“IT IS THE BEST THING THAT CAN BE DONE FOR THE CHILDREN”

– HOW CHILEAN PEDAGOGUES DESCRIBE THEIR WORK WITH AND AROUND BI- AND MULTILINGUAL CHILDREN

Basic Level
Educational Work
Sofía Rubio Pino
2016-FÖRSK-K192
Abstract

The purpose of this thesis is to find out if Chilean pedagogues feel sufficiently prepared to work with and around bi- and multilingual children. The two questions that are answered in this thesis are

- Do the pedagogues feel like they have enough theoretical and practical knowledge about bi- and multilingualism? In that case, how and why?

- How do their personal experiences and feelings towards bi- and multilingualism affect their professional work?

In order to answer the purpose of this thesis a qualitative study is conducted using semi-structured interviews as a method. The results show that the pedagogue have a positive look on bi-and multilingualism. Both when it comes to themselves as well as the children. This affects their work in a positive way since they feel that being bi- and/or multilingual is important. These feelings and thoughts make the pedagogues positive and motivated about working with these children. The pedagogues mention practical knowledges that they have such as singing, counting, telling stories etcetera. But when it comes to their theoretical knowledge none of the interviewed pedagogues have read about bi- or multilingualism. Therefore none of the pedagogues mention any specific theoretical ways in which they work with or around bi- and multilingualism. But what they do have thoughts about is that they feel that it is important to encourage bi- and multilingual children and their language development. And that they will find ways to work with these children even if their theoretical and sometimes practical knowledge might be lacking.
First of all I would like to thank the University of Borås for giving me the opportunity to fulfill a dream, to write my thesis in another country. I would also like to thank all the participants in Chile, both those who were interviewed and the ones who helped me out in other ways. It has been such a wonderful experience doing this.

I would also like to thank everyone in Sweden for all their help and support. In particular I would like to thank two people. My mother who has been my number one fan and supporter through this time. You helped me both practically and when my motivation was lacking. Words cannot describe the love and gratitude that I have for you. The other person I would like to thank is someone who will be referred to as Porkchop. Thank you Porkchop for always being there for me and for all your help. You went above and beyond just for me and I can never thank you enough for that.

And last but definitely not least I want to thank my supervisor Kristina Bartley. Thank you for always believing in me and for always giving me hope. I could not have done this without you.
# Table of Contents

- Introduction .................................................................................................................. 6
- Purpose and questions .................................................................................................. 7
  - Concept definition ........................................................................................................ 7
- Background ..................................................................................................................... 8
  - Language development ................................................................................................. 8
  - The importance of challenging ..................................................................................... 9
- Theoretical starting point ............................................................................................... 11
  - Lev S Vygotsky ............................................................................................................. 11
- Method .......................................................................................................................... 13
  - Choice of method ......................................................................................................... 13
  - Selection ...................................................................................................................... 13
  - Execution .................................................................................................................... 14
  - Ethical principles ........................................................................................................ 16
  - Analysis ....................................................................................................................... 16
  - Trustworthiness ........................................................................................................... 17
- Results .......................................................................................................................... 18
  - Didactics are missing with the English pedagogue ..................................................... 18
  - Not enough education about bi- and multilingual ...................................................... 18
  - The importance of cultural knowledge ....................................................................... 19
  - The pedagogues own language skills ......................................................................... 19
  - How to make the children bi- and/or multilingual .................................................... 20
  - Own feelings and thoughts ......................................................................................... 22
  - Control from above ..................................................................................................... 22
- Discussion ..................................................................................................................... 24
  - Didactics are missing with the English pedagogue ..................................................... 24
  - Not enough education about bi- and multilingual ...................................................... 24
  - The importance of cultural knowledge ....................................................................... 24
  - The pedagogues own language skills ......................................................................... 25
  - How to make the children bi- and/or multilingual .................................................... 25
  - Own feelings and thoughts ......................................................................................... 26
  - Control from above ..................................................................................................... 27
  - Method discussion ..................................................................................................... 27
  - Didactical consequences ............................................................................................. 28
- References ...................................................................................................................... 29
  - Appendices ................................................................................................................ 32
Interview questions in English .......................................................................................... 32
Interview questions in Spanish .......................................................................................... 33
Introduction

In this thesis I will take a closer look at if Chilean pedagogues feel sufficiently prepared to work with and around bi- and multilingual children.

In 2004 the Chilean government introduced “Programa Inglés Abre Puertas” (meaning: Program English opens doors) (Gobierna de Chile 2014). Matear (2008) writes that Chile established this program in order to improve the national economic competitiveness among all students in the public schools. Matear (2008, pp. 140-141) writes that the ones who are mostly able to benefit from their English language skills are people from higher socio-economic conditions. These people have often attended either British or American private schools, where the pedagogues often are native in English. The pedagogues being native in English are often very sought after by private schools who wish to offer English education of higher standards.

Byrd (2013) found that the people she interviews did not think that the English classes they took were of the same quality as their other classes, such as math, history and so on. In order for them to actually benefit from the Inglés Abre Puertas program the Chilean government needs to improve the quality of the English lessons they offer at the public schools. Byrd also writes that the Chilean pedagogues who have English classes need to emphasize the importance of learning English and the advantages from it to their students. Because as of now the people Byrd interviewed felt that the English learning programs were only benefiting the rich. And by feeling and thinking like this they were not very eager to put down time or much effort into learning the English language (2013, pp. 67-69).

By establishing Programa Inglés Abre Puertas Chile was and is still hoping to allow all different socio-economic classes to benefit from their English skills later on in life. Not just the ones who can afford private schools or lessons. But according to Matear (2008, p. 142) this can only become a reality if they have commitment from the schools, parents, employers etcetera. This will allow people from lower socio-economic classes to actually benefit from Programa Inglés Abre Puertas.

In the curriculum Bases Curriculares de la Educación Parvularia (2001, pp. 14;54;80) it says that it is fundamental that children from different cultures feel included and like they belong within their own culture. This will help the children to form their own cultural identities. Respect and appreciation of ethnic, linguistic and cultural diversity within society requires recognition and incorporation into the curriculum. Therefore the children are seen as important contributors with their perspective on different cultures. It is also mentioned in the curriculum that the pedagogues need to work with the children’s mother tongues. The curriculum states that the pedagogues should put value into the child’s mother tongue and work with it correctly. Especially when it comes to indigenous languages.

It can be seen from the information above that thoughts and feelings towards learning English differs in Chile. However it can also be seen that the Programa Inglés Abre Puertas and the curriculum for the preschools aspires to encourage people to speak more languages than just Spanish. Within all of this a lot of studies can be made, but I have chosen to specifically look at how Chilean pedagogues describe their work with and around bi- and multilingualism. One reason for this is that I could not find any studies made in Chile on this subject. Another reason being that during my education I have read and learned a lot about bi- and multilingual children. It is an international subject that I feel is relevant all over the world.
Purpose and questions
The purpose of this thesis is to find out if Chilean pedagogues feel sufficiently prepared to work with and around bi- and multilingual children. To answer this purpose, two main questions need to be answered

- Do the pedagogues feel like they have enough theoretical and practical knowledge about bi- and multilingualism? In that case, how and why?

- How do their personal experiences and feelings towards bi- and multilingualism affect their professional work?

Concept definition

**Multilingualism/Multilingual:** Svensson (2009, p. 190) writes that being multilingual means that the person can express itself both verbally and in writing during different occasions without much effort. The ones who have this language as their mother tongue should also be able to understand the multilingual person.

**Monolingualism/Monolinguist:** Nationalencyklopedin defines being monolingual as knowing and being able to master one language

**Bilingualism/Bilingual:** Håkansson (2003, p. 13) defines bilingualism as when the children uses more than one language.

**Mother tongue/Native language:** Svensson (2009, p. 190) defines the mother tongue/native language as the first language(s) the child learns when interacting with its guardians and others.

**Pedagogue:** Nationalencyklopedin defines pedagogue as someone who teaches.

**Multicultural:** Lunneblad (2013, p. 23) defines multicultural as cultural and ethnical diversity in society.
Background
As part of my background I have chosen a book written by Wedin (2011). The reason for this is because Wedin in her literature writes about the importance of knowing about language development, both when it comes to mono- and bi/multilingual children. One of the questions of this thesis is what type of theoretical knowledge the pedagogues have. The knowledge about language development might be one of the theoretical knowledges that the pedagogues might have or feel that they lack in. Wedin also writes about language development when you are learning a new language. Svensson (2009) on the other hand writes about the first language development that the child has. For this reason the text below will be about language development from a mono-bi- and multilingual perspective.

Except for language development I have also chosen to include an article by Kormos and Kiddle (2013) which discusses Chilean student’s motivation when learning English. This is then followed up by Skolverket (12:1267) and information about the pedagogues roll. In both the article and Skolverket the importance of having professional pedagogues is brought up. Especially when it comes to using up to date methods of teaching. This part is relevant since one of the questions for this thesis is what the pedagogue’s theoretical and practical knowledge is. The article by Kormos and Kiddle can also be linked to the other question for this thesis regarding the pedagogue’s personal feelings and thoughts. This might be one thing that has affected their own way of teaching.

Language development
Wedin (2011, p. 48) writes that it can sometimes be difficult for the pedagogues to determine which language is the child’s mother tongue or second language. It is therefore important that the pedagogues have knowledge about language development, both when it comes to mono- and bi/multilingual children.

Svensson (2009, pp. 11-13) defines language by three concepts, they are communication, language and speech. Communication is defined as an exchange, meaning that one person communicates with others and from that there is mutual interchange. This is expressed through thoughts, wishes, music, dance and so on. The definition of language is that it is a way of communicating. This communication can take its form through for example verbal interactions, sign language, body language and/or morse signals. The last concept is speech which is described as being a verbal form of communication. This can be expressed by the speaker through for example stressing certain words which can then be interpreted as meaning different things. The speaker might say Look Anna is coming and put emphasis on the first word, which might indicate that the arrival of Anna was expected and seen as something positive. So when referring to language in this thesis the meaning for it will be these three aspects that Svensson defines.

When it comes to learning language, Svensson (2009, pp. 57-58) writes that it is mainly through two directions that you learn language. The first one is through individual exploring and the other one is through practical guidance with help from others. The direction that the child takes when learning language is highly personal. It is therefore important for pedagogues to know about different linguistic strategies in order to have a bigger understanding of the child’s language development and help to develop it in an optimal way. Some of the different linguistic strategies that have been found are:
• Expressive language (this type of language is influenced by culture, personality etcetera and is way of expressing for example emotions) versus terming and labeling (focus here lays on having a grammatically correct language)

• Risk taking (the child tries new and unknown words) versus choosing well known words (words that the child already know the meaning of)

• Analytical versus holistic approach (the child only uses the most important word(s) to express itself or uses lots of words which may not have any meaning to make a sentence sound more realistic)

Wedin (2011 see Ellis 1985, p. 24-25) writes about Ellis’s three different strategies when learning a new language. The first one is called the learning strategy which are the strategies you use to learn a new language, for example listening to the radio or watching TV. You can also repeat certain words and phrases in order to learn them. The second strategy is called the production strategy. This is the strategy you use in order to produce and process the language, for example by choosing different types of words, formulation of phrases and how you express it. The third strategy is called the communication strategy. This is the strategy you use when your linguistic ability is not enough and you need to express yourself with other words, body language or in another language. This is a strategy that children, both mono- and bi/multilingual, very often use. Wedin writes that these strategic competencies are very important for those who are learning a new language, both adults and children. Those who use different strategies get more opportunities to encounter and use their new language than those who do not. And this benefits the learning of the new language.

The importance of challenging
Kormos and Kiddle ¹ (2013 p. 408, 409) made a study in Chile where they studied Chilean student’s motivation to learn English in the context of socio-economic factors. Their results showed that the differences between the different socio-economic classes did not lie in the student’s motivation. Kormos and Kiddle write that this gap can be explained by the Chilean school system and the inequality within the education that it has created. For example a large difference in the study could be found between the state funded- and the private schools. Kormos and Kiddle also speculate that the differences might be because of the outdated methods of teaching being used such as for example grammar translation.

In Skolverket (12:1267, pp. 12;14;15) it says that in order for multilingual students to have successful results in school it is important to have a functional language for different contexts. This can only be achieved through and by professional pedagogues. A professional pedagogue is according to Skolverket someone who can be described as having knowledge about the subjects, didactics and the importance of the student’s language skills and the benefits that come from them. In order for the pedagogues to have a didactic perspective on their education they need to have the following questions in mind while teaching:

• Who or which are learning and what do they already know?
• What are they learning? Why is this content and these goals chosen?

¹ This article was found by searching for “(chile) AND (language)” on Summon. The article was found on 2017-03-04.
Which general didactic theories are suitable for this particular subject matter?

In which ways is the student’s language skills engaged and challenged and how can the students multicultural experiences be used in the education?

How can you organize the education and subject matter so that all students have the opportunity to develop factual knowledge, understanding, skills and familiarity?

Skolverket (12:1267, pp. 12-14) also writes that multilingual students need to be met with high expectations and be mentally challenged in their learning. They need this even if their language skills are not fully developed. Further Skolverket writes about how to benefit multilingual students in their learning within different subjects. These benefits have been concluded into eight different points:

- The pedagogue emphasizes reading and writing
- The pedagogue emphasizes oral communication, listening and visualizations
- The pedagogue emphasizes mentally demanding tasks
- The pedagogue knows and is able to analyze the language of their subject
- The pedagogue focuses on a conscious development of the vocabulary of the subject
- The pedagogue understands what texts have to do with the subject and what characterizes them
- The pedagogue teaches the students to distinguishes various texts on the subject and also about different learning strategies, and use different types of formative assessment of student performance
- The pedagogue create a student-centered classroom environment.

As seen above one point that Skolverket emphasizes as benefitting multilingual students is a student-centered classroom environment. This thesis will not be about the physical environments effect on language development. All of the eight points were however included since the reader of this thesis should know what Skolverket finds important and relevant as a whole.

Another thing that Skolverket (12:1267, p. 45) mentions is that the pedagogue needs to be aware that the students do not always understand certain everyday words that are being presented to them. The pedagogue might think that because these words are used on a daily bases they have been understood by all of the students. It is therefore important for the pedagogue to not only explain more challenging words and phrases, but also the ones that are being used without further reflection. These are the words that multilingual children often have difficulties understanding.
Theoretical starting point

The theoretical starting point for this thesis originates from Lev S Vygotsky's sociocultural perspective and ideas about linguistic development. The focus within the sociocultural perspective is mainly his theories regarding the child's ability to learn a new language, which is the underlying topic to be explored within this thesis.

Lev S Vygotsky

According to Vygotsky (1986, pp. 1;2;3) thought and language are two separate things. And by not understanding the relation between these two you cannot answer more specific questions within this area. Inner speech, according to Vygotsky is an important factor in the transition from thought to external speech. Which according to him shows that verbal thinking is a mechanical system and in some ways even external from its own system.

Vygotsky (pp. 6-8) thoughts were that a word is a generalization, meaning that the word does not refer to a single object but to a group or class of objects. Vygotsky thought that generalization is a verbal act of thought. Therefore generalization reflects reality in another way than sensation and perception or even sensations. While generalization is verbal act of thought, word meaning according to Vygotsky is sensation and thought. Word meaning therefore belongs both in language and thought. Because a word without thought is according to Vygotsky an empty sound which no longer is a part of human speech. According to Vygotsky the primary function of speech is communication, in other words interacting with others. Communication through expressive movements, made for example by a frightened animal is not a way of communicating, but a spread of affect. This type of communication, or affect, is something that shows itself when there is an absence of signs, linguistic etcetera. Vygotsky thought that communication required meaning, which is made up by generalization and signs. Therefore communication requires generalization and development of word meaning. According to Vygotsky the reason as to why it might be difficult to communicate certain thoughts to children is not because they do not understand the word, but because they do not have experiences to support the meaning of these thoughts.

Vygotsky (pp. 79-80) analyzed several studies and came to 6 conclusions about thought and speech, these were
1. That thought and speech have different genetic roots
2. Thought and speech develop along different lines and independently of each other
3. There is no biological correlation between thought and speech
4. Apes have an intellect similar and speech similar to man’s
5. The correspondence between speech and thought that man has is absent in apes
6. In the development of thought and speech a prelinguistic and preintellectual phase is clearly visible

During his investigations Vygotsky found that speech development generally develop in four stages. The first stage is the primitive or natural stage which corresponds to preintellectual speech and preverbal thought. The second stage is called “naive psychology” which is when the child starts to experience the physical properties of its body and surroundings. This is the child’s first practical intelligence. This stage according to Vygotsky is very clearly defined in the speech development of the child. This stage manifests itself when the child uses the correct grammatical forms and structures before knowing what they actually stand for, for example because, if, when and but. Vygotsky claimed that the child in this stage mastered the
syntax of speech before the syntax of thought. The third stage the child goes through is a stage that is distinguished by external signs that the child uses to aid its internal problems, for example count on its fingers. This stage is characterized by egocentric speech. The fourth stage is called the “ingrowth” stage. This is when the child starts to think more internally. The child might go from counting on its fingers to counting in its head. This is the final stage, and the stage where inner, soundless speech is developed (pp. 86-88). Vygotsky (p. 94) thinks that the development of inner speech depends on outside factors. The child’s intellectual growth is dependent on the mastering of the social means of thought, which according to Vygotsky is language.

According to Vygotsky (pp. 159-160) the development of the native language and a foreign one involve two different processes. He writes that when learning a foreign language we use meaningful words that are already developed in our native language and only translate them. When learning a new language we use the semantics of the native language as our foundation. But in spite of these differences, Vygotsky writes that the acquisition of the foreign and native language belong to one general class of speech of development.

Vygotsky (p. 160) thought that the child’s understanding of its native language was enhanced by learning a foreign one. He writes that the child becomes more conscious of the word it uses and the child uses them as a tool for its thoughts and to express ideas. Vygotsky also writes that the foreign language, in its own way, liberates the child from depending on concrete linguistic forms and expressions. Meaning that the child might use its language more freely and not feel restricted by certain linguistic rules.
Method
In the text below the method of this thesis and the ethical principles that were followed will be presented. Besides this there is also a section where the execution, analysis and trustworthiness is described.

Choice of method
The data for this thesis was collected through interviews. The method of interviewing was chosen because the purpose of this thesis is to find out about how the pedagogues describe their work and thoughts. Bryman (2011, pp 414-415) writes about different types of interviews, two of those are unstructured interviews and semi-structured interviews. Unstructured interviews are interviews which are not made up of predetermined questions, but rather revolve around a specific theme. Semi-structured interviews on the other hand are made up of in advance chosen questions which can then later on be influenced and changed through the interview depending on the participant’s answers. The method used for the study in this thesis was semi-structured interviews. Meaning that I had 9 pre written questions that I asked all the pedagogues. Then, depending on their answers, I asked them follow up questions in order to get more information about something specific.

Selection
The participants for this thesis were chosen through what Bryman (2011, pp. 434) calls a targeted selection. A targeted selection is used by the researcher in an attempt to create consistency between the research questions and the participants. The participants for this thesis consisted of seven pedagogues from five different preschools located in two different cities. When the participants were selected, it was not a major focus on whether or not they were educated preschool teachers. The pedagogues for this study were all chosen because they work in preschools. Some of the preschools were specifically chosen because they were multicultural.

The first preschool, which is called the sea, was chosen because my contact person knew the preschool director. Contact with the preschool was made through my contact person. This was a private but subventioned preschool. And at this preschool two pedagogues were interviewed. The first one was Anna who was 42 years old and an educated preschool teacher. The second pedagogue was Sara who was 49 years old and also an educated preschool teacher. Anna and Sara worked with the same group of children. The interview lasted for 56 minutes.

The second preschool, which will be called The Sky, was private and located in the same building as a school. It was chosen through my contact person’s sister who knows the principal. Though initial contact was made between my contact person’s sister and the principal I also had contact with the principal. I told the principal about my thesis, my purpose and my method. At this preschool I interviewed two pedagogues. The first one was called Maria, she was 30 years old and was an educated preschool teacher. The second one was Linda who was 36 years old and also was an educated preschool teacher. Maria and Linda worked at the same preschool but with different groups of children. The interview with Maria and Linda lasted for 40 minutes.
The third and fourth preschools were both municipal and were chosen during a meeting with the municipality. The third preschool, which will be called The Sun, was chosen because the majority of the children who go there are from Mapuche origin. Therefore the pedagogues there work a lot with the Mapuche culture, their traditions and their native language Mapudungun. The person who was interviewed was an educated preschool teacher who was called Jenny and who was 43 years old. The third interview lasted for 23 minutes.

The fourth preschool, which is called The Beach, was also chosen because the majority of the children were from Mapuche origin. At this preschool they also worked a lot with the Mapuche culture, traditions and their native language Mapudungun. The person who was interviewed was called Jennifer. She was 47 years old and was an educated child carer. The fourth interview with Jennifer lasted for 22 minutes.

The fifth preschool, which is called The Cloud, was private. It was chosen because it was a preschool where they taught their children German and also worked with different German traditions. I personally contacted this preschool via email and told them about my thesis, my purpose and my method. The person I interviewed was called Ingrid. She was 48 years old and an educated preschool teacher. The final interview lasted for 16 minutes.

In order to make it easier for the reader to have easy access to all the information above, I have also chosen to make a table including the most relevant details.

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Pedagogues and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ocean</td>
<td>Private subventioned preschool</td>
</tr>
<tr>
<td></td>
<td>Anna, 42 years old – preschool teacher</td>
</tr>
<tr>
<td></td>
<td>Sara, 49 years old – preschool teacher</td>
</tr>
<tr>
<td>The Sky</td>
<td>Private preschool</td>
</tr>
<tr>
<td></td>
<td>Maria, 30 years old – preschool teacher</td>
</tr>
<tr>
<td></td>
<td>Linda, 36 years old – preschool teacher</td>
</tr>
<tr>
<td>The Sun</td>
<td>Municipal preschool</td>
</tr>
<tr>
<td></td>
<td>Jenny, 43 years old – preschool teacher</td>
</tr>
<tr>
<td>The Beach</td>
<td>Municipal preschool</td>
</tr>
<tr>
<td></td>
<td>Jennifer, 47 years old – child carer</td>
</tr>
<tr>
<td>The Cloud</td>
<td>Private preschool</td>
</tr>
<tr>
<td></td>
<td>Ingrid, 48 years old – preschool teacher</td>
</tr>
</tbody>
</table>

Execution

In total seven pedagogues were interviewed at five different preschools. The data for these questions were collected in a medium-sized city and a smaller city located in Chile. Before interviewing the participants they were all informed about their rights and the purpose of the thesis in person. The participants all agreed to this and also agreed to have the interviews recorded. These recordings were then used by me to listen to the interviews afterwards. All of the interviews were done in Spanish and have thereafter been translated into English. Unless otherwise noted, all translations have been made by myself.

The initial purpose of this thesis was first made in connection with my application for the Minor Field Studies scholarship. While writing my application I also made contact with my aunt who would also serve as my contact person in Chile. My contact person gave me the e-mail addresses and phone numbers for the municipality and an organization who were charge
of different preschools. I e-mailed them telling them about my purpose, the method I would be using and where I came from but did not receive any answers. After about four months I e-mailed them again and received an answer from the municipality. A date was then set for an upcoming meeting.

When I arrived to Chile, all public services were on hold because of a strike, including the public preschools. Even though this was occurring at the time I, together with my contact person, still managed to meet with the municipality who I had made previous contact with and tell them again, in person, what I was doing in Chile and what my thesis was about. During this meeting we together decided that it would be best if my interviews were performed primarily in multicultural preschools. Meaning, preschools where the majority of the children are from different cultures and/or ethnicities. We decided on this because the purpose of this thesis is to find out more about bi- and multilingualism. We therefore felt that the most relevant data could be collected at these multicultural preschools. But because of the strike I was not able to visit the municipal preschools and do my interviews immediately. I did however visit a private preschool where my contact person knew the preschool director. My purpose and my method was informed to the director and the pedagogues through my contact person before the interviews were made. The interviews were then conducted at the preschool. Both the pedagogues were present at the same time during the interview. They answered the questions one at a time but sometimes helped each other with their answers. Except for myself and the two pedagogues my contact person was also present. This interview was conducted in a medium sized city.

When the strike was over the municipality e-mailed me with contact information for two preschools. I called them and told them over the phone what my purpose was and what I needed to do. During this time contact was also made with a private preschool where my contact person’s sister knew the principal. This private preschool and one of the municipal preschools were located in the same smaller city, so I made sure to arrange my interviews on the same day. For these interviews, as well as the upcoming, my contact person’s sister accompanied me. The reason for this was because she had been in this town before and knew where these two preschools were located. In the other interviews, she came with me because she had time and we felt that she could help me with different language barriers that might have occurred. During the first interview this day the interviews were conducted at the preschool. Both pedagogues were present at the same time and answered the questions one at a time. But could sometimes help each other find the answer for some questions. Besides the two pedagogues and myself my contact person’s aunt was also present.

The next interview was conducted at a municipal preschool. Contact had been made by phone prior to the interview with the preschool’s director. It was not decided beforehand if I was going to interview one or two pedagogues. At my arrival there was only one pedagogue available. Besides the pedagogue and myself, my contact person’s sister was also present during the interview. The interview was conducted in the preschool.

For my last interview I chose a private German preschool. This preschool was chosen primarily because of their work with the German language. Therefore, it felt like the pedagogues at this preschool could contribute with relevant and interesting data for this thesis. I called them to tell them about my thesis, my purpose, my method and how many pedagogues I would like to interview. They told me to e-mail them the same information that
I had given them over the phone. After a couple of days they replied and told me that I could come and conduct my interview there. One pedagogue was interviewed at the preschool. And just like with the previous interview, besides myself and the pedagogue, my contact person’s sister was also present.

Ethical principles
Hermerén (2011, p. 40) writes that the motive of the study must have a clear purpose so that the questions surrounding it can be properly answered. The method(s) used must therefore be relevant in order to answer the questions that the study asks. The data which has then been collected with the chosen method(s) must then be critically analyzed. This in order to phrase arguments that are relevant for the conclusion that the study will be showing. This ethical principle was met by doing research about Chile and the subject that was studied. This research was then formulated into a purpose for the thesis. Which then served as a basis for the interview questions.

Other than having done proper research and found a suitable purpose for the thesis the four main requests found in Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning (2002) were also followed both before, during and after. These four requests are:

- The information requirement – I informed the participants about their conditions, what the thesis was about and the purpose of it as well as their roll in it.

- Consent requirement – The participants were informed that their attendance was optional and that they were free to cancel their participation at any time.

- Confidentiality obligations – The participants were informed that their participation was anonymous, as well as their workplace and its location. I have met this request by making up fictional names for the pedagogues. The location of the preschools and their names are not mentioned in this thesis either.

- The utilization requirement – The information collected from the interviews and observations was and will only be used in research purpose.

These four requests were presented to the participants personally before the interviews were made. All of the participants agreed to these four requests. Everyone also agreed to have the interviews recorded. The purpose for this was for me to be able to listen to the recordings afterwards. Besides applying the ethical principles mentioned above, an additional principle that I was asked to follow on location have been taken into consideration. This was to not take pictures of the children.

One thing that occurred when I was going to transcribe my interviews was that I was offered help with them. Several people offered to help me listen to the recordings and transcribe them for me since they were in Spanish. Even though this would have been a great help I chose to decline since I had promised the participants that the recordings were only for me to be heard.

Analysis
After having done all the interviews I sat down and started listening to the recordings and began transcribing them. Since I had made notes on my computer while the interviews were conducted, I completed these notes with the data from the recordings. When the time to write
the results came I looked at the data and started categorizing the results after the questions for this thesis. The categories that I chose were theoretical knowledge, practical knowledge and personal feelings and thoughts. Bryman (2011, p 514) describes this process as coding. Meaning that the researcher creates names or labels on the parts of the data that might be of theoretical or practical meaning or importance for the study. After categorizing my results I decided to go through them to decide which parts needed to be completed with quotes from the interviews. The quotes that were chosen were the ones that I felt stood out in some way. This might have been by saying something that no one else mentioned or having an opinion that no one else had. The reason as to why I did this was because I felt that I did not want to only interpret what the interviewee said but also let their words be presented without any influence (except having the quote translated from Spanish to English).

Trustworthiness
Bryman (2011, pp. 354-355-356) describes trustworthiness as a way to evaluate a study and its results. Bryman writes that trustworthiness consists of four criteria, these are

- Credibility, which means that the researcher has conducted its research in accordance with certain rules and also reported the results back to the participants. In this thesis the rules that were followed consisted of the ethical principles mentioned above. And the results of this thesis will be forwarded to the participants.
- Transferability, is the information about the study and the possibility to redo the study in another environment. In this thesis there is information about which country the study was made in. And also which institutions and what types of participants that were interviewed.
- Dependability, means that the researcher describes how the study was made and how the data has been analyzed. In this thesis information has been given about what type of method that was chosen as well as how the analysis was made. And in the end a method discussion is presented where the method is analyzed.
- Confirmability means that the researcher has not influenced the participants with personal thoughts or feelings and therefore had an effect on the data collected. In this thesis this was ensured by myself by not telling the participants about my own education and knowledge about the subject. With the interview questions I wanted the participants to feel comfortable and not feel like they had to give me the “right” answer. I did not feel that I had the answers to the questions made in this thesis or that I was there to provide the pedagogues with answers. I was genuinely interested in the way they work(ed) and about their feelings and thoughts.

Besides this two test interviews were made before the actual interviews. The test interviews were conducted on two different students who are studying to become preschool teachers. By doing this I was able to get an idea of how long the interviews were going to be. I also got feedback from the two students regarding the interview questions. But in the end no changes were made since the questions were interpreted in the same way by both the students.
Results
In the text below I will present the results that were made through the interviews. The interviews were conducted at five different preschools in two different cities with seven pedagogues in total. The results have been categorized after what theoretical and practical knowledge the pedagogues have. And also what their own feelings and thoughts they have towards bi- and multilingualism.

Didactics are missing with the English pedagogue
At one of the preschools, The Ocean, they have an English teacher who comes in once a week to have English classes with the children. Anna who works at The Ocean tells me that they have had English teachers, but that they do not know how to teach to small children. Anna feels like the didactics in their teachings is missing. Anna feels that the universities where the English teachers get their education should teach them how to teach to younger children.

From our experience, we’ve had male and female pedagogues, excellent at teaching English, but the didactics are missing – Anna, preschool The Ocean

Sara, who also works at The Ocean, therefore feels that the English education has been more effective when the pedagogues at the preschool themselves have held the English classes.

On the occasions when we’ve had to take over the English lessons, they’ve been more effective than when an English teacher has held the class. Like tía Anna said, they lack the didactics – Sara, preschool The Ocean

Anna and Sara both tell me that that the didactics are missing with the English teachers. They also tell me that they feel like their own methods regarding how to teach to younger children is more effective. Both Anna and Sara seem to be comfortable with their way of teaching and seem to feel like what they teach their group of children is more relevant than what the English teacher education is about. The Ocean was the only preschool who took in a teacher from outside to have English lessons with the children. The other preschools who taught their children English held their classes by themselves.

Not enough education about bi- and multilingualism
When I ask the pedagogues about the education they received about bi- and multilingualism the one thing they all have in common is that none of them has studied this during their education. Anna, who works at The Ocean, read about speech development. But both Anna and Sara, pedagogues at The Ocean, feel like it would have benefitted them professionally to learn about bi- and multilingualism. At this moment they do not feel prepared to work with bi- and/or multilingual children, and they both feel like they need to be further educated within this subject.

Yes I think it would have been ideal for it to be incorporated into the education (...) Right now I believe that it would have been a great support to the professional part – Sara, preschool The Ocean

Professionally you will have other ways of educating, because now of course you say "I teach English but only with what I can contribute with, or at least the basic” – Anna, preschool The Ocean

Even though Sara and Anna, who work at The Ocean, seemed positive and confident about their way of teaching when they compared their teaching with the English teacher’s teaching, they do not seem as certain here. Anna for example says that when teaching English she has to work with what she knows, being the basics of the English language. The pedagogues seem
to be expressing that they lack something that would enrich their teachings, which could be further education about bi- and multilingualism.

Ingrid, who works at The Cloud, told me that the courses about bi- and multilingualism were only offered in Santiago, the capital of Chile. And Linda, at The Sky, told me that she learned how to teach English to the children, meaning the methodology behind it. And Jennifer, who works at The Beach, told me that where she got her education they talked about interculturalism, but not about bi- or multilingualism.

The importance of cultural knowledge
Jenny, at The Sun, tells me that it is very important to work together with the guardians of the children. The pedagogues can get a lot of information from them since they are the ones who know their own culture best. Jenny also talks about how the pedagogues are the children’s first influences. It is therefore important that the pedagogues know about other cultures and languages. Another pedagogue who speaks of the importance of teaching the children the right things concerning culture is Jennifer who works at The Beach. She specifically speaks about the Mapuche culture. Jennifer tells me that since the Mapuches come from different territories and therefore different cultures, it is important for the pedagogues to teach the children about the culture within the territory that they are a part of. Jennifer also tells me that the government puts the responsibility of learning Mapudungun and about the Mapuche culture on society. The theoretical part is being taught at the universities while the practical things are being taught by society.

From the government and the Chilean education system there is not a lot to teach people who are Mapuche. Because the knowledge that exists is within the communities. The knowledge about the Mapuche community is with the elderly. What the universities have is… theories, but the knowledge, how can I explain it… a purer knowledge exists within the community – Jennifer, preschool The Beach

The thing that both Jenny and Jennifer have in common is that they both speak about the importance about knowing and informing the children about culture. Another thing that they have in common is that they both work in preschools where they have children and guardians who are from Mapuche origin. The difference between Jenny and Jennifer’s answer is that Jenny, who works at The Sun, speaks about culture in general. Jenny also speaks about the importance of, as a pedagogue, knowing about other languages. Jennifer, who works at The Beach, speaks more specifically about the Mapuche culture. Jennifer also talks about language, more specifically about Mapudungun. Jennifer talks about that the responsibility to learn Mapudungun and about the Mapuche culture has been put on society by the government. So on one hand Jenny seems to feel that the knowledge about other languages lays on oneself as a pedagogue. While Jennifer seems to feel that this knowledge is being put on both society and her as a pedagogue by someone else, in this case the government.

The pedagogues own language skills
Linda, who works at The Sky, tells me that since they (Linda and Maria) do not speak any other languages fluently besides Spanish, the pedagogues do not feel like they can offer the children more language related education. But on a personal level Linda on the other hand feels like she can respond to the children who speak Mapudungun to some extent but she is not prepared to fully support these children in their mother tongue. But Linda also tells me that they look at the linguistic experiences that the child has from home and then continue working and developing it at the preschool. Both with the individual child as well as the
others. It is Linda’s job as a pedagogue to find strategies to be able to communicate with the child if it only speaks Mapudungun and no Spanish.

(…) you have to look at what the child has been taught at home and how it expresses itself, and then taking this together with former knowledge, talking to him, there I think you’ll search for strategies to work with him and the rest of the children (…) if Peter (one of the children) does not understand Castellano (Spanish spoken in Chile) I have to find strategies to teach him and to make him understand – Linda, preschool The Sky

Maria, who also works at The Sky, feels like if she were to receive a child who speaks perfect English she wouldn’t know how to respond to the child. She feels that her English skills only cover the basics like simple questions, the colors etcetera.

Both Ingrid, who works at The Cloud, and Jennifer, who works at The Beach, tell me that they feel prepared to work with bi- and/or multilingual children. Ingrid and Jennifer are the only pedagogues who themselves are bi- or multilingual in this study. Jennifer, who is from Mapuche origin and speaks Mapudungun, tells me that she can tell the children about the language, the culture and values and about the Mapuche’s thoughts surrounding the world. Jennifer also tells me that by now they haven’t received any children who speak other languages besides Mapudungun and Spanish. But if they were to receive children with other mother tongues they would find ways to work with this child.

One thing that Linda, at The Sky, and Jennifer, at The The Beach, have in common is that they both tell me that they would find ways to work with children who have other mother tongues than Spanish or Mapudungun. So even though Linda might feel like her language skills are not enough, and Jennifer feels that her language skills perhaps are enough, they still seem to feel confident as pedagogues and the didactics that they have and work with.

How to make the children bi- and/or multilingual

Besides telling me about the benefits of being bi- and/or multilingual, the pedagogues also speak of how the children might learn to become this. Ingrid, who works at The Cloud, tells me that if you want to teach the children a new language it has to be done through communication and play, not by having lectures. Ingrid tells me that the children have to feel that it benefits them to learn a new language. Ingrid also feels like today’s language education is too simple and that it needs to challenge the children more. When Ingrid speaks to the children she tries to only speak in German and not Spanish, for example if she asks them to go to the toilet, she will only ask them in German. And eventually they will, according to Ingrid, learn both how to understand and speak German. Ingrid tells me that they work very practically at their preschool, for example with the overall German culture and the daily routines at the preschool. But when it comes to teaching the children German, Ingrid prefers it if the pedagogues teach the children phrases at the preschool and that the parents teach them the vocabulary. Ingrid tells me that she does not want the parents to teach the children to use the language in the wrong way. Instead Ingrid wants the parents to focus on for example playing with the children.

They can reinforce, especially when they are… their vocabulary. Not phrases because we do not want them to teach them… wrong – Ingrid, preschool The Cloud

Maria, who works at The Sky, talks about the importance of teaching the children through play. Maria notices that the English education has changed throughout the years. It is much more practical than theoretical nowadays than it was before. For example in her own
education she uses the visual more by for example asking the children to pair together a red balloon with the word for red. Both Linda and Maria, who work together at The Sky, use different English textbooks with their children. In these books there are QR-codes that lead them to different types of music and videos. Besides this there are different types of exercises within the books that the children need to do either by writing or drawing.

Anna, who works at The Ocean, tells me that the department has decided that they have to work with Mapudungun if they have a certain amount of children who are from Mapuche origin. Anna tells me that she does not understand why a lot of the families do not want to promote their culture more than they do. Therefore at their preschool they try to promote the Mapuche culture by singing songs, telling stories and counting in Mapudungun. Anna also talks about music in general and that she feels that it helps the children in their learning ability and when learning new languages. Anna also tells me that they celebrate certain Mapuche traditions. For these occasions the families with Mapuche origin might bring food and dress in traditional clothing. At Jennifer’s preschool The Beach they also work a lot with the families, for example by greeting each other in Mapudungun when the guardians leave and pick up their children. At Jennifer’s preschool they do not teach the children to write in Mapudungun. Jennifer tells me that they only speak it since Mapudungun is a spoken, verbal language and not a language that was originally meant to be written.

Anna and Sara at The Ocean also talk about that they would have liked to have a form of translator who worked with them and the child in the classroom. For example if the child speaks Chinese they would like to have a translator who translated the classes from Spanish to Chinese. This way, according to Anna and Sara, the child wouldn’t lose its native language while learning a new one. Except from this Anna also tells me that wishes she could speak more languages fluently so that she in her profession could teach the children. This way they would also according to Anna be able to accept more bi- and or multilingual children to their preschool.

Something that a lot of the pedagogues mention is that they try to work in a more practical way when working with different languages. This might be done by for example singing or playing. Maria, at The Sky, talks about working with the children in a visual way by for example paring together the word red with a red balloon. Maria also mentions that she has noticed a change in the English education throughout the years. According to Maria the education has gotten a lot more practical. Her comments about the education system and her own way of teaching might be seen as her saying that a practical way is a more efficient way to work at in the preschool. But even though this might be what Maria is trying to say and promote her own teaching as, she and her colleague Linda work with textbooks. Something that could be seen as a more theoretical tool in the classroom since the children might work with these more individually. But these textbooks could also work as a way to make the children interact more with their pedagogue and the other children. Since they all work with the same textbook and therefore have something common to interact and have discussions about. Communication is something that Ingrid, who works at the The Cloud also speaks of as an important factor when learning a new language. And Anna, who works at The Ocean, speaks about music as an important factor when learning a new language. That is something that these textbooks also have included and that might be seen as a more practical way of teaching.
Own feelings and thoughts
While speaking to the pedagogues about bi- and/or multilingualism and its connection to the children, both positive and negative thoughts are brought up. According to Ingrid at The Ocean the best thing you can give the children is the ability to become multilingual, either at home or at the preschool.

It is the best thing that can be done for the children ever since childhood. The best gift that the parents can give is to speak (…) if they (the guardians) do not speak then they should put them (the children) in a preschool where they speak to them as soon as possible.

According to Anna, who works at The Ocean, the ability to learn another language becomes more difficult as the child gets older therefore it is good to teach the child other languages while the child is still young. But, according to Anna, being bi- or multilingual does not benefit some children, for example if they have a speech disorder.

To suddenly incorporate new languages, to children who already have linguistic problems, it harms them a bit (…) it confuses them – Anna, preschool The Ocean

All of the interviewed pedagogues tell me that they had non voluntary English classes in school. The majority of the interviewed pedagogues talk about how they feel that these classes did not benefit them. Ingrid, who works at The Cloud, on the other hand feels like her English knowledge has affected everything in her life, for example work, studies and especially her social relations.

Daily because you meet a lot of people who only speak English. You come in contact with songs, movies, everything. English really is much more ... used more than German. Therefore it influences everything, everything. From human relations, socially, work ... studies – Ingrid, preschool The Cloud

When it comes to the importance of knowing other languages yourself and working with them, the pedagogues have different feelings and thoughts. Anna at The Ocean feels that it is important that the pedagogues know more than one language since the world is becoming more multicultural. And according to Jenny, at The Sun, it is very important for yourself to be bilingual in order to offer the children a good education.

From the results above different feelings and thoughts can possibly be pointed out. Anna at The Ocean and Jenny at The Sun speak about the importance of knowing more than one language. And all the pedagogues except for Ingrid at The Cloud say that they did not feel that the English education that they had in school benefitted them. One feeling does not necessarily have to be connected to the other. The pedagogues might feel positive about being bi- or multilingual themselves but also feel negative towards their own language education and not feel that these two are connected. The reason for this might be, as Maria at The Sky mentioned that, according to her, the English education was more theoretical before and nowadays it is more practical. What can possibly be seem from their thoughts and feelings is that the pedagogues have had the opportunity to become bi- or multilingual themselves. But because of the didactics used when they went to school, their language education did not benefit them. But nowadays it might seem like they know about the benefits of being bi- or multilingual and that they also feel that their didactics are better than what they used to be.

Control from above
Except for their own feelings and thoughts surrounding themselves and their children, one of
the pedagogues talks about the difficulties that they have experienced with the government and others above them. Anna at The Ocean talks about how the pedagogues want to make changes within their organizations. But that the people above them who make the decisions for the preschools do not want to or do not understand what the reality in the preschools actually looks like. Their focus mainly lays on infrastructure and how the buildings should look, not on how the education should be performed or which materials the pedagogues need in their daily work. Anna feels like the reforms that the government has made hasn’t benefitted them, but will instead create bigger class differences. Before there were schools and preschools that were communal, private and subventioned. Now there will only be communal and private preschools and schools.

That is what is now intended to change with the reform. But I think it came out bad (…) because now instead of creating equality it is going to be more inequality because now the schools that did not want to (can’t hear what she says) are going to be paid. So now there is going to be a bigger difference between the one who pays and the one who does not pay (…) and now there will be inequality. – Anna, preschool The Ocean

What Anna seems to be expressing here is frustration. The feelings and thoughts that she has about the people above the preschool and government’s reform is something that she herself most likely can’t effect. Anna seems to feel overlooked by those above here when she says that those above her do not want to understand what the reality in the preschools looks like.
Discussion
In the text below I will present a discussion surrounding the results that were made from the interviews. A method discussion where I write more about the method used, and didactical discussions, where I write about possible consequences, are also included in the text below.

Didactics are missing with the English pedagogue
Two of the interviewed pedagogues mentioned that they felt that the didactics were missing when they brought in an English teacher to hold the English lessons with the children. The importance of having a professional pedagogue teaching the children was mentioned in the background of this thesis. Amongst all it was mentioned that Skolverket (12:1267, p. 14) defines a professional pedagogue as someone who has knowledge about their subject, didactics and about the children’s language skills.

Another thing that the pedagogues mentioned was that they felt like the English teacher didn’t know how to teach to smaller children. Svensson (2009, p. 77) writes that when it comes to small children who still do not have a fully developed language the focus when communicating should mainly lay on creating an interest and maintaining it. This way, even if the child does not understand, their attention towards communicating will still be there. And by doing this the children will get a chance to use their communicative skills and the language that they already have.

What I seemed to see in the pedagogue’s answers was that they felt comfortable in their role as educators. They seemed confident with their didactics, both when it came to teaching to younger children and with the knowledge that they had. These are, as mentioned above, factors that make for a professional pedagogue who will allow the children to use and develop their communicative skills.

Not enough education about bi- and multilingualism
One thing that all the interviewed pedagogues had in common was that none of them had read about bi- and multilingualism during their education. Two of the interviewed pedagogues expressed that they felt that it would have benefitted them professionally to have more knowledge about this. Skolverket (13:1338, p. 4) writes that an important factor when working with multilingualism at the preschool is the pedagogues approach and knowledge about language development. They specifically mention the knowledge about how to give bi- and/or multilingual children the opportunity to develop their mother tongue and other languages.

The importance of cultural knowledge
Two of the interviewed pedagogues spoke about the importance of knowing about different cultures. One of the pedagogues spoke about learning about different cultures through the guardians. But also about learning about culture and language yourself as a pedagogue. The other pedagogue spoke more specifically about the Mapuche culture and their native tongue Mapudungun. The pedagogue spoke about feeling like the government put the responsibility of learning about the Mapuche culture and Mapudungun on society. Kultti (2012, p. 46) writes about the knowledge that the pedagogues need to have about the children’s language and culture. This is something that according to Kultti can be achieved by the pedagogue by interacting with the children and their guardians. It is according to Kultti the pedagogue’s responsibility to use the child’s experiences both within and outside the preschool and turn them into learning situations.
The pedagogues own language skills
Besides telling me about the potential struggles and possibilities that the pedagogues have/might encounter when working with bi- or multilingual children some of them also speak about their own language skills. Two of the interviewed pedagogues were themselves bi- or multilingual. Skolverket (13:1338, p. 50) writes about the possibilities and difficulties that you might encounter as a bi/or multilingual pedagogue. The advantage if the pedagogue and one or several children speak the same language is that some of the education can be held in their native language. But the important part is that these children and pedagogue do not always get put together and are expected to speak their native language. It is still important that these children are exposed to the language(s) that is spoken at the preschool. The pedagogue should therefore not be seen as a representative for their native tongue, but just as any other pedagogue but with a special competence.

The advantage that these two bi- and multilingual pedagogues had was that they worked in preschools where their other languages was incorporated in their daily work. One pedagogue who spoke Spanish and Mapudungun worked at a preschool where they worked a lot with the Mapuche culture and also Mapudungun. The other pedagogue who spoke Spanish, English and German worked at a German preschool where they worked with the German culture and language.

How to make the children bi- and/or multilingual
In Skolverket (12:1267, p. 75) it says that in order to learn and develop a new language you need to come in contact with the language in rich and meaningful situations. But you also need to produce and use the language in different contexts and for different purposes. In the preschools you can do this by for example working with different themes. When working with a theme the pedagogue and child gets lots of opportunities to explore and talk about new words. This helps the child to enrich their linguistic skills. But it is also important that the pedagogues do not forget about the practical aspect of their teaching. This is also brought up by Lindö. Lindö (2009, p. 21) writes that it is much easier for the child to understand the concept ball if it has first had the opportunity to touch, look at, taste and play with a ball. Working in a more practical way is something that was also brought up by one of the pedagogues. The pedagogue mentioned that she tried to work in a visual way, which Lindö (2009) mentions as a way of understanding a concept easier.

In the results one of the pedagogues mentions that the language education nowadays is too simple and not challenging enough. The importance of having high expectations and challenging the students mentally was mentioned in the background by Skolverket (12:1267, pp. 12-14). They wrote that the students need to be challenged even if their language skills are not fully developed. Skolverket (12:1267, p. 102;110) also writes about the importance of offering the children a language education that verbally challenging. But it is also important that the children get support from the pedagogues while being challenged. This help can be given by the pedagogue by allowing the children to listen to the pedagogue while she/he is speaking. This way the child will learn how the language is used and for example how certain words are pronounced. But even though the child can learn a lot by listening to others when they speak, it is also important to be aware of what you as a pedagogue are saying. In Skolverket (13:1338, p. 26) they write that the pedagogues should never underestimate the
grown up talks that they might have with other colleagues. As these might be understood and observed by the children and therefore also be a part of the child’s language development. But as mentioned in the background by Skolverket (12:1267, p. 45), thinking that the children automatically know certain everyday words is also wrong. The pedagogue needs to explain both basic everyday words as well as more challenging words.

None of the interviewed pedagogues mentioned reading aloud. The only pedagogues who mentioned books in some way was the pedagogues who worked with textbooks in their classrooms. Skolverket (13:1338, p. 68) writes that research shows that reading aloud to children contribute to their vocabulary, reading comprehension and ability to express themselves and to gaining the knowledge required for reading and writing. But even though reading aloud has a lot of benefits the pedagogue also needs to be aware of the difficulties that might occur. These might be that some children are more advanced in their language development than others. It might therefore be difficult for the pedagogue to choose a suitable book to read since it needs to challenge but also be understandable to the children. By choosing a book that is too difficult some children might get bored and not be interested in reading books in the future.

Another thing that was mentioned by a pedagogue was the benefits that play had on learning a new language. Skolverket (13:1338, pp. 43;45) writes about the effects that play has on language development. The good thing about play is that all children can be involved even if their language is not fully developed. Playing can also be language developing if it includes children who are native speakers and/or pedagogues who can help the children communicate and explain what is happening. All play is therefore not always language developing but it can serve as a way to exchange experiences and other knowledges.

Another thing that was brought up during the interviews was that two pedagogues would have liked to have a native language teacher who could interpret what was being said. Skolverket (13:1338, p. 50) write that if the preschool has a native language teacher, the best way to organize their time with the child is by incorporating their work in the preschools daily activities.

Own feelings and thoughts
The majority of the interviewed pedagogues speak positively about being or becoming bi- or multilingual. Both when they speak about themselves and also about the children in their preschools. The pedagogues also speak about supporting bi- or multilingual children in their language development. Skolverket (13:1338, p. 14) writes that a bilingual development that occurs through second language development and by reinforcing the mother tongue is important for several reasons. Linguistic stimulation in the child’s native and second language contributes to the child’s cognitive and social development. According to Skolverket, research shows that children who learn two languages well also develop a higher language awareness. This will then contribute into developing the child’s reading ability. It is therefore important according to Skolverket to support the development of both the child’s mother language and second language in order for them to become bi- or multilingual. In the theoretical starting point Vygotsky’s thoughts on foreign language development was mentioned. According to Vygotsky (1986, p. 160) the child’s understanding of its native language is enhanced by learning a foreign one. Vygotsky thought that the child became more conscious of the words that it used and the child then used the words as a tool for its thoughts and to express ideas.
Skolverket (12:1267, p. 111) also writes that there is no research that shows that bi- or multilingualism is a burden on society or the individual. Contrary research shows that bi- and multilingualism supports the learning process in other languages. According to Skolverket there is also research that shows that children who develop several languages are more creative in their language and thinking. Bi- or multilingual children often have a more developed awareness about language and can more easily see things from different perspectives, thanks to their different language skills. It is therefore not a burden to know and learn several languages but on the contrary a resource.

There is one pedagogue who expresses that learning more than one language might be too much for children who might have a speech disorder. According to Skolverket (13:1338, pp. 23;24) children who learn two languages simultaneously generally start speaking a bit later than monolingual children. But generally follow the same development as monolingual children. Some children who have been learning two or more languages simultaneously might show signs of having a language difficulties. This is often blamed on the child not being exposed to one particular language enough. A lack in the communicative ability could be a speech disorder and should therefore not confused with a second language that is developing. If the pedagogues are uncertain they should always, with the acceptance of the guardians, contact a speech therapist. This is also brought up by De Houwer, Bornstein and Putnick (2013, p. 1209) who write that if a child seems to have a slow language development, it should not automatically be blamed on bi- or multilingualism. Instead it should be looked at closer by the guardians and speech professionals.

De Houwer (1999, p. 19) also writes that the linguistic environment of bi- and multilingual children are mainly shaped by the beliefs and attitudes of the people who create these environments. The pedagogue’s beliefs and attitudes will partly determine how they will interact with the children and what language(s) they will speak with the children in. This will then affect the child’s language use. Besides this Skolverket (12:1267, p. 132) also writes that in order to have an education that benefits all, differences should be brought up. In this case the differences might be the children’s different experiences in life. These differences can thereafter be used for joint discussions. These discussions might then work as a way to acknowledge for example the different stereotypes that we all have, both the children and the pedagogues.

Control from above
One of the pedagogue’s mentions that the people above them main focus lays on the infrastructure of the preschools. The pedagogue feels like the people above them do not know what the reality looks like in the preschools and that they do not provide them with the important and relevant things that they actually need. Ridersporre and Persson (2010, p. 271) write that a common misconception is that the pedagogues at the preschools are fine even though their physical working environment is not optimal. But even if the pedagogues are very competent and do not really have complaints about the facilities, they still deserve to have a good working environment. This will allow the pedagogues to focus on the children and not having to compensate for defects in the facilities.

Method discussion
The advantage of interviewing two people at the same time was that they could help each other with the questions. It also felt like they could relax more and therefore open up to me more about their work and thoughts. If this actually was the case, we will never know, it
might have been that the participants who were interviewed in pairs felt that they couldn’t express themselves as much as they wanted. Either because they felt like the other person took over the conversation or because they didn’t want their colleague to know about different things. This was the advantage of interviewing some participants alone.

One of the difficulties when interviewing people during their working hours is that time might become a possible issue. During my first interview I did not ask the participants if they had a specific time when they had to be done. I found out after about 30 minutes that an outside teacher, who has English classes with the children, was coming to have her final class with the children. They offered me to observe what she was going to do but in order to do that we had to be done by a specific time. Because of this I had to compress some of the final questions and was not really able to ask follow-up questions which could have given the results of this thesis a greater understanding of their practical work and thoughts. In order to prevent this from reoccurring with my upcoming interviews I wrote down a reminder to ask the participants if they had a time limit before starting the interview.

During my last interview though the participant told me that we had to be done with the interviews by a certain time. This meant that I only had 20 minutes to do my interview. The participant had been informed beforehand by e-mail that the interview would take around 30 minutes. I managed to ask all the questions, but feel that those extra ten minutes could quite possibly have enriched the thesis with additional facts. This is something that could possibly have been prevented if I had made for example a survey for the pedagogues to answer.

Didactical consequences
The pedagogues seem to have positive attitudes towards bi- and multilingualism and they seem to want to know more about it. As we saw in the discussion knowledge about the subject, in this case language development, is the key to influencing the children in more than one positive way. So what the pedagogue’s have, and that is going to benefit the children’s education, is the positive thoughts about their didactics and their thoughts and feelings about bi- and multilingualism. What might get in their way is the lack of theoretical knowledge about bi- and multilingualism. But as we can see from the discussion a lot of knowledge can be collected from the children and their experiences. Another benefit that the pedagogue’s have with their positive thoughts and feelings is that they will possibly influence the children’s feelings and thoughts. The pedagogues mentioned that they did not benefit from their English education. But by having this in mind and trying to work away from what made their own language education negative, the pedagogues might be able to make the children feel differently than them about their language education.

To sum up everything we can see that key factors when working with bi- and multilingual children and developing their language to a great deal lays on the pedagogues. The pedagogue needs to be open minded and positive towards bi- and multilingualism. And also willing to learn more about this subject, both through education as well as with and through the children and their guardians. This will help the pedagogues to optimize their way of teaching and supporting bi- and multilingual children.
References


Enspråkig. [1900]. Nationalencyklopedin. Available on Internet: http://www.ne.se.lib.costello.pub.hb.se/uppslagsverk/ordbok/svensk/enspr%C3%A5kig [2017-03-05]


Hyltenstam, Kenneth. [w.y.]. Tvåspråkighet. Nationalencyklopedin. http://www.ne.se.lib.costello.pub.hb.se/uppslagsverk/encyklopedi/l%C3%A5ng/tv%C3%A5spr%C3%A5kighet [2016-11-15]


Pedagog. [w.y]. Nationalencyklopedin. Available on Internet: http://www.ne.se.lib.costello.pub.hb.se/uppslagsverk/encyklopedi/l%C3%A5ng/pedagog [2017-03-21]


Appendices

Interview questions in English

- How old are you?
- What type of education do you have?
- Do you have any children that are bi- or multilingual attending your preschool right now?  
  If YES: Which languages do they speak?
- Do you feel that there are any differences in your professional versus personal thoughts and feelings about bilingualism/multilingualism? In which way?
- If educated preschool teacher:  
  During your education did you read about bilingualism/multilingualism?  
  If YES: What did you read/learn?  
  If NO: Was this something that you feel like you needed?
- Do you feel as though you are prepared both practically and theoretically to work with multi/bilingual children?  
  If YES: In what way?  
  If NO: What do you need? And who do you need it from (boss, co-workers, others)
- Do you speak any other languages? Which are these? How did you learn them?
- Did you learn English in school?  
  If YES: Was this optional?  
  Has it had any effect on your life? For example in your daily and/or professional life? And in that case, in what way?  
  If NO: Why not?  
  Has it had any effect on your life? For example in your daily and/or professional life?  
  Both: Do you think that this has affected your views around bi/multilingualism in general? And in that case, in which way?
- Which curriculum do you work with? How is your work around bilingualism/multilingualism connected to the curriculum?  
  - Libraries?  
  - Themed works?  
  - Guardians?
Interview questions in Spanish

- Cuantos años tienes?

- Que tipo de educacion tienes?

- Cuantos años tienen los niños en su jardin?

- En este momento tienen niños que son bi/multilinguisticos en su jardin? SI: Que idiomas hablan estos niños?

- Siente que hay alguna diferencia entre sus pensamientos personales o profesionales y sentimientos acerca del bi/multilenguismo? En qué forma?

- En caso de docente de educación pre-escolar:
  Durante su formación profesional, estudio algo relacionado con bi/multilinguismo? SI: Qué estudio/aprendio? NO: Fue algo que usted sintió que necesitaba?

- Siente que está preparada practica y teóricamente para trabajar con niños que son bi/multilinguisticos. SI: En qué forma? NO: Qué necesita? Y de quien lo necesita (jefe, colegas, otros)

- Habla otros idiomas? Cuales idiomas son? Como los aprendio?

  NO: Porque no? Ha afectado su vida de alguna manera? Por ejemplo, en su vida cotidiana y/ ó profesional
  AMBOS: Usted piensa que ha influido su punto de vista acerca del bi/multilinguismo en general? Y en ese caso, en qué forma?

- Cómo esta conectado el trabajo del bi/multilinguismo con el curriculum que aplican aca en el jardin?