

Visualizing multilingualism in English for deeper learning in Grades 1-7: teachers' reflections

Språkdagkonferanse 2021:

Hvordan styrke språklæring gjennom god vurderingspraksis?
Enhancing Language Learning through Good Assessment Practices

European Day of Languages



**NAYR IBRAHIM,
ASSOCIATE
PROFESSOR**

27 SEPTEMBER, 2021

European Day of Languages
26 September



EUROPEAN CENTRE FOR
MODERN LANGUAGES
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T or F or DK



If you use Norwegian in the classroom, children will not learn English. T F DK

If children don't know an English word, they can use their own language. T F DK

Mixing languages is confusing and delays language learning. T F DK

English teachers should be educated in and about multilingualism. T F DK

Languages must remain separate. T F DK

Languages are interdependent and are constantly activated. T F DK

Teachers need to know all of the children's languages. T F DK

You can only be multilingual if you speak all your languages perfectly. T F DK

Children with dyslexia should not learn more than one language at a time. T F DK



Norway's multilingualism



President of Sami Parliament
at Nord University, Sami Week 2020

Official languages: Norwegian (Bokmål and Nynorsk); Sami (equal legal status);
variety of regional accents

Indigenous language: Sami languages (9) - Sami National Day - 6 February; Kven; Forest Finn, Romani, Romanes

English + foreign languages (German, Spanish, French, Russian)

Over 150 migrant languages (Krulatz, Dahl, Flognfeldt, 2018)

18.5% of population are immigrants or children born to immigrant parents (Statistics Norway, 2021)

The Norwegian curriculum (LK20)



‘at the level of
buzzwords and
lack any
concrete
applications’
(Kalaja &
Pitkänen-
Huchta,
2020: 7)

‘helping each student to safeguard and develop their **identity in an inclusive and diverse community**’ and ‘all pupils shall experience that being proficient in **a number of languages is a resource**, both in school and society at large’ (Ministry of Education and Training, 2019, p. 4-5).

‘Pupils should be given a basis for seeing their own and the identity of others in a **multilingual and multicultural context**’ (p. 3), ‘Language learning involves seeing **connections between English and other languages** the students know, and understanding how English is built up’ (p.2). (*Læreplan i engelsk*, 2020) (own translation)

Language learning and **multilingualism**’ (*Læreplan i fremmedspråk*, 2020). (own translation)

Monolingualizing & demonolingualising processes

We are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual speakers (Cummins, 2005: 586)



Teachers' knowledge of multilingualism



Krulatz & Dahl (2016) - only 5% believed they were very well qualified to teach in multilingual classrooms

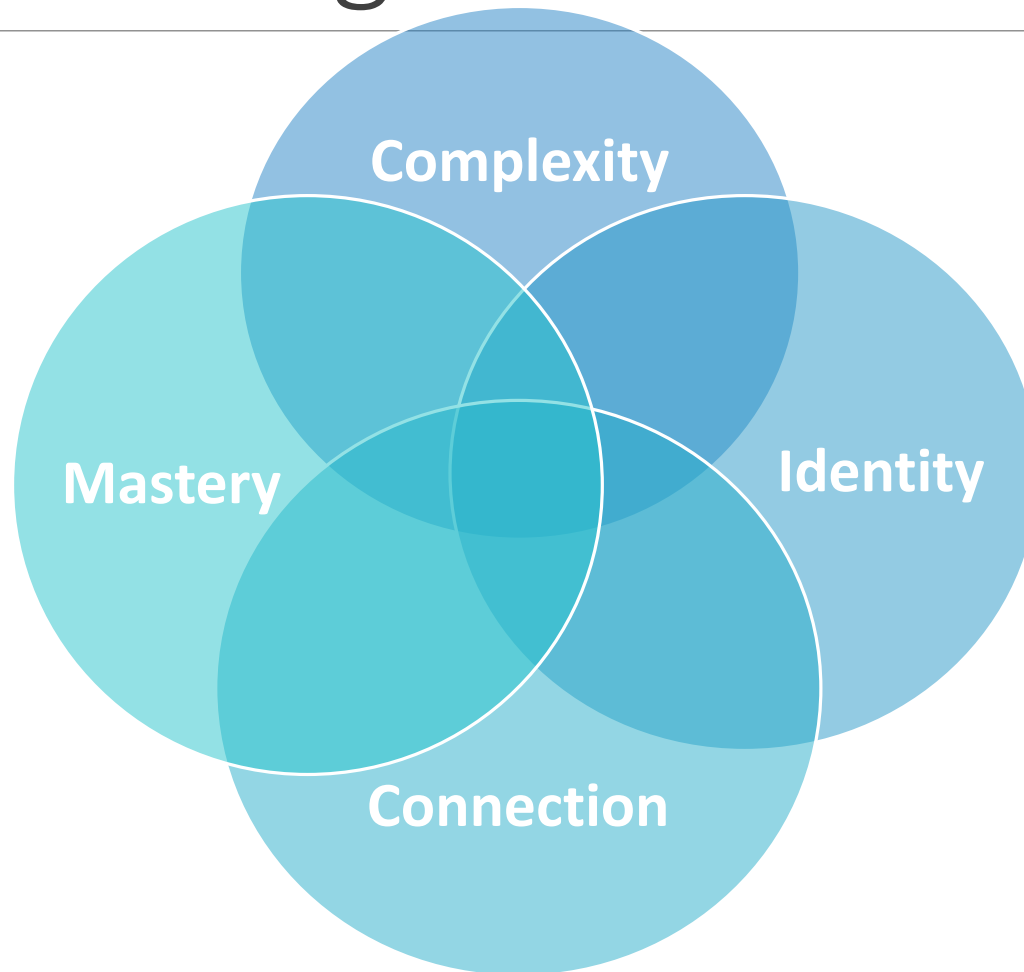
Pran & Holst 2015 - only three out of ten teachers in years 1–10 have at some point carried out exercises on the topic of multilingualism with their classes

Burner and Carlsen (2017) - positive attitudes towards multilingualism as a resource in language learning, yet struggled to carry this over into their practice

Haukås (2016) lists several studies that conclude that awareness is necessary for multilingualism to be an asset, yet misconceptions about multilingualism, based on monolingual ideologies persist.

Lorenz, Krulatz, Torgersen (2021): teachers seemed to know very little about their multilingual students' backgrounds and there is a lack of resources

Deep learning





Engaging with ...

**... own
multilingualism.**

**... children's and
the family's
multilingualism.**

**... the
phenomenon of
multilingualism
and linguistic
diversity.**

**... multilingual
teaching
practices.**

Identity and diversity

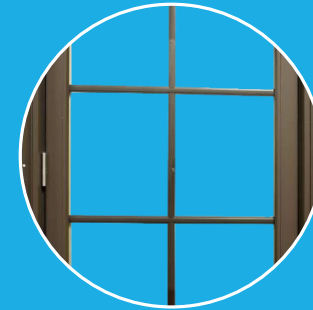


To the existent
linguistic diversity in
the classroom

**Linguistic identity
texts**



**Multilingual
teaching
practices**



To linguistic diversity
outside the class, at
a local, national,
global level

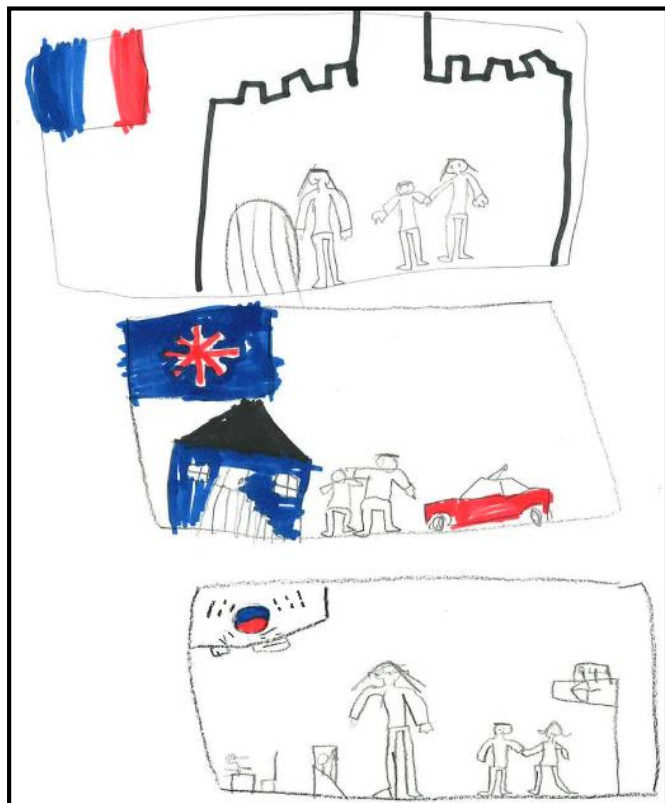
**Linguistic diversity
texts**

mirrors, windows and sliding glass doors (Simms Bishop, 1990)

'Know' your class & identity texts: Drawings



Tripartite framework of person, place, experience (Ibrahim, 2014, 2019)

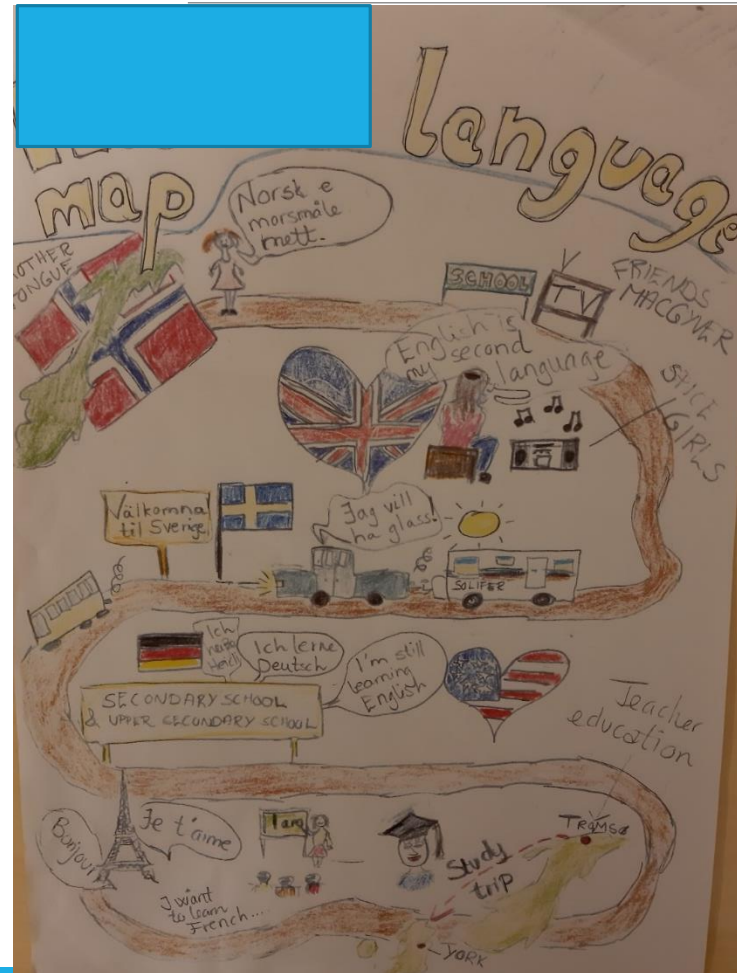


(Cummins & Early, 2011)

5-year-old twin's identity texts

'Know' your class & identity texts: language maps

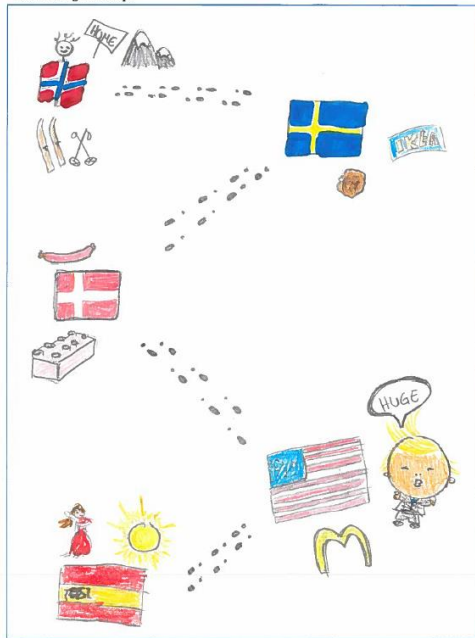
Giornata europea delle lingue
26 settembre



KfK teacher's
language map
(left) and her
student's map
(right)



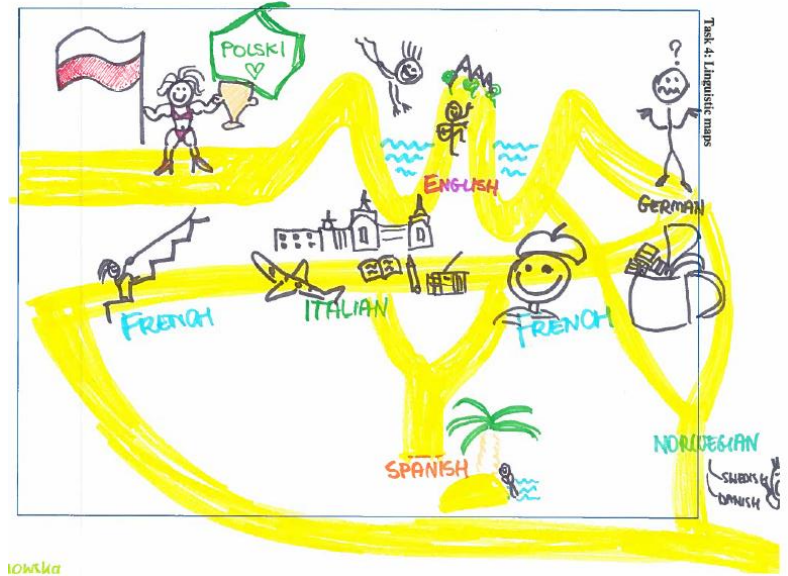
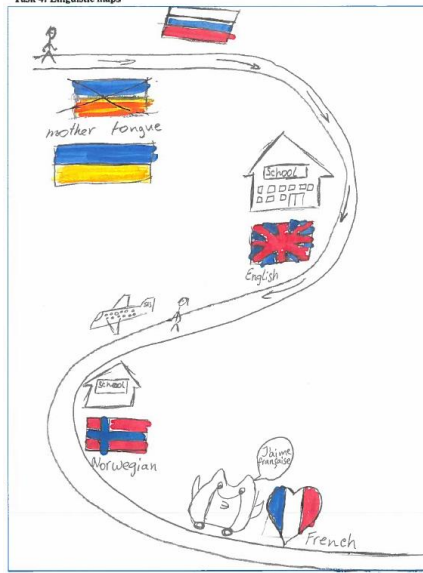
Task 4: Linguistic maps



Task 4: Linguistic maps



Task 4: Linguistic maps

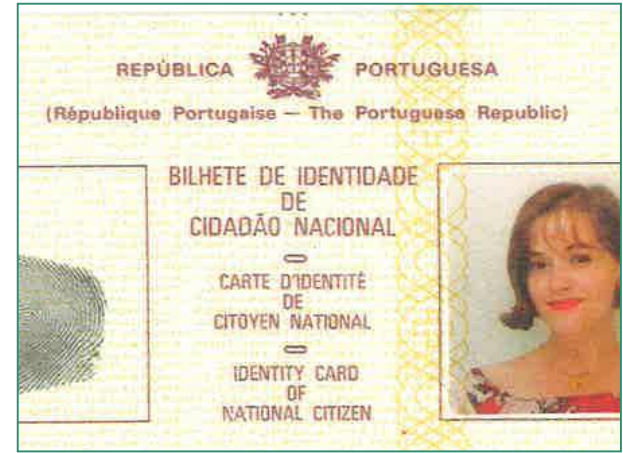


lowiska

Task 4: Linguistic maps

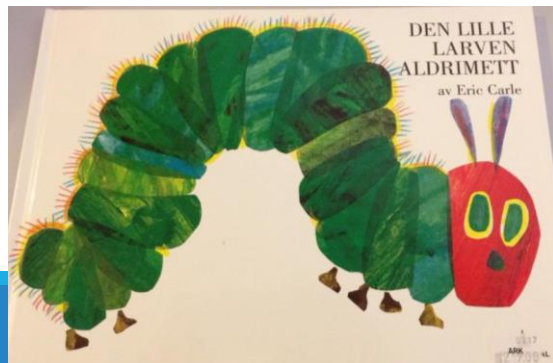
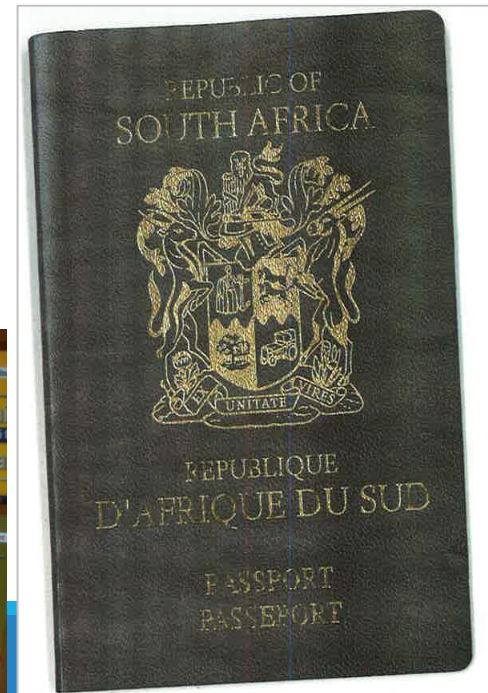


NORD University

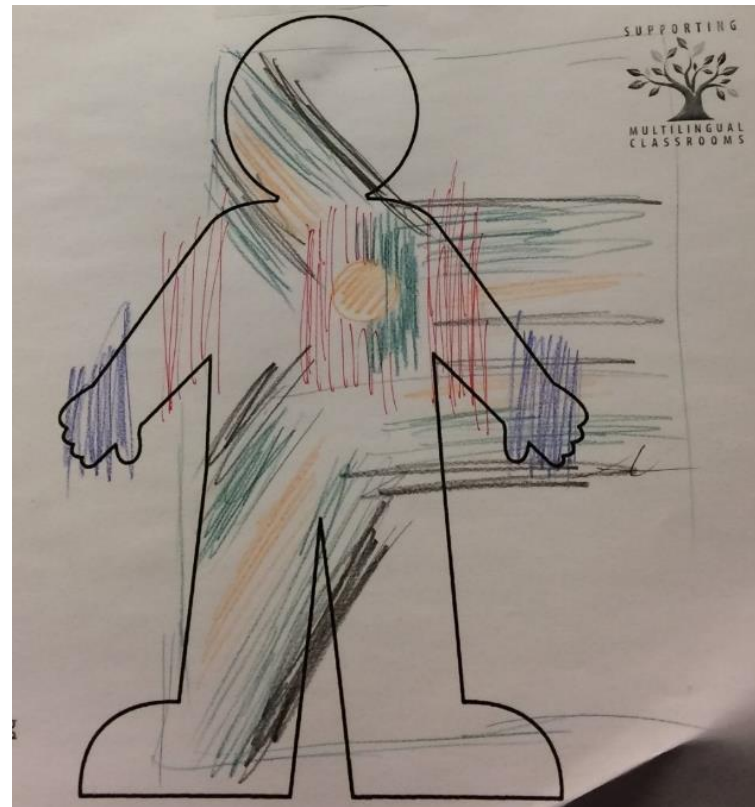


نير

ابراهيم



'Know' your class & identity texts: Language silhouettes

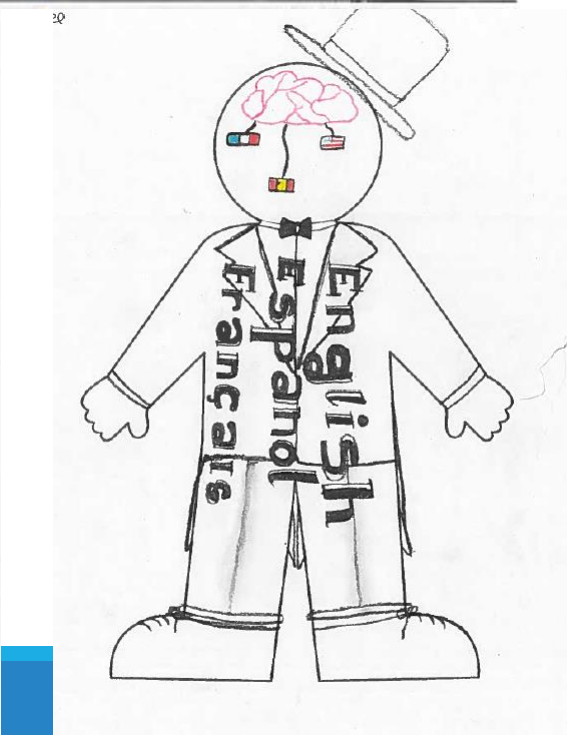
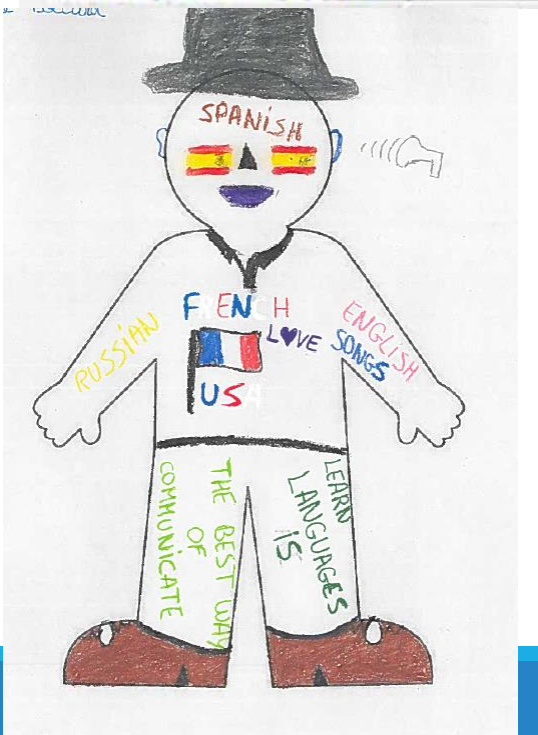


Nayr's language silhouette

(Krumm & Jenkins, 2001; Busch, 2012 & 2018)

Humanising the silhouette

I drew my _____ like that because:
 1 - I wanted him to look like a human being so
 I drew him a hat, a nose, a mouth, clothes
 and shoes.



I put French where my brain is. Indeed it is the first language I have learnt and I use it every day to think and to write and to speak.

I think Italian is one of the most beautiful languages in the world. I go to Italy every summer since I was 5. That's why I put Italian in the place of my mouth.

I wrote Chinese on my shoulder as a metaphor to say I had left it behind.

I put English at the place of my heart, because it is my emotional and imaginative language.

I put German 'in my hand' because for me hands represent the orders, and I was indeed forced to study German at school.

Moroccan Arabic is in my other hand, the one that makes us feel safe and peaceful, just like my mom, who comes from Morocco.

I wrote Hebrew near my tummy because I'm Jewish, so Hebrew is deep inside of me

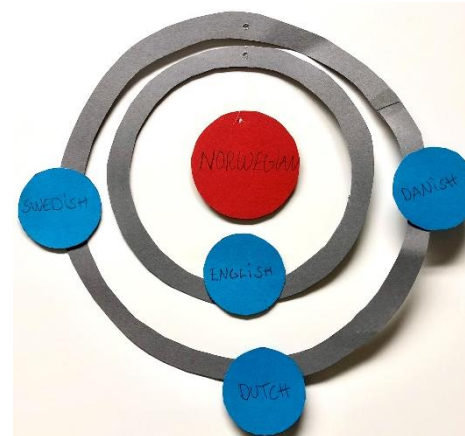
Arabic is part of my heritage because my grandparents are from Saudi Arabia. That's why, just like a tree that has roots, I wrote Arabic at the place of my feet.





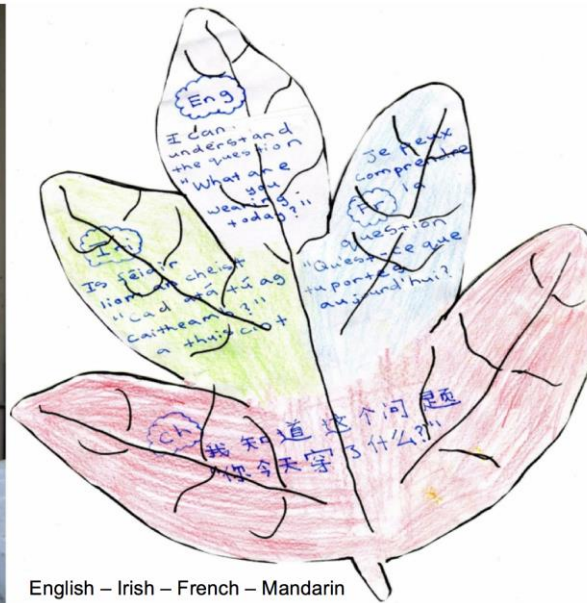
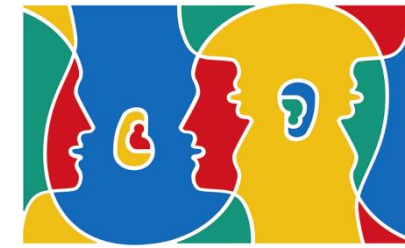
'Know' your class & identity texts: DLC artefacts

MAGLU 1-7 student teachers' DLCs



Blue is my favorite color, and therefore I thought it would fit my first language. Otherwise, green is a color I don't like that much, and therefore it is on the bottom with Danish and German

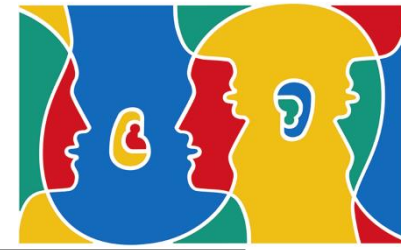
Linguistic landscape in the classroom



English – Irish – French – Mandarin



Little and Kirwan, 2019)



Linguistic landscape at Nord

Samisk i barnehagehverdagen



Her har de minste malt på det samiske flagget sammen med de ansatte på avdelingen. Selv om barna ikke helt får til å male det samiske flagget nøyaktig får de kjennskap til flagget og de fire typiske samiske fargene, rød, gul, grønn og blå gjennom å få malet. Arkene og maleutstyret er hentet 5 minutter før opplegget starter

Førskoleklubben hadde samisk dag med meg. Der snakket vi om hva barna mener en same er og lærte noen enkle ord og begreper på samisk som **Buorre idet** - god morgen, **Hivàs** - hade og **Gijtto biebmòjs** - takk for maten. Videre fikk barna fargelegge fra bilder som ofte blir knyttet opp mot samer mens de hørte på samisk musikk. Og til slutt leste vi et samisk eventyr.



Her hadde studentene, med hjelp av en ansatt, skuespill for barna i barnehagen. Skuespillet var en dramatisering av det samiske eventyret om Stalloen som frier. Gjenstandene og kostymene er hentet i fra barnehagen eller fra hjemmet til dem som var med på stykket. Dette er noe barna synes er gøy og ofte tar i bruk i sin frie lek etter å ha sett på ett skuespill.

SÁMI - THE INDIGENOUS PEOPLE OF NORWAY

A Central Assignment for Kindergartens in Norway



The Government of Norway is obliged to take measures to realise the provisions in ILO 169

Measures concerning the content and tasks of kindergartens are conveyed through the framework plan.

FRAMEWORK PLAN FOR KINDERGARTENS

The Ministry of Education and Research has laid down a new Framework Plan for the Content and Tasks of Kindergartens (in force from 1st August 2017), replacing the framework plan of 2006/2011.

ILO 169 Indigenous and Tribal Peoples Convention ratified by Norway in 1990

Two key obligations under ILO 169 concerning kindergartens in Norway

1. To ensure that **Sámi children** can learn, retain and develop their Sámi languages and culture. (ILO 169 § 2,2b; 273)
2. To ensure that **all children** learn about the Sámi people and get acquainted with Sámi history and culture. (ILO 169 § 5a); 31.)

Are the obligations under ILO 169 adequately reflected in the new Framework plan for Kindergartens in Norway?

Sámi children's right to learn, retain and develop their Sámi languages and culture is well reflected in the framework plan. The Sámi parliament's involvement in the process was of great importance for the final new framework plan.

However, it is still necessary:

- to establish an individual legal right for Sámi children
- to develop a specific Sámi framework plan
- to set aside the distinction between communities inside and outside Sámi areas.

(cf. the Sámi Parliaments press release on the new framework plan 24.4.2017)

Renate Blanschbach Eggen, PhD
Associate professor, Faculty of Education and Arts

The obligation to ensure that **all children** in kindergartens in Norway learn about the Sámi people and get acquainted with Sámi history and culture is explicitly addressed in the new framework plan. However, this is only reflected in the first chapter and one of the seven learning areas.

Since the obligation is anchored in the ILO Convention 169, it has to be considered a central assignment for kindergartens in Norway.

In order to convey its importance and scope:

- the obligation has to be focused on more frequently throughout the whole framework plan.
- The obligation should be addressed in most of the learning areas
- Alternatively, a separate learning area focused on Sámi content should be included.

The Sámi people in Norway

Background information

- The Sámi people have been living in Norway, Sweden, Finland and Russia long before national borders were drawn.
- In the 1700s the church proclaimed the Sámi to be savages, possessed by the devil. Salvation could only be achieved through Norwegianization.
- During the 1800 "s" Norwegianization" was official government policy. Its aim was to turn Sámi people into Norwegians by extinguishing the Sámi language, religion and culture.
- The Norwegianization made it very difficult for the Sámi people to maintain their Sámi identity.
- Finally, in the early 1980s the Norwegianization policy was abandoned.
- The Sámi Parliament of Norway was established in 1989.
- In 1990 Norway ratified the ILO 169 Indigenous and Tribal Peoples Convention.
- In 1997 the King of Norway made an official apology to the Sámi people on behalf of the Norwegian government.
- "The state of Norway was founded on the territory of two peoples – the Sámi people and the Norwegians. [...]"

DÁLVVEBIKTASA



TJUPPAGAHPER



MESENÁHKKEGÁHPER
GIHTSENÁHKKEGÁHPER



NÁHKKEGÁHPER



TJEBETLÁNNE



LUJVÁVÁTAS



TJEBET



HULLOGENNISUR



TERMOEVÁTAS



LUVVAJÁHOKA



LUJVÁVÁVISA



FLEECEBIKTASA



HULLOBÁVISA



LUVVAFÁHTISA



HULLOFÁHTISA



HÁNSKA



SILUBA
SILUBIA



GISTA



KARTÁŊKA



DÁLVVESKUIVA



NUVVAŊA
GÁRKEŊA

Illustrasjon: Siri

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Linguistic landscape in Bodø



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FOR GLOBAL LANGUAGE EDUCATION
IN THE SCHOOL CONTEXT

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Bodø, linguistic landscapes
in the Arctic, by
Nayr Ibrahim

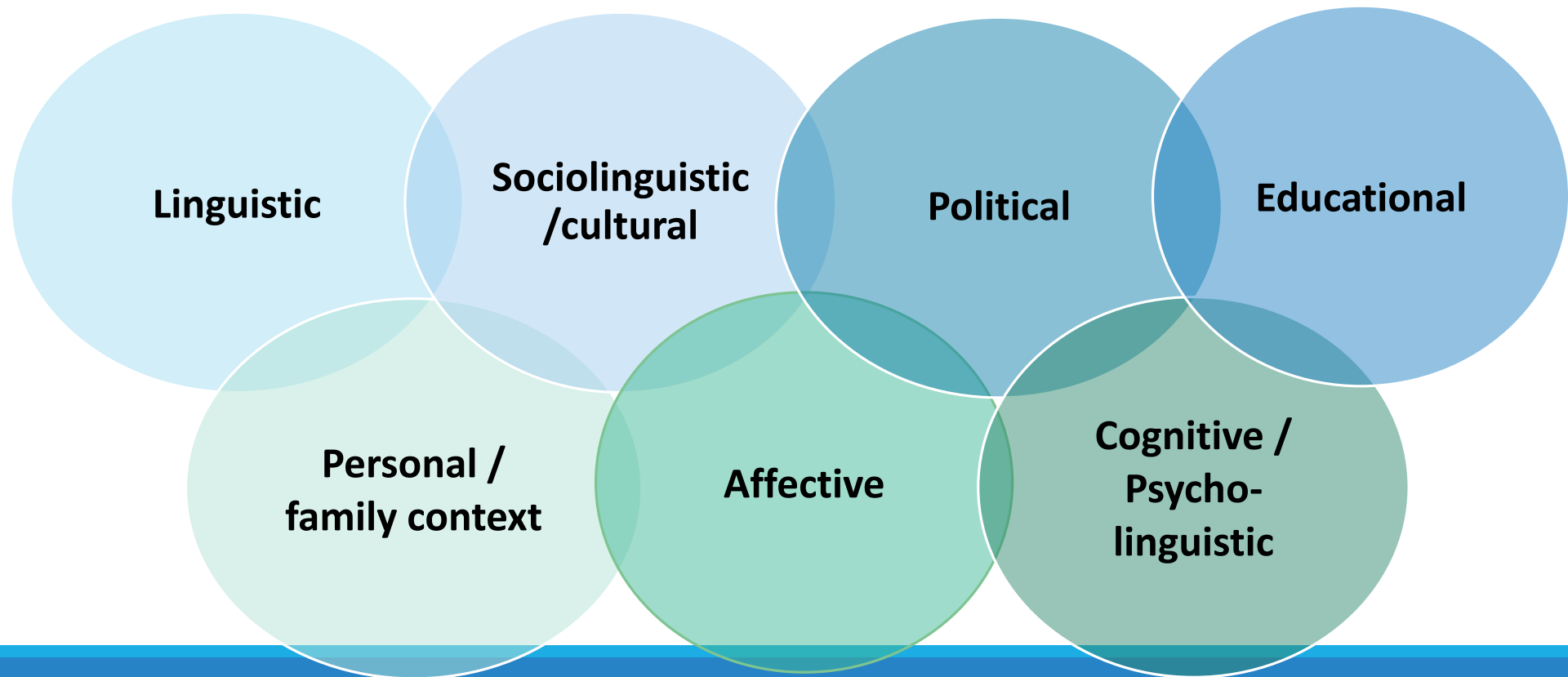
Afrikaans definitely played a role in understanding *Melkebaren* or The Milk Bar, 'melk' being the exact same word for milk in the two languages.



Understanding multilingualism:



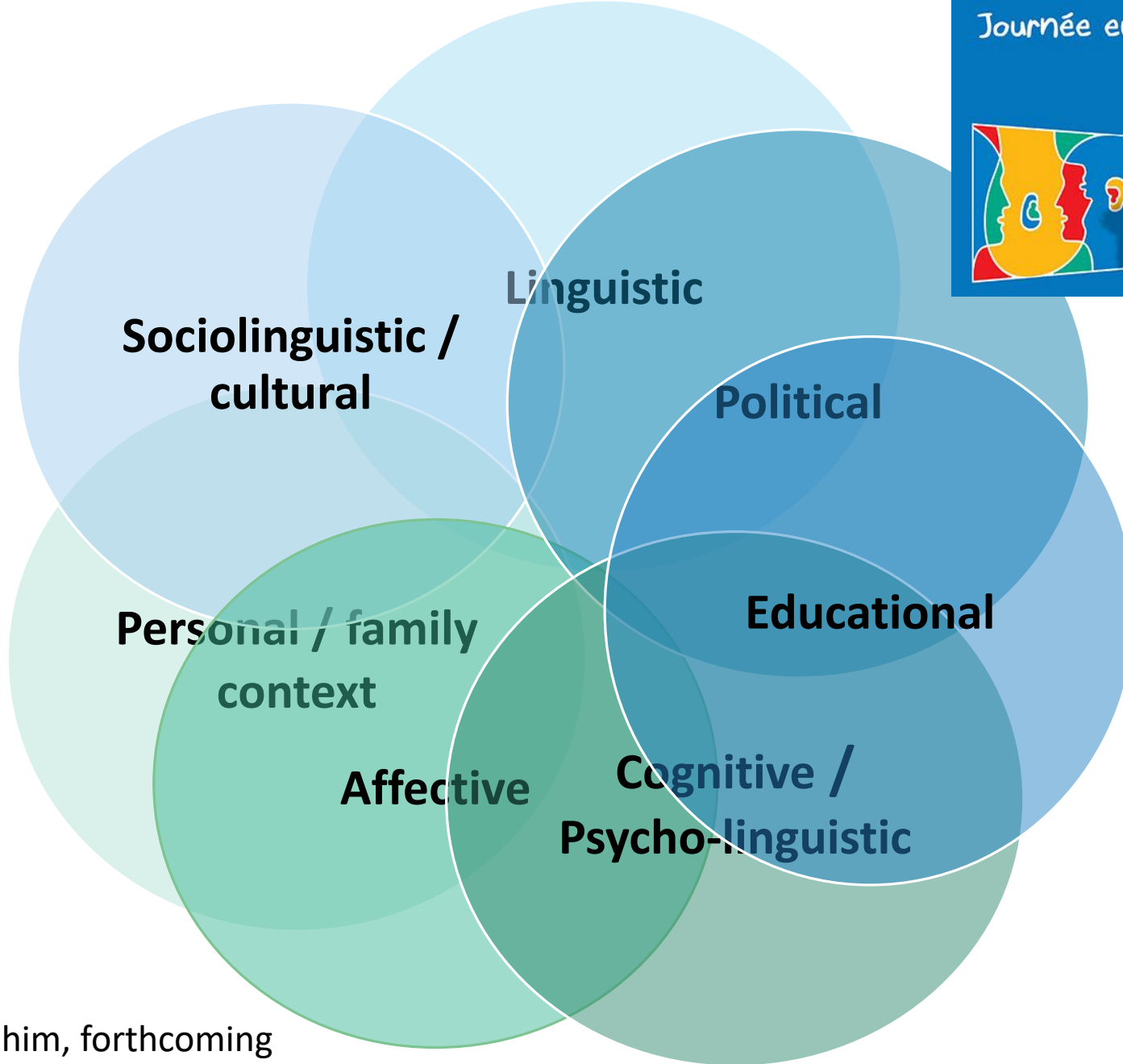
Complex, dynamic, multidimensional phenomenon



Journée européenne des langues
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Ibrahim, forthcoming

(Ibrahim, forthcoming)

Dad comments favourably on his roast veal: '*A vitela assada está muito boa.*'

I turn to my husband: 'My dad likes the *vitela*. What do you think?'

My husband replies: 'Umm... It's really good.'

Then turning to my brother-in-law, he says, '*El bitelo helw* (The veal is good).

'*Aiwa,*' (Yes) he agrees and turns to my sister.

'*Tu veux goûter le veau – c'est très bon ici.*' (Do you want to try the veal – it's very good here)

'*Posso provar a vitela?*' (Can I try the veal?) my sister asks my mother as she stretches towards the veal platter for a taster.

I turn to my son: 'Karim, do you also want some *vitela*?'

'No, *c'est bon*, my *steak frites*'s fine. (No, it's OK, my steak and chips are fine).

No wonder the waitress, hovering with a puzzled look on her face, finally mustered the courage to ask: '*Voçes estão a falar quantas linguas?*' (How many languages are you speaking?).

Linguistic: Creative language use (oral)

papi, **todo esto**, **c'est mine**!

(3-year-old

Spanish-French-English)

Journée européenne des langues

26 septembre



My 7-year-old's latest language mixing: "qué vamos a hacer with a drunken sailor?" 😂😂

10:11 · 15/05/2021 · [Twitter for Android](#)

2 Retweets 1 Quote Tweet 26 Likes



Dr Nayrlbrahim @Nayrlbrahim · 5d



Replying to [@rmnightingale](#)

Lovely! Did she try to sing it too?



1



[@rmnighti...](#) · 5d



He did actually say it more or less to the same tune as the song 😎

Quanti- & quali- tative phenomenon



Multilingualism:

refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognised as a language or not; in such an area individuals may be monolingual, speaking only their own variety.

(Council of Europe, 2007)

Translingualism:

communication transcends individual language

the ability of multilingual speakers to shuttle between languages treating the diverse languages that form their repertoire as an integrated system

(Canagarajah, 2013)



MAGLU pre-service teacher's DLC

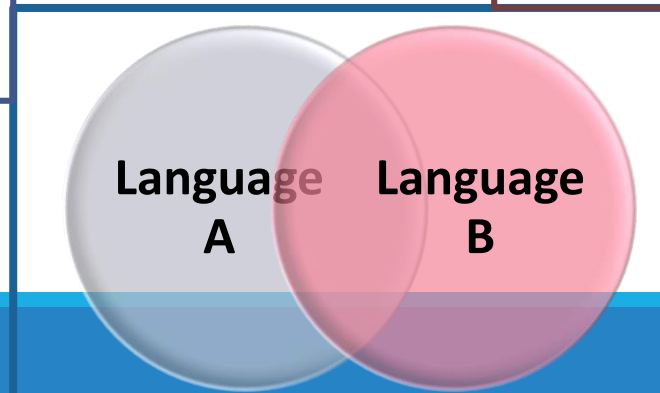
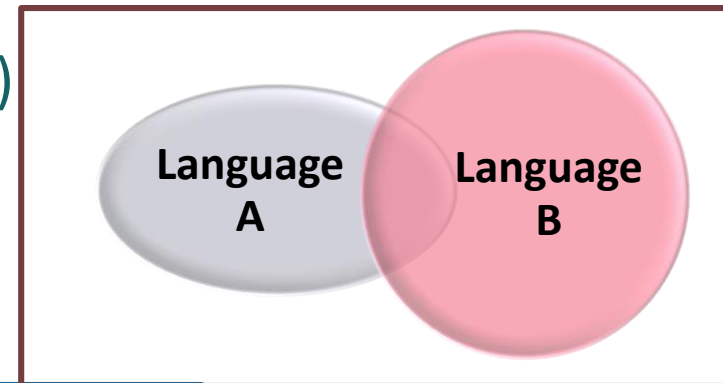
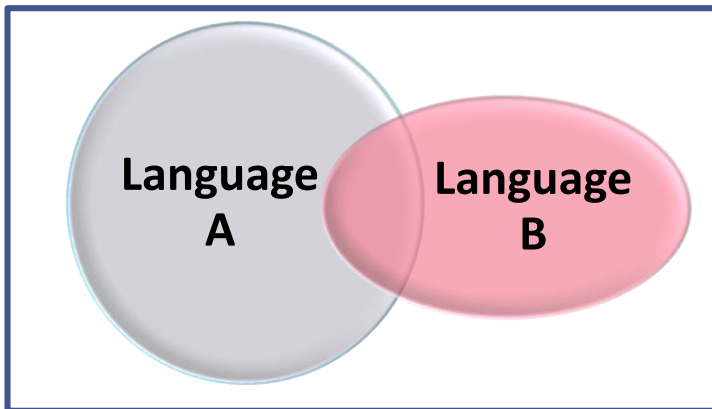
Complementarity Principle

Journée européenne des langues
26 septembre



Bilinguals usually acquire and use their languages for different purposes, in different **domains** of life, with different people. Different aspects of life normally require different languages.

(Grosjean, 2010)



Multilingual glossary

Vocabulary equivalents & phonological discussions



estoba	balai	bruja	sorcière
murciélago	lagana	zīneklis	the
chauve	kakis	varde	lune
souris	sikspārnis	mēness	chat
chaudron	katls	araignée	
caldera	slota	aravīna	
formule magique	burvestība	hechizo	



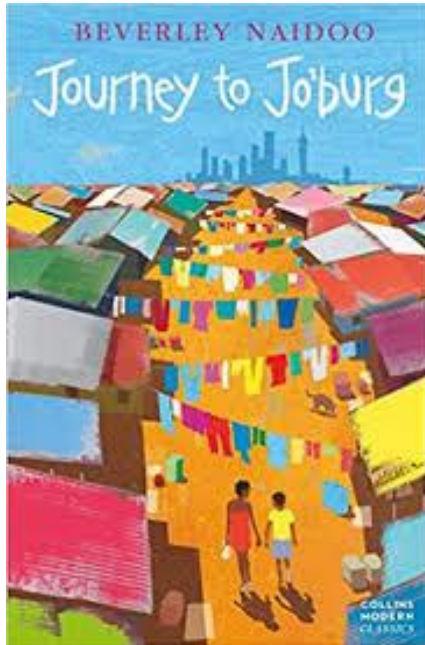
Puzzles



Tangled translation



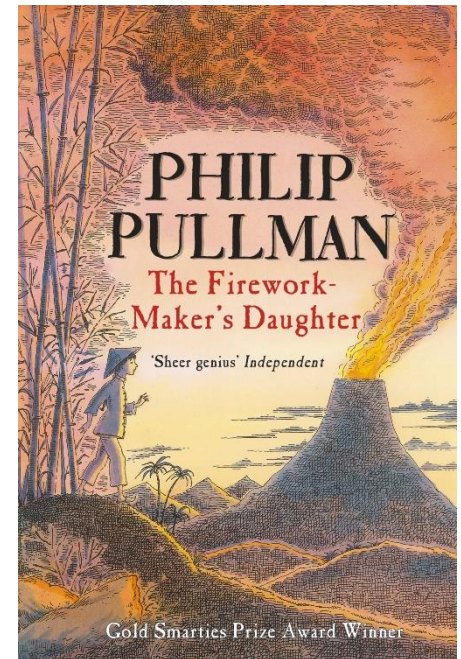
Dia Europeu das Línguas
26 de setembro



A young Mädchen, called Lila, vil eienen firework-maker würd, like her Vater Lalchand. Despite ihrer Talente, glaubt Lalchand, this an unsuitable job für Mädchen ist. Lila disagrees. Also, reist she zum Mount Merapi to get Royal Sulphur from Razvani, the Fire-Fiend, to prove to her father dass sie bereit ist.

She travels mit ihrem Freund, Hamlet, und Chulak, the elephant handler. In this gefährlichen Reise, Lila faces Piraten und Dämonen. Außerdem, she doesn't have the protection from the Fire-Fiend's flames oder the drei Geschenken für Razvani. To Lila's Überraschung, Razvani recongises her as a firework-maker who has brought the drei Geschenke, even though Lila nicht weiß, what the gifts are.

When she nach Hause returns, she learns dass Lalchand has been imprisoned, weil Hamlet had disappeared. Um sein Leben zu retten, Lila and Lalchand must win the Firework Festival Wettbewerb. Am Ende, Lalchand explains to seiner Tochter that she does possess die drei Geschenke: Talent, perseverance und Mut, Glück.



English

A young girl, called Naledi, lives with her brother and baby sister in a small village in South Africa. Their mother works in Johannesburg, 300km away. One day Naledi's baby sister gets ill and needs her mother. Naledi and her brother starts to walk to Johannesburg. On their journey they meet a boy who works on an orange orchard. There they are able to eat and the next day they catch a ride to Johannesburg.

When they arrive in Johannesburg they meet a woman, named Grace, who helps them navigate the busses for whites only and black people. Grace tells them about the riots that has occurred in the area. They locate their mother who works for a wealthy white family. The next day they travel home with their mother and goes to the doctors with their baby sister.

As Naledi's mother return to work

Mixed

En ung girl, kalt Naledi, lives with sin bror og lillesøster i a small village i Sør-Afrika. Deres mor works in Johannesburg, 300 km unna. En dag blir Naledis baby sister sick og trenger her mother. Naledi og her brother begynne å gå til Johannesburg. På reisen møter de a boy som jobber på en orange orchard. Der finner de noe to eat, og dagen etter de catch a ride til Johannesburg.

Når de arrive in Johannesburg møter de a woman som heter Grace, som hjelper dem navigate the busses for bare hvite og svarte mennesker. Grace forteller dem om the riots som har skjedd in the area. De locate deres mor som jobber for a wealthy, hvit familie. Dagen etter reiser de home med moren og drar til the doctors med deres sister.

Da Naledi's mor return til sin jobb as a servant, innser hun at hun vil bli something more enn noens servant.

Norwegian

En ung jente, kalt Naledi, bor sammen med sin bror og lillesøster i en liten landsby i Sør-Afrika. Moren deres jobber i Johannesburg, 300 km unna. En dag blir Naledis lillesøster syk og trenger moren sin. Naledi og broren hennes begynner å gå til Johannesburg. På reisen møter de en gutt som jobber på en appelsinplantasje. Der finner de noe å spise, og dagen etter får de skyss til Johannesburg.

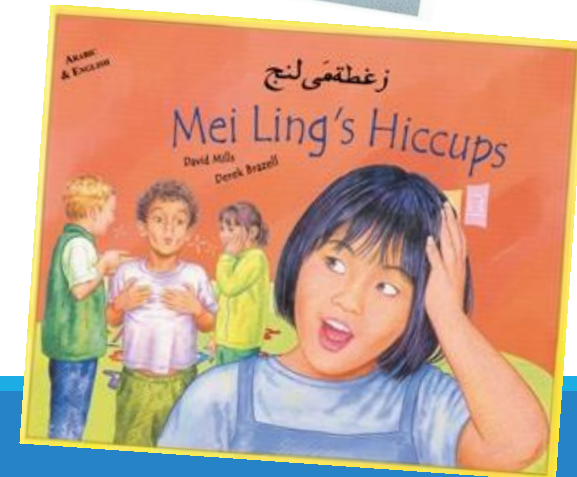
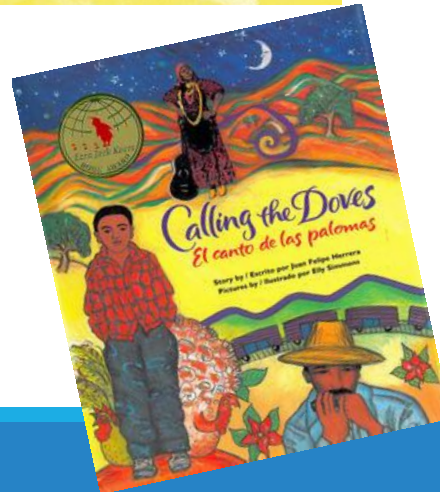
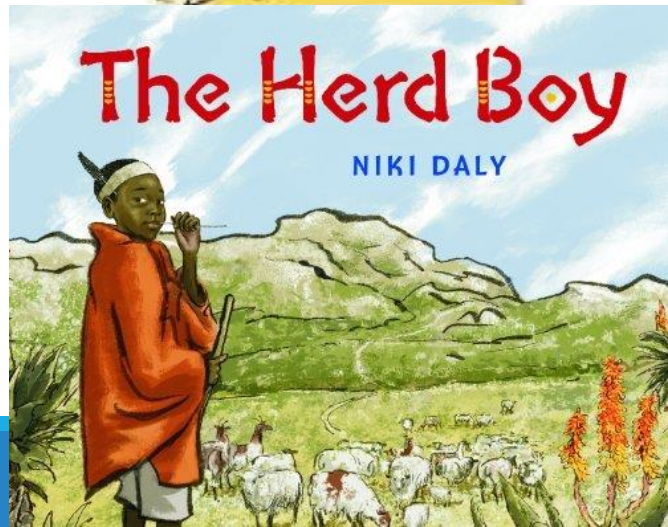
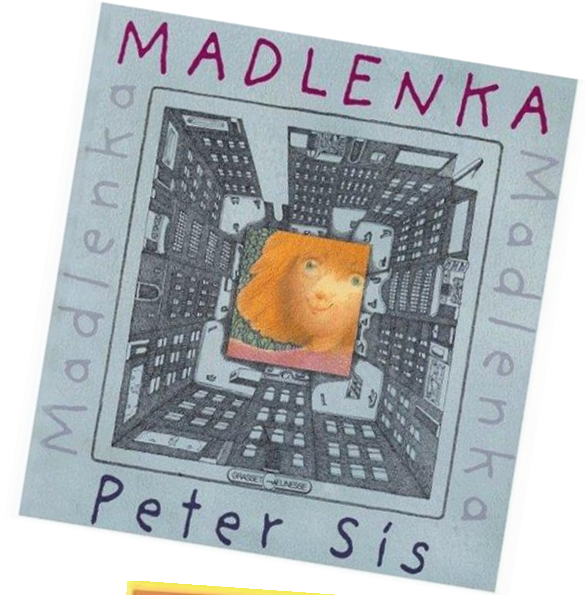
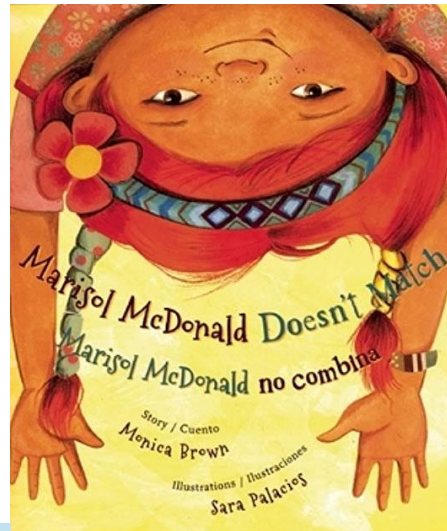
Når de ankommer Johannesburg møter de en kvinne som heter Grace, som hjelper dem å navigere bussene for bare hvite og svarte mennesker. Grace forteller dem om opptøyene som har skjedd i området. De finner moren sin som jobber for en velstående hvit familie. Dagen etter reiser de hjem med moren og drar til legene med søsteren deres.

Da Naledi's mor returnerer til sin jobb som tjener, innser hun at hun vil bli noe mer enn noens tjener.

Multilingual-multicultural literature



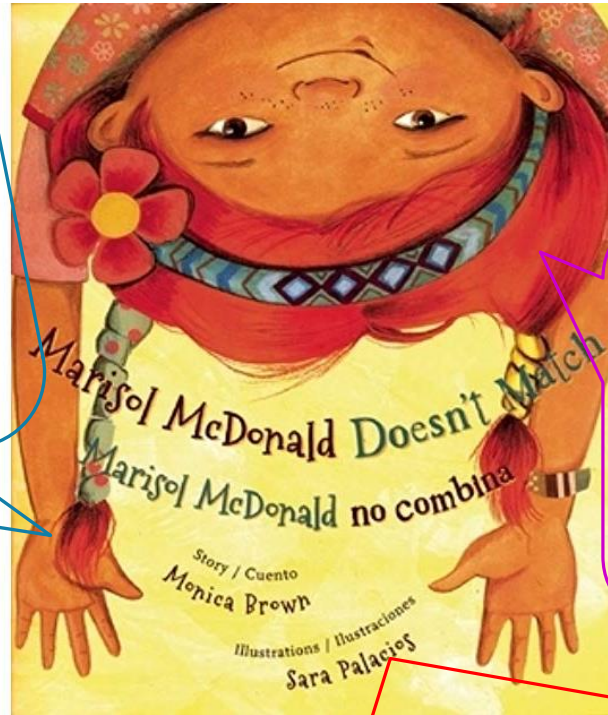
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Marisol McDonald Doesn't Match / Marisol McDonald no combina

Monica Brown & Sara Palacios (Children's Book Press, 2011)

English lessons become a trampoline for discussions about cultural and linguistic diversity, making languages visible, welcome and a factor in children's well-being



fosters multilingual awareness and foregrounds fluid translingual communicative practices

develops children's understanding of the complex, multidimensional and dynamic nature of living multilingually

Marisol MacDonald doesn't match / Marisol MacDonald no combina

‘But I love green polka dots and purple stripes’

‘speaking Spanish, English and sometimes both’

she has brown skin with hair the ‘colour of fire’

‘peanut butter and jelly burrito’

But I like the way *Marisol* McDonald looks.

‘soccer-playing pirates’,



Abiid Plastihkat / Plasten i Havet by Rita Sørly & Malgorzata Priotrowska

trilingual approach,
developing
translanguaging and
intercomprehension
skills

positions indigenous
voices as relevant to
today's global social and
forging connections
with indigenous lived
experiences across
borders



making linguistic and
cultural diversity visible
in the classroom

exploring
environmental and
gender issues

Intercomprehension and interlingual strategies: noticing techniques



Identifying transparent words / lexical similarities

- Place names
 - Norgga, Gáŋgaviikii, Beringanuori, Japánis
- Scientific words
 - Glássarevras, laboratoria, kónferanse, konferánsasále, kompássa
- Other words
 - Plastitseahkat, kollegain, plánehta, tonna

Intercomprehension and interlingual strategies: metalinguistic discussions



Guessing meaning of words based on morphosyntactic elements (morphology – form of the word) and word order (syntax – structure of the sentence) and confirming hypothesis (North Sami is an agglutinative language – highly inflected)

- Island in Bahamassulluin (plural) / Otagosullos (singular)
- Konferansii Norgii Gáŋgaviikii / Norgga / Norggas
- Gáŋgaviikka muohtofávrofális / Gåsenebbhvalen i Gamvik

Intercomprehension and interlingual strategies: metalinguistic discussions

Using
contextualised
clues /
deducing
meaning of
words using
contextual
information

- And (ja)
- Sea animals



Dutkiguovttos árkkášeaba áhkariid,
neavrelaggáid, botneguliid, dutnaguliid
ja fálláid, mat leat njiellan biebmun
plástihkaid čoliid dievva. Plástihkat
leabbásit miehtá mearabotniid ealábiid ja
šattuid ala. Whina muittuha dávvirmearis,
maid mii olbmot ráhkadit plástihkas ja
maid mii gáddit dárbbášlažžan.

De to forskerne synes synd på blekkspruter,
djevelrokker, dypvannsfisk, tunfisk og hval
med plast inne i kroppene sine. Plasten
når alt som lever på havbunnen. Whina
snakker om alt vi mennesker lager av plast,

Supporting learning: multi- resources - picturebooks



Translanguaging: writing a summary of the text in English

Intercomprehension: Identifying transparent words

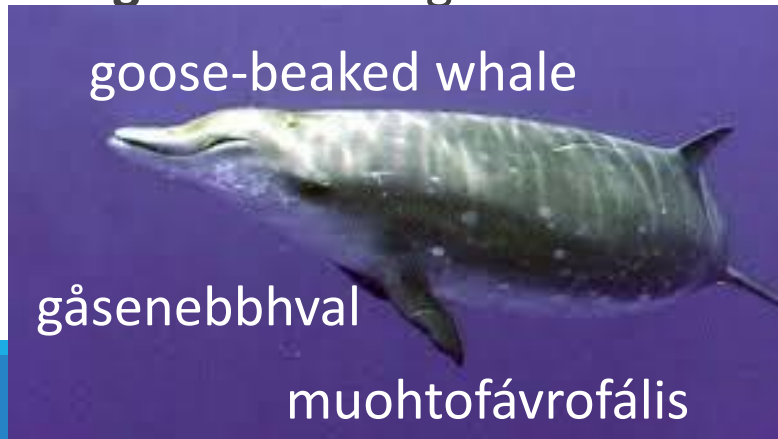
Norgga, Japánis, laboratoria, kónferanse, plánehta, tonna

Exploring **morphosyntactic elements:**

Island in Bahamassulluin (plural) / Otagosullos (singular)

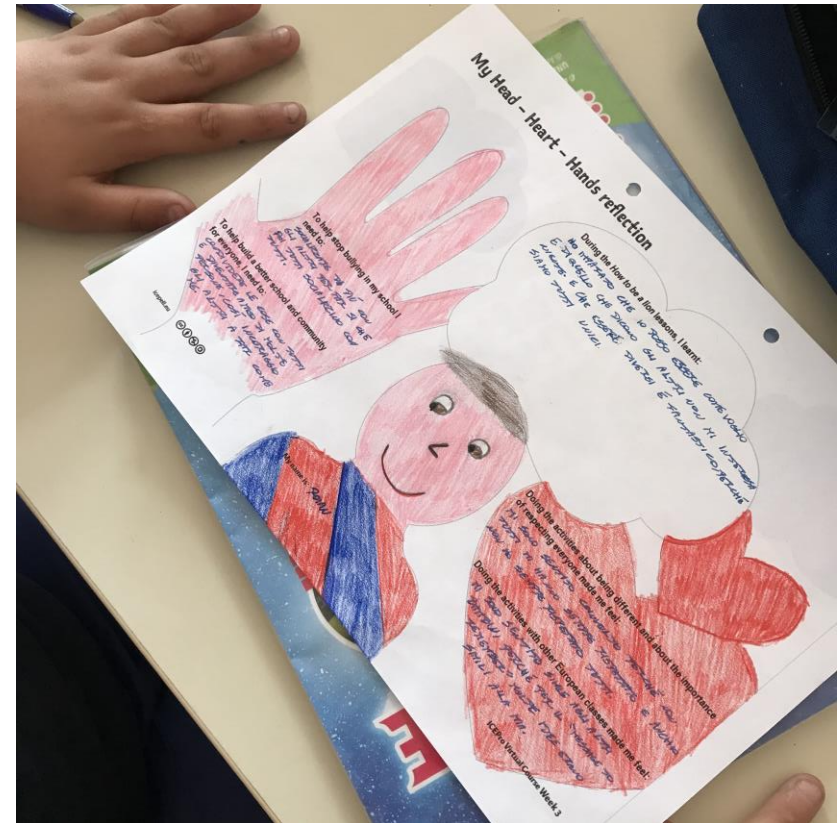
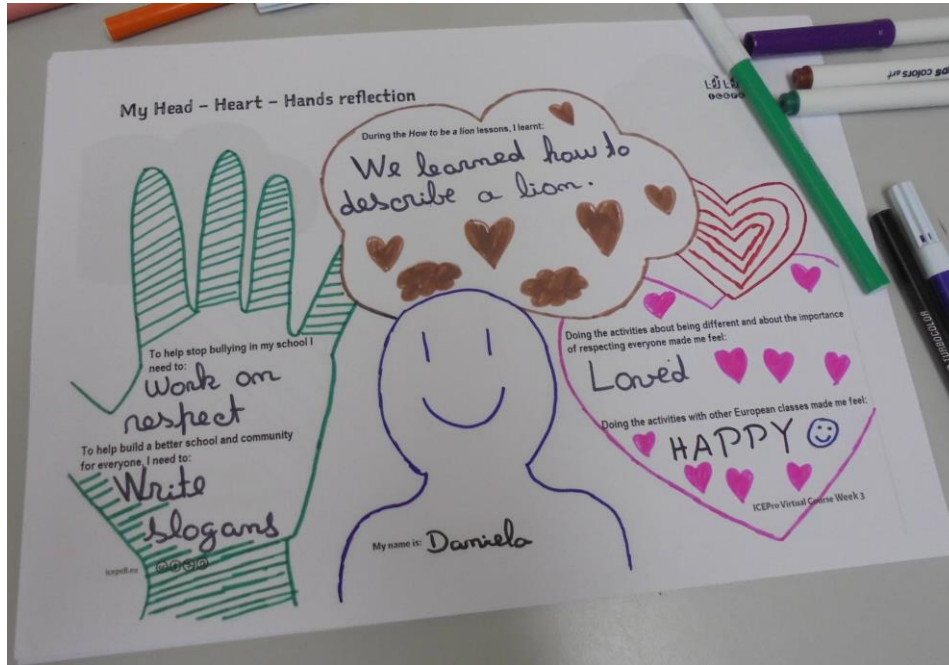
Konferansii Norgii Gáŋgaviikii

Guessing the meaning of words in context:



(2021, Ibrahim & Prilutskaya)

Multilingual reflecting and reviewing



(ICEPELL Head Heart Hand reflection template <https://icepell.eu/>)



Developing a multilingual ...

- M** aking children's languages and plurilingual skills visible
- I** ncluding discussion about children's languages and language use
- AckN** owledging children's language repertoires as a positive contribution to language learning
- D** eveloping children's awareness of languages in their classroom
- S** ustaining and validating children's multilingual identity
- E** xploring language connections, differences and similarities, roots and families
- T** eaching multilingual strategies, such as language modes, translanguaging, metalinguistic and pragmatic awareness and learning to learn to be plurilingual



Reflect and review...

**... own
multilingualism.**

**... children's and
the family's
multilingualism.**

**... the
phenomenon of
multilingualism
and linguistic
diversity.**

**... multilingual
teaching
practices.**



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