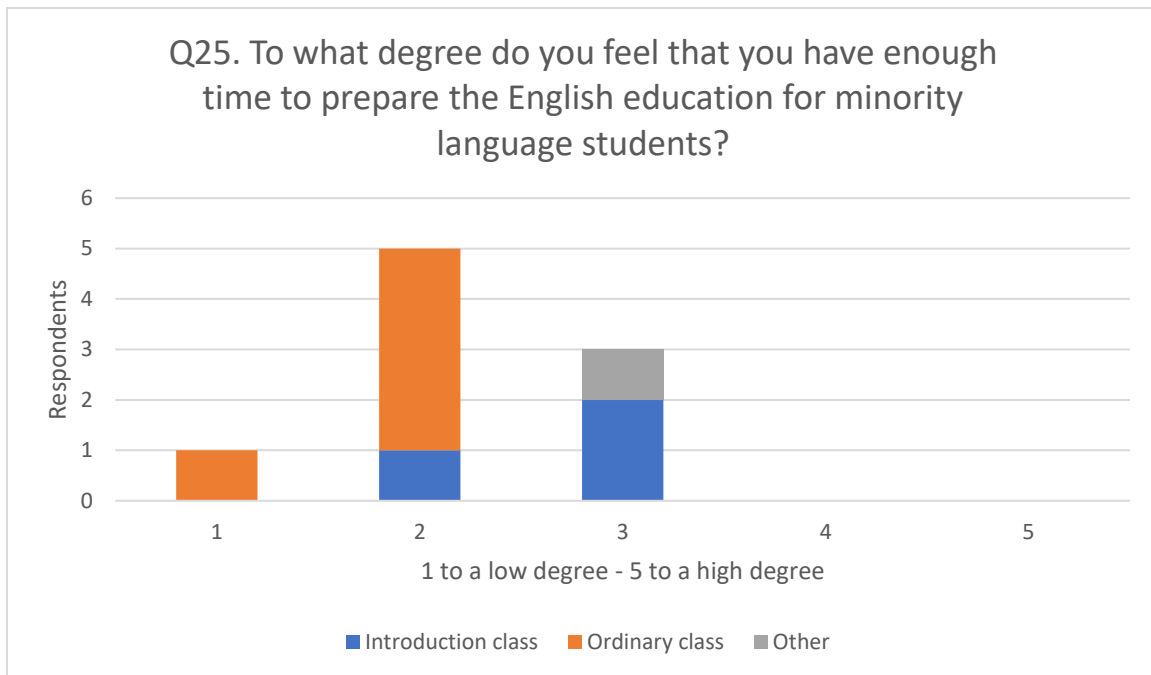


Figure 26: Question 25.

All of the respondents answered from the neutral threshold of 3 and below on the scale. One respondent selected 1 on the scale, indicating that he to a low degree feels he has enough time to prepare. Five respondents selected 2 on the scale, indicating that they to a fairly low degree feel they have enough time to prepare. Three respondents answered neutrally. While most of the respondents do not feel they have enough time to prepare, the teachers who teach English to minority language students in ordinary classes feel to a significantly lower degree they have enough time than those who teach in introduction classes.

Question 26 was a non-mandatory question and four respondents opted to answer.

Table 6. Question 26.

Q26. During planning the lessons, which special considerations do you make in order for the lessons to be the best they can be for your minority language students?	
Introduction class	<ul style="list-style-type: none"> • Due to a lack of textbooks, a lot of time is spent finding teaching plans and themes that are not conceived as “childish”, but are still at a level the students can master (for the junior high school students) and is motivating. This demands a lot of work and time.
Ordinary class	<ul style="list-style-type: none"> • I make preparations so that they can do fewer/easier tasks. • Regrettably, way too few considerations as there is no time for them. I am lucky and have supporting teacher who has most of the lessons. • Try to differentiate as best as I can.

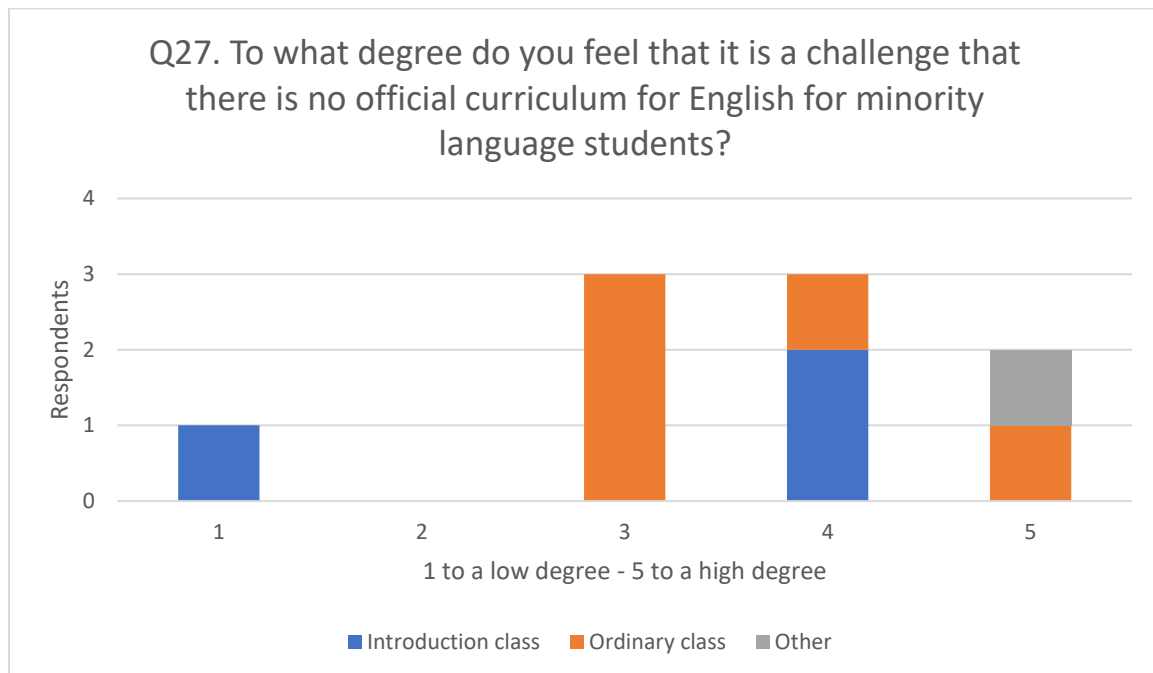


Figure 27: Question 27.

Most of the respondents are in agreement to question 27 with five respondents selecting above the neutral threshold, three selecting 4 on the scale and two selecting 5 on the scale. One of the respondents selected 1 on the scale contrary to the popular opinion. Except for the one outlying respondent, the results of question 27 displayed in Figure 27 above show that the respondents find it challenging that there is no official curriculum for teaching English to

minority language students. In accordance with the rest of the results there is agreement between the teachers in introduction classes and those in ordinary classes, excepting the one outlier.

Questions 28, 29 and 30 revolve around the L1 of the students and how it impacts the education of English.

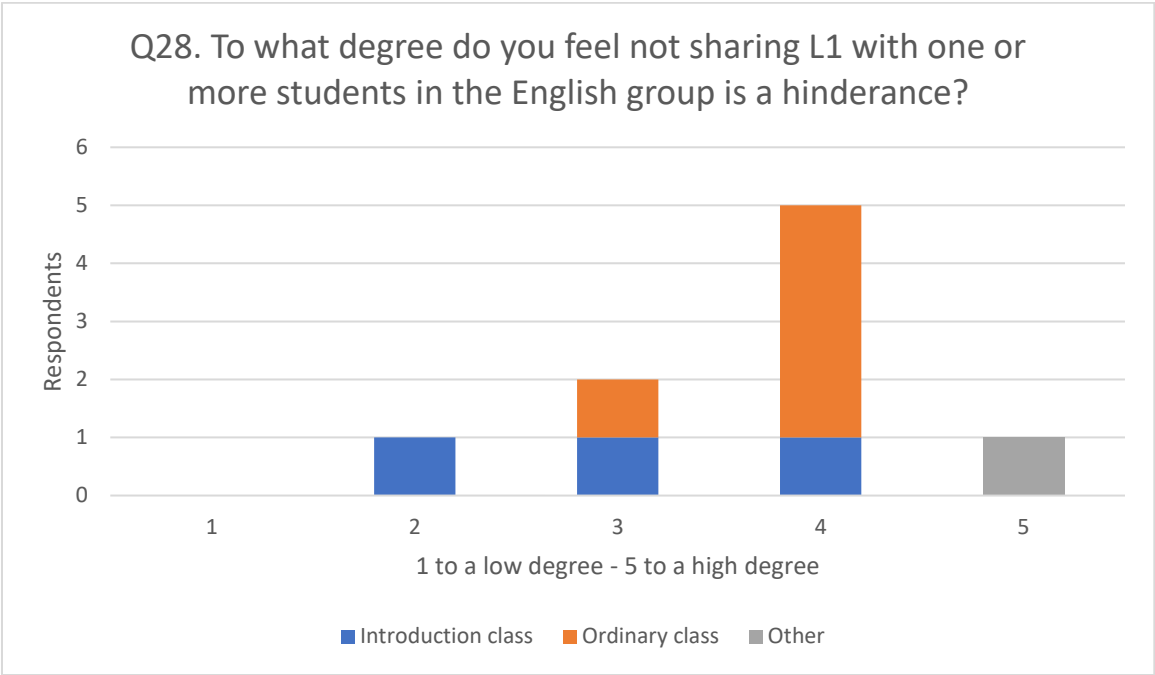


Figure 28: Question 28.

The respondents have answered fairly split across the scale but with the majority selecting 4. One respondent has selected below the neutral threshold and six have selected above it. This gives an indication that the respondents do feel that not sharing L1 with one or more of the students in the group is a hinderance. This indication is more prevalent among the respondents who teach in ordinary classes.

Question 29 follows in the same vein as question 28.

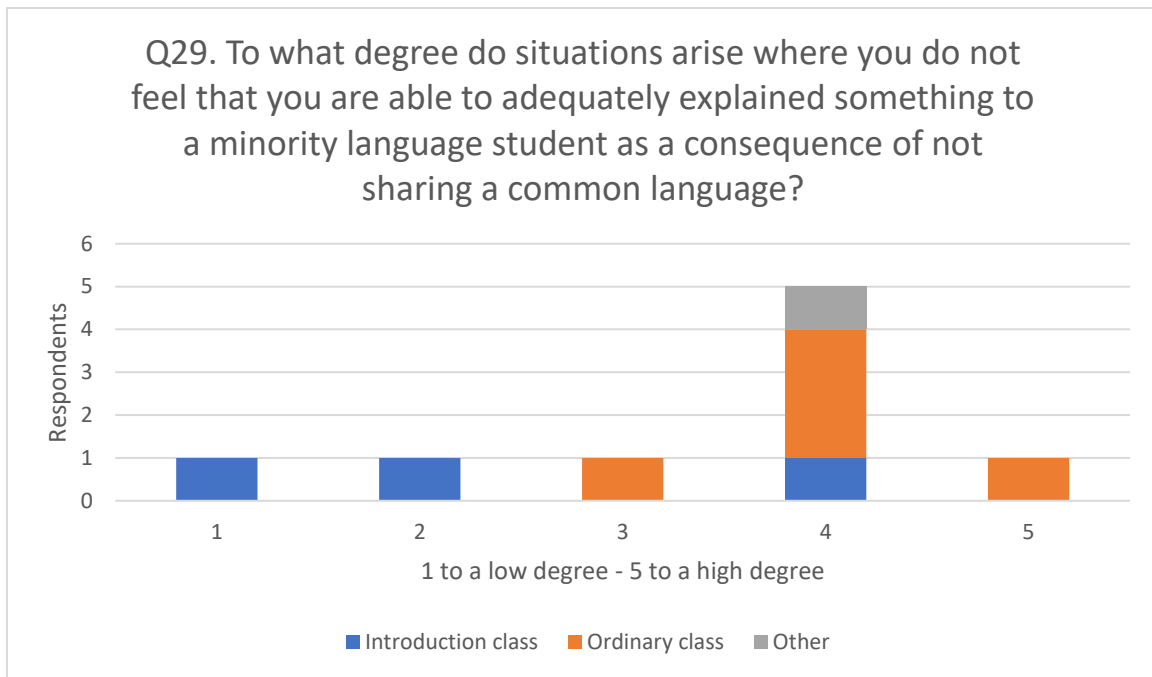


Figure 29: Question 29.

Again, the respondents have selected options across the scale, and again the majority of respondents have selected 4. This shows that there is considerable disagreement among the respondents, but the majority feel that these kinds of situations arise. As with question 28 there are more respondents who teach in ordinary classes that have encountered these situations.

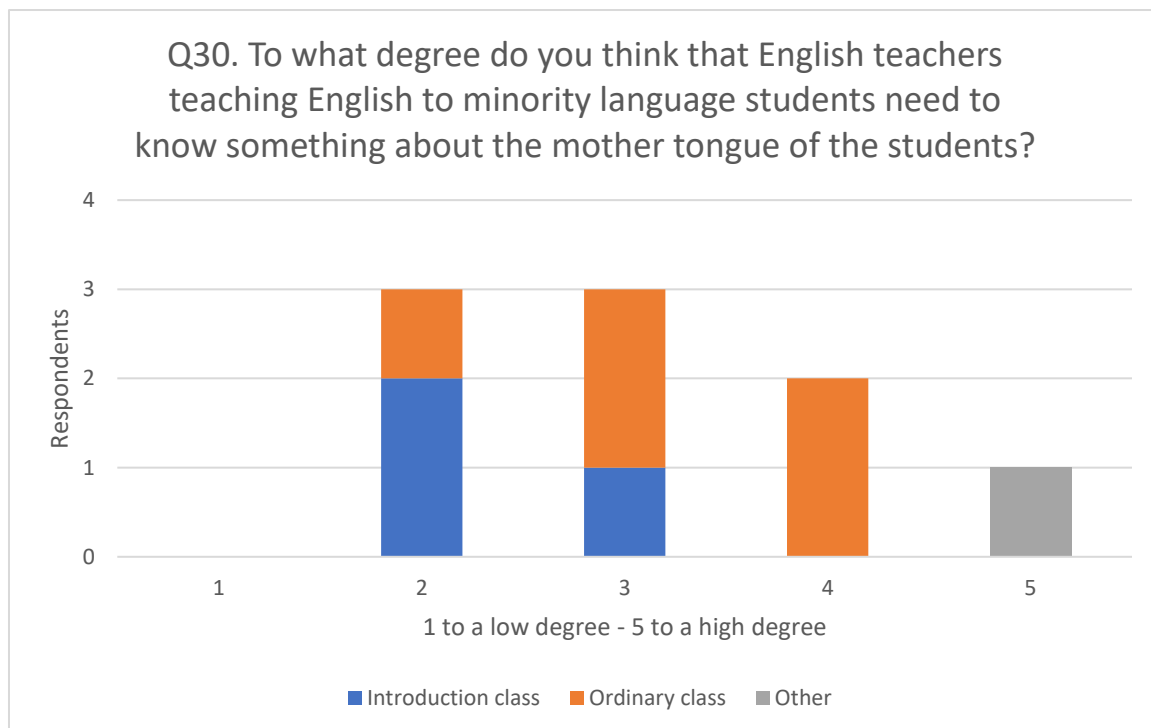


Figure 10: Question 30.

The respondents felt differently about question 30. three respondents answered 2 on the scale, which indicates that they do not think it is very important that teachers know something about their students' L1. Three respondents answered the neutral 3 on the scale, indicating that they do not think it matters much one way or the other. Two answered 4, indicating that they think English teachers to a fairly high degree need to know something about their students' L1. The last respondents chose 5 on the scale, thinking that English teachers to a high degree should know something about their students' L1.

Respondents teaching in introduction classes all answered from the neutral threshold and below on the scale, indicating that they are in some agreement that English teachers do not need to know about their students' L1. The respondents teaching in ordinary classes are more in disagreement, choosing 2,3 and 4 on the scale. The respondent who chose *other* on question 6 chose 5 on the scale, and thinks that English teachers to a high degree need to know about their students' L1.

The respondents were given the opportunity to share their thoughts about teaching English to minority language students in the form of a text answer at the end of the survey, one respondent opted to do so.

Do you have any thoughts about teaching English to minority language students that you have not been able to express through the survey you may write them down in this field.

- Teaching English to minority language students does not need to be challenging, but exciting and educational. The problem arises when the student has problems with Norwegian and English and is at a level that is far below [the level he is supposed to be on].

Figure 31. Closing thoughts.

5.0 Findings and discussion

5.1 Findings

In this section of the chapter I will identify the most significant findings I have made in accordance with the research questions for this thesis. The primary research question for this thesis is:

Research question 1. *What problems and challenges unique to the setting do teachers face who teach English to minority language students in Norwegian schools?*

The secondary research question is:

Research question 2. *What differences are there in these problems and challenges the teachers face who teach English to minority language students in introduction classes compared to those who do the same in ordinary classes?*

Additionally, the thesis aims to discuss how the teachers feel about these problems and challenges and ways to address them.

5.1.1 Findings to research question 1.

These are the most significant findings I made for research question 1. *What problems and challenges unique to the setting do teachers face who teaching English to minority language students in Norwegian schools?*

1. Very few teachers teaching English to minority language students have any sort of education or courses regarding education of minority language students. This is something that the teachers wish they had.
2. The teachers do not feel that their education has sufficiently prepared them for teaching English to minority language students.
3. Many of the teachers do not have any additional resources when teaching English to minority language students. This is something they feel strongly that they would benefit from.
4. Many teachers do not have textbooks that are especially made for teaching English to minority language students. They feel that this is very challenging.
5. The teachers have responded very differently to questions 11, 31 and 32 about multilingualism. This could indicate misunderstandings and a lack of knowledge

around the term multilingualism and the role it has in language learning. Additionally, many of the teachers disagreed on whether or not teachers teaching English to minority language students should know something about the mother tongue of its students, further indicating a lack of understanding of multilingualism.

6. There seemed to be some confusion among teachers on how the English skills of the minority language students they teach English to are assessed. Most of the teachers reported that they did not feel the assessment was successful. Teaching English to students whose skills in English are not assessed or to students whose assessment you are unfamiliar with can be a big challenge.
7. The teachers feel they spend a lot of time preparing the teaching of minority language students. Additionally, the teachers do not feel they have enough time available to sufficiently prepare the education of minority language students.
8. The teachers in this study feel that it is very challenging that there is no official curriculum for English for minority language students.
9. Most of the teachers have experienced not having a common language with one or more of their students as challenging. Many also report instances where they have not been able to adequately explain something as a result of not having a common language with one or more of the students.
10. The teachers felt that the students' educational background from before they came to Norway affects the students' ability to learn English. Surprisingly, the teachers had very different experiences regarding whether or not the students' educational background was a challenge when teaching English.

5.1.2 Findings to research question 2.

These are the most significant findings I made for research questions 2. *What differences are there in these problems and challenges the teachers face who teach English to minority language students in introduction classes compared to those who do the same in ordinary classes?*

1. Teachers teaching English to minority language students in introduction classes felt this way of organising the students was more successful than those who teach in ordinary classes expressed.

2. Teachers working in introduction classes did not think that multilingualism among the students was a challenge when teaching English. The teachers who work in ordinary classes felt to a significantly higher degree that this was a challenge.
3. Teachers working in ordinary classes felt that teaching English to minority language students was much more challenging than teaching English to Norwegian students. Those who work in introduction classes felt it was more challenging, but to a lesser degree.
4. Those teaching in introduction classes felt they spent more time preparing the English education of minority language students than those who teach in ordinary classes. Those who teach in introduction classes also felt to a higher degree they had enough time to prepare than those who teach in ordinary classes.
5. The teachers working in ordinary classes felt not sharing a common language with one or more of their students was a bigger challenge than those working in introduction classes expressed. In addition, they had to a much higher degree experienced situations where they were not able to adequately explain something to a minority language student as a consequence of not sharing a common language.

5.2 Discussion

In this part of the chapter I will discuss the individual findings presented in the previous part of the chapter. This section will consist of two parts:

1. Research question number 1: *What problems and challenges unique to the setting do teachers face when teaching English to minority language students in Norwegian schools?*
2. Research question number 2: *What differences are there in these problems and challenges the teachers face when teaching English to minority language students in introduction classes compared to those who do the same in ordinary classes?*

5.2.1 Research question number 1.

Each of the ten significant findings of the questionnaire will be discussed individually below.

1. Very few teachers teaching English to minority language students have any sort of education or courses regarding education of minority language students. This is something that the teachers wish they had.

As you can see in Figure 8 on page 32, only one of the nine respondents had any kind of education or courses regarding education of minority language students – leaving eight of the nine respondents without any sort of education or courses regarding the education of minority language students. Considering that the respondents are teachers teaching English to minority language students, this is a disconcerting number. It would be very interesting to see a nationwide survey of teachers in Norwegian schools teaching minority language students to get an indication of whether this is a real problem Norwegian schools face, or if the small nature of the present research project has come up with non-representative results. If you look at Figure 10 on page 33, you see that most of the teachers who do not have this type of education find it challenging that they do not have it. These results are not very surprising. Doing a job you have no education or training in can be a very daunting task. This is an answer one of the respondents gave to question 4, found in Figure 11 on page 34:

“The most challenging is to be able to give the education the student has a right to, when you don’t feel adequately equipped for the task.”

Not feeling that you are qualified to do the job you are doing could lead to teachers second guessing their decisions and feeling dissatisfied with their work. This could also be a huge

disservice to the students, as there is a possibility that the teachers aren't performing as well in their job as they should be doing.

2. The teachers do not feel that their education has sufficiently prepared them for teaching English to minority language students.

If you look at Figure 12 on page 35, you will see that all nine respondents answered on the lower half of the scale – with seven respondents selecting alternative 1 (to a low degree). This is a very significant indication that teachers in Norwegian schools teaching English to minority language students do not feel prepared to do so. This is in accordance with the quick survey I did of the teacher education programmes at some of Norway's universities, where none of the universities mentioned minority language students in the 'about sections' of their programmes. Additionally, it coincides with the research done by Surkalovic (2014) where she examined how well-prepared prospective teachers inducted in such a programme were to teach English to minority language students. In a comparative study Dahl and Krulatz (2016) there are similar findings, as they found that the programmes focused on other aspects of language learning that were not benefiting teaching English to minority language students. Based on these findings it seems that there should be a reevaluating of the goals of the teacher education programmes in Norway in order to include steps to prepare teachers for educating minority language students.

There is also reason to believe that there is a considerable connection between this finding and the previous one, that few of the respondents had any education or courses regarding the education of minority language students. If the teachers do not have any sort of education or courses regarding the education of minority language students it is easy to assume that they will not feel prepared to teach these types of students. Giving these types of courses and further education to teachers already working with minority language students could improve the feeling of preparedness among these teachers.

3. Many of the teachers do not have any additional resources when teaching English to minority language students. This is something they feel strongly that they would benefit from.

Looking at Figure 15 on page 39, you will see a presentation of how the respondents answered on questions about additional resources in the context of teaching English to minority

language students. Five of the respondents answered that they had additional resources and four respondents answered that they did not. The four respondents who did not have resources all agreed that they miss not having them. Interestingly, the five who had additional resources were to a very mixed degree happy with the benefit they gave. Since I do not know more about the nature of the resources these teachers had, the following paragraph will be fairly speculative. There are a number of different resources a teacher can have when working with minority language students. For instance, an extra teacher in the class room, an assistant, fewer students in the group, or materialistic resources (books, computers, iPads, etc.), and so forth. Naturally, these very different resources will have different impact in the classroom, which in turn could result in a different feeling of benefit. Should the resource be a human one, the benefit of the resource is very much connected to the skillset of the person. I have personally witnessed schools that have hired native speakers of certain languages to work in introduction classes as additional resources. While this last part is a bit anecdotal, these schools reported great benefits with this type of additional resource.

The four respondents who did not have additional resources all agreed that they missed having them. This indicated that there is a huge conceived benefit from additional resources among those that do not have them. This could be because the respondents imagine the best-case scenario when they consider what type of resource they would like to have in the classroom. The results show a disconnect in the benefit of additional resources between those who have them and the perceived benefit among those who do not.

4. Many teachers do not have textbooks that are especially made for teaching English to minority language students. They feel that this is very challenging.

As you can see in Figure 16 on page 40, only three of the respondents use textbooks especially made for minority language students. This means that the remaining six respondents do not use textbooks especially made for minority language students. The three respondents who use these specialized books were asked to what degree they were happy with the textbooks. They all answered favourably for the books. The six respondents who did not use specialized textbooks were asked to what degree they felt not having these types of books were a challenge. As you can see in Figure 16 on page 40, they all answered on the top half of the scale, with four out of six selecting 5 (to a high degree) on the scale. One of the respondents had this to say on the matter in question 26:

“Due to a lack of textbooks, a lot of time is spent finding teaching plans and themes that are not conceived as ‘childish’, but are still at a level the students can master (for the junior high school students) and is motivating. This demands a lot of work and time.”

You can find this quote in Table 6 on page 54.

It is surprising that so many of the teachers do not have specialized textbooks when they feel not having them is so challenging. One has to wonder why this is the case. There could be a financial aspect to understanding why so few teachers use these books. It could be the case that schools do not prioritize purchasing new specialized textbooks when they have sets of textbooks used in ordinary classes. One teacher wrote this as an answer to question 9, found in Table 2 on page 38:

“... I have to find suited course books and lecture plans and try to get the administration to order these things. We get it from time to time, when there is some extra room in the budget.”

Another reason could be that the teachers simply do not know that these types of books exist. Either way it seems that acquiring these types of specialized books could be a way of making teaching English to minority language students less challenging for the teachers.

5. The teachers have responded very differently to questions about multilingualism. This could indicate misunderstandings and a lack of knowledge around the term multilingualism and the role it has in language learning. Additionally, many of the teachers disagreed on whether or not teachers teaching English to minority language students should know something about the mother tongue of its students. Further indicating a lack of understanding of multilingualism.

Based on the answers the respondents gave to a series of questions regarding multilingualism it would appear that there might be some confusion around the term and how it affects language learning. If you look at Figure 19 on page 43, you can see that all the respondents agree to some degree that multilingualism is a resource when teaching English to minority language students. This belief among the teachers is in accordance with the benefit multilingualism has on language learning as proposed by Dahl and Krulatz (2016). This indicates that the teachers have an understanding and informed opinion on the resourcefulness of multilingualism in the classroom. However, if you look at Figure 20 on page 44, you will see quite a bit of disagreement among the respondents. The respondents were in

this case asked to what degree multilingualism was a challenge when teaching English. Based on the results shown in Figure 19 on page 43, one would assume the answer to the question to be slightly opposite to the results in Figure 20. This is to a certain extent correct, there are however three respondents who have answered that they feel multilingualism among the students is a challenge when teaching English. This result was quite surprising. There are a number of possibilities why this situation might be the case. One possibility could be that the questions were worded poorly and the respondents did not understand what they were asked. Another possibility could be that there is, as proposed by Dahl and Krulatz (2016), a lack of formal competence to support the students' multilingual development and to support teaching English in a multilingual classroom. This latter possibility could be supported by the findings in Table 3 on page 45. If you look at the results in the table, you will see that there is considerable disagreement among the respondents as to how learning one language affects learning another language. Additionally, as shown in Figure 30 on page 57, there are three respondents who feel that teachers teaching English to minority language student do not need to know something about the mother tongue of the students. These results could be supportive of Dahl and Krulatz' (2016) study that found a lack of understanding of what multilingualism is among the teachers participating in their study. The first possibility is still an option, the questions might have been worded in such a way as to be confusing for the respondents. Making prospective English teachers and teachers teaching English to minority language students more aware of what multilingualism is and the benefits it could have on language learning seems like it might have a positive impact in the classroom.

6. There seemed to be some confusion among teachers on how the English skills of the minority language students they teach to are assessed. Most of the teachers reported that they did not feel the assessment was successful. Teaching English to students whose skills in English are not assessed or to students whose assessment you are unfamiliar with can be a big challenge.

Question 16 in the survey asked the teachers to explain how the assessment of the English skills of minority language students was done at their school. All the answers are included in Figure 17 on page 41, and as you can see, there was a general lack of knowledge on the subject among a number of the respondents. One respondent answered, "*I have no idea.*" Another answered, that "*As far as I know, they are assessed in the introduction class before*

they participate in the ordinary lectures.” This also indicated a lack of communication between the teachers who are responsible for the students.

Not surprising, there was a lot of variation in the answers given when the respondents were asked to evaluate to what degree the assessment of the students was successful. As shown in Figure 18 on page 42: the majority of respondents did not think the assessment at their school was successful. It would be very interesting to see the results of a larger study on this topic, as there seems to be quite a lot of confusion and many different practices among the respondents. It would seem that some of the schools participating in this study should evaluate their routines when it comes to the assessment of the English skills of minority language students. Clearer guidelines in the Education Act could also help on this issue.

7. The teachers feel they spend a lot of time preparing the teaching for minority language students. Additionally, the teachers do not feel they have enough time available to sufficiently prepare the instructions for minority language students.

Figure 25 on page 52 shows that the vast majority of respondents feel they spend a lot of time preparing their teaching for minority language students. This question is a bit vague as it does not really contrast the time spent to anything. The results do however give the indication that the teachers in this study feel they spent much time preparing for these students.

As a teacher myself, I know quite well that there probably is no such thing as “enough time” when it comes to preparing for instructions. As presented in Figure 26 on page 53, the respondents in this study feel that they to a fairly low degree have enough time to prepare the English instructions for their minority language students. A reason for this could be tied to what the results in Figure 16 on page 40 showed, that many of the teachers do not have textbooks especially made for teaching English to minority language students. This could in turn mean that the teachers have to spend time finding and creating adapted teaching material for these students, a task that can be very time-consuming. The topic of time spent preparing could very well be tied up to the next finding as well.

8. The teachers in this study feel that it is very challenging that there is no official curriculum for English for minority language students.

As mentioned above on page 7, there is an official curriculum for basic Norwegian for minority language students. There is however no such official curriculum when it comes to English for minority language students. Figure 27 on page 54 indicated that the vast majority of respondents agreed that not having an official curriculum was a challenge. One of the reasons for this could be that this leads to the teachers having to make their own curriculums with little to no guidance from official channels. This could be a difficult and time-consuming task for the teachers. An official curriculum could also lead to lesser differences in the education of minority language students across different schools in Norway.

9. Most of the teachers have experienced not having a common language with one or more of their students as challenging. Many also report instances where they have not been able to adequately explain something as a result of not having a common language with one or more of the students.

Considering that minority language students in Norwegian schools come from different countries from all over the world, it is not surprising that there are instances where the teachers do not share a common language with one or more of their students. As you can see in Figure 28 on page 55, this is something most of the respondents feel is a hindrance when teaching English. It can be very challenging to explain something to a student when you do not share a common language, this is something I have experienced first-hand. Indeed, if you look at Figure 29 on page 56, you can see that many of the respondents reported having experienced this type of situation. In such cases, the teachers might have to resort to using images or gestures to explain words or concepts. This is a different problem to solve as it inherently is an integral part of the job. Independently from this study, I have observed that in some schools students who have not had a lot of earlier education are trained exclusively in Norwegian for a period of time after they arrive.

10. The teachers felt that the students' educational background from before they came to Norway affects the students' ability to learn English. Surprisingly, the teachers had very different experiences regarding whether or not the students' educational background was a challenge when teaching English.

Figure 22 on page 47 shows that the respondents agreed that the students' previous educational background from before they came to Norway affects their ability to learn English. Table 4 on page 49 includes the respondents' reflections on the impact of the students' previous education. One of them said that *"Missing education has a great influence. The students have to learn study methods and strategies. They depend on close guidance."* Another respondent had this to say on the matter:

"In Norway the English education starts in the first grade – that is when the youngest children are 5 years old. This means that the level is quite high by the time they start junior high school for instance. This is in the higher grades (the end of primary school/junior high school) especially noticeable, when minority language students arrive who have had little previous English education."

These are great points on why the previous education of the students has an impact on their ability to learn English when they enter into Norwegian schools. Not only can they have gaps in their language education, they can have gaps that involve basic strategies for learning.

With this in mind, the results shown in Figure 23 on page 48 are very surprising. The respondents were asked to what degree they had experienced the students' educational background as a challenge when teaching English. Half of the respondents answered below the neutral threshold and half of the respondents answered above. This indicated that the respondents are equally split in how they have experienced educational backgrounds as a challenge. When you consider the results in Figure 22 and Table 4, the results in Figure 23 seem to be slightly contradictive. One explanation for this could be that the respondents have had very different experiences on the matter. Perhaps some of the respondents have had students who have had a lot of previous education, in which case the students' educational background could be experienced as a benefit instead of a challenge. Another possibility could be that the question is poorly worded and that the respondents did not understand what I was trying to ask them. The results of question 20 as shown in Figure 23 on page 48 make it difficult to draw a conclusion on the respondents' experiences with the educational backgrounds of the students and the challenges that may or may not arise as a result.

5.2.2 Research question number 2

I will discuss each of the five significant findings of this research project individually below.

1. Teachers teaching English to minority language students in introduction classes felt this way of organising the students was more successful than those who teaches in ordinary classes felt.

In Figure 14 on page 37, you will see that the respondents felt fairly differently about how successful the organization of minority language students was at their schools. The majority of respondents selected options below the neutral threshold indicating that they do not feel the organization is successful. This is in itself very interesting and tells us that there should perhaps be done a reevaluation of how schools organize minority language students. Another interesting find is that all of the respondents who work in ordinary classes answered that they do not feel the organization of minority language students is successful, this is not the case for those who work in introduction classes. Referencing Figure 14, you will see that two respondents who work in introduction classes have stated that they feel that the organization at their school is successful to a high degree. Based on the answers of the nine respondents in this study, we get the indication that teachers think introduction classes are more successful than ordinary classes on an organizational level. It is important to have in mind that only three of the respondents work in introduction classes, one of whom did not feel the organization of students was particularly successful.

When asked to give opinions on what works well and what does not the teachers gave insightful answers. Here are some excerpts from the answers, the rest can be found in Table 2 on page 38.

One teacher working in an introduction class said that one of the benefits of introduction classes is that *"... the instruction happens in introduction classes and thus, for our part, in smaller groups than they would be in ordinary classes."* In a similar note, another teacher from an introduction class answered, *"That there are few students saves time for me and I can give help to each of them."* This gives the indication that the teachers working in introduction classes feel that one of the biggest benefits of this way of organizing, is that it makes it possible to have the students in smaller groups. Additionally, as answered by another teacher, it gives them the opportunity to differentiate the groups by levels.

2. Teachers working in introduction classes did not think that multilingualism among the students was a challenge when teaching English. The teachers who work in ordinary classes felt to a significantly higher degree that this was a challenge.

We have seen that multilingualism is a phenomenon there might be some confusion about among teachers and there might even be a general lack of formal competence on the subject, as proposed by Dahl and Krulatz (2016). Looking at Figure 20 on page 44, we again see that there are very different feelings among the respondents on the subject of multilingualism. This was discussed above on pages 65 and 66, so I will not discuss that further here. What is interesting to note however, is that teachers working in ordinary classes dominate the partition of respondents having answered that they feel multilingualism among the students is a challenge when teaching English. This indicates that among the respondents in this study, teachers in ordinary classes feel multilingualism among the students is challenging to a higher degree than teachers in introduction classes. This is a bit puzzling and I have no real hypothesis for why this could be the case. It could indicate a lesser degree of understanding of what multilingualism is among the teachers in this study who work in ordinary classes.

3. Teachers working in ordinary classes felt that teaching English to minority language students was much more challenging than teaching English to Norwegian students. Those who work in introduction classes felt it was more challenging, but to a lesser degree.

Looking at Figure 24 on page 50, we see that the respondents agree that they think it is more challenging to teach English to minority language students than it is to Norwegian students. Further, we see that the respondents who are teachers who work in ordinary classes to a higher degree feel this way. There could be many reasons for this, what is certain is that the two groups of teachers are in quite different situations. Teachers in introduction classes work exclusively or almost exclusively with minority language students. Teachers in ordinary classes usually have groups consisting primarily of Norwegian students and a small part of the group are minority language students. This makes comparisons between Norwegian students and minority language students much more prevalent and would happen naturally

among teachers in ordinary classes which, could account for these teachers feeling that teaching English to minority language students to a higher degree is more challenging than those who teach English in introduction classes.

4. Those teaching in introduction classes felt they spent more time preparing the English education of minority language students than those who teach in ordinary classes. Those who teach in introduction classes also felt to a higher degree they had enough time to prepare than those who teach in ordinary classes.

As discussed above, the majority of respondents reported that they feel they use a lot of time preparing the teaching of minority language students. This is true more so for teachers in introduction classes than for teachers in ordinary classes, as shown in Figure 25 on page 52. I think that there is a quite simple explanation for this. There is a chance that the teachers in introduction classes feel this way because the only students they prepare instructions for are minority language students, which in turn means that all their preparational time is spent on these students. Looking at Figure 26 on page 53, we see that the teachers in introduction classes feel they have more time available to prepare than those in ordinary classes. There is a good possibility that the reason is similar for this finding. Teachers in ordinary classes have to prepare the instructions of “ordinary” students in addition to those of minority language students, making them feel that they to a lower degree have enough time to prepare for these students. As found in Table 5 on page 51, one of the teachers working in an ordinary class said the following on the matter when asked what challenges he faces when teaching English to minority language students:

“Time-demanding: An enormous amount of time is needed to prepare good lectures. This is time I don’t get from the school. This results in parallel education in Norwegian/English. The English education is often tied to a social science topic – this the students have to learn in Norwegian first in order for the education to have any meaning. Alternatively, the teacher has to base [the education] in a topic from the student’s previous education. It is very demanding in any case. The worst thing is that there isn’t enough time to create good learning situations – minority language students are put in ordinary classes.”

5. The teachers working in ordinary classes felt not sharing a common language with one or more of their students was a bigger challenge than those working in introduction classes expressed. In addition, they had to a much higher degree experienced situations where they were not able to adequately explain something to a minority language student as a consequence of not sharing a common language.

The majority of respondents felt not sharing L1 with one or more of the students in their English groups was a challenge. Figure 28 on page 55 further reveals that this is to a lesser degree true for teachers in introduction classes than for teachers in ordinary classes. Similarly, looking at Figure 29 on page 56, we see that the majority of respondents had experienced situations where they were not able to adequately explain something as a consequence of not sharing a common language with one or more of their students. Again we see that this was much more common among teachers in ordinary classes. I think the reason for this could be that in introduction classes there are usually several students who share a common language. Students could be from the same country and therefore have the same L1, or they could have learned a common language some other way at some point in their lives. This gives the students in introduction classes the opportunity to explain things to each other in the group, which could be an enormous help to the teachers. There is a smaller chance for this to happen in ordinary classes as there could be few minority language students in a given group, decreasing the likelihood of the students sharing a common language.

6.0 Conclusion

The findings of this limited study among teachers teaching English to minority language students show that there are a number of challenges that are unique to their situation within Norwegian schools. Additionally, this limited study found a handful of challenges that were perceived differently by teachers teaching minority language students in introduction classes when compared to teachers teaching minority language students in ordinary classes. While there has been done little research on challenges of teachers who teach English to minority language students, the findings of this limited study coincide with the findings done by Surkalovic (2014) and Dahl & Kurlatz (2016) on the lack of focus on minority language students in Teacher Programmes in Norwegian universities and the general lack of knowledge among teachers teaching English to minority language students in Norwegian schools on the topic of multilingualism. The present study was on a small scale and cannot be perceived as representative for the country as a whole. Further research on the topic of challenges unique for the situation of teaching English to minority language students in Norwegian schools should be conducted to shed more light on a very interesting and barely researched subject.

References

- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Virginia. *America: Pearson Education*.
- Beck, C. W. (2012). Sosial Bakgrunn - et skoleproblem. *Bedre Skole*. Retrieved from Utdanningsforskning.no website: <https://utdanningsforskning.no/artikler/sosial-bakgrunn---et-skoleproblem/>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*: sage.
- Dahl, A., & Krulatz, A. (2016). Engelsk som tredjespråk: Har lærere kompetanse til å støtte flerspråklighet? *Acta Didactica Norge*, 10(1), 18 sider.
- Edwards, J. (2002). *Multilingualism*: Routledge.
- Groningen, U. o. (2018). Defining multilingualism. *Multilingual practices*. Retrieved from <https://www.futurelearn.com/courses/multilingual-practices/0/steps/22637>
- Grøgaard, J. B., Helland, H., & Lauglo, J. (2008). *Elevenes læringsutbytte: Hvor stor betydning har skolen? En analyse av ulikhet i elevers prestasjonsnivå i fjerde, syvende og tiende trinn i grunnskolen og i grunnkurset i videregående*: NIFU STEP.
- Hogg, R., & Denison, D. (2008). *A history of the English language*: Cambridge University Press.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*: John Wiley & Sons.
- Muijs, D. (2010). *Doing quantitative research in education with SPSS*: Sage.
- Nardi, P. M. (2015). *Doing survey research*: Routledge.
- NOU. (2011). *Bedre integrering - Mål, strategier og tiltak*. Regjeringen.no: Departementets servicesenter - Informasjonsforvaltning Retrieved from <https://www.regjeringen.no/contentassets/f5f792d1e2d54081b181655f3ca2ee79/no/pdfs/nou201120110014000dddpdfs.pdf>.
- NTNU. (2018). Lektorutdanning i språkfag for trinn 8–13. Retrieved from <https://www.ntnu.no/studier/mlspraak/om>
- The Education Act. Adapted language education for pupils from language minorities §2-8 C.F.R. (2018a).

- The Education Act. Organisation of pupils in groups, §8-2 C.F.R. (2018b).
- Rosado, C. (1996). Toward a definition of multiculturalism. *Rosado consulting*, 1, 12.
- Surkalovic, D. (2014). Forbereder grunnskolelærerutdanningen engelsklærere for undervisning i engelsk som tredjespråk i Norge? *Acta Didactica Norge*, 8(2), Art. 6, 17 sider.
- Säljö, R., & Krumsvik, R. J. (2013). *Praktisk-pedagogisk utdanning: en antologi*: Fagbokforl.
- Teddlie, C., & Tashakkori, A. (2011). Mixed methods research. *The Sage handbook of qualitative research*, 285-300.
- UiO. (2018a). Lektorprogrammet. Hva lærer du? Retrieved from <http://www.uio.no/studier/program/lektorprogrammet/hva-lerer-du/>
- UiO. (2018b). Personvern og vilkår for bruk av Nettskjema. Retrieved from <http://www.uio.no/tjenester/it/applikasjoner/nettskjema/mer-om/personvern/tos.html>
- UiT. (2018). Lektorutdanning for trinn 8-13 - master. Retrieved from https://uit.no/utdanning/program/361218/lektorutdanning_for_trinn_8-13_-_master
- Norwegian Directorate for Education and Training. Læreplan i grunnleggende norsk for språklige minoriteter, (2007).
- Norwegian Directorate for Education and Training: Veileder. Innføringstilbud til nyankomne minoritetsspråklige elever, (2016).
- Norwegian Directorate for Education and Training: Barn, unge og voksne med innvandrerbakgrunn i grunnopplæringen, (2017).
- Norwegian Directorate for Education and Training: English subject curriculum, (2018).
- Wiborg, Ø., Arnesen, C. Å., Grøgaard, J. B., Støren, L. A., & Opheim, V. (2011). Elevers prestasjonsutvikling-hvor mye betyr skolen og familien? Andre delrapport fra prosjektet 'Ressurser og resultater'.

Appendix 1 – Invitation to join the research project

Forespørsel om deltakelse i forskningsprosjektet

Teaching English to minority language students in Norwegian schools

Bakgrunn og formål

Jeg heter Jostein Fagerli og er student ved UiT Norges arktiske universitet (Universitetet i Tromsø) og er nå inne i mitt siste semester på Mastergrad i lektorutdanning trinn 8 - 13. Denne våren skriver jeg en engelskdidaktisk mastergradsoppgave. Formålet med mastergradsoppgaven er å undersøke ulike aspekter ved det å undervise engelsk til minoritetsspråklige elever i norsk skole. Studien vil forsøke å avdekke utfordringer lærerne opplever, hva lærerne tenker rundt temaet og hvordan undervisninga praktiseres. Oppgaven vil diskutere relevant teori og se på hvordan ulike utfordringer kan løses. Det vil også bli foretatt en sammenligning mellom undervisning i innføringsklasser og i ordinære klasser.

I forbindelse med dette ønsker jeg å nå ut til lærere som underviser engelsk til minoritetsspråklige elever – både i innføringsklasser og ordinære klasser.

Hva innebærer deltakelse i studien?

Deltakelse i studien vil innebære å besvare en nettbasert spørreundersøkelse. Spørreundersøkelsen består av 32 spørsmål og vil ta ca. 15-20 minutter å gjennomføre. Dette er den eneste formen for datainnsamling som blir foretatt i prosjektet. Typen opplysninger som innhentes er i hovedsak lærernes oppfatninger av ulike situasjoner i forbindelse med organisering og undervisning. Undersøkelsen er helt anonym. Det vil ikke kreves noen form for innlogging eller profil for å besvare. Spørsmålene vil ikke be om identifiserende informasjon.

Hva skjer med informasjonen om deg?

Alle opplysninger vil bli behandlet konfidensielt. Det er kun masterstudent Jostein Fagerli og i mindre grad veileder Ellen Mentzoni som har tilgang til informasjonen. Det vil ikke bli hentet noen personopplysninger. Informasjonen vil bli lagret på UiO (Universitet i Oslo) sine servere gjennom nettsiden Nettskjema. Informasjonen er kun tilgjengelig for student gjennom innlogging via Feide.

Deltakerne vil ikke på noen måte kunne bli gjenkjent i prosjektet.

Prosjektet skal etter planen avsluttes 15.05.2018. Ved prosjektets slutt vil alt datamateriale bli slettet. Innebygget i Nettskjema er også en dødmannsnøkkel som sletter data automatisk 6 måneder etter stengt undersøkelse.


Frivillig deltakelse

Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert.

Dersom du har spørsmål til studien, ta kontakt med Jostein Fagerli, på mobilnummer 92017926, eller epost: jos.fagerli@gmail.com, eller veileder Ellen Mentzoni, på mobilnummer 41613545, eller epost: ellen.mentzoni@uit.no

Samtykke til deltakelse i studien

Ved å besvare spørreundersøkelsen, samtykker du til at svarene du gir vil bli brukt i prosjektet med de forutsetningene som er nevnt ovenfor.



(Signert student Jostein Fagerli, 09.04.2018)



(Signert veileder Ellen Mentzoni, 09.04.2018)

Appendix 2 – The survey

Spørreundersøkelse om undervisning av engelsk til minoritetsspråklige elever i norsk skole

Side 1

Dette er en anonym spørreundersøkelse for lærere som underviser engelsk til minoritetsspråklige elever. Spørreundersøkelsen vil være datagrunnlaget for en mastergradoppgave som ser på utfordringer med å undervise engelsk for minoritetsspråklige elever i norsk skole. På spørsmålene der du blir bedt om å svare med tekst velger du selv hvor omfattende du vil svare. Du vil se at noen av tekstspørsmålene ikke er obligatoriske, disse velger du selv om du vil svare på. Tusen takk for at du deltar på undersøkelsen.

Dette er en helt anonym spørreundersøkelse. Det er viktig at du unngår å skrive noe som kan være direkte eller indirekte identifiserende for individene spørreundersøkelsen omhandler, deg selv inkludert.

1. Hvilken utdanning har du i engelsk? *

- Årsenhet/grunnfag
- Bachelor/mellomfag
- Master/hovedfag
- Annet

2. Har du noen utdanning eller kursing som omhandler undervisning av minoritetsspråklige elever? *

- Ja
- Nei

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «2. Har du noen utdanning eller kursing som omhandler undervisning av minoritetsspråklige elever?»: Nei

3. I undervisningssammenheng, i hvilken grad synes du det er en utfordring at du ikke har utdanning eller kursing som omhandler undervisning av minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

- 1
- 2
- 3
- 4
- 5

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «2. Har du noen utdanning eller kursing som omhandler undervisning av minoritetsspråklige elever?»: Ja

3. I hvilken grad synes du det har vært til hjelp at du har utdanning eller kursing som omhandler undervisning av minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

- 1
- 2
- 3
- 4
- 5

4. Hva mener du kan være utfordrende med ikke å ha denne typen kurs eller utdanning?

Ikke-obligatorisk spørsmål. Skriv så utfyllende som du selv ønsker.

5. I hvilken grad føler du at utdanningen din har forberedt deg på å undervise engelsk for minoritetsspråklige elever?

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

Organisering

I denne delen vil det være spørsmål som går på hvordan engelskundervisningen av minoritetsspråklige elever blir gjort på din skole. Det er spesielt interessant å sammenligne hvordan det blir gjort på skoler som har en innføringsklasse mot skoler som har de minoritetsspråklige elevene i ordinære klasser.

6. Hvordan er engelskundervisningen for minoritetsspråklige elever organisert på din skole? *

- I innføringsklasse
 I ordinære klasser
 Annet

7. I hvilken grad synes du denne organiseringen er vellykket? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

8. Hva fungerer bra? *

Skriv så utfyllende som du selv ønsker.

9. Hva fungerer dårlig? *

Skriv så utfyllende som du selv ønsker.

10. Underviser du engelsk til flerspråklige elever? *

Elever som kan snakke, skrive, lese og forstå flere enn to språk.

- Ja
- Nei

11. I hvilken grad anser du flerspråklighet blant elevene som en ressurs i engelskundervisningen? *

1 i liten grad - 5 i stor grad

- 1
- 2
- 3
- 4
- 5

12. Har du noen ekstra ressurser i forbindelse med engelskundervisningen av minoritetsspråklige elever? *

- Ja
- Nei

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «12. Har du noen ekstra ressurser i forbindelse med engelskundervisningen av minoritetsspråklige elever?»: Ja

13. I hvilken grad synes du ressursene du har i forbindelse med engelskundervisning av minoritetsspråklig elever er tilstrekkelig? *

1 i liten grad - 5 i stor grad

- 1
- 2
- 3
- 4
- 5

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «12. Har du noen ekstra ressurser i forbindelse med engelskundervisningen av minoritetsspråklige elever?»: Nei

13. I hvilken grad savner du å ha ekstra ressurser i forbindelse med engelskundervisningen av minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

- 1
- 2
- 3
- 4
- 5

14. I engelskundervisningen, bruker du læreverk som er spesielt laget for minoritetsspråklige elever? *

- Ja
- Nei

15. I hvilken grad synes du det er en utfordring at du ikke bruker et læreverk som er spesielt laget for minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

1 2 3 4 5

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «14. I engelskundervisningen, bruker du læreverk som er spesielt laget for minoritetsspråklige elever?»: Ja

15. I hvilken grad er du fornøyd med læreverket som er spesielt laget for minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

1 2 3 4 5

16. Hvordan kartlegges minoritetsspråklige elevers engelskkunnskaper ved din skole? *

Skriv så utfyllende som du selv ønsker.

17. I hvilken grad synes du kartleggingen er vellykket? *

1 i liten grad - 5 i stor grad

1 2 3 4 5

18. Har du noen tanker rundt hvordan skoler kan organisere engelskundervisningen for minoritetsspråklige elever for best mulig læring?

Ikke-obligatorisk spørsmål. Skriv så utfyllende som du selv ønsker.

Undervisning

I denne delen vil det være spørsmål som går på selve engelskundervisningen av minoritetsspråklige elever.

19. På generell basis, hvordan føler du elevers tidligere skolegang fra før de kom til Norge påvirker elevers evne til å lære engelsk? *

1 i liten grad - 5 i stor grad

1 2 3 4 5

20. I hvilken grad har du opplevd elevers tidligere skolegang som en utfordring i engelskundervisningen? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

21. Hvilke tanker har du rundt elevers tidligere skolegang og hvordan det påvirker elevers evne til å lære engelsk?

Ikke-obligatorisk spørsmål. Skriv så utfyllende som du selv ønsker.

22. Hvordan synes du det er å undervise engelsk til minoritetsspråklig elever kontra norske elever? *

1 mye mindre utfordrende - 5 mye mer utfordrende

- 1 2 3 4 5

23. Hvilke utfordringer møter du som er unike for undervisning av engelsk for minoritetsspråklige elever? *

Skriv så utdypende som du selv ønsker.

24. Hvor mye tid føler du at du bruker til å tilrettelegge engelskundervisningen for minoritetsspråklige elever? *

1 lite tid - 5 mye tid

- 1 2 3 4 5

25. I hvilken grad føler du at du har nok tid til å tilrettelegge engelskundervisningen for minoritetsspråklige elever? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

26. I planleggingen av engelskundervisningen, hvilke spesielle hensyn tar du for at engelskundervisningen blir best mulig for dine minoritetsspråklige elever?

Ikke-obligatorisk spørsmål. Svar så utfyllende som du selv ønsker.

27. I hvilken grad synes du det er en utfordring at det ikke finnes en offisiell læreplan for engelsk for minoritetsspråklige? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

28. I hvilken grad føler du det er et hinder for engelskundervisningen at du eventuelt ikke deler førstespråk med en eller flere elever i engelskgruppen? *

- 1 2 3 4 5

29. I hvilken grad oppstår det situasjoner hvor du føler du ikke får tilfredsstillende forklart noe til en minoritetsspråklig elev på grunn av mangel på felles språk? *

- 1 2 3 4 5

30. I hvilken grad mener du engelsklærere som underviser engelsk for minoritetsspråklige elever trenger å vite noe om morsmålene til elevene? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

31. I hvilken grad anser du flerspråklighet blant elevene som en utfordring i engelskundervisningen? *

1 i liten grad - 5 i stor grad

- 1 2 3 4 5

32. Hvilken påstand mener du er mest riktig? *

- Å lære engelsk er til hinder for elevens evne til å lære norsk.
 Å lære engelsk er til fordel for elevens evne til å lære norsk.
 Jeg er ikke enig med noen av påstandene.

Har du noen tanker om engelskundervisning og minoritetsspråklige elever du ikke har fått uttrykt gjennom spørreundersøkelsen kan du gjerne skrive dem ned i dette feltet.

Her kan du skrive tanker du har som kan være interessante i sammenheng med undersøkelse av utfordringer engelsklærere møter når de skal undervise engelsk for minoritetsspråklige elever.

Tusen takk for at du deltok på undersøkelsen!