

Teaching English in a Multicontrastive Classroom: Perspectives from EFL trainee teachers and teachers

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This paper investigates the perceptions of both trainee teachers' and teachers' perceptions regarding teaching English as a foreign language (EFL) in a multicontrastive/ multilingual classroom at Swedish schools. Employing a qualitative methodology, interviews were conducted with a total of ten trainee teachers and teachers, following their completion of a course on 'English in a multilingual/multicontrastive classroom' as part of their teacher training program. The findings indicate that a majority of participants plan to use L1 as the predominant local language (e.g., Swedish) when teaching English in a multicontrastive classroom. The findings reveal that a majority of participants plan to use L1, such as Swedish, as the local dominant language in Sweden, when teaching English in a multicontrastive classroom, citing several reasons for this choice. They also express the belief that transfer from students' L1 (or previous languages, e.g., L2, L3) may serve as a source of errors in English as their foreign language, with many considering errors as inherent and natural learning paths in a multilingual classroom. Additionally, the study unveils various advantages and challenges associated with teaching English in a multicontrastive classroom. Pedagogical aspects for language teachers engaged in teaching English within the multicontrastive classroom will be further discussed.

Some references

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