

## Investing EFL Teachers with Identity and Dominant Language Constellations in Multilingual Classrooms

### **Background**

Last decade has witnessed a sharp increase of students with diverse linguistic and cultural background in Norway. This increasing number of multilingual students can present a challenge for teachers who do not have formal preparation and experience to work in multilingual contexts. The research of language education highlights the profound impact of identity (E.g. Atkinson, 2001; Block, 2003, 2007b; Cummins, 2001, 2006; Gass, 1988; Norton, 2000, 2013). More recently, Dominant Language Constellations (DLCs)—defined as a group of the most important languages that enables an individual to meet all his or her communicative needs in a multilingual context—stands out as a way to express an individual's multi-identities and as an educational practice to optimize multilingual learners' linguistic assets (Aronin, 2012, 2016, 2018, 2019; Aronin & Ó Laoire, 2004). Therefore, there is a need to explore Norwegian EFL teachers' experiences through the lens of identity and DLCs when multilingualism is becoming a norm in Norwegian EFL classrooms.

### **Research questions and respective methodologies**

1. What experiences have prepared teachers to capitalize on their own and students' identities and DLCs in multilingual contexts?

*Semi-structured interviews* and *questionnaires* to explore EFL teachers' experiences of the role that identity and DLCs play on language education.

2. What do teachers reflect on when planning and revising their teaching and how do their reflections develop over time as a result of participation in workshops that focus on DLCs and identity texts?

*Teacher training workshops* topicalizing identity texts and DLCs will adopt reflective approach to first help teachers reflect on and analyze their own linguistic identities and DLCs, and then help them plan how to implement similar pedagogies in their own multilingual classrooms.

3. What are the similarities and differences among teacher's DLCs, students' DLCs and the DLCs of the classroom? Is there evidence of teaching practices that support student's multilingual identities?

*Classroom observation* as a primary way to investigate the relationship among teacher's, students' and the community's DLCs as well as to look for teaching practices focusing on identity affirmation and DLCs employment. *Teaching materials* and *students' produced works* will also be collected for the analysis.

### **Inviting feedback to Methodology**