

I Guess I Do, But I Shouldn't

**A study of teachers' beliefs and practices about
L1 use in the Norwegian ESL classroom**



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ABSTRACT IN NORWEGIAN

Lærarar sin språkbruk i engelskundervisninga har vore diskutert i lang tid. Det er vanleg praksis hjå mange lærarar å unngå bruk av norsk i engelskundervisninga. Argumentet er at andrespråksundervisning skal gå føre seg på det aktuelle språket, og at elevane sitt morsmål derfor skal utelukkast.

Denne studien har som mål å granske nokre lærarar sin bruk av norsk i engelskundervisninga. Dette er gjort gjennom å kartlegge og studere tre lærarar sine haldningar til bruk av norsk og engelsk i undervisninga, samt praksisen deira i klasserommet på dette området. I tillegg vart det undersøkt i kva grad norsk blei brukt i engelskundervisninga og kva faktorar som påverka denne bruken i klasserommet. Elevane sine haldningar til og oppfatningar av læraren sin norskbruk vart også inkludert i undersøkinga.

Studien vart gjennomført på ungdomsskulenivå, der tre lærarar, ein på kvart trinn, deltok i granskingane. Metodane som vart brukte var lærarintervju, klasseromsobservasjon og ei spørjeundersøking der lærarane sine elevar var respondentar.

Resultata viser at alle lærarane hadde ein viss bruk av norsk i alle dei observerte engelsktimane. Dei underliggjande grunnane for at lærarane brukte norsk, var for å syte for elevforståing, og for å framstå som seriøs og genuin. Det vart også funne at lærarane var usikre vedrørande eigen norskbruk i undervisninga, og kva funksjon denne norskbruken eventuelt hadde. I tillegg til dette, uttrykte to av lærarane at noko av norskbruken deira var beklageleg, og at dei følte dei brukte norsk i situasjonar der dei eigentleg burde og kunne unngått det. Dette indikerer at der er ein avstand mellom lærarane sine *haldningar* og *praksis* når det kjem til språkbruk i klasserommet.

Denne oppgåva er gjort innanfor rammeverket til 'teacher cognition', og diskuterer denne avstanden mellom lærarane sine haldningar og praksisen som viser i klasserommet.

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LIST OF ABBREVIATIONS

ESL – English as a second language

L1 – First language (mother tongue)

L2 – Second language

FL – Foreign language

CLT – Communicative language teaching

ZPD – Zone of proximal development

LK06 - The National Curriculum for Knowledge Promotion in Primary and
Secondary education and Training

Table 1.1 Transcription key for interview transcripts

Units	Truncated intonation unit	--
Speakers	Speaker identity/turn start	:
Transitional continuity	Final	.
	Continuing	,
	Appeal	?
Vocal noises	Laughter	@
Transcriber's perspective	Researcher's comment	(())
	Uncertain hearing	<X X>
Pause	Long pause	(...)

Table 1.2 Transcription key for observation transcripts

Units	Truncated intonation unit	--
Speakers	Speaker identity/turn start	:
	Teacher	T
	Student	S
	Students in plenum	S+
Transitional continuity	Final	.
	Continuing	,
	Appeal	?
	Exclamation	!
Vocal noises	Laughter	@
Transcriber's perspective	Researcher's comment	(())
	Uncertain hearing (several words)	<X X>
	Uncertain hearing (one single word)	X
Phonetics	Phonetic/phonemic transcription	(/ /)
Specialized notations	Quotation	' '
	Codeswitching	<L1 L1>

1. INTRODUCTION

1.1 Aim and scope

The history of second language (L2) learning and teaching shows that the role of the first language (L1) in the L2 classroom has been a re-occurring issue (see chapter 2). Throughout the twentieth century, the role of the L1 has been limited, and in many ways ignored as a possible contribution in the L2 classroom (Cook 2001:403f). The focus has been on the L2, and the assumption that monolingual teaching (L2 only) or at least extensive use of the L2 is the preferable way of conducting L2 teaching (Cook 2001:404). The Norwegian national curriculum (LK06) does not state explicitly how Norwegian L2 teachers should conduct their language teaching. However, one can argue that its' emphasis on L2 usage and communication suggest implications for teachers' language use in the classroom.

Several aspects e.g. grammar teaching and literacy instruction, have been investigated in regard to teachers' beliefs and practices within the field of teacher cognition (Borg 2006:109). A lack of congruence is often found between teachers' beliefs and their actual practice when teaching an L2 (Borg 2009:167). This is also found in regard to teachers' language use in L2 teaching, where teachers seem to resort to their L1, despite their beliefs in L2 exclusivity (Cook 2001:405). Teachers also seem to be unaware of their reasons for codeswitching (Edstrom 2009:13). In recent years the assumption of monolingual teaching in the L2 classroom has been a subject of considerable debate (Macaro 2001:531; Hall & Cook 2012:272). Theorists have called for a re-evaluation of the position of the L1 in the L2 classroom, claiming that teachers' use of the L1 might be beneficial for some as aspect of L2 teaching. Some of these aspects might be to convey meaning, to teach grammar and for classroom management. It has also been found that the L1 can be useful for students too in their learning process (Cook 2001:402) (see chapter 2).

This creates the backdrop for the current study, which aims to investigate teachers' L1/L2 use in the Norwegian ESL (English as a second language) classroom in the lower secondary school within the framework of teacher cognition. This study investigates three teachers' L1 use in the English classroom, representing teaching in the 8th, 9th and 10th grade. The teachers' L1 use is investigated through teacher interviews to gain a better understanding of the teachers' beliefs regarding L1 and L2

use, and also their perception of their own L1/L2 use in the classroom. Classroom observations have also been conducted in order to find the teachers' functions of L1 use. Lastly, a student questionnaire was carried out with the teachers' students, in order to map the students' beliefs regarding their teacher's L1/L2 use. The study aims to provide a better understanding of these teachers' L1 use in the classroom, and further bring attention to a possible role of the L1 in the L2 classroom. This study can further encourage teachers to map their own language use, and in this way better comprehend possible benefits of including the L1 as a tool in L2 teaching and learning.

The inspiration behind this study is based on my own experiences as both a student and an English teacher in the lower secondary school. I remember enjoying being taught in English, and reacting negatively when the teacher resorted to Norwegian. Later on, starting as an English teacher, I was clear on my stance regarding L1 use in the classroom, namely that it should be avoided. However, when I started teaching English, I found L2 exclusivity harder to obtain than first anticipated. I found myself teaching in Norwegian, having no recognition as to why this was done. I consequently felt uncomfortable asking other teachers about their practice, because I knew that I did not teach English "correctly". After consulting the literature regarding this, I found that the issue of L1/L2 use in L2 teaching was not straightforward, meaning that teachers seem to vary in their use of the L1 when teaching an L2. This inspired me to investigate it further.

1.2 Previous research

There has been conducted both qualitative and quantitative research investigating L1/L2 use in L2 and FL classrooms (Duff & Polio 1990; Polio & Duff 1994; Edstrom 2006; Macaro 2001).

Macaro investigated teacher students teaching French in English secondary schools (2001:531). He explored to what extent they used their L1 when teaching, and what influenced their L1 use (Macaro 2001:533). His findings show that the teacher students used their L1 to a limited degree, while their functions of L1 were to give instructions for activities and for keeping control of the students. It was also found that one of the teacher students let governmental policy override personal beliefs in regards to teaching, while the other student tried to teach according to his/hers

personal beliefs (Macaro 2001:544f). Duff and Polio explored to what extent the teachers used the L1, and their functions of this L1 use (1994:314) in different FL classrooms at university level, where the teachers were native speakers of the students' L2 (1990:155). They found that the amount of L1 use varied greatly among the teachers. Several functions of L1 use were found, but the most prominent function was for administrative vocabulary. They also found that teachers' L1 use depended on several factors, e.g. type of L2, departmental policies, lesson content and teacher training. Furthermore, Edstrom investigated her own L1 use teaching Spanish at university level (2006:275). She found that she had underestimated her own L1 use, and that she typically used her L1 for grammar instruction, classroom management and to compensate for students' lack of comprehension (Edstrom 2006:281ff).

Neither of these researchers has explicitly defined themselves within the field of teacher cognition. However, they have all to some degree dealt with teachers' L1/L2 use in L2/FL teaching, comparing teachers' practice and beliefs. Therefore, these studies may be seen to be linked to the field of teacher cognition. Since their research can be relevant in the discussion on teachers' L1/ L2 use and how their practice might differ from their beliefs, they are included in this study.

To my knowledge, there have been conducted three other studies investigating Norwegian English teachers' codeswitching into the L1 in L2 teaching. Drew conducted a study in the Norwegian primary school, investigating English teachers' practice regarding L1 use in the ESL classroom and comparing these teachers to English teachers in the Dutch school (2004:5-6). He looks into the amount of L2 used by the teachers, and the functions of their L1 use. The results show that most of the teachers in Norway used mainly English in their teaching, but that the L1 was typically used for grammar instruction, for longer instructions and to clarify tasks (Drew 2004:40). His findings resulted from a teacher questionnaire where 153 teachers participated (Drew 2004:6). Additionally, two Master theses have been written on the subject of teachers' L1/L2 use in the L2 classroom. The first investigates and compares the extent and functions of English teachers' L1 use in lower secondary school (8th grade) to teachers' L1 use in upper secondary school (Vg3) (Hoff 2013:6). It was found that the teachers' L1 use was influenced by e.g. the teachers' proficiency level, their attitudes, their ability to adjust their L2 teaching and their perceptions of their students' comprehension (Hoff 2013:82). These results were found through teacher interviews and classroom observation (Hoff 2013:24). The

second MA thesis investigates how and why the L1 is used. It was found that the amount of L1 use depended on the proficiency level of the teachers and the students. This was found through a questionnaire (Abstract Bollerud 2002, accessed 12.11.14).

My study aims to contribute to the existing research regarding teachers' L1 use. This study can be defined within the field of teacher cognition, since it is conducted through three different methods, namely teacher interviews, students questionnaire and classroom observation. Through a triangulation of methods, this study investigates both the teachers' beliefs and practices in regards to their L1 use in the L2 classroom. This study aims to contribute additional insight into the international body of research into teachers' L1 use, but with a focus on ESL, as opposed to foreign languages (FL).

Additionally, in contrast to the Norwegian studies mentioned, students' beliefs regarding their teachers' L1 use are included in this thesis. Thus, this study might provide an insight into students' beliefs regarding teachers' language use in the classroom. Unlike any of the studies mentioned, this study focuses exclusively on ESL teaching in the lower secondary school, representing the 8th, 9th and 10th grade, consequently contributing to a more complete picture of L1 use in L2 teaching in the lower secondary school.

1.3 Research questions

The current study aims to answer the following five research questions:

Q1: To what extent is the L1 used when teaching English as an L2 in Norwegian lower secondary schools?

Q2: What factors influence teachers' L1/L2 use?

Q3: What are the teachers' beliefs regarding L1/L2 use?

Q4: What is the teachers' practice regarding L1/L2 use?

Q5: What are the students' beliefs regarding their teacher's L1/L2 use?

1.4 The structure of this thesis

This thesis consists of six chapters. After the aim, scope and research questions of this study are presented in chapter 1, chapter 2 will provide the relevant theoretical framework for the present study. Here, an introduction to L2 learning theories and L2 teaching approaches is given, followed with a presentation of theoretical perspectives and earlier research regarding teachers' L1/L2 use in the L2 classroom. Chapter 3 presents the research methodology used in the current study. In chapter 4, the results from the teacher interviews, the classroom observations and the student questionnaire are presented, while they are further discussed in relation to the research questions and theoretical framework of this study in chapter 5. The concluding chapter (chapter 6) summarizes the findings in this thesis, explaining how they answer the research questions of this thesis.

2. BACKGROUND

Code switching is ‘a change by a speaker (or writer) from one language or language variety to another one’ (Longman dictionary 2010). This study aims to investigate English teachers’ code switching between the L2 and the L1 when teaching the L2. This includes exploring teachers’ beliefs as well as their actual practice when it comes to their L1 and L2 use. In this chapter the theoretical background for the present study will be outlined.

Since this study deals with language learning in the Norwegian L2 classroom, it is closely linked to the field of L2 acquisition. Consequently, a short introduction to L2 teaching and learning is given including necessary word explanations and definitions, followed by an outline of recent L2 learning theories. Here, a short presentation of some of the main tendencies from the 1950s and up to today is provided, along with corresponding language teaching approaches and the view on L1/L2 reflected in them. Additionally, theoretical perspectives on L1 and L2 use are presented, outlining current theorists’ views on the matter. Furthermore, previous research on teachers’ use of the L1 and L2 in the L2 classroom is introduced, presenting some of the research that has been conducted in this field of research, portraying relevant arguments, insights and results regarding teachers’ L1/L2 use. By presenting the methods, research questions and findings from earlier research, a research gap will be indicated, providing a context for this study. The theoretical perspectives along with previous research will highlight how L1/L2 use has been a reoccurring issue in L2 teaching and further function as a framework for the current study.

Lastly, this chapter gives a brief introduction to the field of teacher cognition. Findings from previous research regarding teachers’ L1/L2 use are included here even though they were not conducted within the field of teacher cognition, because they portray differences in teachers’ beliefs and practice.

2.1 L2 learning

Second language learning does not have a specific definition. This poses the need for a specified explanation for how the term is used in this study. According to Mitchell and Myles ‘second language learning is an immensely complex phenomenon’

(2004:6). Ellis also acknowledges that '[second language acquisition] constitutes a multi-faceted phenomenon that defies simple definition' (2008:3). Most people have experiences connected to language learning, and they all have different opinions about what is the best way of doing so, and what methods one should exclude in the process of learning a language. Additionally, a large part of language learning happens in unconscious processes that learners do not have a clear understanding of (Mitchell & Myles 2004:6). This opens up for several possible definitions of L2 learning. For the purpose of this study, a broad definition of *second language learning* is used, namely the learning of any language taking place at a later stage than the acquisition of the learners' native language (L1 henceforth) (Mitchell & Myles 2004:5; Ellis 2008:5; Gass & Selinker 2008:7).

A broad definition is used because English can be said to be in a transition phase between being a foreign language (FL) and an L2 in Norway. The British Council have argued that Norway is in a transition phase from using English as a FL to using it as an L2 (Strategiplanen, accessed 8 May 2014). English is now largely regarded an international language, meaning that it is used as 'a globalized means of communication' (Seidlhofer 2004:2). This further indicates that the use of English transcends its traditional national borders by playing an important role in international communication (ibid.). The international role of English is apparent in Norway where it is used as a working language in a growing number of Norwegian businesses (Strategiplanen, accessed 8 May 2014). Additionally there is an increased usage of English as an instructional language in education, and there is also a clear tendency that English is the favoured language in academic publishing (ibid.). Hall and Cook emphasize the difficulty of distinguishing between English as an L2 and as a FL because 'in some senses, English has become the second language of the whole world' (2012:274). This further argues for the role English has as an international language. This shows that English might have a wider application than a traditional FL in Norway.

In research literature, different terminology has been used about the language being learned. For this purpose, Littlewood and Yu for instance use *target language*, while Hall and Cook use *new language* (Littlewood & Yu 2011:64; Hall & Cook 2012:274). Other theorists and researchers simply use *second language* (L2) for this purpose (Duff & Polio 1990:154; Cook 2001:402; Edstrom 2006:276). In the current

study, the term *second language* (L2) is used referring to English, while the first language (L1) is used to refer to Norwegian.

In the field of L2 acquisition, it is distinguished between *acquisition* and *learning*. According to Ellis, '[Acquisition] refers to the subconscious process of "picking up" a language through exposure' (2008:7). It focuses on the incidental process of acquiring a language, where you do not intentionally go through a learning process. The language is often learned through real communication that takes place in a natural setting (Ellis 2008:6). Learning, on the other hand, refers to the conscious way of studying a language (Ellis 2008:7; Krashen & Terrell 2000:26). Here the learning is intentional, meaning that the learner is aware that s/he is learning a language. Learning is often used to describe classroom instruction (Ellis 2008:7). Even though this thesis evolves around classroom activities, the terms *learning* and *acquisition* will be used interchangeably. This is because it can be problematic to separate the two processes, since it is difficult to determine whether the language produced is a result of conscious or unconscious processes (Ellis 2008:7).

2.2 The recent history of L2 learning and teaching

This section provides a short description of some L2 theories with accompanying teacher approaches and the view on L1 use reflected in them.

In the 1950s and 1960s, the view on L2 and L1 use in L2 learning was closely linked to the practical aspect of language teaching. The teaching approach at this time was called audiolingualism, which largely followed the learning theory of behaviourism (Richards & Rodgers 2001:56). Here, the process of learning was seen as identical to the formation of habits (Lightbown & Spada 2006:34). Learning an L2 was to be achieved through repetition and practice, where the pupils were to learn strings of words from the L2 by imitating teacher speech, and then repeat and practice these strings of words until the correct utterance in the L2 had become a habit (Mitchell & Myles 2004:30f).

According to behaviourism, the L1 should not be included in L2 teaching. L2 exposure is valued in this teaching method, being mainly an oral approach with a heavy focus on learning the correct pronunciation, stress and intonation, and the teachers were to model L2 speech for the students (Richards & Rodgers 2001:157).

Due to this, the L2 is as far as possible the medium of instruction, indicating no room for the students' L1 in the teaching (Richards & Rodgers 2001:64)

In the late 1950s and in the 1960s, behaviourism was met with criticism. The focus moved from structural linguistics with heavy reliance on the learners' environment, to generative linguistics 'that emphasized the rule-governed and creative nature of the human language' (Mitchell & Myles 2004:32). Acquiring a language was now perceived as more complex than something that could be acquired by a passive learner imitating his/her teacher. Representing the innatist perspective, Chomsky criticized behaviourism (Richards & Rodgers 2001:65), saying that language is learned by internalizing rules and applying these rules on self-made utterances (Mitchell & Myles 2004:33). For this purpose, children were born with an innate 'language acquisition device' (later called a universal grammar) (Simensen 2007:80), guiding them in their learning process.

With an increased rejection of the structural linguistic theory and the audiolingual teaching approach, there was a need to re-evaluate the purpose of language teaching. The focus shifted away from structure and grammar towards meaning. This became apparent through theories highlighting communication as a crucial factor in language learning. One of these theories was Krashen's second language acquisition theory, consisting of five hypotheses, further resulting in the natural approach. His five hypotheses and the natural approach both build on the importance of communication (Krashen & Terrell 2000:17). Now language utterances' meaning and intention became the new focus of language learning, and language was now seen as something that had a functional and communicative potential (Richards & Rodgers 2001:153).

The increased focus on communication created a new purpose of L2 teaching, namely to help the learners reach *communicative competence* (ibid.). This term was coined by Hymes, and can be briefly defined as 'what a speaker needs to know in order to be communicatively competent in a speech community' (Richards & Rodgers 2001:159). In order to achieve communicative competence, several new teaching approaches were developed, Communicative Language Teaching (CLT henceforth) being one of them (Richards & Rodgers 2001:154). According to CLT, language and communication are to be perceived and treated in the classroom as interdependent, meaning that communication became both the means and the goal of language learning (Richards & Rodgers 2001:155). Because communication became the

preferable means of teaching, the role of the L1 in the L2 classroom was perceived as limited (Richards & Rodgers 2001:156). If used for the right purposes, e.g. in translations that the students can benefit from, the students' L1 is to some degree be accepted. However, because of the focus on L2 practice and communication, the L2 is regarded as the preferred language in CLT (ibid.).

In the 1990's, approaches building on the sociocultural theory became more accepted in the attempt of explaining L2 learning (Gass & Selinker 2008:283). Building on Vygotskian thoughts on learning, the sociocultural theory weighs communication and interaction as important factors in cognitive development. According to this theory, 'human development cannot be viewed independently from its social context' (Schinke-Llano 1995:22). Learners' mental processes are mediated by their interactions with others, at the same time as they increase our capacity to function socially (Lantolf 2000:79). This shows that speaking and thinking are inter-reliant processes, where one cannot occur without the involvement of the other (John-Steiner 2007:136). The fact that learning a language is regarded as a mediated process that progresses through social interaction, makes interaction a fundamental factor for learning since it is needed for cognitive development (Schinke-Llano 1995:22). Through interaction, the learners should develop according to their own zone of proximal development (ZPD henceforth). The ZPD can be described as the distance between what learners can accomplish by themselves, and what they are capable of accomplishing with additional help from someone competent (Bruner 2003:316).

In contrast to CLT, the sociocultural perspective recognizes a greater value of the L1 in the L2 classroom. In their social environment, learners are able to learn the language through interaction with peers or adults (teachers). In peer interaction where students discuss task solving, the L1 might be used as a cognitive tool between the students. Here, they can resort to their L1 to make sure that they all understand a task before they start working on it. Furthermore, the L1 can be used in metatalk where the students discuss what language they should use when solving tasks (Lantolf 2000:86). Another function of the L1 would be for scaffolding purposes. Here, the L1 helps the students support and guide each other towards their learning goals (Antón & Dicamilla 1999:234).

This brief description of these L2 theories and teaching approaches shows that traditionally, there has been little focus on the L1 in L2 teaching, where it has been

given a non-existent or limited role in the classroom. Only the sociocultural theory recognizes that it could be beneficial to include the L1 in L2 teaching.

2.3 The Knowledge Promotion

The *National Curriculum for Knowledge Promotion in Primary and Secondary education and Training* (LK06 henceforth) is the latest reform in the Norwegian compulsory and upper secondary school. It took effect in 2006, and includes the main principles and framework of the Norwegian school (The Knowledge Promotion, accessed 14 September 2014). Even though the LK06 does not clearly state a preferable language for L2 instruction in Norwegian L2 teaching, the structure and principles of LK06 might suggest implications for the teachers' language use in the L2 classroom.

Communication is emphasized in LK06, listing communicative skills as one of the goals in Norwegian L2 teaching (LK06 English, accessed 2 September 2014). This is apparent through the four main competence goals; in which explains what the learners ideally should have learned after year 4,7,10 and 11. Here, two of the four competence goals evolve around the learners' ability to communicate in both oral and written language (LK06 English, accessed 2 September 2014). For learners to develop the ability to communicate and interact with fellow students and other speakers in English is highlighted as one of the main purposes of language teaching in the Norwegian school (LK06 English, accessed 2 September 2014). Orally, the students should be able to interact in the L2 and to adopt their language use according to different purposes, recipients and situations. It is further specified that oral abilities in the L2 are developed through L2 usage, in which the learners will develop their language skills gradually. Their language will eventually become more precise and nuanced in communication with others (LK06 English, accessed 2 September 2014). It can be interpreted that by specifying that communicative skills are learned through L2 usage, it is indicated that the L2 should be used as the main language in the L2 classroom, further limiting a potential role of the L1.

The general part in LK06 deals with teaching and learning in the Norwegian school in general and positions its view on learning. According to LK06, learners develop their skills and identity in interaction with others, and they influence and are influenced by their surroundings (LK06 General Part, accessed 3 September 2014).

This emphasizes the importance of the learners' learning environment. In regards to L2 teaching, which aims to develop learners' communicative skills in the L2, the classroom might be regarded one of the learners' main environments for L2 learning. One can interpret this as an argument for the L2, not the L1, to be used as the classroom language in order to facilitate the learners' development.

Furthermore, LK06 stresses the need to teach according to the learners' cognitive level, at the same time as the learners are presented with something unfamiliar, in order to challenge and encourage the learner to develop and widen their horizons (General Part, accessed 3 September 2014). This can be compared to the ZPD where the learner increases his/her knowledge with the help of a peer or an adult (Bruner 2003:316). According to LK06, the teacher should guide the learner into the next stage of his/her development, by building the new knowledge on knowledge that the learner already inhabits (General Part, accessed 3 September 2014). This should be done by giving the learner the necessary structure, guidelines and feedback that can help the learner move to forward (LK06 General Part, accessed 3 September 2014). In further interpretation, this could open for a certain use of the L1 where guidance in the L1 can help the learner connect new knowledge to familiar, already inhabited knowledge. This is in line with the sociocultural perspective, implying that the L1 can be used for scaffolding purposes, where the teacher or peers guide the learners towards reaching their goals (Antón & Dicamilla 1999:234). In addition to this, LK06 also states that teamwork is important in the learning process (General Part, accessed 3 September 2014). The L1 can in this manner be useful for the students when working together, where the L1 can make it easier for learners to help each other, and take part in each other's development (ibid.).

Based on these arguments, it becomes evident that there are several aspects elaborated on in the LK06 that can be interpreted as guiding when it comes to teachers' language use in the L2 classroom.

2.4. Perspectives on L1 use in L2 learning and teaching

There seem to be divided opinions among theorists and researchers regarding L1 use in the L2 classroom. Some seem to value monolingual teaching (using the L2 only), while others see a potential role of the L1 in the L2 classroom. The traditional assumption in L2 learning and teaching is that the students are dependent on

maximum input in the L2 in order to learn it (Cummins 2007:221; Hall & Cook 2012:271). This further indicates that L2 teaching should consist of as much L2 as possible to provide the learners with the best opportunity to acquire an L2. According to Edstrom, '[e]xtensive, if not exclusive, use of the target language is a long-standing tenet of second language (L2) teaching' (2006:276). Here, Edstrom emphasizes the exclusive role the L2 has in L2 learning, and also that this is a well-established opinion in the field of L2 teaching. Some research claims that there is a direct correlation between learners' L2 proficiency and the amount of L2 input they are exposed to through instruction (Turnbull & Arnett 2002:205). This further argues for maximum use of the L2 through classroom instruction, since it is regarded as the students' primary source of L2 input (Turnbull & Arnett 2002:205). The assumption that monolingual teaching is necessary in L2 learning has, however, become a 'subject of considerable debate' (Macaro 2001:531). Although there seems to be a broad agreement that there should be an extensive use of the L2 in L2 teaching, there is a range of opinions among theorists regarding how much exposure to the L2 is actually necessary, and what role the L1 can play (if any) in the L2 classroom (Littlewood & Yu 2011:64).

The following section gives a presentation of theorists' and researchers' opinions regarding the L1 and L2 use in the L2 classroom. First, the importance of L2 input is argued, followed with possible situations where it could be useful for the teacher to resort to the L1. Lastly, students' use of the L1 as a cognitive tool is explained.

2.4.1. The importance of L2 input

L2 input is perceived as a crucial factor in students' L2 learning process, and one may argue that the classroom is an important source for learners to be exposed to this input (Littlewood & Yu 2011:66). In a Norwegian context, however, this argument could be debated since L2 learners are exposed to a lot of L2 input, also outside the classroom. With this said, the L2 classroom could still be considered to be the learners' main arena for expressing L2 output. L2 output is often a response to L2 input, which further emphasizes the importance of L2 use in the L2 classroom. This could argue for monolingual teaching, where the L2 is used for all purposes in the classroom (Hall & Cook 2012:271). Another argument supporting monolingual L2 teaching is that by

using the L2 in all aspects of the L2 classroom and not only when discussing the curriculum content, the students will perceive the L2 as a ‘useful medium for communication’ (Littlewood & Yu 2011:66) and not just as something to be learned. This can provide learners with a positive motivation to learn it, since they see a communicative need for it. If the teacher uses the L1 for all ‘important’ messages and for everything else in the classroom that is not directly connected to teaching the curriculum, the students are not likely to see the need to learn the L2 (Littlewood & Yu 2011:66).

One can also argue that implementing L1 use in different aspects of L2 teaching would affect the amount of L2 input and subsequently output in the L2 classroom. Allowing teachers to resort to the L1 might lead to an overuse of the L1, which would further result in a decline of overall L2 use in the classroom (Turnbull in Cummins 2007:223f). This could limit the students’ input in the L2, which can have a negative effect on their L2 proficiency.

An additional argument supporting monolingual teaching (only using the L2) is based on the assumption that an L2 is acquired in the same way as the learner’s L1. Since L1 acquisition happens successfully without the interference of another language, it is assumed that the L2 acquisition should happen the same way, namely without interference of the learner’s L1 (Cook 2001:406). By including the L1 in the L2 classroom, the students’ learning process could be interrupted. L1 learners acquire their L1 without the interference of another language. For the L1 and L2 acquisition processes to be as similar as possible, the L2 and the students’ L1 should be kept as separate as possible (Littlewood & Yu 2011:66). However, one can argue that L1 and L2 learning differ in too many ways for the L2 to be taught monolingually. L2 learners are more mature and socially developed and they already inhabit the ability to portray meaning in their L1 (Cook 2001:406). Additionally, there is a difference that separates the L2 learner from the L1 learner, namely the fact that the L2 learner already inhabits another language (ibid). An L2 cannot be learned in the same way as an L1, ‘because the learners’ own language plays a central role in the development and use of their new language’ (Hall & Cook 2012:281). This means that for the process of L1 learning to be adaptable to L2 learning, the premises have to be the same, which they are not. Because of this, monolingual teaching may be regarded as unnatural teaching, since it separates the learner’s L1 and L2 and disregards the fact that learners draw upon their L1 in the process of learning an L2 (ibid.).

2.4.2. Teacher use of the L1 in the L2 classroom

Cook argues for a re-examination of the notion that the teacher's and the students' L1 should be avoided in the L2 classroom (2001:402). According to him, the L1 should be treated as a classroom resource, and that accepting the L1 could reveal several benefits for the L1 to be used in the L2 classroom (ibid.). In his opinion, the assumption of maximum use of the L2 has for many teachers become synonymous with the abandonment of the students' L1 (Cook 2001:404). The usage of the L2 is seen as positive, while the L1 is seen as negative, something that should be avoided in L2 teaching (ibid.). This view has become almost common sense among language teachers, where monolingual teaching has become the norm of teaching for many. Despite this, avoiding the L1 in a classroom where the teacher and the students share this L1 is almost impossible. According to Cook, excluding the L1 in L2 teaching 'restricts the possibilities for language teaching' (2001:405). Even though there is an apparent reason for providing the students with L2 input, there is no reason to exclude the L1 (Cook 2001:405).

If looking past the tradition of avoiding the L1 in L2 teaching, one can see that there are several aspects of L2 teaching where the use of the teacher's and the students' L1 might be useful (Cook 2001:413). As found in empirical research, Cook emphasizes that L1 use might be useful in terms of efficiency, learning, naturalness and external relevance. This is apparent in the classroom, where the teachers resort to their L1 for the purpose of conveying meaning of words or utterances, explaining grammar, organizing tasks, maintaining discipline and when bonding and gaining contact with the students (2001:413ff).

The L1 can be used to convey meaning of words or utterances in the L2 (Cook 2001:414). By using the L1 for this purpose, the students are presented with familiar and concise definitions in an effective way (Nation 2003:4). This does not mean that the L1 should be used consistently when meaning is to be portrayed, but that teachers sometimes use L1 translation when explaining something that is difficult to explain in the L2. The L1 could for instance be useful in cases where the teacher knows that an explanation in the L2 might be too difficult for the students to comprehend (Cook 2001:414). A possible disadvantage of using the L1 for this purpose is that the

students miss out on the opportunity to guess meaning from context, since they are given the translation right away (Cameron 2001:85).

Another beneficial usage of L1 is when explaining grammar. Teachers sometimes teach grammar in the L1 rather than the L2, since grammar is regarded as one of the more difficult aspects in L2 learning. Using the L1 for this purpose can make grammar teaching more effective, ensuring students' comprehension (Cook 2001:415).

The L1 is also sometimes used when organizing tasks, where the teachers use their L1 to instruct how a task should be done. In order for the students to do the task properly, they need to know how to do it (ibid.). Using the L1 for this purpose may make the introduction and the task solving more effective (ibid.).

Additionally, the L1 can be used to maintain discipline. Here, the teacher might use it to show the students that s/he is really serious. If the L2 is used for this purpose, it might come across as practice in the L2 rather than a sincere message. Using the L1 in these situations can be effective since it ensures that the students understand.

Cook recognizes another function of L1 use in the classroom, namely when the teacher is bonding and gaining contact with the students (2001:416). In these situations praise, sympathy and empathy may seem more authentic when given in the teacher's and the students' shared language (ibid.). Using the L1 in this case might make the teacher come across as more real and genuine. Also, by using the L1, the teacher reaches out to the students as themselves, and not as L2 learners (ibid.).

2.4.3. The L1 as a cognitive tool

The L1 can also be a useful tool for L2 learners, since it can mediate learning (Swain & Lapkin 2000:254). The L1 can function as a cognitive tool that the learners use to scaffold their own learning, resulting in a greater understanding of the L2 (Turnbull & Arnett 2002:205-206). The L1 can provide scaffolding that can help students help each other. In a collaborative dialogue, for instance, being able to use the L1 can make it easier for the learners to explain the task to each other, plan how the task should be solved, or make sure they have the same understanding of a task (Cook 2001:418). In addition to this, the L1 can allow learners to focus their 'attention on language form, vocabulary use, and overall organization [of the task]' (Swain &

Lapkin 2000:268). Being able to turn to the L1 can further facilitate L2 use, and keep L2 interaction going because the learners are able to use the L1 where L2 use becomes too difficult (Cook 2001:418). By doing this, learners co-construct and build knowledge about their L2, which in turn mediates learning. The knowledge that they have built together can further lead to individual development within each learner (Swain & Lapkin 2000:254).

Butzkamm and Caldwell see the importance of teaching an L2 in an L2 setting where the students use it for a communicative purpose. But they also see the need for a new balance in the L2 classroom. To learn the language, learners need to both understand the message of the L2 utterance but also how the utterance is expressed in terms of structure. This would mean that in addition to understanding the communicative purpose of the utterance, a learner must gain a formal understanding of the utterance (2009:51f). Here, it may be beneficial for learners to use their L1 as a cognitive tool. Decoding and understanding the message of a language can become difficult if learners are not allowed to think and compare the L2 to their L1, and use their L1 translation when trying to comprehend the L2 rules and structures. Cummins also argues for the learners' L1 to play a role in the L2 classroom. As a counter-argument to excluding the L1 from L2 teaching, he mentions the importance of building on learners' prior knowledge in the process of achieving optimal L2 learning. Since L2 learners' prior knowledge is encoded in their L1, it is clear that their L1 is relevant in their L2 acquisition (2007:231).

In literature there does not seem to be many arguments supporting teachers' use of L1 as a cognitive tool. According to sociocultural theory, it might be beneficial to use the L1 when discussing how tasks should be solved. Learners develop in interaction with others, and teachers can very well take part in these kinds of dialogues with learners (Schinke-Llano 1995:23f).

2.5. Previous research

Teachers' L1 use in the L2 classroom has also been investigated in empirical research. Several quantitative and qualitative empirical studies have been conducted, investigating teachers' extent of L1 and L2 use along with their functions for code-switching, in order to explain the reasons for why teachers code-switch in the classroom.

In recent years, there has been a growing disagreement of whether monolingual teaching in L2 classrooms is the optimal way of teaching an L2 (Macaro 2001:531). Four previous studies are included in this chapter in order to outline the results and findings that have been found regarding teachers' L1/L2 use in L2 classrooms. First, the methods and procedures of the studies are provided, before the researchers' views on L1 use in L2 teaching are explained, highlighting the researchers' stance on this issue. Lastly, the results from their studies are presented to sum up their findings.

2.5.1. Methods and procedure

In his study, Macaro studied six student teachers' L1 use teaching an L2 in English secondary schools. The pupils were 11-14 years old, and had been taught French for 1-3 years before the study was conducted (2001:536). He investigated to what extent the student teachers code-switched when teaching (Macaro 2001:533). The L1 shared by the student teachers and the learners was English, while the L2 was French (Macaro 2001:531). He investigated how much L1 the student teachers were using, and what influenced their decision to code-switch (Macaro 2001:533).

Macaro conducted his research using teacher interviews and classroom observations (2001:535). Before the observations, the student teachers were asked to consider three positions regarding L2 teaching. *The Virtual Position*, arguing for L1 exclusion; the *Maximal Position*, claiming that teachers, even though they should not, use the L1 because of learning and teaching conditions and lastly the *Optimal Position*, recognizing some pedagogical effect of the use of L1 (Macaro 2001:535). Before the teacher students were asked to do this, they were presented with different studies that focused on whether the L1 could or should be excluded from L2 teaching. They were also made aware that the studies suggested that the Virtual Position would be unattainable, and the Maximal Position would result in teachers feeling guilty about their teaching (ibid). Macaro video recorded lessons over a timespan of two months. After the observations, Macaro conducted an interview with the student teachers, where he documented the possible changes that the student teachers had gone through regarding their view on L1 use in the classroom (2001:536). When exploring the qualitative aspect of his study, namely the reasons behind the student teachers' language use, he focused on two of the teacher students (Macaro 2001:538).

Duff and Polio investigated to what extent FL teachers used the L2 when teaching, through classroom observations and a student questionnaire. The study was conducted in thirteen different language classes at university level, with a wide range of language types. Classes where the students had studied the language for one quarter of a year before the study were chosen. These languages were not revealed, in order to protect the teachers that took part in the research. Additionally, they investigated classes where the teacher was a native speaker of the students' L2 (Duff & Polio 1990:155). They observed and audio-recorded two lessons in each of the language classes. The teachers' L2 use was further counted with the help of a digital watch, stopping the recording every 15 seconds, noting the utterance spoken at that time. They also distributed a student questionnaire at the end of the observations, dealing with the students' motivation for studying the language, their attitudes regarding the teacher's English use and questions regarding how much they understand the L2 (Duff & Polio 1990:155f). After the observations, the teachers were interviewed and asked questions regarding the external factors of the classroom that might influence their language use. These factors included the teachers' background and education, their teaching beliefs, their attitudes towards using the students' L1 in the FL classroom, and any potential departmental guidelines from their workplace (Duff & Polio 1990:156).

Additionally, Polio and Duff conducted a new study a few years later (1994). Here, they set out to follow up on their research from 1990, examining how and when the teachers in their previous study used the students' L1 and the L2 (Polio & Duff 1994:315). Since the research now took a more qualitative direction, Polio and Duff decided to focus on six of the originally thirteen teachers (*ibid.*). They investigated how and when the teachers used the students' L1 and the L2, focusing on the situations mentioned in Table 2.1 (Polio & Duff 1994:317).

Table 2.1: Functions of teachers' English use in the FL classroom

1. Administrative vocabulary	5. Grammar instruction
2. Classroom management	6. Expressing empathy or solidarity
3. Students helping their teacher with the L1	7. Translating unknown vocabulary
4. Translations resulting from students' lack of comprehension	8. The interactive effect of students' L1 use on the teachers' language use.

Edstrom conducted a study investigating her own use of the L1/L2 teaching Spanish, her L1 being English and Spanish her L2. Her students were first year students of Spanish, and their age ranged from 18-22. These were first year students, who have had some contact with the L2 before. The data was collected through 24 audio-recorded class sessions, a journal she kept throughout the research and a written student questionnaire. When categorizing the findings from the language lessons, she investigated the same functions from Polio & Duff's study in 1994, see table above (Edstrom 2006:278f). She conducted her study in a search for a better understanding of her own language use in the classroom. She wanted to investigate how much English she used in order to identify the functions of her own usage. She further wanted to compare her own and her students' perceptions of her language use with her actual practice. Finally, the language use was discussed in light of her own pedagogical beliefs (Edstrom 2006:276).

2.5.2. The role of L1 in L2 teaching

Macaro questions the L2 exclusivity in L2 teaching. In his study he emphasizes that using the L1 can be a valuable tool to enhance L2 learning if used correctly. He also stresses the need for a distinction between using the L1 as a cognitive tool, and using the L1 because it is an easy option (Macaro 2001:545). He also claims that excluding L1 use in the L2 classroom would be impractical in the same time as it would 'deprive learners of an important tool for language teaching' (Macaro 2001:532).

Duff and Polio emphasize the importance of both quantity and quality of the L2 when learning a FL, where they seem to support maximum use of the L2 (Duff & Polio 1990:154; Polio & Duff 1994:314). Polio and Duff do not mention whether they

see any value of including the L1 in FL teaching. On the contrary, they seem sceptical to the amount of English (the student' L1) that has been used by the teachers in their study (1994:314). The importance they put on maximum L2 use is also emphasized throughout their discussion regarding the functions of the teachers' use of the students' L1. Here, they suggest alternatives as to how these teachers can structure their teaching so that they can maintain their L2 use instead of resorting to the L1 (Polio & Duff 1994:320ff). They also emphasize that teachers resorting to their students' L1 results in their students missing out on L2 exposure, input and practise (ibid.). Also, for the teachers to resort to codeswitching when conveying something important or real may enhance the notion that it is the L1, not the L2 that is the means for genuine communication in the classroom (Polio & Duff 1994:322). This might further distance the students from the L2. This shows that Polio and Duff prefer as much L2 use as possible in the L2 classroom.

Even though Edstrom acknowledges that negotiating meaning in the L2 is useful in the process of acquiring a language, she still questions the assumption of monolingual teaching (2006:276). In addition to this, her research states that L2 exclusivity is not necessarily synonymous with good teaching (ibid.). Rather than blindly supporting the assumption of monolingual teaching, Edstrom proposes that teachers should seek increased awareness of their own practice (2006:289). Many L2 teachers are unaware of their language use and its functions in the classroom (2009:13). 'Awareness is the key to evaluating the appropriateness of [teachers] language use' (Edstrom 2009:13). For teachers to understand and to be able to use language as a tool in L2 teaching, they must aim to gain an improved understanding of their own language use when teaching. For the teachers to be aware of the language they use and the reason for using it can help them properly conceive their own role and their impact on the students. Therefore, Edstrom emphasizes the need for teachers to evaluate their own language use in the classroom. Teachers' awareness of their own teaching is necessary if they are to master the task of including the students' L1 in their teaching (2009:13).

2.5.3. Results

Macaro found that the student teachers only used a small amount of their L1 when teaching (2001:544). There was also little evidence that the student teachers'

codeswitching caused the student to do the same. According to his results, the small amount of L1 that was used by the student teachers did not lead to an increase in the students' use of the L1. In addition to this, he also states that increased L2 use by the teacher students did not seem to influence the students to increase their L2 use. In other words, Macaro did not find a correlation between the student teachers' L1 use and the proficiency of their students. Based on this, and the lack of empirical studies convincing him otherwise, Macaro argues against the assumption that increased use of the L2 results in improved learning (Macaro 2001:544). Regarding factors of L1 use, the student teachers resorted to their L1 when giving procedural instructions for activities, for keeping control in the classroom and for disciplining the students (Macaro 2001:545). When it came to the teacher students and their beliefs regarding the L1 exclusion, one of them went from believing in exclusive use of the L2 to codeswitching in the classroom in order to make the pupils talk in the L2. This shows that she reflected around her own practice, since she managed to give reasons for her decision-making. The second teacher, on the other hand, seemed to rely on the same assumption as earlier, namely that the L1 should be avoided at all costs. In the reflective interview at the end of the study, none of the student teachers mentioned that the L1 could be used as a tool to enhance L2 learning (ibid.). Macaro concludes in his study that there is a need for some clear principles for codeswitching in the foreign language classroom. This is needed in order for teachers to understand the functions and consequences for L1 use. Additionally, it is important to clarify the difference between the situations where the L1 can be used with a purpose and the situations where it is used as the easy option (Macaro 2001:545).

Duff and Polio found great variations in L2 use in the teachers' lessons, ranging from 10% to 100%. In this study, the languages that were investigated were German, Japanese, Korean, Mandarin Chinese, Hebrew and Slavic, while the language the students code-switched into, were the students' L1, namely English. Based on the student questionnaires, only two of the thirteen language classes had a teacher that 'never' spoke English, while it was reported that in six of the thirteen classes, the teacher spoke English 'a lot' (Duff & Polio 1990:157). The researchers concluded that several factors played a role in determining the teachers' L1/L2 use. Some of these were language type, departmental policy/guidelines, lesson content, material and formal teacher training (Duff & Polio 1990:161).

The study from 1994 found the functions of L1 use by six of the teachers from the study they conducted in 1990. The most common use of English was in the form of classroom administrative vocabulary. Furthermore, it was found that English was used in grammar instructions, in classroom management and to express empathy and solidarity. In addition to this, Polio & Duff found that the students helped their teachers with their non-native English in three of the six classes (1994:318). When it came to instances of translation, two of the teachers avoided difficult L2 vocabulary, or presented this in English. There were also situations where the teacher switched to English when the students did not understand what was being said in the L2. The researchers found it difficult to determine whether the students' use of the L1 influenced their teacher. Without mentioning any specific statistics on this topic, they emphasize that it is likely that the students' and the teachers' English use had 'reciprocal reinforcing effect' (Polio & Duff 1994:320).

Edstrom found that she underestimated her own L1 use in the classroom (2006:280f). She thought her L1 use would be around 5-10% during the lessons. It was revealed however, that her total use of English was 23% (ibid). The results show that the functions for her L1 use correspond to findings in previous research, namely that L1 is most commonly used in grammar instructions, for classroom management, and to compensate for a lack of communication (Edstrom 2006:283). When it comes to the reasons behind her L1 use, she mentions that she as a teacher has a moral obligation towards her students. If situations occur where using the L2 leads to problems in 'communicating respect and creating a positive environment', Edstrom values obtaining a good environment through the L1 instead of sticking to the L2 (2006:287). Second, as a language teacher, language acquisition is not her only objective. She also sees it as her job to 'help them recognize the difficulty of learning a language, better understand the relationship between language and the realities it describes, and avoid stereotypical ideas about Hispanic cultures' (Edstrom 2006:287). It is further stressed that all of these objectives are not always possible to achieve through using the L2 (ibid.). However, in addition to this, she finds that the L1, in some cases, is used as a result of laziness. This did not happen frequently, but she still regards it as unacceptable and not a part of pedagogical practice (Edstrom 2006:288).

2.6. Teacher cognition

The study of teacher cognition deals with teachers' thoughts, knowledge and beliefs regarding different aspects of their teacher practice, and how these might influence their practice in the classroom (Borg 2009:163). In this section teacher cognition will be discussed in regards to L1/L2 use in L2 teaching. Consequently, teacher cognition will in this case mean teachers' beliefs, knowledge and thoughts regarding their L1/L2 use in the L2 classroom. Teacher cognition is mentioned in this discussion to portray the relation between the teachers' cognition and their practice in the classroom. The examples that are used in this discussion are from research where L1 and L2 use in the L2 classroom has been investigated. This research has not necessarily been conducted within the field of teacher cognition, but has been included in this discussion because they deal with teachers' beliefs and practice, and the possible divergence between the two.

Teacher cognition is important when trying to understand the teachers' language use because it can provide reasons for what motivates the teacher's choice of language in their L2 teaching. There are several factors that seem to influence teachers' beliefs. Teachers seem to draw on earlier experiences as language learners (Borg 2009:164), their practical experience as a teacher, and on external influence from e.g. colleagues and policy-makers (Hall & Cook 2012:295). In addition to this, it has been found that teachers' thoughts, knowledge and beliefs both shape and influence their actions. Teachers' cognition is not static but dynamic, and may change throughout a career (Hall & Cook 2012:295). An example of this is one of the student teachers in Macaro's research. After being exposed to research claiming a role for the L1 in L2 learning, the student teacher altered her opinion regarding L2 exclusivity, acknowledging a potential role of the L1. This became visible in her teaching, where she eventually included the L1 in her teaching (Macaro 2001:545).

It is also important to recognize that it is not solely teachers' beliefs that underpin a teacher's behaviour in the classroom. One has to include the context and the environment in which the teaching is conducted (Borg 2009:166f). According to Borg, 'The social, institutional, instructional and physical settings in which teachers work often constrain what they can do' (2009:167). For instance, teachers might adopt their practice according to strong administrative guidelines, in order to fit in

with the colleagues. Also, the classroom and school structure might be constructed in a way that prevents teachers from practicing in line with their beliefs (ibid.).

Most teachers seem to occasionally resort to their L1, despite their beliefs in maximum L2 use in the classroom (Hall & Cook 2012:295). This portrays a certain distance between teachers' beliefs and practice (Blyth 1995:152). Being unable to teach in the way they feel they should can result in teachers feeling guilty and insufficient (Cook 2001:405). It is important to mention that this lack of congruence is not a flaw in the teachers' practice (Borg 2009:167), but rather indicates that some teachers find it difficult to teach according to their beliefs. Using the L1 in L2 teaching is something that many teachers are ashamed of (Hall & Cook 2012:294), resulting in teachers underestimating their own L1 and L2 use in the classroom (Edstrom 2009:13; 2006:276). An example is taken from Edstrom's study, in which she found out that out of her overall speech, she spoke the students' L1 in 23%, after estimating that she only did it for 5-10% (2006:281). This might also indicate that teachers lack awareness of their own L1/L2 use (Polio & Duff 1994:320), and that there is a need for teachers to raise awareness regarding their own L1/L2 use through self-reflection. This self-reflection could help teachers evaluate the appropriateness of their own language use (Edstrom 2009:13).

3. METHODS AND MATERIALS

3.1. Methods

Research is a process of steps used to collect and analyze information to increase understanding of a topic or issue' (Creswell 2008:3). Stating that 'research is a process' indicates that it is formed gradually. Conducting research involves thorough planning and structuring before the data collection can begin. In other words, it is important to establish a suitable research framework, which is what I intend to do in this chapter of methods and materials.

Methods refer to techniques and procedures that are used in the process of gathering data and the analysis of this data (Cohen et al 2007:47). The choice of method depends on the aim of the research. Because of this, it is important to set the frames of a research study before the suitable methods for data-collection are chosen. My thesis deals with teachers' use of L1 and/or L2 in ESL classrooms. Some of the questions I will try to answer are to what extent the L1 and the L2 are used in ESL classrooms when teaching English, what factors influence teachers' use of L1 and/or L2 and the teachers' beliefs regarding L1/L2 use. In addition to this, the aim of the thesis is to map the teachers' practice when it comes to L1/L2 use, and investigate learner' beliefs regarding their teacher's language use. This chapter will discuss the methods used in the attempt to answer these questions.

This chapter includes a description of my choice of research methods and material, in addition to the methodological and ethical concerns regarding this study.

3.2 Choice of methods

To answer the research questions of this study, I saw the need to mix methods and include both qualitative and quantitative data. The qualitative data for this study is gathered through semi-structured teacher interviews and classroom observations. This data will provide the study with in-depth information, but only from a limited number of informants, due to the exploratory quality of the data. The quantitative data is provided through the student questionnaires. Here, a substantial amount of data is collected from a larger group of subjects, but the information is in return quite superficial. The questionnaire needs to be easy to understand and quick for the

subjects to answer, and it has to consist of questions that the students are capable of answering in a straightforward matter, often through the use of answer alternatives to the questions. These factors limit the type of questions that can be asked, and consequently what aspects that can be investigated through a questionnaire. Because of the limitations regarding the number of subjects in the qualitative method and the limiting quality of the information gathered through the quantitative method, it was decided to combine these methods in an attempt to emphasize their strengths and limit their weaknesses. Using multiple methodologies makes it possible to address different aspects of the topic in question, and further extend the breadth of the research (Gorman & Clayton 2005:13). It may also result in nuances that would not be attainable if the research were built on one method. The quantitative and qualitative data will complement each other, and hopefully fulfill some of each other's shortcomings.

Although this study includes both qualitative and quantitative data collection, the qualitative data is emphasized in this thesis. This is because the main focus for this research is to investigate the teachers' beliefs and practices in relation to their L1 and/or L2 use in the classroom. The questionnaire and the observation provide documentation on the teachers' practice and therefore offer a supplementary view to the teachers' perceptions regarding own language use that is provided in the interviews.

My choice of methods is described and elaborated on in the following sections.

3.2.1. Teacher interviews

For the purpose of this study, semi-structured interviews were used in the data collection.

A semi-structured interview consists of a few pre-set open-ended questions. The rest of the questions are formed during the interview process (Gorman & Clayton 2005:127). According to Gorman and Clayton 'this enables the interview to more natural and conversational' and it also makes it easier for the researcher to be spontaneous and build on the interviewee's utterances (2005:127). The research interview should be regarded as a professional conversation, where the 'knowledge is constructed in the inter-action between the interviewer and the interviewee' (Kvale &

Brinkmann 2009:2). When conducting a semi-structured interview, the focus lies on the process of the interview, since this is where the knowledge is shared between the two participants. Using interviews ‘enable participants –be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view’ (Cohen et al 2007:349). Semi-structured interviews can make it easier for the interviewees to open up and share this type of information since the interview is continuously built on the conversation and the information provided by the interviewee, and not the other way around. This might lead to the interviewees feeling more in control of the situation, and therefore more comfortable sharing their thoughts and beliefs. Consequently, having the interview-guide consist of only a few open-ended questions leaves the participants with a large degree of freedom to voice their experiences without being guided by the questions or the researcher (Creswell 2008:225).

During the interview process, follow-up questions based on situations from their classroom observations were included. This was done in an attempt to find the teachers’ reasons behind their practice (Borg 2006:247). Including examples from the observation in the interviews can make the questions more comprehensible for the teacher since they draw on situations that we both experienced in the classroom.

3.2.1.1 Participants

The in-depth interviews were conducted with three English teachers in lower secondary school. I sent information regarding the research to the principals of two different schools within an area on the west coast of Norway. One of the principals gave me permission to contact English teachers at the school, while the other gave out information about the study, and asked teachers who wanted to participate to contact me. After providing the teachers with the relevant information about the study, two teachers from one school and one from another volunteered to participate. Because this is an in-depth study, I decided that three teachers were sufficient. Due to the small sample of teachers, the results cannot be used to generalize. However, the interviews provide a detailed insight into *these* three teachers’ beliefs and thoughts surrounding their teaching practice and language use. This can further help explain what influences their practice in the classroom, and in this way, also suggest what might influence other teachers in their practice.

3.2.1.2 Designing and conducting the interviews

A semi-structured interview was used to collect information on the teachers' everyday life, as well as their views and thoughts regarding L1/L2 use in the L2 classroom. The interview guide consisted of loosely structured questions that were asked in random order. The goal was to keep the teacher talking and only interrupt with follow-up questions when additional information was needed for further explanation that had been said (Kvale & Brinkmann 2009:130).

The interview was divided into two main sections. The first section consisted of questions regarding the teacher's background in teaching, and his/her education. These questions dealt with the teachers' qualifications in teaching English, whether the teacher had lived or studied abroad where English was used on a regular basis, and their reasons for becoming a teacher. Additionally, they were asked some general questions regarding their workplace. The second section dealt with their values and beliefs regarding their L2 teaching and their L1/L2 use in the classroom. Furthermore, they were asked questions based on situations from the classroom observation.

The interviews were conducted after the classroom observations. This was done to prevent the teachers from figuring out the specific purpose of the research, and consequently change their behaviour during the observations (Borg 2006:237f). The interviews took place in a quiet separate room at the teacher's workplace. All the teacher interviews were conducted in English, after making sure that this was okay with each teacher. The interviews were audio-recorded, stored electronically and transcribed shortly after the interviews were conducted.

3.2.2 Observation

'Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site' (Creswell 2008:221). This quote captures two of this method's advantages. Firstly, it collects open-ended information, available for interpretation at any time during the process (Borg 2006:243). Secondly, the researcher assembles this information first-hand (Borg 2006:227), capturing a type of situational immediacy. What happens there and then is not a set of constructed actions, it is natural behaviour and in the case of this study, a portrait of natural interaction between teacher and the learners (Borg 2006:235).

Through observation, I got the opportunity to observe the teachers' language use both in monologue and in dialogue with the learners. According to Borg 'observation ... has a central role to play in the study of language teacher cognition by providing concrete descriptive basis in relation to what teachers know, think and believe can be examined' (2006:231). It has been found that teachers do not necessarily have an accurate understanding of their own teaching practice (Edstrom 2006:281). Gathering first-hand information can therefore be useful since it may provide a more accurate picture of the teachers' practice and language use.

All the classroom observations were audio-recorded and stored electronically. A school lesson was audio-recorded before the actual classroom observations took place to make sure that the recording devices were sufficient. Two recording devices were used to ensure a proper recording. The teachers were further given no restraints to how they were to conduct the lesson. This was done in order to keep the teaching in an as natural setting as possible (Borg 2006:230).

3.2.2.1 Planning and conducting the observation

I sat in the back of the classroom during the observations. Beforehand, I had informed the teacher that I was there to merely observe, further indicating that I would not participate in the lessons (Borg 2006:231). According to Borg's definitions of observer roles, I suited the role as an observer-as-participant. My contact with the informants was brief and formal, and both the teachers and the learners were aware that I was there to observe (Borg 2006:228). An observer-as-participant is placed mid-point of the observer's role continuum. When taking on this position, one has to 'balance involvement with detachment, closeness with distance, familiarity with strangeness' (Cohen et al 2007:397). To be positioned in the middle of this continuum, it is required that these counterparts are constantly balanced during the observation (ibid.).

The observation was mainly unstructured (Gorman & Clayton 2005:104), meaning that all the events during the lessons were collected, tape-recorded and analysed. Even though the entire lessons were audio-recorded as data, the situations where the teachers code-switched were more relevant for this study (Borg 2006:229). Consequently, these situations were paid more attention to throughout the observations. Field notes were taken during the lessons (ibid.), including additional

comments to the observation that could further provide a context for the recordings in the analysis. The data collected was mainly of qualitative nature with the focus on the teachers' functions of L1 use. Additionally, it consisted of a quantifiable element where their overall amount of L1 use was counted through word count.

Both the teachers and the learners were informed that this study dealt with language learning in the ESL classroom. The study deals more specifically with teachers L1/L2 use when teaching English. I decided to withhold this information since it could result in the teachers changing their behaviour in the classroom. This can be characterized as a *shallow cover*, where the information provided to the participants is generalized, but arguably not an untrue statement about the focus of the research (Borg 2006:238). Additional information regarding the study was implied in the post observation interview questions.

Each observation lasted for approximately 45 minutes, which is the length of one school lesson. Three of each teacher's English lessons were observed to ensure a sufficient amount of data and a certain degree of diversity.

3.2.3 Processing data

The following section briefly elaborates on the transcription of the interviews and classroom observations, before explaining the process of calculating the teachers' overall L1 use. Lastly, the categorisation of the teachers' L1 use is explained, providing an overview of the current categories along with their characteristics.

Transcription can be defined as 'the process of creating a representation in writing of a speech event so as to make it accessible to discourse research' (Du Bois 1991:72). In other words, transcription is something that helps capture an oral event on paper in order to make it available to research (ibid.). According to Du Bois, the purpose of the study decides how the relevant material should be transcribed (1991:72).

The symbols chosen for the transcriptions of the interviews were based on the purpose of the interviews, namely to map the teachers' perceptions regarding their own language use when teaching an L2. Consequently, it was decided to exclude symbols for overlapping speech in the transcriptions. Marking overlapping specifically did not seem necessary, since it is to a large degree indicated through the marking of truncated intonations.

The observations were conducted in order to map in what situations the teachers used the L1 in their teaching. Consequently, pauses and overlapping utterances were deliberately not marked in the transcriptions, since this was not directly needed in order to find the teachers' instances of L1 use. The teacher interviews and the observations were transcribed using some of Du Bois' symbols for discourse transcription (1991:104). An overview of the symbols used for the teacher interviews and the observations can be found in the beginning of this thesis.

After the lessons were transcribed, the teachers' overall L1 use was counted by word count, including both grammatical and lexical words. Using the transcriptions, all the Norwegian words uttered by each of the teachers were counted and compared to their overall amount of speech made per lesson and overall. Words expressing sounds (e.g. 'shh', 'oj' or 'wow') and surnames (e.g. students' names) were not included in this count. The teachers' instances of L1 use were further categorized out of ten possible categories in order to find the functions of their instances of L1 use. These have been influenced by the categories used in Polio and Duff's study regarding teachers' language use in foreign language classrooms (see chapter 2) (1994:317), and has been modified to fit the purpose of this study. The categories used are presented in table 3.1, along with a short explanation to each category, outlining the characteristics for each of them.

Table 3.1 Categories for the teachers' L1 use

Categories of L1 use	Criteria
L1 for administrative talk	Utterances belonging in this category are school administrative orientation or messages given by the teacher, that are not subject related
L1 for subject specific words	An example of this would be the teacher including one Norwegian word in an English utterance, where the Norwegian word would represent something specifically subject related, e.g. 'glosebok' (glossary book), 'pugge' (learn by heart) or 'vekeplan' (week plan)
L1 for language instruction	This involves instructions about grammar and pronunciation.
L1 for subject-related instructions and classroom communication	This category involves subject-related instructions, discussions, and dialogues with the students.
L1 for bonding with the students through personal stories and humour and for giving praise to students	This is for when the teacher uses L1 to convey humour, irony and when telling personal stories. This category is also for situations where the teacher praises the students.
L1 for translating unknown vocabulary	For utterances where the teacher uses the L1 to explain difficult or unknown words. This category also includes L1 use for translation tests.
L1 to remedy for students' lack of comprehension	This category is for situations where the teacher provides the students with a translation in the L1 to ensure their understanding and to keep up communication with the students.
L1 as interactive effect involving students' use of the L1	For situations where the teacher switches into the L1 as a result of the students talking in the L1 to them.
L1 for classroom management	This category involves situations where the teacher organizes the classroom or the students.
L1 for other situations	This category involves all the other situations that do not fall under any of the other categories.

Utterances of L1 use are characterized as one instance if it is limited by an English utterance made by the teacher both before and after. This criterion was implemented to make it easier to identify the L1 utterances for categorization. If the teacher continuously used Norwegian in a dialogue with the students without switching to English, this is regarded one instance of L1 use even if the teacher's speech was interrupted by student speech. During the categorisation, all the instances of L1 use were divided into short, medium and long instances. Short instances were 1 to 5 words long, while the long ones were ten sentences or more. The medium long instances were all the utterances in-between, including six words to nine sentences long utterances. If an instance of L1 use fitted into several categories, it was placed in the category that was best suited. This was further decided by the characteristics of the categories and the context of the utterances.

The results from the observations are presented as qualitative data, along with the results from the teacher interviews in chapter 4.

3.2.4 Questionnaire

Since one of the aims of this study is to investigate the teachers' language use when teaching English in the classroom, I have chosen to include the perspective of the teachers' students. Learners' beliefs are characterized as ideas that learners have regarding different aspects of language, language learning and language teaching, that can further have an effect on their attitudes and motivation in learning and consequently their learning outcome (Longman dictionary 2010). The aspect in question in this study, is L1/L2 use in the classroom, and then specifically in regard to their teacher. In this study, the learners' beliefs offer a different perspective than the one given by the teachers. Their beliefs concerning their teachers' L1/L2 use can therefore contribute to this study.

The classroom is the teacher's main arena for teaching. But it can also be regarded as one of the learners' main arenas for learning an L2. It is therefore necessary to include the learners' beliefs on their teacher's L1/L2 use in the classroom to get a more complete view on the classroom situation. I decided to gather this data by using a questionnaire. In this way quite large amounts of data was collected in a short amount of time (Oppenheim 1992:103ff). Also, by including the learners in this

study, the number of informants increased significantly, increasing the ability to withdraw overall patterns and tendencies from the research's results.

3.2.4.1 Material and participants

The questionnaire was made online at SurveyMonkey. I chose to use an online questionnaire since it is easily available to the learners through a direct link. Additionally, it is uncomplicated to gather the data, since the participants submit them online when they have completed the questionnaire. Using an online questionnaire also made sorting and categorizing the results easier, since parts of this was done automatically when the learners submitted their answers. The gathered data was saved in my account at SurveyMonkey, which was further protected with a username and password.

The respondents for the questionnaire were learners of English in lower secondary school. They were students of the teachers that participated in the interviews, and were 8th, 9th and 10th graders. The students for the questionnaire were automatically chosen since their teachers accepted to participate in the study. It was still voluntary to participate, and they could at any time choose to withdraw from the study.

3.2.4.2 Designing and conducting the questionnaire

The questionnaire consisted of three factual, seven behavioural and six attitudinal questions (Dörnyei 2010:5). The factual questions were included in order to find out who the respondents are, gathering the learners' background information, age, gender and grade in this study. Behavioural questions 'are used to find out what the respondents are doing or have done in the past' (Dörnyei 2010:5). This type of questions is used to map the participants' common behaviour and habits. In the questionnaire, these mainly dealt with the learners' habits when learning English, e.g. when they typically speak English and Norwegian in class. These questions were also used to map the teachers' every-day behaviour when teaching English, e.g. investigating in what situations their teacher speaks English and/or Norwegian in class. Attitudinal questions investigate the respondents' thoughts on certain matters and investigate the participants' attitudes, opinions, beliefs, interests and values (Dörnyei 2010:5). In the questionnaire these questions were mainly used to reveal the

learners' beliefs regarding their own language use in the classroom, and their preferences regarding their teacher's L1/L2 use. Examples of this type of questions are whether they are confident speaking the English language and in what language they prefer to be taught English.

The questionnaire consists of both closed-ended and open-ended questions. Closed-ended questions consisting of ready-made response options for the participants to choose from dominated this questionnaire, where 14 of 16 questions were closed-ended. Closed-ended questions are easily sorted and categorized but leave no room for subjectivity or for the participants to elaborate on their beliefs (Dörnyei 2010:26). Consequently, two open-ended questions were included in the questionnaire to add a 'greater richness' to the data collection (Dörnyei 2007:107). Since open-ended questions can be difficult to code and categorize, they work better 'if they are not completely open but contain certain guidance' (Dörnyei 2010:36f). Clarification questions is a type of open-ended questions that ask participants to elaborate or explain their given answer (Dörnyei 2010:37). In the questionnaire, these questions deal with what language the students prefer to use in order to learn English, and what language they prefer their teacher to use. The students were presented with two alternatives where they had to choose one, and further elaborate on their answer. Clarification questions were included in order to narrow the 'openness' of the participants' answers (Dörnyei 2007:107). I wanted the participants to elaborate and explain their answers, but at the same time keep their answers on-topic without any major diversions.

The questionnaire was a Likert-scale type. Most of the questions were formulated as statements, where the participants were asked to indicate to what extent they agree or disagree with these statements (Dörnyei 2010:27). An example from the questionnaire is 'My teacher encourages me to speak English'. Here, the question is formulated as a statement, and the students were to answer to what degree they agree to the statement. The participants were given five response options ranging from strongly disagree – strongly agree and from very frequently – never. The fifth response options, namely 'uncertain' and 'sometimes', were added as a neutral option. Including a neutral option can have a negative consequence, since it can make it easier for the respondents to avoid making a real choice. By including such alternatives, the participants are presented with an opportunity where they can easily go on to the next question without making any decisions (Dörnyei 2010:28). This

might be the case for some of the participants in this study, but I still decided to include it. Forcing the participants to make a choice if they actually do not have an opinion on the matter can result in an erroneous outcome.

The questionnaire was conducted in separate computer rooms at the learners' schools. It was answered in full class during a lesson to increase the likelihood of participation. 65 students answered the questionnaire, 35 of the students are boys, while the remaining 30 are girls. They were all given the link to the research and logged on from their computer. I was present for the questionnaire session and was available for answering questions and offering explanations if needed. Before they opened the questionnaire, I briefly described what it was about, and encouraged them to take their time, read the questions properly, and ask for help if something was unclear. I stressed that the questions had to be answered before they could go on to the next, and that they had to answer the questions individually. It was further emphasized that I was looking for their opinion, and that there were no *right* answer to the questions. When they were done answering the questionnaire, they all submitted it online.

3.2.4.3 Analysing the data from the student questionnaire

When analysing the results from the student questionnaire, the aim was to focus on the main tendencies regarding the students' beliefs on their teachers' L1/L2 use in the classroom. For the analysis, the five alternatives *very frequently*, *frequently*, *sometimes*, *almost never* and *never*, have been collapsed into three main categories, namely *very frequently/frequently*, *sometimes* and *almost never/never* in the analysis. This is done to make the tables cleaner, at the same time as they clearly portray the main tendencies of the students' beliefs. This study is looking for general tendencies regarding teachers' L1 and L2 use in the L2 classroom. Consequently, the results from the student questionnaire are presented as beliefs from a uniform student mass, even though the questionnaire represents students from three classes. This means that the results are not be traceable back to any of the teachers.

Moreover, only the parts from the questionnaire that are directly relevant in relation to the research questions of this study are presented in tables and figures in chapter 4. The remaining findings in the questionnaire are presented and summed up in form of text, since it is relevant to the discussion of the research questions. It did

not seem appropriate to portray these findings in detail, since they are not directly needed to answer the research questions of the current study.

3.3. Methodological concerns

The methods used in this study also have certain limitations.

In spite of the mentioned benefits of using interviews for data collection, they are time-expensive, which consequently limits the possible sample size for the research. The small sample size of this study cannot show generalizable tendencies among teachers. But since this is an in-depth study aiming to better understand teachers' L1 use in the classroom, I saw it necessary to limit the number of interviewees. Also, it could be beneficial to have a larger geographical spread in this study. But due to practical concerns, two schools placed within a limited geographical area in the western part of Norway were chosen.

When a semi-structured interview is conducted, it should, according to Borg 'proceed as a conversation, rather than as a formalized exchange in which the interviewer imposes his or her authority on the interviewee' (Borg 2006:203). The amount and quality of the information received in the interview depend largely on the implementation of the interview, and also on the researcher's ability to construct an interview situation where the interviewee feels at ease. The conversational structure of the interview further implies that the two parts should be perceived as equal in relation to each other. If the researcher creates an authoritarian distance where the parts take on clear roles as the interviewer and the interviewee, this might restrain the interviewee's willingness to share his/her beliefs (*ibid.*). When conducting the interview for this study, the process became slightly more structured in the form of questions and answers than I had envisioned. Although I wanted to create a conversation with the teacher, I found myself taking on the role as the interviewer, which consequently labelled the teacher as the interviewee. A possible consequence of this is that the interviewees did not feel permitted to elaborate and talk freely.

Furthermore, an interview situation demands a dialogue between the interviewer and the interviewee. This can be positive in that a relationship develops between the two parts, which further makes it easier for the interviewee to open up. But this also results in the interviewer participating in the interview. Since the interviewee answers the researcher's questions, the interviewer's formulations,

behaviour and contributions to the interview can have an impact on how the interviewee decides to answer. The researcher can never fully prevent any misunderstandings or colouring of the interview, since this might occur without the researcher knowing. For the reasons mentioned above, using interviews for collection of data opens the research up for possible interviewer bias (Cohen et al 2007:349).

Two of the teacher interviews were conducted in a lower secondary school where I have previously worked as a substitute teacher. Because of this, two of the interviewees in the sample had knowledge of who I am. This might have had an influence on the teachers' responses. It is difficult to predict in what way, but it could have led the interviewees that know me to open up more. On the other hand, it could also have led to them holding back on their answers because they felt that the possibilities of full anonymity would be limited. Despite this, I decided to use this school for recruiting teachers, because of the convenience. This school was easily accessible, and had teachers that wanted to participate (Dörnyei 2007:98).

Another limitation when using interviews is the difficulty of anonymity. Since the sample size is so small and the information gathered from the interviewee can be quite descriptive of the interviewee, anonymity might be difficult to obtain (Cohen et al 2007:348). This limitation applies to my research since it deals with the teachers' beliefs at the same time as their practice in the classroom is portrayed. I look for the teachers' shared values and beliefs as well as similarities or differences in their classroom practice to portray some tendencies regarding their L1. The goal is therefore not to fully reveal each of the teachers' behaviour in the classroom. Also, the students' beliefs are discussed in general, rather than in association with each of their teachers. This is done to further shield the teachers.

Using the questionnaire as a method for data collection also has its limitations. When designing the questionnaire for my research, I decided to write it in English. This increases the chances for misinterpretations and misunderstandings, since English is not the students L1 (Dörnyei 2010:7). The language in the questionnaire was somewhat modified in an attempt to make it more suitable to the learners. The questions were formulated as statements, and they were simplified in an attempt to make them understandable and unambiguous. Despite this, some of the students still found the statements difficult to understand. This became clear since the students asked for word explanations, and questions regarding the structure of questionnaire. This might have influenced the validity of their answers.

Another potential risk of using questionnaires is that you never know how the participants react to them. ‘The quality of the results may vary greatly from one individual to another, depending on the time and care they choose or are able to give’ (Dörnyei 2010:7). For the answers to portray their perception of the classroom situation, it is important that the participants take their time, read the questions carefully and put some thought into their answers. There is no guarantee that the participants did this. They might have excluded, left out or misunderstood questions, which further altered their responses. Because questionnaires are supposed to gather information that the participants know best, it is difficult for the researcher to check whether the participants have answered it correctly, and therefore guarantee the validity of the results (Dörnyei 2010:8). I wanted to limit these potential problems in my research by being available for the learners when they conducted the questionnaire, so that I could offer help and clarification if necessary. There are, however, no guarantees that all the learners that needed help asked me. Moreover, one has to keep in mind that the students’ answers are interpretations of the classroom situation, and that the students’ perceptions are subjective. Thus, the discussion regarding the findings from the student questionnaire is an interpretation of an interpretation, and cannot be used to describe the ‘real’ classroom situation, since this might change depending on the interpreter (Gilje & Grimen 1993:145).

Observations also have their limitations. Like the interview, observations are time-expensive (Borg 2006:227). Further more, observations can be narrow considering that you only get to observe those particular sites and situations that you have been given access to (Creswell 2008:222). There is no guarantee that the situations observed during the observation depict everyday behaviour. Since I only observe three of the teachers’ lessons, it is difficult to make generalizing remarks based on them alone. I have tried to limit this problem by collecting data through different methods. Also, observing ‘requires good listening skills and careful attention to visual detail’ (Creswell 2008:222). As an observer you have to keep your ears and eyes open to several different situations at a time, which can be overwhelming and difficult to do.

Lastly, observers always face the observer’s paradox. Every researcher’s wish is to be able to observe people that do not know they are being observed. Since this cannot be done due to ethical constraints, one has to deal with the fact that one’s presence as an observer inevitably has an effect on the situation being observed (Borg

2006:227). Two of the teachers in this study addressed me a couple of times during their lessons, asking me questions about something related to what they were teaching. I answered shortly so that the lesson could continue, but this could have made my appearance in the classroom more visible, which might have influenced the lesson (Borg 2006:234).

3.4. Ethical concerns

My research gathers information about individuals, and depends on direct involvement from teachers and learners through interviews, questionnaires and observation. Because of this, I needed to submit my project to The Norwegian Social Science Data Services (NSD) and get approval before the research could be conducted. NSD approved the questions, both for the teacher interviews and the questionnaires. They also approved the letters of information that were sent to the school principals, teachers and the learners' parents (the approval from NSD is found in Appendix G).

The teachers and their students participated voluntarily, and could at any time withdraw from the research (Kvale & Brinkmann 2009:70). Since the learners were under-aged, namely at the age of 12-16 years old, their parents were contacted and asked for permission. The data collection did not start before I had received written approval from the learners' parents (Kvale & Brinkmann 2009:71).

Both the school, the relevant teachers, the students and their parents were given a written letter of information briefly elaborating on the purpose of the research along with additional practical information (these are found in Appendices H, I and J). The participants are anonymous in this research, and personal information regarding the participants has been handled confidentially. Only my university supervisor and I had access to the data and only I know the identity of the interviewees (Kvale & Brinkmann 2009:72). The interviewees are referred to in code in all written accounts.

4. RESULTS

The current study investigates teachers' use of L1/L2 teaching English in the lower secondary school, and explores teachers' beliefs and practice regarding their L1/L2 use in the classroom.

This chapter presents the results from the teacher interviews, the classroom observations and the student questionnaire that were explained in chapter 3. The qualitative results from the teacher interviews and classroom observations are presented first, followed by the quantitative results from the student questionnaires. The qualitative results are presented mostly in text, while the quantitative results are mainly presented in tables and figures, followed by short explanatory comments. Furthermore, only the tables directly relevant to the research questions are presented in this chapter. Additional results that are indirectly relevant for the discussion of the research questions are briefly summed up in this chapter, while the full overview of the results from the questionnaire is provided in Appendix M. The results and findings are further discussed in chapter 5, in light of theory and previous research.

4.1. Presentation of the interviewees

In this section the results from the teacher interviews are presented under the main topics background and education, focus and approach, teachers' opinions regarding L1/L2 use and their beliefs regarding own L1/L2 use. Lastly, the results from the classroom observations are presented under the functions of the teachers L1 use. Under the main topics, the results from each of the teachers are presented starting with Teacher 1, continuing with Teacher 2, and finishing with Teacher 3.

4.1.1. Background and education

4.1.1.1 Teacher 1

When it comes to qualifications in teaching English, Teacher 1 has a bachelor's degree in English from a university in Norway. Before that, she had already studied English and American in another country, not specified for how long. She has also lived in America for six years, where she used English as the means for communication. Here, she 'learned the language and how to be an American'.

She is one of approximately six other English teachers in her workplace, and they collaborate quite a lot regarding their L2 teaching. Even though the school does not have a specific policy regarding L1 and L2 use, she says that there seems to be a clear opinion regarding this among her co-workers. Most of the L2 teachers at her school seem to share the belief that they should use the L2 as much as possible in the L2 classroom, even though the actual practice might vary. Teacher 1 further emphasizes that this notion of maximum L2 use in L2 teaching also seems to be the common opinion found in books and in seminars on the subject, and that it has become a universal assumption.

4.1.1.2 Teacher 2

Teacher 2 is educated as a social worker and a social science teacher. He does not have any formal qualifications in English, but teaches the L2 because of his background. Parts of his closest family are English, and he has lived abroad for 6 years, where he used English as the main means of communication.

His workplace does not offer any specific guidelines when it comes to language use in the English classroom, and the teachers are free to do what they find most suitable. This is something Teacher 2 finds positive, since he is free to structure his own teaching. When it comes to language use in the classroom, Teacher 2 tries to use the L2 as much as possible in his classes, and says that he believes that his four colleagues do many of the same things as him, without being able to say this for sure. It is not further specified in the interview whether there is a uniform opinion regarding L1 and L2 use in the English classroom. This year, Teacher 2 teaches English in three out of four English classes at the school, which would further mean that he stands for most of the English teaching himself.

4.1.1.3 Teacher 3

Teacher 3's qualifications in teaching English, is two years of English at the teacher training college. She has not lived abroad where she has had to use English for communicative purposes. Teacher 3 collaborates closely with two or three other L2 teachers at her school, since they all teach the same grade. Even though she is not able to say anything about whether the school administration offer guidelines when it comes to L1 and L2 use in the L2 classroom, she believes that there is a general

opinion regarding this amongst her co-workers. Even though she is not able to say this for sure, she does believe that most of her fellow L2 teachers teach in the L2.

4.1.2 The teachers' main focus and approach

4.1.2.1 Teacher 1

When asked about her main focus in the second language classroom, Teacher 1 mentions the importance of making the students practice and talk in English. Furthermore, she emphasizes her focus on communication.

[1] 'My main thing is communication. Because language is communication'.

In example [1], she highlights communication as the sole purpose of language, and that learning a language means learning to communicate in it. Even though this is her main focus, she mentions that it is not necessarily easy to practice in the classroom. It can be very difficult to make the students talk in English, which often results in different approaches in the classroom.

[2] T: (...) But it is so hard to make them speak. It's so hard to make them say something.

I: Mhm

T: So you often then go to different things, you then listen to a CD, because then they get the listening skills at least. You say 'okay, you don't do that'. And then, if nothing happens, then you— you just say 'okay, lets write this down', because then it is easier for them, if they've written something down, it is easier for them to read what they have written. So there comes also the reading.

I: Mhm

T: But my— I try to focus on communication. I really do.

In example [2] Teacher 1 explains that when she has difficulties making the students practice their L2, it is easy to resort to other approaches like listening, writing and reading to make sure the students at least do something. Having said this, she emphasizes that she, despite it being difficult, tries to focus on communication.

4.1.2.2 Teacher 2

In his teaching, Teacher 2 also focuses on communication. According to him, it is important that his students develop the ability to use the L2. Because of this, he finds the oral aspect more important than the written aspect. He focuses on the oral aspect by including reading and speaking activities in the classroom, and preferably in groups, which is a more informal setting. It becomes clear throughout the interview that he is influenced from the way he learned the L2, living abroad.

[3] T: ... We travelled around in national parks and— every weekend and— so and we got to know all of the animal names and things we did in English, so I've learned a lot more animal names and things like that in English than in Norwegian, I don't know that many Norwegian names.

...

T: That was a very nice way to learn a language of course. To use it—

Example [3] explains how Teacher 3 learned the L2 when he was younger and lived abroad. He further emphasizes that learning a language through using it is a good way to learn. He seems to have brought this into his own teaching, where he says that his aim is for the students to be able to use the L2 for communicative purposes. He further mentions that the best way of accomplishing this is to have his students use the L2 in the classroom.

Teacher 2 also mentions input as an important factor in learning a language.

[4] T: ... I think the most important thing is sort of first listen and hearing (...) hearing vocabulary. We learn a lot, sort of without thinking about where we've got it from and how we learned it.

In example [4] he emphasizes the importance of input, since good input can increase the students learning, even though the students may not be consciously aware of it. The more the students hear in the L2, the better. Because of this, it is important that it is taught in the L2.

4.1.2.3 Teacher 3

Teacher 3 says that her focus and approach in the classroom have changed throughout the years. Earlier, she taught the way she was taught, focusing on reading,

translation and grammar rules. After a while, her focus shifted. She now focuses on making the students practice speaking in the L2. Consequently, she regards the oral aspect as more important than the written aspect of L2 teaching.

[5] T: I think it is much better to let them speak more freely, and it is quite a long time ago when I decided that it doesn't matter if you say 'I is'. It is much worse if you say 'I want an apple' if you really want an orange.

Teacher 3 emphasizes that talking freely is a better way for the students to practice their L2, compared to the teacher asking one and one student to answer questions out loud in class. Because of this, she keeps them busy talking together in groups or in pairs. It is also important for the students to be able to convey meaning, rather than expressing themselves in a grammatical correct way.

4.1.3 The teachers' beliefs regarding L1/L2 use in the L2 classroom

4.1.3.1 Teacher 1

Teacher 1 stresses the importance of L2 input, and that the L2 is taught in the L2.

[6] T: ... I'm an absolute believer in a language bath— as much language as possible—
I: Input of the target language—
T: Input, input. Yeah. Hear the melody of the language
...
T: You think you don't understand, but you do understand from gestures, you do understand from things people do. 'Ah, that means that'. You don't even know you understand, and you understand.

In example [6], Teacher 1 emphasizes the importance of L2 input in the process of learning it. Being exposed to input, the learner can hear the melody of the language. Learning from context is, according to Teacher 1, a good way to learn a language.

Teacher 1 acknowledges that it could be useful to resort to the L1 when instructing grammar. Even though this is the case, Teacher 1 still thinks that grammar can be taught in the L2, if it is done slowly and easily enough. She further says that this works for her, since she claims that she hardly uses the L1 in her class. She also recognizes that the students' L1 could be useful when dealing with difficult texts that

are difficult to understand. Here, the L1 could be used for translation purposes and to make summaries. She might also resort to the L1 if dealing with students that are reluctant to talking to her in the L2. If this is the case, the teacher uses the L1 because they respond better to that.

4.1.3.2 Teacher 2

Even though Teacher 2 believes that input is important when in L2 learning, he also stresses that the amount of L2 use must be adjusted according to the students' levels. He also acknowledges that he uses the L1 more when teaching the L2 in the eighth grade than in the tenth grade. This is emphasized in the following segment from the interview.

[7] T: There are some pupils who wouldn't understand at all, if I said everything in English. So therefore, this year I speak less English actually, than I usually do. For we would have to upgrade that a bit into the ninth grade as well. Usually from the ninth grade anyhow, and especially the tenth grade now, I only speak English.

In example [7], Teacher 2 stresses the importance of making sure that everybody understands. Because of this, he might find it necessary to use the L1 when delivering important messages or giving out important information.

When discussing situations where he sometimes uses the L1, he says that he is sorry to say that he uses L1 in these situations.

4.1.3.3 Teacher 3

Teacher 3 thinks that it is important to teach the L2 in the L2.

[8] T: ... I think that any language should be taught in the specific language.

But she also acknowledges a possible function of the L1 when teaching an L2. She highlights grammar instruction as a typical situation where the L1 can be useful. She also finds it necessary to use the L1 with students that have a lower L2 proficiency. This is exemplified in [9].

[9] T: I have a special group, though. Eight students—

I: Mhm

T: ... their grades are on the lower level.

...

T: So in those classes there is much more Norwegian

4.1.4 The teachers' opinions about own L1/ L2 use in the classroom

4.1.4.1 Teacher 1

When asked whether she thinks that she code-switches between the L2 and the L1 in her teaching, she says that she probably does, now to a larger extent than before. The reason for this is that she has become more proficient in Norwegian.

[10] T: But now a-days my Norwegian is getting so fluent also, that I guess I do.

I: Mhm

T: I guess I do, but I shouldn't. .

I: You don't think you should?

T: (...) No, I don't think I should, no. I think I should stay with English. And I try to, but I know that sometimes, when they talk Norwegian to me, I talk Norwegian back just to— because—

In example [10] she expresses that she as a teacher should use the students' L1 as little as possible in the classroom, and that she should try and obtain an extensive use of the L2. She further indicates that her code-switching into her students' L1 is a bad development.

In the interview, Teacher 1 was presented with some situations where the L1 has typically been used according to other research studies, namely when expressing sympathy, giving feedback, giving praise and discussing something that is not subject related. When asked about her language use in these situations, she says she believes that she uses the L2 all the time. Regarding feedback, she seems very certain that this is done in the L2 when given in full class. She further elaborates saying that the students do not really like getting their feedback in the L2 but that she does it anyway, for the sake of maintaining the L2 in the classroom. If a student contacts her one-on-one wondering about something, this feedback might be given in the L1. When discussing situations where the teacher praises her students, she was presented with two examples from the classroom observation where she code-switched into the students' L1 when praising the students. She responded, saying that she wasn't aware that she did that. In situations where the teacher would discuss topics that are not

topic related or express humour and tell personal stories, Teacher 1 recognizes that she might switch over to the L1.

[11] T: That is tenth grade, yes, because when we start off the day on Monday morning, we have English. I have at least ten minutes where I talk Norwegian, because we talk about things that will happen this week, and— It's the only time I have them all—

(...)

T: So I hand out work plans, and I hand out this and that, and I talk about what we've talked about in the eight o'clock meetings, that they're not suppose to spit in the court yard, and that they are not supposed to— these kind of things. That is in Norwegian

In example [11], she mentions administrative talk as something that she typically does in the students' L1. When presented with a situation where she switched into the L1 when being humorous, the teacher offers a possible explanation for this, saying that she maybe code-switched into the L1 because the situation was more personal, or because the dialogue before the humorous incident was done in the L1.

Regarding the students' L1 use, Teacher 1 says that the students try to switch into their L1 all the time, and that she constantly has to remind them to use the L2.

When asked how she encourages them to use the L2, she answers:

[12] I: ... How do you encourage your students to talk?

T: I (...) I do it quite radically @@. I forbid @ them to talk—

I: Yeah

T: No, I don't forbid, no, you can't say that. But every time they— at least I hope that almost every time they start in Norwegian, I say 'can you say it in English, please'.

Here, Teacher 1 indicates that she has quite strict rules regarding the students' L1 use in the classroom, and that she preferably wants them to use the L2 as much as possible. In order to obtain a high level of the L2, she constantly reminds them to switch back to the L2 if they start using the L1.

Also, Teacher 1 emphasizes how important it is for her students to practice the L2 together in groups. She believes that group interactions are more normal, and that the students feel more relaxed talking to peers than to the teacher. Teacher 1 further states that if the students use the L2 when working in groups, it is more likely that they are working on the assignment, while they usually use the L1 when talking about something not school related.

4.1.4.2 Teacher 2

When asked whether he could think of any typical situations where he might switch into the L1, Teacher 2 mentions that he sometimes uses the L1 to explain difficult vocabulary when teaching grammar. He also says that he might code-switch at the start of the lesson in order to get the students to focus. Additionally he might use the L1 when he has to be strict with the students. He believes that his students might not take him seriously otherwise, as they associate the L2 with something they are learning, not necessarily the means of communication. As a result of this, the students would expect him to talk to them in the L1 if he wants to say something important or something that deals directly with them.

When Teacher 2 was asked why he believed he sometimes uses the L1 in the classroom, he seemed to be hesitant and unsure. This became apparent during the interviews, where he seemed to think out loud when answering, instead of knowing and stating his reasons for code-switching. When giving instructions, expressing sympathy and giving praise, Teacher 2 said that he usually uses the L2 as long as the students can understand what he is saying. He also tries to use the L2 as much as possible when giving oral feedback one-on-one with the students. These one-on-one situations can also be a good place for the students to both receive L2 input and to practice their L2 with their teacher. He could also use the L1 here, if some of the students have trouble understanding. When it comes to written feedback, his language use varies. If it is done in the L1, it is to ensure student comprehension. The L1 is more common used for this purpose in the eighth grade, while the L2 is more used in the ninth and tenth grade. When talking about topics that are not directly school related, Teacher 3 says that he tends to use the L1, and further mentions giving administrative information as one of these situations in example [13].

[13] T: I think sometimes, (...) I think especially in the tenth grade, I could sort of— I could say things in English sometimes. Especially when you come near to a break, and this is the last thing that happens during this lesson, then sometimes if I want to give information about what's going to happen tomorrow, then I may switch over to Norwegian. But then in eighth grade I have to do so. Then it is (...) so critical for some of them to get the information.

Here, he emphasizes once again that his L1 and L2 use depends on the levels of the students. While he can use the L2 when giving administrative information in the tenth

grade, he feels that he has to use the L1 for this purpose in the eighth grade to get the message across to the students.

Regarding the students' L1 use in the classroom, Teacher 2 says that they in a normal lesson would have to use the L2. But in the eighth grade, the most important thing is to make them speak at all. Here, the students are quite new in their environment, and before making them use the L2, it is important that they are comfortable talking at all in the classroom. Because of this, he says that the main focus is to make them comfortable speaking in class, and then he can further encourage them to say the utterance in the L2, if he knows that the student is up for the challenge. Teacher 2 encourages the students, by telling them that any oral activity in the L2 will be regarded positive when it comes to their grades. Further on, he emphasizes that he does not feel that his students need much encouragement, and that most of his students finds it exciting to use the L2.

4.1.4.3 Teacher 3

Teacher 3 recognizes that she uses the L1 when teaching grammar.

[14] T: I think it would be— (...) I wouldn't— of course I speak Norwegian quite often doing grammar—

I: Mhm?

T: Because I think that is— (...) It's not necessary for them to be able to talk grammar in English. It is difficult enough in Norwegian.

Here, she says that she does not find it necessary for the students to be able to 'talk grammar in English', because it is difficult enough in Norwegian. But even though she does this, she still writes the grammatical expressions in both English and Norwegian on the blackboard, so that the students can choose for themselves. Also, she says that she sometimes uses Norwegian for translation purposes. This is usually done to make the students aware of the differences between Norwegian and English word order.

Teacher 3 was further asked about different situations where she would use the L1. These situations were giving instructions, expressing sympathy, giving oral and written feedback, expressing humour, giving praise, and talking about something that is not directly school related. When asked about her own language use in these situations, she mostly responded that she is unaware of what she does, and that after

teaching for so many years, it happens ‘automatically’. This becomes apparent in example [15].

[15] I: Ehm, (...) when you— when you express sympathy towards your pupils, what language do you use then, are you aware of that?

T: (...) In English— (...) I don’t know.

I: No?

T: I suppose I would say— perhaps I would say it in Norwegian?

When asked about her language use when giving feedback, she says that she often gives written feedback in the L2, as long as the students understand it. When giving oral feedback, Teacher 3 uses a mixture of the L1 and the L2. The L1 is more commonly used when dealing with students with a lower L2 proficiency, to make sure the students understand. When presented with a clip where she used Norwegian to express humour she explained that she maybe used the L1 to take off pressure from either her or the students, or to lighten the mood somehow. She believes that she uses the L2 when talking about something that is not directly subject-related, but mentions that she tries to stick to the English lesson because she feels that she has so little time.

Regarding her students’ L1 use in class, Teacher 3 wants them to stick to English when they are working on school assignments in groups or pairs. Despite this, they tend to switch into their L1.

[16] T: (...) They switch to Norwegian (...) whenever I leave their desks.

When this happens, she encourages them to speak English, and that she will go around and listen to them. When the students are to answer out loud in full class and start answering in the L1, Teacher 3 asks them to rephrase their answer in the L2. She further encourages her students to use the L2 by emphasizing that it does not matter if they say something incorrect, as long as they say something. Additionally, she does not correct them if they say something wrong.

4.2 The functions of the teachers’ L1 use

The teachers’ functions of L1 use explained in this section were found during the classroom observations. This means that the functions mentioned depict the teachers’ actual L1 use during the lessons for observation.

In this study, ten possible functions of L1 use were included when investigating the teachers' functions of L1 use in the classroom. These functions are the following, and are further explained in chapter 3.

1. For administrative talk
2. For subject specific words
3. For language instruction
4. For subject-related instructions and classroom communication
5. For personal talk and humour
6. To offer translations for unknown vocabulary
7. To remedy for students' lack of comprehension
8. As an interactive effect of students' use of the L1
9. For classroom management
10. For other purposes

Looking at the overall results from all the teachers' classroom observations, it is clear that all these functions of L1 use are evident to some degree. This might support the assumption that these are common functions of L1 use in the classroom, as found in other empirical studies (Polio & Duff 1994; Edstrom 2006).

This section presents each teacher's three most prominent functions of L1 use with following examples portraying the different uses. Lastly, a couple of less prominent functions that became apparent during the observations are presented. Both the prominent and the less prominent functions are further discussed in chapter 5.

4.2.1 Teacher 1

Teacher 1 is the only teacher in this study that does not share her L1 with the students. Even though she has a different L1, she is fluent in Norwegian and resorted to the students' L1 in different situations throughout her teaching. Overall Norwegian use throughout the three lessons was 8,79 %. Teacher 1's use of Norwegian for each lesson and overall is given in Table 4.1.

Table 4.1 Teacher 1's L1 use each lesson and overall

	L1 in lesson 1 %	L1 in lesson 2 %	L1 in lesson 3 %	Overall L1 use %
Teacher 1	9,20	14,20	1,35	8,79

Out of the ten categories explained in chapter 3, Teacher 1's most common uses of the students' L1 were as a response to students' use of the L1, for subject specific words and lastly for offering translations for unknown vocabulary. Examples of these three functions are offered below, followed with a brief commentary.

Teacher 1's most prominent use of the student's L1 was as an interactive effect from students' use of the L1. Following are examples that portray this L1 usage.

[17] T: ... Everybody's got brotherhood, so they've got at least one.
 S: <L1 I teksten eller? L1>
 T: <L1 Ja, i teksten. L1> Something you can't touch or see. Like heat, like cold. Like love perhaps.

[18] T: ... Yes, that's your own one. You disqualify your own.
 S: <L1 Nei, ej sa ikkje 'light' L1>.
 T: <L1 Du sa ikkje 'light', nei? L1>

[19] S: Can we just <L1 pugg L1> it?
 T: @ Go on and <L1 pugg L1> it yeah, if that is your way of doing it. ... Okay, so lets see, lets do this last thing, and then you can start <L1 puggy L1>.

Example [17], [18] and [19] show how the students' L1 use might have influenced their teacher's code-switching. Teacher 1 talked in the L2 first, and then code-switched into the students' L1 as a response to them addressing her in the L1. She also almost repeats what the student said beforehand. This might be an indication that she would not have code-switched if the student did not talk to her in the L1 first.

Teacher 1 also had a frequent use of subject specific words in the L1. Here, she included single words in the L1 in an otherwise L2 utterance, representing something subject specific. This is shown in the following examples.

[20] T: ... 'Aha, Monday, <L1 Gloseprøve L1>'. So here are your books.
 T: Okay, everybody's got something to write on? Preferably, they're <L1 glosebøker L1>, but I can see that (name) hasn't got a <L1 glosebok L1>.

[21] T: ... på onsdag kan jeg ta en liten grammatikk test om dokke kan dette her. I can do that, a small one. <L1 Lekseprøve L1>. Okay? Everybody got that?

[20] and [21] exemplifies how Teacher 1 code-switches when referring to subject specific words, in these cases ‘glosebok’ (glossary book), ‘glosebøker’ (glossary books), ‘gloseprøve’ (word test) and ‘lekseprøve’ (test to check homework). These words are clearly subject related, and the teacher’s codeswitching is limited to one word only.

Through the observations, it also became apparent that she used the students’ L1 to provide translation for unknown vocabulary. This is showed in the following examples.

[22] T: ... So. Everybody close their books. Ehm, let me see. <L1 Frigjøring, Frigjøring L1>. Remember, important word. (name)?

S: Liberty.

T: ... <L1 Fri-gjø-ring L1>. See, those who haven’t written it, don’t know anything about it.

[23] T: <L1 Å støtte. Okay, ehm, tale. Frigjering <X X>. Landsforvist, landsforvist. Søken etter. L1> ...

T: ... <L1 Okay, altså. Nå kommer et ord som dokke aldri må gjøre, altså undervurdere. Verdighet, vørnød. Tilfreds eller fornøyd. Selvopplysende, opplagd. Da har vi ni, en til. Karakter, personlegdom eller karakter eller personlighet. Men jeg leser på nynorsk. Personlegdom. L1>

As shown in [22] and [23], Teacher 1 mainly used L1 translation to teach the students new L2 vocabulary in vocabulary tests. Here, she gave the students the Norwegian word and the students were to come up with the English translation. A full overview of Teacher 1 functions of L1 use is found in Appendix D.

4.2.2 Teacher 2

When analysing Teacher 2’s English lessons, it was decided to exclude the last lesson, since the teacher explicitly told me that it would be about the English midterm that was scheduled for a couple of days later. For this purpose the teacher made a conscious choice to use the L1 to ensure students’ comprehension.

Teacher 2’s overall usage of Norwegian in the two remaining lessons, was 34,57%. A list of Teacher 2’s L1 use each lesson and overall is presented in table 4.2.

Table 4.2 Teacher 2's L1 use each lesson and overall

	L1 in lesson 1	L1 in lesson 2	L1 in lesson 3	Overall L1 use
	%	%	%	%
Teacher 2	6,78	54,40	-	34,57

Teacher 2's most prominent uses of the L1 were for translating unknown vocabulary, for administrative talk and to remedy for students' lack of comprehension.

There was in particular one function of L1 use that stood out in Teacher 2's lessons, namely to provide translations of unknown vocabulary. The following examples portray this usage of the L1.

[24] ((The student reads the text out loud, and the teacher helps the student with the word 'colonist'.))
 T: 'Colonist'— <L1 altså— det e altså dei som e sivile, dei som ikkje e i krig. L1>

[25] T: Okay, lets look at it together. A hand in the air if you know what the word 'abolish' means. What is the Norwegian translation of the word?
 S: <L1 Avskaffe L1>
 T: <L1 Avskaffe L1>.

Here, example [24] and [25] portray how Teacher 2 code-switched to explain unknown vocabulary to his students. Example [24] depicts how the teacher provides translations for an unknown word that the student found reading a text out loud. The teacher did this on several occasions, where he stopped the students having difficulties with words in their reading, and followed up with a translation in the L1. Example [25] is taken from a situation where the teacher and the students were going through a translation task. The students were given the meaning of a word in both the L2 and the L1, and they were to pair the words together. When going through it in class, the students and the teacher found Norwegian translations.

Additionally, Teacher 2 had a substantial use of the L1 when giving administrative messages to the students. This is viewed in the following two examples.

[26] T: Nice to see you all, please be seated. <L1 I dag har vi besøk av Karoline Rye. Ho skal fortelje oss litt kort om kven ho er og om kva ho

skal gjere og litt informasjon som dokke må få med dokke, som ho skal fortelle om. L1>

- [27] T: Quiet please. Nice seeing you all, hope you've all eaten well.
Please sit down. ...
<L1 Ja, skal sei litt på norsk først dokke, må følge godt med.
Allerede på tirsdag— <X X> allerede på tirsdag då e det tentamen. L1>

In example [26] he informed the students about the current research, and why I was in the classroom observing. Example [27] portrays a situation where Teacher 2 informed the students about the midterms. In the interview he further emphasized that messages like these were typically done in the L1 to make sure the students understand.

Lastly, Teacher 2 also used the L1 to remedy for students' lack of comprehension. This is visible in the following two examples.

- [28] T: <L1 Avskaffe L1>. And we use it in the context of abolishing slavery. <L1 Å slutta med ikkje sant, ... Avskaffe slaveri. L1>

- [29] T: ... 'it has been an awesome journey', they keep saying all the time. Now we've started saying that in Norwegian as well, <L1 'det har vært en fantastisk reise' L1>.

In example [28] Teacher 2 explained a word first by offering the translation in the L1. Maybe realising that 'avskaffe' might also be an unknown word in the L1; he followed with an additional explanation to the translation in the L1. In example [29] Teacher 2 explained the expression 'it has been an awesome journey' using the L1. This is taken from a longer stretch of speech, where Teacher 2 seemed to offer the L1 translation to make it easier for the students to follow his explanations. A full overview of Teacher 1 functions of L1 use is found in Appendix E.

4.2.3 Teacher 3

Teacher 3's three English lessons show that she had a total L1 usage of 31,24% throughout the lessons. Table 4.3 portrays Teacher 3's L1 use.

Table 4.3 Teacher 3's L1 use each lesson and overall

	L1 in lesson 1 %	L1 in lesson 2 %	L1 in lesson 3 %	Overall L1 use %
Teacher 3	38,39	28,45	25,09	31,24

Teacher 3's most prominent use of the L1 was for language instruction, for subject related instructions and communication, and lastly to translate unknown vocabulary.

Teacher 3's most common L1 use was for language instruction. This is further showcased in the following examples.

[30] T: ... Right. 'I understand why Zoe's upstairs when I got to this new ward'. 'Zoe's', ka slags apostrof e ditta? You may speak Norwegian, if it is difficult. <L1 E det genitiv, eller e det forkortningsapostrof? L1>

[31] T: ... <L1 Kan dokke sei 'thin'? L1>
 S+: 'Thin'
 T: <L1 Sjå på kvarandre og sjå etter at folk sei '(/θ/)in' og ikkje '(/ð/)in'. L1> ...
 T: <L1 Tunga mellom tennene— tunga ut mellom tennene: 'thin'. Geipe litt viss det trengs: 'thin'.

Example [30] illustrates a situation where the teacher switched into her L1 for grammar instruction. Here, she asked her students about the apostrophe, and further emphasized for the students that they could discuss and answer in the L1 if they found it difficult in the L2. This shows that Teacher 3 allows her students to switch into the L1 when discussing grammar. Example [31] portrays a situation where Teacher 3 uses her L1 when instructing pronunciation. Here Teacher 3 tells her students in how to pronounce the words 'thin' and 'thinner' through an instruction in the L1.

Furthermore, Teacher 3 had a considerable use of her L1 when giving subject related instructions and taking part in classroom communication. The following examples from the observation illustrate this use.

[32] T: ... Okay, we'll do some reading now. <L1 Vi begynne med (name). To punktum kvar, gå vidare uten at ej behøve sei namn. Begynne vi på begynnelsen, tenke ej. L1>
 S: <X X>
 T: 'A sad visit'. <L1 ehm, vi tar med— vi tar med det øvste der. L1> 'Ellie had gone on a diet'.

((A student read the text out loud.))
T: 'Zoe—' <L1 da e det du, (name) L1>
((A student continues to read out loud.))
T: <L1 Også overskrifta— L1>

[33] T: Eating disorders.
S: Not just eating too little, but also eating too much food
T: <L1 Ka e det vi kalla det på norsk når noken et for mykje og stikke fingeren i halsen og spyr oppatt? (Name)? L1>
S: <L1 Ja, no tenkte ej på å spise for mye L1>
T: <L1 Ja, spise for mye? Dei spise jo egentlig for mye da, dei overete. Ja? L1>
S: <L1 Ej veit ikkje ka det heite når dei stikke fingeren i halsen L1>
T: <L1 Nei, okay. L1>
S: <L1 Ekje det bulimi? L1>
T: <L1 Bulimi ja. L1>
S: <L1 Ej tenkte ikkje på bulimi, ej tenkte på dinna— meir på dinna 'overeating disorder', der dei spise for å fylle et tomrom L1>
T: <L1 Ja. For å fylle et? L1>
S: <L1 Tomrom. L1>
T: <L1 Ja. Kor mange av dokke e det som har funne ut at dokke ete feil viss dokke e lei dokke? L1>

Example [32] depicts a situation where Teacher 3 code-switches into her L1 when giving subject related instructions to her students. Her code-switching becomes evident, since the teacher starts off saying 'Okay, we'll do some reading now', and uses her L1 for the detailed instructions. Example [33] demonstrates how Teacher 3 code-switched when communicating in a classroom discussion regarding eating disorders.

Teacher 3's third most prominent function of L1 use was for translating unknown vocabulary. This is further portrayed through the following examples from the observation.

[34] T: No. <L1 Ka meine da sjukepleieren med å seie 'pull the other one'? Ka sei vi på norsk? (Name)? L1>
S: <L1 Den må du lengre ut på landet med? L1>
T: <L1 Ja, for eksempel. L1> Very good, thank you. Go on reading.

[35] T: Yes. What kind of an adjective is this? ((Referring to the word 'sunken' on the blackboard)) ...
T: Sink – sank – sunk? Right? ...
And this adjective is made of this verb somehow. ... What does it

mean? What does it mean (name)?

...

T: <L1 Innsunkne kinn? Ja. Når du bare blir tynn nok, og det bare e huda som ligg uttapa skjelettet så blir det— går det inn her da, alle ansiktsmuskane e også vekk da. Det e jo masse muskla i ansiktet sant? L1> Right? Okay.

Here, Example [34] and [35] portray how Teacher 3 code-switched in order to explain unknown expressions. One could argue that example [35] was a part of language instruction, since they talked about adjectives and conjunction. But the function of the teacher's L1 use has still been categorized as translation for unknown vocabulary, since the teacher in this case did the grammar talk in the L2, and switched into the L1 when explaining the expression 'sunken cheeks' taken from the text they were working with. A full overview of Teacher 1 functions of L1 use is found in Appendix F.

4.2.4 Less prominent functions of L1 use

In addition to the teachers' most prominent functions of L1 use explained above, some less prominent functions from the teachers' lessons are worth mentioning. Both Teacher 1 and 3 seemed to resort to the L1 when expressing humour, giving praise or bonding with the students. Following are examples depicting this use.

[36] S: Ehm, 'nation'

T: <L1 Bra L1>, 'freedom', 'freedom', 'future', 'year', is 'America' – is that abstract?

[37] T: No? Right, then we have to practice more. <L1 Nei, sjå dokke, skjønnskrift i dag? Oj, ditta e av ære til dej, Karoline. Neida, Han skriver sann hver gang. L1> @@@ ((the teacher comments on a student's writing)).

[38] Good! ((Claps her hands)) Me too, I hope. Good. You are not sure? We'll make (name) run, won't we? (Name), <L1 du som søke på sant sportsgymnas, skal ikkje du vere med å springe i X? L1>

Example [36] shows a situation where Teacher 1 code-switched for the purpose of giving praise to a student. Example [37] portrays a situation where Teacher 3 used her L1 to express humour and irony regarding a student's writing. Number [38] is an abstract from one of Teacher 3's lessons and exemplifies how she code-switched in a more personal utterance. Here, she bonded with the students discussing a run that was

arranged a couple of days later, where both the teacher and several of the students were participating.

Additionally, Teacher 1 and 2 had instances of L1 use when making correcting remarks to the students. Following are examples portraying this usage.

[39] T: ... Okay, we'll go to the next one. <L1 Shh, e dokke med? L1> Otherwise, if you can't follow me, we'll do this all by ourselves. Okay? (name), would you do the third one? 'Nelson became a lawyer'?

[40] T: ... and discuss with your neighbour, and find the answers for the four first tasks on the page. The first task is 'Who were the first Europeans'— <L1 shh, stille— L1> and then 'where in the United States did the English create colonies in the 17th century'

Example [39] is an abstract from one of Teacher 1's lessons. Here, she code-switched in an attempt to catch their attention, since they started talking among themselves.

Example [40] depicts a situation from one of Teacher 2's lessons, where he code-switched in the middle of an utterance to clearly tell his students to be quiet.

4.3. Student questionnaire

The results from the student questionnaires are presented in tables charts, followed with brief explanatory comments. They are presented in two main parts where the first part deals with the students' perceptions of their teacher's language use. Here, the degree of the teachers' L2 use in the classroom will be presented, followed with a brief presentation of situations where the teachers typically code-switch. Lastly, the students' preferences regarding their teachers' L1 use are outlined, along with situations where the students prefer to be taught in the L1. The second part deals with the students' learning and their preferences regarding their own L1 and L2 use in the classroom.

4.3.1. The teachers' L1 use

Figure 4.1 presents in what degree the teachers use the L2 in their teaching.

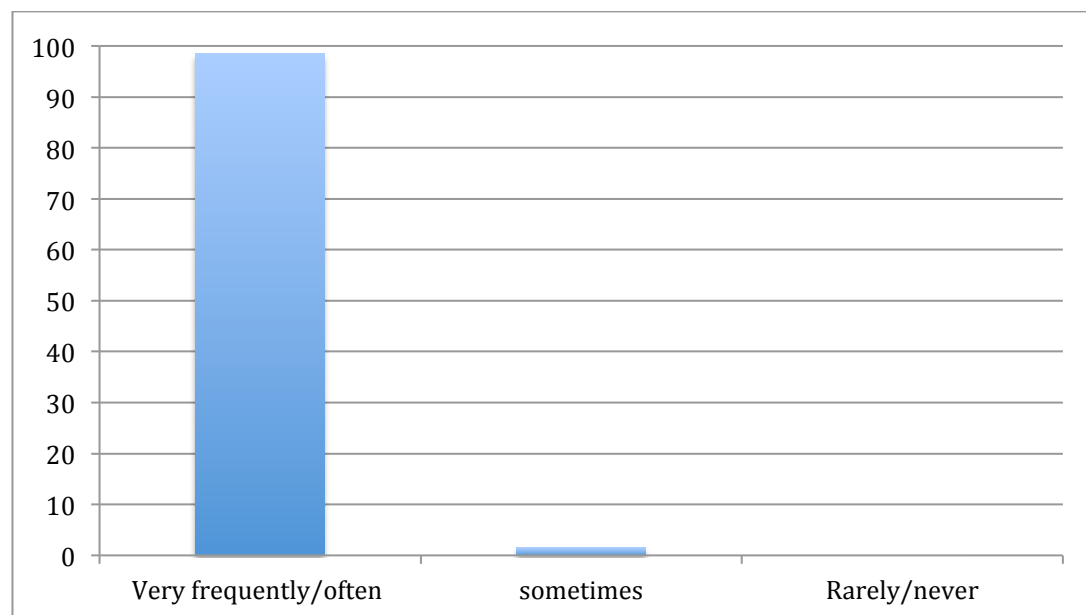


Figure 4.1 The frequency of the teachers' L2 use

The results show that there is an overwhelming agreement among the students that their teachers use the L2 when teaching. 98,46% answered that their teacher uses the L2 'very frequently' or 'often', while only 1,54% answered 'sometimes'. None of their students felt that their teacher had a limited use of the L2 in the classroom.

Figure 4.2 shows in what degree the students understand everything when their teacher uses the L2.

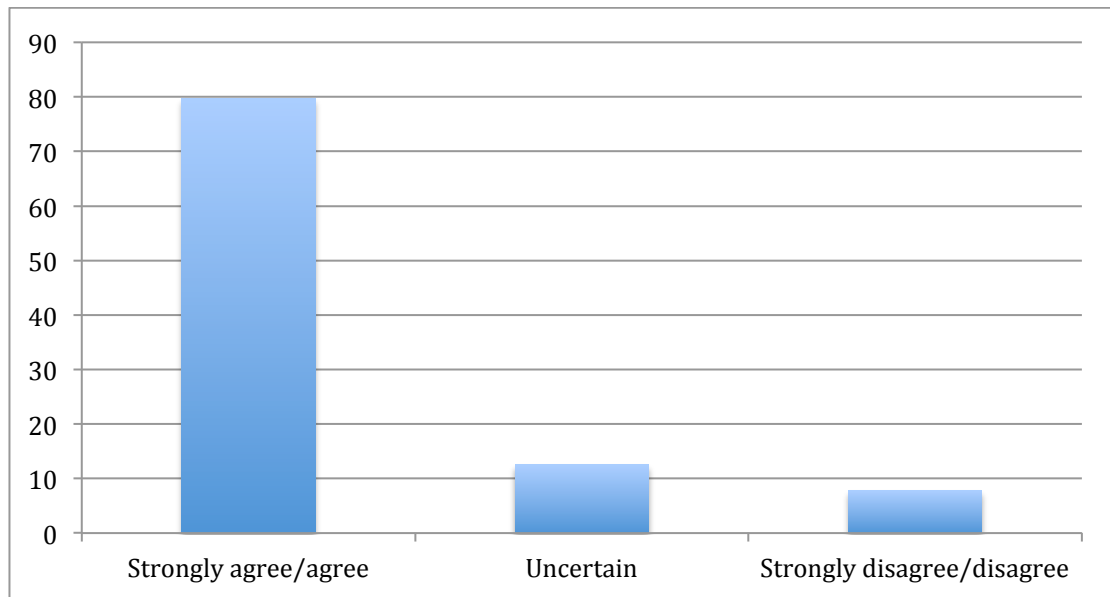


Figure 4.2 To what degree the students understand their teachers' L2 use

Here, it becomes clear that most of the students understand everything when their teacher uses the L2, while 7,81% of the students have difficulties understanding.

In the questionnaire, the students were further presented with different situations that previous research has found typical for teachers L1 use. The students were to answer to what degree their teacher used the L1 for these purposes.

Table 4.4 Situations where the teachers often use the L1

	Very frequently/ often %	Sometimes %	Rarely/never %
Everything is taught in English	80,00	15,38	4,62
Everything is taught in Norwegian	1,54	27,69	70,77
When topics are introduced	33,85	47,69	18,46
When unknown English words are explained	69,23	26,15	4,62
When teaching topics with a Norwegian context	21,54	52,31	26,16
When teaching grammar	30,77	36,92	32,31
When expressing sympathy towards pupils	23,08	53,85	23,08
When having difficulties explaining something in English	53,85	24,62	21,54
When giving feedback to pupils	32,31	43,08	24,62
When giving praise to pupils	26,15	49,23	24,61
When practicing classroom management	26,15	52,31	21,54
When giving important messages/orders	43,07	33,85	23,08
When giving homework	47,69	27,69	24,61

According to Table 4.4, a majority of these students believe that their L2 teaching is conducted in the L2. 80% of the students answered that everything is taught in the L2, and also 70% of the students said that everything was rarely or never taught in the L1. But the fact that none of the percentages show 100% suggests that the L1 have a certain position in these teachers' L2 teaching.

The two most common situations where the students believe their teachers use their L1 are to either explain unknown L2 vocabulary or to explain something they find difficult to explain in the L2. The teachers also seem to resort to their L1 when giving important messages or orders, and when they give homework.

4.3.2 Students' preferences regarding their teachers' L1 use

After mapping the students' perception of their teachers' L2 use in the classroom, the students were asked for their preferences regarding their teachers' language use in the classroom. They were presented with two alternatives, namely that their teacher only teaches in the L2, and that the teacher uses a combination of the L1 and the L2 when teaching the L2.

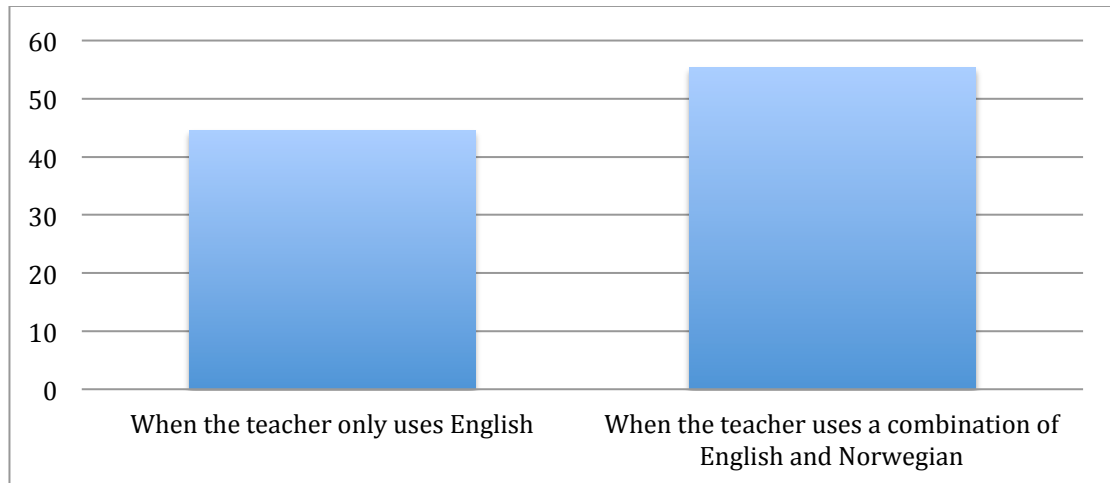


Figure 4.3 The students' preferences regarding their teachers' L1 use

Here, it becomes apparent that a small majority of the students prefer their teacher to use a combination of the L2 and the L1, while 44,62% prefer that their teacher only uses the L2 when teaching. The students were further asked to explain their answer. The following examples portray some of their explanations.

[41] For me, the best way to learn better English, is by using it as often as possible. I learn the best when I am spoken English to, because then it is easier for me to speak English. If the teacher speaks Norwegian, it is immediately much harder to know what to say in English.

[42] I think that because I learn how she talks and pronounce words in english.

[43] Because its easier to pick up new words when the teacher speaks english to us.

[44] Når vi lærer engelsk, synes eg at det er fint om alt foregår på engelsk. For når vi hører kun engelsk over lengre tid blir vi meir vand med engelsken og når vi først er vant med engelsken blir det enklare å forstå.
(When we learn English, I think that it is nice if everything happens in English.

Because when we only hear English over a longer period of time, we become more used to English, which further makes it easier to understand.)

Here, the students argue why they prefer that their teacher use the L2 exclusively when teaching. The student in example [41] says that s/he finds it easier to use the L2 if the teacher uses the L2. Another says that their teacher' L2 use makes it easier for them to learn the pronunciation of English words [42]. In addition to this, one of the students mentions that it is easier to expand his/her vocabulary in the L2 if the teacher uses the L2 [43], while another says that exclusive use of the L2 makes them get used to the language, which further leads to greater understanding in the L2 [44].

The students that prefer their teacher to use a combination of the L2 and the L1 explained their reasons in [45], [46] and [47].

[45] If the teacher only uses english, some students may not understand what the teacher is talking about, but the teacher should only speak Norwegian if it's necessary for the students to understand. [sic]

[46] ... [D]et blir også lettere å henge med om ikke alle orda er på engelsk.
(It becomes easier to follow the teaching if everything isn't in English.)

[47] I believe that a combination between Norwegian and English is better because, if there for example is a word in English I don't understand my teacher can explain it to me in Norwegian. after that I will know what the word means and I can use it when I speak English.

[48] Because you learn English by talking, but not everybody understands English as others.

Here, it becomes clear that these students see that the L1 can be used to comprehend for lack of understanding [45], [46], [48]. It is further mentioned that it becomes easier to start adopt new vocabulary in the L2 when they already know what the meaning in the L1 [47].

Table 4.5 presents situations where the students' prefer their teachers to use the L1. Here, the students were presented with a statement saying 'I prefer these topics to be spoken in Norwegian'. Following were six situations where teachers have shown to resort to their L1 in earlier research. The students were to agree, disagree or mark uncertain whether they wanted these situations to be taught in the L1. If the

student chose strongly agree/agree it means that the student prefers this situation to be taught in the L1.

Table 4.5 Situations where the students prefer the teacher to use the L1

	Strongly disagree/ Disagree %	Uncertain %	Strongly agree/ Agree %
When introducing topics	36,92	46,15	16,92
When giving instructions to tasks	40	35,38	24,62
When instructing grammar	41,54	23,08	35,39
When explaining unknown English words	7,69	26,15	66,15
When giving homework	40	21,54	38,46
When giving important messages	18,46	13,85	67,7

According to Table 4.5, a majority of the students prefer that their teachers use their L1 when they explain unknown L2 words, and when they give important messages to the students. This corresponds to the teacher's most prominent L1 use in the classroom. In addition to this, a small majority of the students prefer the L2 when the teacher gives instructions to tasks, when instructing grammar and when the teacher gives out homework.

4.3.3 The students' use of the L1

The students were also asked questions regarding their own language use in the second language classroom. The main tendencies resulting from this part of the questionnaire are briefly explained in this section. This is done in form of text, while the supporting tables and figures depicting these findings are to be found in the List of tables. These results do not directly answer this thesis's research questions. However, they may be relevant in the discussion of the results. Consequently, these findings are only briefly given in this section. Following are the results from the questionnaire

regarding the students' L1 and L2 use in the classroom and their beliefs as to what is the best way to learn an L2.

There were found in particular four situations where the students typically use their L2. These are when the student discusses tasks with fellow students, when asking and answering questions in full class and when they are talking one on one with their teacher. Situations where the students typically use their L1 is when talking to classmates about something that is not school related, when discussing tasks with fellow students, when explaining something to fellow students and when they are working with something that they find difficult. As mentioned above, the alternative 'when discussing tasks with fellow students' excels as a situation where the students typically use both the L2 and the L1. This is obviously not likely, and might indicate that some of the students misunderstood the question. This issue is elaborated on in chapter 3, in section 3.3.

When asked what they believe is the best way of learning the L2, they were presented with two alternatives, namely when they only use the L2 and when they use a combination of the L2 and the L1. A small majority prefer to exclusively use the L2, while the remaining 46,15% prefer to use a combination of the L2 and the L1.

Additionally, the students were asked whether they feel confident using the L2 in class. Here, 67,7% feels that they are confident, while only 9,23% states that they are not confident with using the L2 in class. Furthermore, when presented with different situations and asked whether they feel nervous talking in the L2 in these situations, 46,88% of the students feel that they are not nervous in any of the situations. But the results also show that 45,31% of the students are sometimes nervous using the L2 in class. Lastly, a majority feel that their teacher encourages them to talk in the L2 in class. An overview of the results from the student questionnaire can be found in Appendix M.

5. DISCUSSION

Looking back at the main theories and approaches that have dominated the field of L2 acquisition, it's clear that balancing L1 and L2 use in the classroom has been an on-going issue throughout. Recognizing this issue of L1/L2 use, the current study set out to investigate teachers' L1/L2 use in the L2 classroom. This includes the teachers' overall percentage of L1 use throughout the observed lessons, in addition to the factors influencing their L1/L2 use in the classroom. The study also aims to explore the teachers' beliefs regarding their language use, along with their functions of L1 use found during the observations. Lastly, the study investigates students' beliefs regarding their teachers' L1/L2 use.

In this chapter, the results and findings from the current study are discussed in light of theory and earlier research. Firstly, the extent of the teachers' L1 use will be elaborated on, following with a discussion of the teachers' beliefs regarding L1/L2 use. Secondly, the teachers' reasons for codeswitching are discussed, with a focus on meaning, comprehension, authenticity and naturalness. Thirdly, the students' preferences regarding their teachers' L1/L2 use will be reviewed before the discussion is summarized. Lastly this chapter finishes with concluding remarks and implications.

5.1 To what extent is the L1 used when teaching the L2

One of the aims of this study was to find each of the teachers' overall L1 use when teaching the L2. Teacher 1 had an overall L1 use of 8,79%, Teacher 2 used the L1 for 34,57% through two hours of observation, while Teacher 3 had an overall L1 use of 31,24%. These numbers show that all of the teachers' lessons contained some use of the L1, even though English was their main language of instruction. Teacher 2 had one lesson where a small majority of his language use was in the L1. The teacher started this lesson by giving important information about the students' midterm that was coming up, and consciously used the L1 for this purpose. In his other lesson only 6,78% of his speech was in the L1. This could indicate that the lesson where he mainly used his L1 was more an exception than the rule.

The amount of L1 used among the teachers in this study shows great variation. There is a difference between the three teachers' L1 use, where particularly Teacher 1 stands out with a low percent of L1 use in her lessons compared to the two other

teachers. This difference might be explained by the fact that Teacher 1 did not share the students' L1. Even though she is fluent in the students' L1, there is a possibility that code-switching into the students' L1 might not come as natural to her as for the two other teachers in the study. That she does not share the students' L1 can also further explain why her main usage of the L1 was in response to students talking to her in the L1. Here, her students' L1 use seemed to trigger Teacher 1's codeswitching.

Additionally, it becomes clear that each teacher varies his/her amount of L1 use from lesson to lesson. There are several factors that might influence the amount of L1 used within a lesson. A potential factor may be the structure of the lessons (Blyth 1995:152). In accordance with the results from Polio and Duff (1994:317), this study also found that certain activities seemed to facilitate more L1 use than others, e.g. grammar instruction and working with new vocabulary (Cook 2001:414f; Polio & Duff 1994:317). Similar activities were more prominent in Teacher 2 and 3's lessons than in the lessons of Teacher 1. The variation in the teachers' amount of L1 use might indicate that there are no guidelines regarding this issue for teachers to follow in the L2 classroom, and that the actual amount of L1 use depends on activities and on teachers interpretation of the usefulness of the L1 (Edstrom 2006:289; Hall & Cook 2012:293). This will be further discussed later in this chapter, elaborating on the teachers' reasons for including the L1 in their L2 teaching.

5.2 Teachers' beliefs regarding their L1/L2 use in the classroom

The notion of monolingual teaching seems to guide the teachers in this study in their classroom practice. This is evident since they all believe it is important that the language is taught in the L2. Monolingual teaching is based on the notion that 'the goal of language teaching is to prepare students to communicate in monolingual environments' (Hall & Cook 2012:276). It is therefore stated that the best way to achieve this, is to make the L2 classroom as similar as possible to a monolingual environment suitable for the learners to both practice and be exposed to L2 input. This indicates that it is the teachers' task to obtain this L2 exposure and practice.

Two of the teachers of this study made excuses for their L1 use and stated that some of their code-switching is regrettable. Monolingual teaching is impossible to obtain for many teachers who seem to codeswitch into their L1 despite their best intentions (Cook 2001:405). This creates a discrepancy between how the teachers

believe they should teach and their practice. For teachers to have to make excuses for their own practice in the classroom may further result in them feeling guilty and insufficient in their own teaching (Hall & Cook 2012:282). Teachers' code-switching in L2 teaching is a common phenomenon (Polio & Duff 1994; Edstrom 2006; Macaro 2001). The fact that teachers feel guilty regarding their practice portrays to what extent the notion of monolingual teaching is internalized in teachers. The assumption of monolingual teaching seems to be holding its ground even though their practice indicates that it is unattainable (Cummins 2007:225). Teachers have continued to use a combination of the L1 and the L2 in their language teaching, despite policies and assumptions arguing for a monolingual classroom (Hall & Cook 2012:278). This further suggests that what is demanded of teachers is not compatible with the practice the teachers find necessary to conduct proper language teaching. A possible solution to this divergence between the practice expected of teachers, and their actual practice is to include the L1 as a tool systematically used in language teaching, rather than something that have to be excused and actively prevented (Cook 2001:418).

In addition to feeling unsatisfied with their L1 use, the teachers of this study were on several occasions during the interviews unable to explain why they used the L1 in certain situations. Additionally, they seem to be surprised when presented with situations where they had resorted to the L1. The fact that most teachers seem to be unaware to what extent they actually resort to their L1, and their reasons for doing so complicates the discussion regarding L1 use in the classroom (Polio and Duff 1994:320). In general, teachers also seem to underestimate their L1 use, and their amount of L1 use usually proves to be higher than they first anticipated (Edstrom 2006:281; Hall & Cook 2012:285). A possible explanation for this could be that underlying negative attitudes towards L1 use influence teachers' own perceptions of their own language use (Hall & Cook 2012:285; Edstrom 2006:276). This lack of awareness regarding own L1 use might indicate that the L1 use in the L2 classroom is arbitrary and coincidental, depending on teachers' beliefs regarding L1 use in L2 teaching. Edstrom emphasizes teacher awareness as something necessary both to achieve a better understanding of one's teaching, but also to better comprehend ones' L1 use, and reasons for resorting to the L1 (2009:12). For teachers to reflect around their own teaching can help them evaluate the appropriateness of their own L1 use in the classroom (Edstrom 2009:13). By doing this, the teachers could develop a

stronger awareness of their own teaching, feeling more secure around their language use and their reasons for including the L1 in their teaching.

5.3 The teachers' reasons for codeswitching

When analysing the classroom observations, the teachers' amount of L1 use was measured and categorized in order to find each teacher's functions of L1 use. The teachers of this study mainly used the L1 in response to students' use of the L1, as subject specific words, in translation for unknown vocabulary, in administrative talk, in translations to remedy for students' lack of comprehension, in language instructions and in subject-related instructions and classroom communication.

Looking at the interviews and the teachers' most prominent functions of L1 use in the observations, one can indicate that the one of the teachers' main reasons for codeswitching is to convey meaning and ensure students' comprehension. When discussing the teachers' reasons for codeswitching however, it is also necessary to include some of their less prominent functions for L1 use. It became clear when observing the teachers, and to some degree in the teacher interviews that authenticity and naturalness could be mentioned as a factor behind the teachers' codeswitching. Authenticity and naturalness do in this case mean to come across as genuine and sincere.

5.3.1 Meaning and comprehension

As shown in table 5.1, the teachers in the current study used the students' L1 to convey meaning in several different ways, namely to explain unknown vocabulary, to give important messages, to make difficult curriculum easier, and as a way to adjust the teaching to the students' level. The underlying reason for using the L1 for these purposes is to ensure that what they are saying is comprehensible for the students.

Cook is one of the theorists that acknowledges that the L1 can make teaching more efficient for the purpose of conveying meaning (2001:414). Especially when explaining unknown vocabulary, providing the translation in the L1 immediately helps the students connect the unfamiliar with something they recognize and acknowledge (Nation 2003:5). This is an accurate and effective way to convey meaning of unknown vocabulary, since translations in the L1 are clear, short and familiar to the students. (Nation 2003:4). Consequently, the L1 can be useful to

students when learning new vocabulary, and further facilitate learning (Cook 2001:414). Additionally, one can argue that providing the student with the L1 translation of unknown vocabulary can result in the students feeling more comfortable and at ease with the new vocabulary, getting to know the meaning at once and being able to connect it to something familiar in the L1.

On the other hand, one can claim that using the L1 for this purpose deprives students of important exposure in the L2 (Polio & Duff 1994:323). If students' learning outcome when learning a language depends on the amount of L2 input they are exposed to in the learning process (Littlewood & Yu 2011:66), using the L1 for this purpose may deprive the learners of valuable input in the L2 (Polio & Duff 1994:322). Polio and Duff further explain that the chance of students adapting to the newly presented L2 vocabulary is minimized if the teacher resorts to the L1 when introducing them. When the teacher explains unknown vocabulary in the L1, the students miss out on the opportunity to negotiate meaning through L2 interaction, where they try to find the meaning of the new vocabulary (Polio & Duff 1994:321). When teachers use the L1 to explain new vocabulary, the learners are given the meaning without having to concentrate on finding this themselves. If the students had to actively work with the vocabulary in order to understand it, they would have bigger chances of remembering the vocabulary (Cameron 2001:85). Even though providing the L1 translation when teaching vocabulary is 'rapid and painless' it will, according to Cameron, not lead to students' developing a long term understanding of the vocabulary (ibid.). Using the L1 can also remove the students' motivation and need to negotiate the meaning of the vocabulary. If the teacher constantly uses the L1 for this purpose, the students get used to not having to concentrate on meaning because they know that the teacher will provide the L1 translation (Cameron 2001:86). Polio and Duff further state that explanation of unknown vocabulary could be more fruitful if the teacher, rather than resorting to the L1, explains the word in the L2, and further use recycling and rewording in the L2. By being more exposed to the new vocabulary in the L2, the students would pay more attention to it and consequently acquire it (1994:323).

Using the L1 when giving important messages or teaching difficult curriculum can be helpful as it ensures students' comprehension and saves time during the lessons (Littlewood & Yu 2011:68). For these purposes the cost of using the L2 might be too great, risking losing the attention of the students because they do not

understand. It can also be time-consuming for teachers having to convey all meaning in the L2 during a lesson (Cook 2001:418).

Acknowledging the advantages using the L1 to convey meaning, there are also possible disadvantages. Littlewood and Yu stress the necessity for learners to be exposed to meaningful and communicative use of the L2, in order to fully see the need for acquiring an L2 (2011:66). Teachers can modify and simplify their messages to make it comprehensible for the students, instead of abandoning the L2 at the expense of the L1. This can facilitate learning if done properly (Polio & Duff 1994:322). Thus, the students' exposure to the L2 is secured, but not at the expense of comprehension.

Looking past this notion that the L1 should be avoided in all ways possible, one can argue the usefulness of the L1 for the purpose of conveying meaning. Even though L2 input and exposure are important, it could be limiting for teachers and their practice if input and exposure are to be regarded the singularly most important aim of language teaching. As mentioned in LK06, it is important to relate new concepts yet to be learned on knowledge the students already have (General Part 1993:11). This could potentially ease the students' learning process, where conveying meaning in the L1 can make it more straightforward for students to follow the teaching. This is particularly true with students with a lower proficiency in English. It can also help teachers streamline their teaching, making it more efficient. With this said, it does not mean that all meaning in the L2 classroom should be conveyed in the L1 (Cook 2001:414). Teachers should find their balance in the classroom, using it for this purpose where needed, or where the price of using the L2 becomes too great, e.g. if something is difficult to explain in the L2 (Cook 2001:418).

In the context of the Norwegian L2 classroom, the main thing the students have in common is a shared L1. One could argue that by not using this, one deprives students of a valuable tool in their learning process. The students' inhabited knowledge has been learned in the L1. Because of this, it does not make sense to exclude the L1 in the process of learning something new (Hall & Cook 2012:291).

5.3.2 Authenticity and naturalness

It also became apparent during the classroom observations that the teachers to some extent used their L1 when expressing humour, when giving praise and when being

strict. Teacher 2 offers a possible reason for this function of L1 use in the interview, namely that the students would not take his strictness seriously if this was conveyed in the L2. Teacher 1 explained that her codeswitching when expressing humour could be due to it being an informal dialogue, and not a part of the formal English class. This indicates that the teachers occasionally used the L1 for the more personal communication in the classroom, where the teacher wanted to come across as both serious, but also authentic and sincere.

Cook claims that a benefit of using the L1 for these purposes is naturalness (2001:416). Especially in classrooms where the teacher and the students share an L1, it is easy to resort to the L1 for more personal and real communication, because the L1 is both the teacher and the students' real means of communication in all other contexts than in the actual L2 classroom. By giving feedback, expressing humour and being strict in the L1, the teacher treats the students as the real selves, rather than as L2 learners (Cook 2001:416). To use the L1 for this function in the classroom can also be time-efficient as it avoids confusion. Additionally, it can help the teacher maintain contact with his/her students by using the L1 as a common ground for both the teacher and the students throughout the lessons (Littlewood & Yu 2011:73). One can also argue that using the L2 exclusively throughout lessons might result in the students feeling alienated and demotivated in an environment that is not natural to them (Littlewood & Yu 2011:70). This effect can be enhanced in classroom situations where the students and the teacher share an L1. One can discuss whether students feeling comfortable in the English classroom knowing that they can resort to the L1 if necessary is more or less important than the input classroom management would provide if conducted in the L2.

The teachers' codeswitching for these purposes could reflect an underlying understanding of the L2, namely that it is the language to be instructed and learned, while the L1 is the language to use for real communication when the teachers want to come across as sincere or authentic. This might indicate that the L2 is not perceived as the means of communication in these classes (Littlewood & Yu 2011:66). Polio and Duff emphasize how important it is that language learners are exposed to the L2 in the form of meaningful utterances because they can further depict real communication that the students can be exposed to in real life (1994:322). Using the L1 for classroom management can deprive the students of useful input, as well as the experience of guessing meaning from context (Polio & Duff 1994:321f; Cameron

2001:85). Students are not likely to understand the immediate necessity of learning a language if all the real communication and messages in the classroom are given in the L1 (Littlewood & Yu 2011:66). If this is the case, the chances are that the students perceive the L2 as the language of practice or the artificial language, while the L1 remains the real means of communication in the classroom (Polio & Duff 1994:322). Polio & Duff argue that teachers' need to resort to their L1 in the classroom is a reflection of their own L2 proficiency (1994:323). The teachers might lack experience and practice in modifying their speech in the L2 to be able to convey meaning in an efficient way, or strictness and praise in a way that portray sincerity even though it is communicated in the L2. Also Hall and Cook mention teacher proficiency as a possible factor that can influence L1 use (2012:295).

5.4 Students' preferences regarding teachers' L1/L2 use

According to the students in the current study, their perceptions regarding their teacher's language use seem to correspond with the findings in the observations, where the students see the necessity for the teacher to use the L1 to convey meaning.

Even though a large majority of the students say that they understand everything when taught in the L2, they still prefer their teacher to use a combination of the L2 and the L1 when teaching. They emphasize that the L1 can be useful to make sure that everyone understands, and that a combination makes it easier for them to follow the teaching. They further mention that they prefer that unknown words and important messages are explained and conveyed in the L1. This indicates that both the teachers and the students in this study recognize conveying meaning as a potential benefit of the L1. Although a large majority understand everything when the teacher uses the L2, there is still a remaining group of students that have difficulty understanding. This indicates that there is a need to use the L1 for this purpose to make sure that all the students understand their teacher. This might reinforce the argument that the L1 can be a valuable adjustment tool in the classroom that the teacher can use to make the teaching comprehensible to all of the students.

Polio & Duff mentions that these adjustments should be done in modified L2 speech (1994:322). However, this might not be enough for some students. If constant moderations are necessary in order to meet the needs of a small group of students, this can affect other students with a higher level of proficiency, which are now given L2

input that is too easy and simplified for them to be sufficiently challenged. Using the L1 for some aspects of teaching can make it possible for students with a lower proficiency level to follow the teaching, while the students with a higher proficiency level still get the possibility to be challenged through L2 input and exposure.

Although most of the students say they are confident speaking English, it was found that many of them sometimes feel nervous talking English out loud in class. This could indicate that the policy of exclusive or even maximum use of the L2 in the classroom is unsatisfactory. Not only does it seem unattainable to exclude the L1 from the teaching, but this attitude that everything in the classroom should be in English can also create a stressing learning environment for the students. If teachers acknowledge a certain use of the L1 in the L2 classroom, not only in the teaching but also for the students, it can result in a more comfortable learning atmosphere in the classroom (Edstrom 2006:289). By making the students used to expressing themselves in the L2 can potentially result in them feeling more comfortable in the end. With this said, teachers should not aim include the L1 in all aspects of L2 learning and the students should continuously be encouraged to use the L2 when communicating. But instead of labelling the L1 as something that is forbidden in the classroom, it can be identified as a supporting medium in the classroom, where both teachers and students are allowed to resort to the L1 in situations where it is necessary. If the teacher allows the L1 to be used in the classroom, and by showing this through own usage, the students might become more motivated to using their L1 as a cognitive tool. If teachers forbid L1 use in the L2 classroom, it does not leave much room for the students to employ their L1 in their learning process.

By recognising the function of L1 use in the classroom, the teachers do not have to feel guilty having to resort to it, and the students do not have to be scared of getting caught resorting to the L1. However, this calls for proper guidelines and parameters for how the L1 can be used in a structured and organized way, to avoid that the L1 overshadows the focus of the L2 (Turnbull & Arnett 2002:207). That teachers acknowledge a certain role for the L1 in the L2 classroom, can make it more acceptable for students to resort to the L1 as a cognitive tool, which has shown to have impact on students' learning outcome in the L2 (Antón & Dicamilla 1999:245).

5.5 Summary

Through the observations it became clear that the teachers resorted to the students' L1 to a various degree. Even though all the teachers used the L1 to some extent in all the lessons observed, it became clear that the L2 was their main language of L2 instruction. Through the interviews and the observations it became apparent that all three teachers see a potential use for the L1 in the classroom. Their main reasons for codeswitching seem to be for expressing meaning and authenticity. Furthermore, their students also recognize a certain use of the L1, preferring their teachers to use the L1 when giving important messages and when explaining unknown words. Moreover, a small majority of the students preferred their teacher to use a combination of the L2 and the L1 when teaching.

Even though the teachers and their students acknowledge a potential role for the L1 in the L2 classroom, the teachers value the importance of input and exposure in the L2. The teachers in this study all believe that the L2 should be the main language of instruction, and that codeswitching should be limited. According to Borg it is a common phenomenon that there is a distance between teachers' beliefs and practice (2009:167). In regards to L1/L2 use in the classroom, the discrepancy between the notion of monolingual teaching and their actual practice can result in teachers feeling insufficient and guilty for sometimes codeswitching in the L1 (Hall & Cook 2012:282).

Additionally, the teachers appear to be quite unaware of their own L1 use in the classroom, where they on several occasions seemed to be surprised when presented with situations where they had included the students' L1 in their teaching. They were further unable to explain their L1 use, indicating that their teaching is something that happens automatically and that they do not really think about their reasons for codeswitching. This, along with the variation of L1 use found in the teachers' observations might suggest that teachers' L1 use is inconsistent and arbitrary. This lack of consistency in teachers' L1 use suggests that there are no general guidelines regarding L1 use among teachers. This is addressed by Macaro, seeking better guidelines for this aspect of language teaching. Such guidelines could lead to a better understanding surrounding the L1's potential functions in the classroom, along with the consequences of including the L1 in the L2 classroom (2001:545).

Acknowledging a certain position of the L1 in L2 teaching, and offering guidelines regarding L1 use in the L2 classroom, can make teachers more comfortable regarding their L1 use in the classroom. If the guilt and 'should not' attitude towards the L1 is exchanged with proper guidelines and openness around L1 use, teachers might get inspired to actively explore their L1 use, rather than ignore its existence in the classroom (Cook 2001:404). Edstrom emphasizes teacher awareness as something necessary both to achieve a better understanding of one's teaching, but also to better comprehend one's L1 use, and the reasons for resorting to the L1 (Edstrom 2009:12). Teachers reflecting around their own teaching can help them evaluate the appropriateness of their own L1 use in the classroom (Edstrom 2009:13).

Furthermore, teachers are the experts in this area, knowing first-hand the students' needs in the classroom, and the implications that follow teaching an L2 in a language that is not as familiar to the students as their L1. If they find it necessary to occasionally resort to the students' L1 while teaching an L2, which has been found in both the current study and in additional empirical studies, their opinions and experience should weigh heavily in this discussion regarding L1 and L2 use in the L2 classroom (Hall & Cook 2012:293)

6. CONCLUSION

This study set out to investigate English teachers' L1 and L2 oral use when teaching English in the Norwegian L2 classroom. This was done through studying three teachers' teaching practice and beliefs regarding L1/L2 use. Additionally, their students' beliefs regarding their teachers' L1/L2 use are included in the study. In the following sections, the findings from this study will be summed up in relation to the five research questions.

6.1 Research questions

6.1.1 Q1: To what extent is the L1 used when teaching English as an L2 in Norwegian lower secondary schools?

In the current study, it was found that all three teachers used their L1 to some degree when teaching English. Teacher 1 had an overall usage of 8,79% Teacher 2, 34,57% and Teacher 3, 31,24%. With the exception of one of Teacher 2's lessons, the L2 was used as the main language of instruction with all three teachers.

There are several possible explanations to why some teachers have a smaller amount of L1 use than others. In this study, Teacher 1 had a limited amount of L1 use throughout her three lessons of observation compared to the other teachers. A possible explanation to this is that, even though she is fluent in the students' L1, she does not share the students' L1. This might have had an influence on her codeswitching.

One can also argue that the teachers' use of the L1 varies according to type of lesson, where some classroom activities might foster more L1 than others. In this study, activities such as working with a difficult text, oral vocabulary tests and language instruction seemed to be examples of such activities.

6.1.2 Q2: What factors influence teachers' L1/L2 use?

Regarding what influences the teachers' L1 and L2 use in the classroom, two factors were prominent in this study, namely student comprehension and authenticity.

Through the interviews and the observations, it becomes clear that a common purpose for codeswitching was to ensure students' comprehension. This was apparent in subject related situations, e.g. where the teacher used the L1 for explaining

unknown vocabulary and when teaching difficult subjects like grammar. Additionally, the L1 was used for administrative purposes, where the teacher uses the L1 to give important information in L1 to the students to ensure comprehension.

Furthermore, the teachers seemed to codeswitch to express authenticity and naturalness. This L1 usage occurred in informal situations where the teacher expressed humour or talked about something personal, as well as for classroom management, where the teacher was expressing praise or discipline remarks.

6.1.3 Q3: What are the teachers' beliefs regarding L1/L2 use?

All three teachers in this study seem to be believers in L2 input, and value it important that the L2 is taught in the L2. Consequently, they assign the L1 a limited role in the L2 classroom. But in some situations they see it beneficial to use the L1, e.g. to ensure comprehension, to explain unknown vocabulary and to teach grammar.

Their goal is further for their students to develop communicative competence, where they are able to use the L2 and make themselves understood. Additionally, Teacher 1 said that she sometimes code-switches even though she knows that she shouldn't, while Teacher 2 says that he is sorry to say that he sometimes resort to the L1 in his teaching. This might indicate that they do not teach according to their own beliefs, resulting in them feeling a sense of guilt.

6.1.4 Q4: What are the teachers' practice regarding L1/L2 use?

Even though all of the teachers shared several functions of L1 use, though to various degree, one function was prominent with all of them, namely to use the L1 for translating unknown L2 vocabulary. In this study, this function was well represented, considering it being one of the most prominent factors for all three teachers. Teacher 2 most common function of L1 use was for translating unknown vocabulary. Teacher 3 most prominent function was in response to students addressing her in the L1. Lastly, Teacher 3 most common function was for language instruction. It should be mentioned that all three teachers mentioned grammar instruction as a possible function for L1 use in the interviews, but it was only apparent with Teacher 3 through the observation. Even though L1 for classroom management was apparent with especially one teacher, it was not a prominent factor with any of the teachers in this study.

When the teachers were asked whether they used their L1 or the L2 teaching different aspects of language teaching, they seemed uncertain. This might further support the already predicted assumption, that teachers' L1 use in L2 teaching is something that happens subconsciously. Consequently, the teachers have limited awareness regarding their own language use.

6.1.5 Q5: What are the students' beliefs regarding their teacher's L1/L2 use?

A small majority of the students prefer their teacher to use a combination of the L1 and L2 in the classroom, saying that it might be easier for students to follow the teaching if their teacher uses a combination. They also emphasize that their teacher typically uses their L1 when explaining unknown vocabulary, when they have difficulty explaining something in the L2 and when giving homework and other important information. When explaining unknown vocabulary and giving important messages are also emphasized as situations the students prefer to be done in the L1.

6.2 Concluding remarks

As previously shown, the issue of L1/L2 use in the L2 classroom has been a subject of considerable debate. Among teachers, the common assumption seems to be that monolingual teaching is the preferable way of teaching a language, while the L1 use should be limited.

This study has investigated three teachers' beliefs and practice in regards to L1/L2 use in the L2 classroom. It has been found that all three teachers resorted to their L1 in their teaching, where the underpinning factors were to ensure student comprehension, and express authenticity and naturalness. Furthermore, two of the teachers expressed dissatisfaction with their own language use, indicating that they did not teach according to their own beliefs. The teachers also showed limited awareness regarding their own language use in the classroom.

This portrays a need for teachers to increase their knowledge surrounding their own language use in the classroom. Additionally, L1 use in L2 teaching needs to be included and discussed in language teaching education, to find out how the L1 can be purposely used in L2 teaching. As argued in this thesis, I believe this can be accomplished through acknowledging a purposeful use for the L1 in the L2

classroom. By removing the negative connotations associated with L1 use, the teachers can start evaluating their use instead of avoiding it, and consequently adopt a more structured use of the L1 in their teaching. To conclude, the attitude towards L1 use in L2 teaching needs to change for teachers to develop their awareness in regard to their L1/L2 use in the classroom. This might result in more structured and purposeful L1 use, and subsequently less guilt among teachers.

6.3 Future research

There does not seem to have been conducted many studies regarding teachers' L1 and L2 use in a Norwegian context. This could absolutely be explored to a larger scale with more teachers, considering that this study only involved three informants. This would shed light on functions of L1 use in the L2 classroom in general, which can help raise awareness regarding L1 in the L2 classroom, and perhaps show teachers that it is a common practice to include the L1 in some aspects of language teaching. This can perhaps decrease teachers' guilt regarding their L1 use.

The current study investigated L1 use in the Norwegian ESL classroom. It could be interesting to investigate to what extent the L1 is used in Norwegian FL (foreign language) classrooms, e.g. in Spanish, French or German teaching. It could be interesting to see whether the extent and functions of L1 use are different compared to the ESL classroom.

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APPENDICES

Appendix A - Interview Teacher 1

I: So, I have a couple of questions—

T: Mhm.

I: And I have (...) divided them into three main parts—

((Another teacher comes into the room to fetch something.))

T: Its okay, it doesn't matter. He can listen.

I: Okay. So first of all I want to know, like a bit about your background in teaching English and in using the English language. And then, I have some questions about the workplace, and then your teaching at the end.

T: Okay, yes, that is great.

I: Okay. So we'll just— kind of— we won't follow the questions, we'll just talk freely and just—

T: Great.

I: Yeah. So, what are your qualifications in teaching English?

T: Well, I had— I have what you call the bachelors in English—

I: Yeah—

T: From (name of school) and then I— before I started studying here in Norway, I studied already once in Germany.

I: Mhm.

T: English and American, and then I went and lived in America for six years.

I: Oh, okay.

T: Yeah, but I didn't teach there, I just learned the language and learned how to be an American—

I: Mhm

T: @ How to become an American. Yeah, probably those are the— (...) and then when I came back here, I started to study here. I thought I could make use of some of the courses or some of the, (...) studies that I had done twenty-five or thirty years ago in Germany—

I: Yeah

T: But that was not accepted. And that was okay, because I had a blast. I love

@@@@@

I: Oh okay @@

T: I loved studying, so it was— at the moment it was kind of ((she makes a sound to show that it was dull)), and then I felt like, why don't they— it was okay because it was so old-fashioned what I'd done anyway, and it was so different to study here, so. Yeah, it was fun.

I: In what way was it different?

T: It was much more computers, of course—

I: Okay.

T: Much more literature, much more studying of literature. We had much more studying of grammar and more focus on language. And here, it was more focus on, yeah, literature, and what we call civilisation.

I: Okay, yeah.

T: History, and (.) round—

I: More context-based perhaps?

T: Yes, yes, and very much literature.

I: Yeah okay. So in Germany it was more structured and—

T: Yes.

I: Formal

T: Yes, very much so. But you can see that this is also twenty-five years in-between.

I: Yeah, of course.

T: So you can see that it has changed. And I really liked it— I really liked working the way the studies were built up here.

I: Yeah, okay.

T: I had a blast.

I: So, you— When you lived abroad, did you— were you like a student full time, or did you work as well?

T: No, I lived there. I wasn't a student.

I: No, okay. So you just— what did you do then?

T: I sold wine, as a matter of fact.

I: You sold wine?

T: I had a wine store, yeah.

I: Oh, yeah okay.

T: @@@@

I: Interesting!

T: Yes, I've had a life with many different @ (...) ways of—

I: Occupations?

T: Yes, occupations. Yeah, so I had a wine store, and we called it a 'deli'. One part was selling wine, and one part was selling sandwiches. But I had the wine side.

I: Oh, yeah okay. Have you lived in any other countries were you've had to use English—

T: No, no. Just America. And then I was in New York for a few weeks, but that doesn't count. So no.

I: No

T: As a matter of—, only America yeah. That was six years, so a long time.

((Another teacher comes in and asks a question. I answer, he leaves the room and the interview continues))

I: So why did you want to become an English teacher? When did you decide?

T: Ehm, I was— hmm. I was head hunted as a matter of fact. I lived over in (town), and they were looking for somebody to teach German.

I: Okay.

T: There was no one to teach German. I worked at the hotel, as a— what we call a potato— a girl just doing everything—

I: Mhm

T: And they headhunted me to come teach German.

I: Yeah

T: And then it just went on. And I thought it was so much fun. I thought— I remember that a long time ago— I am a teacher, you know—

I: Yeah

T: I was already— I was almost done, you know. I wasn't quite done, but almost done.

I: Mhm

T: So I liked it so much. I thought— I forgot. This was actually what I wanted to do all my life, and it was so much fun. And then I started thinking that I can't just— you know, it's not enough to just teach in German, you need another language too.

I: Yeah

T: So that was of course in English, and then I took— what you would call— ‘mat og helse’? What would you call that? Ehm—

I: Yeah, but that’s not— mat og helse @@

T: @@ Yeah. Yeah, because I’d love to have a practical side to it too, so it’s okay.

I: Yeah

T: Yeah.

I: How did— so, that you became an English teacher was kind of just a coincidence or?

T: Yes—

I: <X X>

T: It was back to the roots, back to what I actually wanted to do all my life, and back to— but I had to be reminded. They had to come and get me.

I: Yeah, right @

T: And say: ‘don’t work at the hotel, come work for us’ you know. Because— and I realised how good I was and how fun it was.

I: Yeah

T: So, then I went back studying. I had worked for— what was it, six weeks as a ‘vikar’, you know, and I realised that this was a lot of fun.

I: Yeah

T: And I started thinking about it. What am I going to do all my life? Am I going to stay at the hotel all my life? The hotel branch is not so much fun and—

I: Yeah

T: I was getting to old for that too. You need to be a certain age to think that it’s a lot of fun.

I: Yeah

T: So, I went back. I went back, and I took— yeah, five years of studying.

I: Yeah.

T: Mhm

I: Okay. When it comes to the workplace, how many English teachers are there at this school, do you know?

T: Many—

I: Many—

T: Many, I think we are (...) four, five at least. Even six perhaps.

I: Yeah

T: Yeah, many English teachers.

I: Yeah

T: And we need more.

I: Yeah, you need more?

T: Yeah, because English is such a big language and since you take out (...) the weaker ones in groups, you need the English teachers there too, so.

I: Yeah

T: Even in the—

((Another teacher interrupts the interview.))

I: Okay, so we have five or six—

T: I think at least.

I: At least, yeah.

T: And like I said, we need more. And I personally would like to have it even more structured.

I: Mhm

T: You know, the whole language teaching I think is too unstructured. We have too many people— too much on one level, it should be more— I know this is not popular in Norway, but in my opinion there should be more levels. More teaching on levels because—

I: Mhm. So, can you mention some levels that we could— or what would they—

T: No, I would, I would— and I know this is not what you're suppose to say in Norway—

I: No, that is fine, you just—

T: I think we should structure the class. In those ones that are strong—

I: Okay

T: Not so str— middle, and not so strong.

I: Yeah

T: Now we take out the ones that are weak

I: Yeah

T: In that way it would be much easier for us to teach, much easier for the pupils to know where they are, to be in the same kind of group, that you get the ones that are strong together, and they can compete and help each other, and then the ones in the middle—because now, the only ones that profit from this, is the ones in the middle. You know?

I: Yeah, right.

T: And I don't think it is fair. The ones that are weak in the class and not so strong, they need different— a different kind of approach.

I: Yeah

T: Then the ones that I could just put on— read a book, and you know.

I: Yeah.

T: They get something out of reading a book. But if I get— like we had now— I get a— the whole class reads a book. You know, that these ones that are good, the strongest ones, if you can put it that way, they will read, and the ones that are weak they won't read.

I: Yeah

T: So, I can't reach them all.

I: So in order to do this, would be including many more teachers then?

T: Of course.

I: Yeah

T: Yes.

I: So do you think this is an opinion that you bring with you from Germany, perhaps? Or is it more— because that— the school system is more divided there.

T: Yes. I'm sure it is, I'm sure it is. I'm sure I bring this with me. But it is also— for me, it makes sense.

I: Yeah.

T: For me— for me this makes sense.

I: Mhm

T: But I'm sure this has something to do with my upbringing and— I come from Finland originally and this is how we do it back there.

I: Yeah.

T: We had the classes, and we divided the classes into three levels.

I: Yeah.

T: And then nobody felt— (...) felt somehow weak or bad because they were in these levels because perhaps in English they were on this level, on the lowest level, but in mathematics they were in the highest level—

I: Yeah

T: So it kind of balanced out the whole thing. So we didn't— as students feel like this was discriminating towards us—

I: No

T: At all. And we realised that the ones that are here, they got the book that is harder to read than the ones that were there.

I: Yes.

T: And then everybody had a book to read.

I: Yeah

T: And everybody finished the book, and everybody wrote a book report.

I: Yeah

T: But the way it is now, I can't get those five, six, seven that are the weakest— I can't get them to write a book report.

I: No

T: Because they forget, or— yeah. So in my opinion, that would be better. But of course, then we need more teachers.

I: Yes of course

T: @@@@

I: Ehm, do you collaborate with your co-workers?

T: Teachers? Very much so. Very much so. Almost too much.

I: In what ways?

T: Because it's— we have a system

I: Mhm

T: That says we have a work plan.

I: Yeah

T: And we need to get through the work plan. So somebody decides that this and this and this and this, is that what needs to be done in tenth grade, ninth grade, eighth grade. And then everybody does the same thing. On that, we have to work together. Very very positive in many ways because we use the same text, and somebody has made a very nice worksheet, you know, you can pass it on. Very nice, and it makes it a little bit easier.

I: Yeah

T: But on the other hand, I'm a very individual person. I like to go my own ways.

I: Yeah

T: And I don't like when somebody tells me that I have to get through checks so and so this lesson. But perhaps my class likes to do something else, or we stumble on something middle in the class that is very interesting and I see 'aha' now I can get their attention. I'd love to follow that lead.

I: Yeah of course.

T: And not 'oh now we have to go back, I remember we have to do— in the workbook, page two-hundred and fifty, we have to do now. I hate that, because then I have to drop that interesting topic that we had, where I could see 'good, yeah, the class is with me now'.

I: Yeah

T: I would like to follow that lead.

I: Mhm

T: And that, I don't like. But on the other hand it is very nice, because it makes life easier.

I: Yeah

T: Teaching easier.

I: Yeah, okay. So, is it like this in every subject?

T: Yes

I: Yeah, okay. So you just make a plan for the entire step, kind of, and then—

T: Yes.

I: Okay. (...) Would you like to— is there something you would like to collaborate on, but that you're kind of stuck with alone?

T: (...) Oh. That was a good question, I haven't thought about that.

I: Yeah

T: Ehm, I haven't thought about that. (...) No, actually no. we do— we work together on the most essential things, you know, when we have a test or— these things, you know, they are the same for the whole step. So, (...) I think when I need— when I need to collaborate, I go and ask.

I: Yeah.

T: I'm that kind of a person. I go and say 'hey, can we do this together?' For example films, we often do together.

I: Yeah

T: So, because otherwise the other classes get jealous. 'Oh, the other class got to see this film, and we didn't—'. So that we collaborate very much on. So not really no. to answer your question, no, no I'm fine with that.

I: Yeah. Yeah, but that is a good thing.

T: Mhm.

I: When it comes to your teaching, do you— what do you remember specifically from the way you were taught English? (...) That were particularly good or bad or—

T: Oh, that was a good question. I had an English teacher that everybody hated, but I loved her. She was very structured.

I: Yeah?

T: She was very structured.

I: Mhm

T: She taught us English grammar very structured.

I: Yeah

T: I loved that because I like structured things. I'm not so structured myself that is why @@@ I love things where I could put down so and so and so. I really liked that. She was great. She was super, but no one else liked her.

I: Why didn't they like her?

T: Because she was so (...) she was so demanding.

I: Yeah

T: But since I was so good in English @@@, that was good for me. @@@

I: Yeah, okay. Do you think that (...) less efficient students liked her less because—

I: Yes, I'm sure that was the way. And then she had— (...) I think she favoured me too. I think that— I've thought about it many times, and I think she favoured me because I favoured her. That was kind of a snowball system.

I: Yeah

T: You know, I liked her, so she liked me. You know, I liked her, so she liked me. So, yeah.

I: It kind of made you click, right, so it may be easier to—

T: Yeah, we had a good chemistry. Because she liked me, I was— I became better. Because, you know, it was the way it worked. The inner motivation that comes out of the—

I: Yeah, you want to learn in order to kind of, maybe please her?

T: Yeah

I: And maybe show her that you could do it?

T: Yeah, yeah.

I: How— ehm, how did she teach English? Did she teach in— ehm, what language would that be in then?

T: Swedish

I: Swedish.

T: Mhm

I: So did she teach English in Swedish, or?

T: Oh yes, I'm sure she did. I'm sure she—this is so long ago, I'm sure she did.

I: Yeah. Okay, did you remember if you preferred that, or— do you think it would be different if she taught in English?

T: I think I would've loved it if she taught in English. But I don't think she did. I cannot remember, but I don't think it went that way back then.

I: How about at the university here in Norway?

T: They— everything in English.

I: Everything in English then

T: Fantastic.

I: Yeah

T: Absolutely fantastic. Altså, whoa.

I: Why would you prefer to be taught in English? Is that— is it easier for you to learn in English, or?

T: Well, for me it is easier than Norwegian @@@@

I: Yeah, of course. Of course, yeah. That is true. @

T: @@ So for me, when it finally came down to— and they started teaching in Norwegian that was be terrible for me, because now I've had to learn Norwegian too.

I: Yeah. Did you learn Norwegian at the same time, or was that later?

T: I learned it right at the same time

I: Okay.

T: I had been living here for five years, and I'd spoken Swedish all the time.

I: Oh yeah.

T: Swedish— Norwegian kind of, sort of smash, crash.

I: Yeah

T: But at the university you know, I had to learn Norwegian, because I had to write things in Norwegian, you know, ex-fac and everything you had to write in Norwegian. So I had to learn. I took lessons in Norwegian, I had to learn Norwegian. But it was— for me, personally, I had a different story than others—

I: Yeah, yeah.

T: It was much easier as long as I was taught German and Norwegian— ehm, and English. I thought that was super.

I: When you were taught German then, at the university, was that also in German?

T: Not as much.

I: Not as much, okay.

T: No, because the level wasn't as high, of course.

I: No, okay.

T: For the language. Because it is the language or second— or whatever— language or what you call it. So not as much, and I'm very oppose to that. I was very loud, @ opposing to that. @

I: Yeah. Opposing to using Norwegian?

T: Yes.

I: Yeah, okay. So you think that— ehm, the same amount of German should be used when teaching German?

T: That would've been good. That would have— I'm sure that in the beginning, it's hard for those who don't speak German—

I: Mhm

T: But at the other hand, I'm an absolute believer in a language bath— as much language as possible—

I: Input of the target language—

T: Input, input. Yeah. Hear the melody of the language, hear the mel— I can tell you, we have two children at home, who speak Norwegian—

I: Mhm

T: And we speak German with them sometimes, just so that they hear the language.

I: Yeah, okay.

T: Just to hear, to get the small, basic words and as much— you pick up so much more than you think.

I: Yeah

T: You think you don't understand, but you do understand from gestures, you do understand from things people do. 'Ah, that means that'. You don't even know you understand, and you understand.

I: Yeah

T: It is a very good way to learn a language.

I: But do you feel, do you feel that— (...) Do you see any negative sides of doing this?

T: Yeah.

I: Of doing it this way?

T: Of course, if you want to explain grammar, for example. You know?

I: Okay. Yeah.

T: You know, that can be hard to understand, if you have complicated grammar, especially in German. I don't do it in German either.

I: You teach German in Norwegian—

T: Yeah.

I: Mostly?

T: Yes, yes. Because the level is so low here. It would be different if it was 'videregående' or perhaps at the university. But the level is so low here, I cannot do it.

I: No.

T: But it would be good if I had the nerve and the—

I: Persistence perhaps?

T: Persistence! That's the word I was looking for, yes, yes. @@

I: Yeah @@.

T: I'm sure it would be good. But grammar— If you need to explain something that is difficult to understand, and you do that in a foreign language, that the students— the pupils don't understand. (...) That is hard to do, that's a hard thing to do. If everybody understood—

I: There would be a lot of word explanations—

T: Yes

I: During the teaching.
T: Yes, yes. And then it takes too— and we have so little time. We don't have enough time.
I: No.
T: For languages.
I: No. So for mathematics, we should have much more— much more ((into the microphone)) time @@@
I: Yeah, @@@@ yeah. I agree on that one.
T: Yeah, mhm.
I: How— If you were to describe your teacher's approach in teaching English, what approach would that be? Do you know?
T: Who's?
I: Your former teacher when you learned English.
T: Well, her approach was very much grammar.
I: Grammar, okay.
T: A lot of grammar, and a lot of word— (...) you know—
I: Transfer and?
T: Yeah, and a lot of dictation—
I: Yeah
T: Yeah, that we had, and it was very very formal. But I sort of coped with that very well. I thought it was— (...) I liked, I liked English, I did. It didn't matter to me, everything was okay.
I: But how do you— because that is quite a big contrast from what— ehm, the Norwegian curriculum says that we should teach English.
T: Yeah, yeah.
I: So, now we should teach much more communicative—
T: Yes—
I: And kind of discussions and cultural and things like that.
T: Yes.
I: Do you like that less then, or is it kind of—
T: Well, it depends on the class.
I: Yeah, okay.
T: It depends very much on the class. I have classes where you can discuss, and it is fun.
I: Mhm
T: But then again you have classes— and that depends also @@ on the time of the day—
I: Yeah?
T: Very much so. I had English first thing Monday morning with my own class, and it is an absolute catastrophe. Because, then I put them— they don't answer me, they don't look at me, they sit there and jawn until tears are falling down their faces—
I: Okay @@
T: They— I call it the zombie look.
I: Yeah.
T: And then, what you can do is— you can only do— sit down and write something, give them something to do. Concentrate on writing because they won't answer, they won't talk to you, they won't look at you— they are not interested in anything less than in the weekend.
I: Yeah.
T: But then again, if you go Wednesday, Thursday, you can get them with

discussions.

I: Yeah.

T: So you have to very much vary your— your—

I: Do you map your teaching after this—

T: Yes

I: Often?

T: Yeah, absolutely. Absolutely. Like I said. Monday mornings I have a lot of writing.

I: Yeah

T: 'Do this from the book, write down, do this'. And then I can come on Wednesday and Thursday, come with grammar, and then discussions are best on Friday.

I: Okay, yeah.

T: @@ That is the way it is.

I: Yeah. Ehm, (...) lets see— What do you feel have influenced you as an English teacher? Where do you get your inspiration, or your—

T: (...) Probably my stay in the United States.

I: Mhm

T: That was— that inspires me the most.

I: Yeah

T: Yeah. That is— (...) I often talk about it. My poor students get a lot of stories from when I was in the United States.

I: Yeah

T: And they like it. Otherwise I wouldn't tell them. They think it's— everything is fun. If it's not grammar, it's fun. @@

I: Yeah @

T: @@ No, I think that's— a lot of inspiration and I— I feel very at home in the language.

I: Yeah

T: I feel very at home, and I feel very at home – six years is a long time, you know, so—

I: Yeah, it is.

T: So I feel very at home— Også, I feel very at home talking about— the United States has so many negative sides, but it has so, so many good sides, so many fun things there, too, so many positive things that happened to me there. So it is a fun thing to get inspiration from.

I: Yes

T: Yes, very much so.

I: Did you— Ehm, so then since you didn't study in the US, then it's more like you bring— because you have a very kind of oral language—

T: Yes.

I: And that is probably by using it a lot in the United States.

T: Yes, yes.

I: Yeah, so that's kind of—

T: But I speak very American, and I know— I know some of the teachers here oppose to that. But that's just the way it is.

I: That you teach— Do you feel that you teach American?

T: Yes

I: Yeah, okay.

T: But I try to make them aware of the differences, you know, and that there are differences in (/æ/) and (/a/) and how you pronounce things. But of course, since they hear me in three years, they started in eighth grade and come down to tenth grade,

they hear me for three years talking, they— I influence them a lot, I know I do that, and I talk all the time. You know, you have seen me—

I: Yeah.

T: It's a lot of talk, of English talk

I: yeah yeah, that's—

T: Yeah, so I'm sure I influence them very much.

I: Yeah

I: Do you— do you kind of— do you want the teacher— no, your students to also speak American, or is that—

T: That is up to them.

I: Okay.

T: I don't correct them if they have— I encourage them and say 'oh, you have a very nice British accent'.

I: Yeah

T: I like that. But most of them don't. Most of them are very influenced by TV or by films.

I: Yeah

T: And most of them have a slight American accent.

I: Yeah

T: Yeah.

I: In what approaches do you feel you base your teaching? Is it— like, if your former teacher focused on grammar and formal and probably—

T: Yeah. (...) In English, probably not so much. In German, very much grammar.

I: Yeah—

T: Because I like grammar. I think— for me, grammar is fun. For me, grammar is understanding. It's like history. It's like history— understanding 'why'. Why is it like this. So I guess I focus— I think I focus on grammar a lot, yes.

I: Yeah

T: But then again, ehm, (...) I also want them to talk. I try to make them talk. But it is very difficult. It's very— and it's so many times I talk, and they answer in Norwegian. Very much so.

I: Yeah.

T: I try to say I don't understand, I really have, especially with the ones that I've started with in the eighth grade. It is hard. It's an age where they are afraid of each other, where they're afraid of making a fool out of themselves, they are afraid of saying something wrong.

I: Yeah

T: And then, you also have this thing in the class, in most classes. You have those that are very good—

I: Mhm

T: And they talk.

I: Mhm

T: And then the ones that are not so good, they don't dare talking.

I: No.

T: And that is also why I would like— In my ideal situation, you have a split class—

I: Staged

T: Yeah, a staged class, so they can talk, and they can talk and they can talk. You see what I mean?

I: Yeah. But won't they have that in some lessons, like English group and Norwegian

'fordjupning' and—

T: Yeah, but that's just groups, they're very few, that is just the weakest taken out.

I: Okay, yeah.

T: But you still have the three split in the class.

I: Yeah

T: You do. You always do. And that should be— (...) If we would make it right, if we would make the best of what we can, we should split it. But that's not the way it is.

I: No. Norway is not really known for—

T: No, no @@@

I: Levelling and—

T: No, I know. @@

I: So that's probably— that's kind of a— it's an unusual opinion to hear from teachers— a lot of teachers— like, what we learn in pedagogy for instance, it's like everyone should be included, and— but you know, that can be discussed, whether it's—

T: We have discussed it a lot

I: Positive or negative sides or both, right.

T: We did that. I discussed it with my professor very much, and he was an all including person, and almost didn't want to pass, all though I had such a good— really, such a good work that I had done, he said it was wonderful, it was great, and you know, I found arguments for my opinion too. But since I am in Norway, I'm not allowed really, to have this opinion. It's not really what they teach us.

I: No

T: And we had a big discussion on this one. But I still— and I also see in my everyday work, I see why I feel this— I see— I feel— what is it in English, I feel— I confirm my own opinion all the time.

I: Okay, yeah.

T: I feel like 'aha, I'm right'.

I: Yeah

T: But okay. Of course the including thing has its arguments too, I see those too.

I: Yeah

T: But it is so hard to teach— I have to teach this way, but it is so hard.

I: Yeah

T: It makes it so hard to— to do justice to everybody.

I: Mhm

T: It's almost not possible.

I: No. I see your point.

T: @@@

I: @ Absolutely. When you teach English, you already said that you focus a lot on grammar. But when it comes to the four skills, for instance. Like speaking, reading, writing—

T: Yeah?

I: And listening

T: Yes

I: Where do you feel your focus lies? And also, when it comes to fluency and intonation, and pronunciation?

T: Like I said, I try to make them speak.

I: Mhm

T: That was— that was actually when I started, my main thing is communication. Because language is communication.

I: Mhm

T: (...) But it is so hard to make them speak. It's so hard to make them say something.

I: Mhm

T: So you often then go to different things, you then listen to a CD, because then they get the listening skills at least. You say 'okay, you don't do that'. And then, if nothing happens, then you— you just say 'okay, lets write this down', because then it is easier for them, if they've written something down, it is easier for them to read what they have written. So there comes also the reading.

I: Mhm

T: But my— I try to focus on communication. I really do.

I: Yeah. (...) Okay, how important do you think that it is that English is taught in English? We talked a bit about it earlier—

T: Yeah, very important.

I: Very important. Yeah.

T: I think, more important than anything.

I: Mhm. What would be the consequences of— well, do you see a position for the students' first language in a second language classroom? Do you kind of see (...) — Do you see that the students' Norwegian to be used—

T: In—

I: Yeah, how then, in class? Could it be used in a fruitful way?

T: Like I said— like I said, if you want to explain grammar.

I: Yeah

T: Then that is fine in Norwegian. I think— although, I think already the eighth graders are so fluent in English when they come here, because English is so— it is everywhere you know, and they're so fluent, that if you do it slowly and if you do it easily, that also could work in English. And it does for me because I hardly speak Norwegian in my class.

I: Mhm

T: But of course, in an eighth grade, at the beginning, when you need to explain grammar that they haven't had yet. And that is not so much, because they've had a lot—

I: Mhm

T: Then, I could see. And also if it's a really difficult text. A text that is really hard to understand—

I: Mhm

T: There might be a— (...) some usefulness in translating it into Norwegian—

I: Mhm

T: And make a summary in Norwegian.

I: Yeah. Do you think it's— (...) what was the— do you think it is— do you think it is harder for students to learn grammar in English, or do you think it's harder because they haven't been learned— been taught grammar in English before?

T: Yeah.

I: Do you—

T: Yes. The minute first, they don't understand.

I: Mhm

T: Because they haven't been using the international words, for example, for 'plural'.

I: Yeah

T: or— or (...) 'casus'—

I: Yeah

T: Or things like, you know, the— these kind of words, like ‘singular’ or ‘plural’.

I: Yeah

T: It is harder, because they’re used to the Norwegian word for it.

I: Do you think it would be easier if they, already in primary school, would—

T: Yes

I: Get taught English in English?

T: Yes, yes. Not in English, but at least using the international words for— the Latin words for—

I: Yeah

T: For what it is called.

I: Yeah

T: Ikkje ‘fleirtal’ og ‘eintal’. Don’t use those words because nobody does at the end.

I: No. No, except for in teaching situations.

T: Yes

I: Yeah. To what extent do you feel that you speak English in class? Very much, as you mentioned earlier. Do you think there are— are there any situations where you feel it is difficult to speak English, or use English? Except for grammar, you mentioned grammar.

T: Well, I don’t think it is difficult there either—

I: No, no, but you know. In relation to the students then.

T: (...) Yeah— (...) Sometimes, very seldom when I see that a student (...) really doesn’t want to talk to me in English.

I: Okay, mhm.

T: I see that there is resentment to talk, I have a few. Then its okay. I can also see that they react better if I talk Norwegian, but its that. This can happen that you have students that really refuse. I had one that really refused. Also one that went to the headmaster and said I’m picking on her because she had to talk English in class.

I: Okay.

T: And then of course you have to react.

I: Mhm

T: Then you go, and say ‘okay, we’ll make an exception here’.

I: Mhm

T: But— but as a rule, (...) as a rule I want them to talk English. As a rule, I say ‘if you say it in English, then it’s okay’.

I: Mhm

I: Are you— are you aware of the— Do you feel that you switch between English and Norwegian when you teach?

T: I guess I do (...) I guess I do, now a-days

I: Yeah @@

T: @@@ Now a-days. I didn’t do that before, because Norwegian was so hard for me. It was much easier to talk English.

I: Mhm

T: But nowadays my Norwegian is getting so fluent also, that I guess I do.

I: Mhm

T: I guess I do, but I shouldn’t.

I: You don’t think you should?

T: (...) No, I don’t think I should, no. I think I should stay with English. And I try to, but I know that sometimes, when they talk Norwegian to me, I talk Norwegian back just to— because—

I: So you've noticed that? That when some of the students talk Norwegian to you then you kind of answer in Norwegian?

T: Yeah

I: That's a normal thing to do though—

T: Yeah. But that's just because you can't switch as fast @@@@

I: Yeah @@@@

T: Switch back and fourth, back and fourth.

I: Yeah.

T: Yeah. And I shouldn't, yeah, I'm aware of that. And like I said, before— it didn't use to be so easy for me, because it was so easy for me to talk English. But now, since I talk so much Norwegian, its—

I: Yeah.

T: It's kind of at the same level—

I: It levels out—

T: Yeah, yeah.

I: There was a couple of situations during the observations where— especially when the teacher— no, when the students asked you a Norwegian question, then you—

T: Yeah

I: You know, just one-on-one answered in Norwegian.

T: Yeah

I: Yeah, and that is a— you can discuss whether that is a thing you should do, or shouldn't, there is not really a right answer to that, ehm, they discuss it in you know—

T: Yeah, what do they say then?

I: Among professionals. Well, some feel that the level— (...) the amount of input kind of outnumbers everything—

T: Mhm

I: Right, so that everything should happen in the target language—

T: Mhm

I: Others think that— ehm, (...) you know, that by excluding the first language of students, what they have in common, can kind of (...) that it might be (...) unnatural—

T: Yes?

I: To kind of exclude it entirely. But, you know.

T: Yeah, that is discussable. But I think that (...) if you try and keep it the way I do, most of the time—

I: Mhm

T: But then you also see that our students have difficulties, you know, who also feel that they don't want to talk in front of the class.

I: Mhm

T: And I think it is okay. But then again, go back, so when you're on a one-on-one basis, and he says 'kan ej gå på do?', så sei ej 'det kan du få lov til'. So then you should go back again. Because I'm also a believer in a lot of input.

I: Mhm.

T: Yeah, I am.

I: Yeah. (...) ehm, I have an example as well— lets see— did I have an example— yes. I'm just gonna show you, ehm, (...) that was observation— I've written everything down, and everything is in code, so—

T: @@@@

I: Ehm, yeah, 21. (...) I'm just going to show you—

((I play a sound clip where the students and the teacher discuss the meaning of 'swaggering'.))

T: Oh, swaggering @@@@

I: Yeah, @@@. And they ask 'what does swaggering mean?' and then you discuss this, and you kind of 'you're all into swag' you know, because of the students talk about that, and then, we'll see—

((Continues the sound clip.))

T: And then you start looking for a Norwegian translation.

((Continues the sound clip.))

T: Yeah, 'vaklande' og 'brautande'

I: Yeah

I: So that's kind of an example where we— and you do this— you seem to do this a couple of times, like finding a Norwegian translation.

T: Mhm

I: But do you, kind of, do this intentionally, or?

T: Yeah

I: Yeah.

T: Yes

I: So—

T: I intentionally make them think that I'm not so good in Norwegian. Because this is something that we've been doing since— especially with this class— since I started with them.

I: Mhm

T: Back then, this is also almost two years ago. My Norwegian wasn't as good as it is now. And often I wrote on the blackboard— I wrote 'bokmål' instead of 'nynorsk', and we had a lot of fun with that. Because they loved correcting me.

I: Yeah

T: And so we got the contact about it and yeah. So we had this thing. 'You teach me Norwegian, and I'll teach you English'.

I: Oh yeah, okay.

T: So this is kind of a— a reminder or so I would say— something that is left over from that time.

I: Yeah.

T: They love it.

I: Yeah

T: They love it. They love it when I make mistakes in Norwegian on the board, and they just '(name, name, name) there is a mistake, there is a mistake'.

I: Yeah

T: So it is kind of a game between us. And also looking for this Norwegian— 'what is the Norwegian word, tell me', and they would have to think.

I: Mhm

T: And it is good.

I: Yeah. Ehm, okay, and lets see. To what extent do you feel that your pupils speak English or do not speak English? Are there any situations where they normally have a tendency to switch into Norwegian?

T: Yes.

I: Mhm?

T: Actually, they try all the time @@@@ @@@@

I: @@@@

T: Actually, they have to be reminded *all the time* that we talk English here. They won't do it. Very few of them— I have a few names I could name, that always tries to speak English with me. But lets say ninety percent always try to get away with Norwegian first.

I: Mhm

T: Until I remind them that we're speaking English.

I: Yeah. Are there any situations where they— they like— (...) they feel like they should respond in English? That they often respond in English, or any other situations where they very— like. repeatedly use Norwegian? Like when answering loud in class, or asking questions—

T: Yes. (...) it is asking loud in class, asking me questions, everything that— when I don't remind them. This is— the situation is like that.

I: Mhm

T: Like I said. Very (...) almost never that they would— that they would say something in English without me reminding them. So when they talk to me, they— If I say 'lets go through this text now', they know they have to speak English, and then it is English. But it's something that is a little bit different, 'kan ej gå på toalettet' eller 'kan ej hente frukt' something that is out of the content, you can say.

I: Yeah, yeah

T: Out of the content, and they grab the— immediately the Norwegian thing.

I: Yeah

T: Immediately.

I: Do you feel that you do that as well, or do you feel that you always do this in English?

T: No, I probably do it as well. I don't know—

I: No, no. I haven't noticed anything—

T: I don't know.

I: Is it easier to— also in classroom management for instance, or like 'could you move there' or—

T: No, I won't do that. But I'm sure Norwegian teachers would do that. I'm sure that they would speak more Norwegian than I do.

I: Yeah okay

T: In those—

I: In those contexts

T: In classroom management, I'm sure they would.

I: Yeah.

T: Yes. But this— I'm different because I'm not Norwegian, so.

I: No

T: @@ Yeah.

I: It's a bit easier for you to use English. Ehm, lets see, yeah. Are there any areas in the English curriculum that you find particularly difficult to teach in English? Except for grammar then, because you've already said that, and that is usual because there's a lot of difficult words, right?

T: Yes—

I: Unknown words for students.

T: Yeah, unknown words for students. Unknown (...) yeah. And the question was the curriculum?

I: Yeah, the English curriculum, like, for instance in discussing— A classical example would be discussing a topic that has a Norwegian context, for instance. If you were to talk about the seventeenth of May for instance, that it would be easier to talk in

Engli— Norwegian.

T: No, no. A definite no from me, no.

I: No

T: No, ((shakes her head)).

I: Okay, it would be mainly grammar then.

T: For me, it's mainly grammar.

I: Yeah. Some teachers would say that they teach grammar in Norwegian because they want to make sure that they get it.

T: Yeah, but that's also why I'm doing it, if I do it.

I: Mhm

T: Because the words they know for how to say 'noun' for example, or how to say it – they don't know the words.

I: Mhm, no right. That was an example of the abstract nouns?

T: Yeah.

I: Yes, and you first introduced this task in English—

T: Mhm

I: Then one of the students asked 'is nouns the same as 'subjektiv'— nei, 'substantiv''

T: Ja

I: And then you said 'ja, substantiv'. And then you explained it again, in Norwegian.

T: Mhm

I: So that would kind of be like a— why do you think you did it again in Norwegian, and not—

T: Yeah, I'm sure to make— so that everybody would understand.

I: Yeah, just making clear?

T: Because you know, I often don't think about these things.

I: No, few people do. @@

T: @@ Yeah. I often just— something I could tell— 'okay, they didn't understand what I was taking about'—

I: Mhm

T: And that goes so fast in here ((points to her head)), that I just— I just do it (...) out of a feeling, out of knowing the class.

I: Mhm

T: I see their faces and see 'okay, they didn't get this one'.

I: Mhm

T: So then I go and say it in Norwegian.

I: Yeah.

T: Yeah. You're right, I didn't think about that, yeah.

I: No, but it's not a— none of this is critique of anything, I just want to kind of map the—

T: Yes, yes of course! No, no, okay.

I: Are you aware of what kind of language you use when for instance expressing sympathy for your students?

T: (...) No, I— I think— I think I speak English with them all the time.

I: Yeah, yeah okay you have that— yeah.

T: I think I do.

I: What about when you give feedback to students? Like for instance, if you deliver a paper back to them, for instance—

T: Oh, well then that is definitely in English.

I: Yeah?

T: Definitely in English. They don't like that. Definitely in English.

I: They don't like that?
T: Not very much, no. they want— no. But that is definitely in English, they don't want that.
I: No, why do you do it in English?
T: I don't know. For— just for the sake of it. To keep up the English—
I: Mhm
T: Keeping up the English.
I: Yeah.
T: But they would like— Many times they come and ask me in Norwegian and 'what is this and this and this', and I go to Norwegian, if they come to me on one-on-one basis, of course.
I: Yeah, okay.
T: Of course. But in class— in class, especially this class that you have with me— there is English much— very very much.
I: When you write, then. When you write comments and stuff—
T: English
I: Also English, okay. Ehm, and then I have an example—
T: Oh god.
I: No, no, it's—
T: I don't like hearing myself, it is terrible. @@@@
I: @@@@ I heard myself as well, and I was like 'who is that stupid person' and I found out it was me.
T: @@@@
I: And I thought I can't speak to anyone again.
T: @@@@
I: Then, lets see. I think that was number one— I am organized, it just doesn't look like it.
T: @@@@
I: Okay, lets see. Lets find number one.
T: Oh my god
I: No, no, it's fine.
((I play a sound clip where the teacher gives praise in Norwegian.))
I: Yeah, right there.
T: @@@@
I: And I also have a couple— Well yeah 'det e bra at dokke kan ditta her, det e bra' sant?
T: Mhm
I: And then there's a couple of other quest— no examples as well, (...) yeah, I think it was one of the student's comments when you were doing the tasks of abstract nouns .
T: Mhm
I: I think it was (name) or something, that—
T: Yeah
I: That mentioned 'freedom', and you said 'yes, yes, yes, bra'. Right?
T: Yeah @@@@ yeah, that sounds about right.
I: Yeah, so there are a couple of examples where you actually kind of— you often switch when you give, like praise. Like 'bra' or 'godt jobba' or something like that.
T: Mhm
I: Did you have—
T: I didn't think so.

I: You didn't think so?
 T: No ((shakes her head)).
 I: Why do you think that is? Could you think of a reason why you could— why you kind of naturally switched over?
 T: You get me there. I didn't even know I did that. @@@@
 I: @@ No, but it's—
 T: It's very interesting.
 I: Yeah, one can probably (...) Some might say that everything that's not directly topic related, or like school related, that teachers often switch to Norwegian because the students should understand that it's— ehm, that you mean it sincerely. You know, that if you do that in English, then it's— because if you – yeah. No, the reason behind it, no one knows. @@@
 T: No, I didn't even know, I didn't even notice. I got to go.
 I: Yeah, okay. But— yeah of course.
 T: We can do this—
 I: Can we follow it up— I just have a couple of questions left, so—
 ((Setting the time to complete the interview another day.))

2nd part of the interview

I: Okay. So lets just continue where we left off—
 T: Yes, where did we leave off?
 I: Yesterday, lets see, yeah. I just have a couple of questions— because we talked about feedback and giving praise to students.
 T: Mhm
 I: And— and you encourage students to talk English in class, right?
 T: Yeah
 I: So in what way do you do this? How do you encourage your students to talk?
 T: I (...) I do it quite radically @@. I forbid @ them to talk—
 I: Yeah
 T: No, I don't forbid, no, you can't say that. But every time they— at least I hope that almost every time they start in Norwegian, I say 'can you say it in English, please'.
 I: Yeah
 T: Yes. I— I'm sure that there's some slip through and— yes, but (...) I hope. And I told them at the beginning when we started the eighth grade, I said this will be a total English class where we speak only English.
 I: Yeah
 T: And then I had some protests, even from the parents.
 I: Okay, so what were their protests about?
 T: 'We're in Norway, why don't you speak Norwegian?'
 I: Oh, okay.
 T: So I said 'but in my class, we're in England' @ No, no I didn't say that @@
 I: @@@
 T: But that was, that was— yeah. There came protests from the parents who thought I was probably too— that was too much for their poor little child. But they've all gotten used to it, and most of them accept it. They try to get away with speaking Norwegian, but then I remind them. It's always just a constant reminder.
 I: Yeah, okay.
 I: Is this when talking loud in class, or is it also when they're working in groups for instance?

T: Absolutely.

I: Also when working in groups?

T: Absolutely. (...) Even more important.

I: Okay, so why do you think that?

T: Because then they talk more normal than when they talk to me, and talk to each other. The situation is a more normal situation. I think friends talking to each other is more normal than friends— or pupils talking to the teacher.

I: Okay.

T: So I think that it's very very important. And I say 'we can't do any group work if you don't speak English'.

I: Okay.

T: And I go around, and I check it. They try to get away with it every time, and I know also, when they speak English, I know if they talk about school and the assignment and the work they're suppose to do. When they switch over to Norwegian, they talk about games they have played on the video, or they talk about something else. Private.

I: Mhm

T: Probably that.

I: Okay, so it's more private speech when they talk Norwegian?

T: Of course.

I: Yeah

T: Very much so. I can tell.

I: Okay.

T: So that is why it is very important that the group work, when they're in group work, that they talk English.

I: Yeah. Yeah okay, good. And then lets see. What language do you use when you talk about topics that are not school related? Like if for instance you— (...) humour or telling personal stories, for instance.

T: Mhm, I might switch over to Norwegian.

I: Okay, yeah.

T: Especially in my own class. Especially in my class that is my class.

I: Okay, so that is tenth grade, right?

T: That is tenth grade, yes, because when we start of the day on Monday morning, we have English. I have at least ten minutes where I talk Norwegian, because we talk about things that will happen this week, and— It's the only time I have them all—

I: Yeah

T: So I hand out work plans, and I hand out this and that, and I talk about what we've talked about in the eight o'clock meetings, that they're not suppose to spit in the court yard, and that they are not suppose to— these kind of things. That is in Norwegian.

I: Okay.

T: And I (...) yeah. I think that if it is something like that, more administrative—

I: Mhm

T: Then it is in Norwegian, yes.

I: Okay. So how about in that other class where I've been observing?

T: I don't think so. I think I very seldomly switch— more now, than I did before, because the language is easier for me, but— I don't know if you have an example, or?

I: Yeah, I've got one example of where— (...) the students had glued their dictionary to the window?

T: Yeah @@@@

I: @@

T: That was a funny thing.
I: Yeah.
T: Then it was Norwegian, huh?
I: Yeah, a bit so and so. We can listen to it first, and then discuss it.
T: That was funny.
((A sound clip is played where the teacher and the students have a discussion about the meaning of a word. It turns out the students have glued the book to the window frame.))
I: You were talking about Ebony and Ivory.
T: Mhm.
((The sound clip continues.))
T: Det var norsk. 'e det noen som vet?'
((The sound clip continues.))
T: Yeah
I: There's an example.
T: Yeah
I: And then first, it seems like you— ehm, because you're looking for a Norwegian word translation of 'Ebony'.
T: Yeah. Ebony, yeah.
I: And that was quite difficult to find. And then it is kind of— because, yeah you were looking for a translation. Why do you think you talked Norwegian in this context?
T: (...) Because I'm looking for the Norwegian word.
I: Yeah?
T: Yeah. Because I want them to think Norwegian, I guess. I guess I wanted to focus on the Norwegian part, and not the English part.
I: Mhm.
T: This is not things I think about. This just happens. But I think, because I was now looking for the Norwegian word, and we all were—
I: Mhm. But then it goes over to the funny part, where you find out that it's glued to the window frame, then you continue that also in Norwegian. Do you think that might be because it's a bit more informal?
T: Yes.
I: Mhm?
T: Yes, I'm sure. I'm sure that is exactly the way it was. A bit more personal and informal. And a bit more a joke between all of us.
I: Yeah?
T: Yes, and not the formal English class.
I: No.
T: Yes, you're right, yeah. But that is also something that I don't think about.
I: No, but few teachers do. I don't do it myself either, when I teach. And it is kind of— you know, the way you— it kind of happens automatically.
T: Yes
I: Right?
T: Yes. So what I think also it has to do with it starts off, because we were talking Norwegian and looking for the Norwegian word. If we had been talking English when we were looking for that dictionary, I might have said it— laughed in English.
I: Yeah.
T: But I couldn't— there, we were looking for the Norwegian word. (...) Funny. @
I: Yeah @
T: Strange

I: Yes. Lets see— I just have a couple of follow-up questions and— Ehm, do you know if there are any— well do you notice any policy when it comes to using English in the English classroom? Do the school have one uniform policy regarding this?

T: No, no.

I: No

T: No, no.

I: Do you know what the other teachers do when they teach English?

T: I'm sure— (...) I'm sure they speak a lot of English too.

I: Yeah.

T: Yes, I think so. I'm— But I don't think they speak as much as I do. I don't think—

I: No. What do you think is the reason behind that?

T: Because to me, the language is natural. I've spoken it for such a long time. And I'm sure that many of these teachers that are here, a few I'm sure, but I know for a fact, because I was a student— a teacher student here—

I: Oh, yeah.

T: So I know for a fact that not all of them speak as much as I do.

I: No, okay. Do you know if there's— if the school doesn't have like one policy, because some schools have kind of rules—

T: Mhm, We don't have, no.

I: No. And there is kind of a uniform opinion with your co-workers that English should be—

T: Yes.

I: Should be commonly used?

T: Yes, yes.

I: Yeah.

T: We have not talked about it.

I: No.

T: We have never talked about it. I think everybody has an individual— (...) But I'm sure that most of us agree on that. That we should talk as much English as possible.

I: Do you think that that's become kind of a— just, like a common sense—

T: Yeah. I think that is the opinion and the whole general opinion has gone that way.

I: Mhm.

T: If you read books about it, and you go to seminars and— or you talk about it— it's a common opinion—

I: Yeah.

T: That it is good to speak as much English as possible, or as much German or Spanish as possible—

I: Yeah, the target language.

T: Yeah. I think so, mhm.

I: Mhm.

T: I think it's— we all kind of agree upon it without talking about it.

I: Yeah. That is kind of a—

T: Universal @@@@

I: Yeah, but its— yeah.

T: I think so.

I: In a way it is, probably.

T: I haven't even— I haven't even –

I: It's like you don't even— really— kind of making— well, (...) it's so common, that you're not really making your own opinion about it—

T: No
I: Either, because that's just the way it is.
T: Yes, it's just the way it is, yes. And you— you just assume that everybody does it this way.
I: Mhm.
T: As much as they can.
I: Yeah.
I: I'm sure.
I: Yeah, okay. Do you have anything to add, or?
T: I think it is most interesting— especially that you have noticed things about me, that I didn't even know about myself.
I: Mhm.
T: It was very interesting. And hearing my own voice wasn't that interesting
@@@@@
I: @@@@
T: Terrible.
I: That is usually not the best part about it @@@@
T: Yeah, it is not @@. But very interesting— I will think about this a lot, I'm sure.
I: Yeah? More aware?
T: Yeah, I'm sure I will be, now that you told me— especially this about me, switching over into Norwegian. I wasn't aware of that.
I: Mhm?
T: Yes, a little bit perhaps, a little bit, but not as much— and not in these situations that you say.
I: How would you— if you were to kind of guess a percentage of Norwegian usage—
T: Me, myself?
I: Yeah, during an English lesson?
T: I would say— Norwegian?
I: Yeah, how much you use Norwegian in a lesson?
T: I would say five percent.
I: Five percent.
T: Yes.
I: Yeah. (...) I don't have anything—
T: @@@@
I: I'm not gonna test you on this— @@@@
T: @@@@ I would say five percent, and I would be proud. But probably it would be small.
I: Yeah
T: Probably it's small. But this is what I would like to think about myself. @@
I: @@@@ Yeah, but thank you. It's been interesting, absolutely.
T: It has been very nice, yes.
I: Yeah.

Appendix B - Interview Teacher 2

I: Is it okay by you if we do this in English?

T: That is okay.

I: That is good. I'm just trying to find my interview notes. (...) Ehm okay, so just a couple of questions. I've divided them into parts, one of them regarding your background, and then your workplace, and then your teaching.

T: Okay. I'll just spit out my chewing gum.

I: @ Yeah. What are your qualifications in teaching English?

T: @@@@ Not really that— that many, but my mother is English—

I: Okay

T: And therefore— well I'm actually a social worker to start with, and then I've taken sort of sociology and socioanthropology and— and then I took (...) pedagogy.

I: Pedagogy, yeah.

T: And then, with that— I really sort of mostly a social science teacher. Well then, since I got my English background, I got English here as well.

I: Yeah, okay. Ehm, so have you lived abroad where you had to use English?

T: Quite a few years, mostly in Africa.

I: Okay.

T: So yeah, in the east African countries.

I: Yeah. How many years was that?

T: The first years I was quite small, but all in all six years.

I: Yeah. Okay. And then you talked English?

T: Mostly English. At the time I spoke Swahili as well. But at the time I spoke mostly English.

I: Yeah. So— and I have a question here, why did you become an English teacher? Was it—

T: @@ I just thought it was interesting. I've always loved reading, I've always read lots of English books, and of course we travelled a lot to England to visit my grandmother especially.

I: Mhm

T: And so we've always used a lot of English in my family.

I: Yeah. Do your grandmother live in England?

T: Yeah, she is dead now, but she lived in England until she moved to Scotland. She lived in Scotland the last fifteen years of her life. But before that she lived in (name) and in (name).

I: Mhm, how many English teachers are there at this school?

T: Now there are— lets see (...) there are actually five who are more or less qualified.

I: Five?

T: Yeah.

I: Yeah. Do you collaborate in any ways, when it comes to English?

T: Ehm, yes quite a lot. But this year it has been a bit special since I've got both the eighth grades and both the tenth grades. So therefore I collaborate with myself

@@@@@.

I: Oh yeah okay. So—

T: But we do talk quite a lot. We are not— we have— Usually, we have one meeting every autumn and every spring, we sort of go together and we talk about what parts, and what's important, and what we think about the next half year. But otherwise we

also collaborate quite a lot, lets say in christianity class and in my class and music classes and— we sort of follow the same procedure in all classes.

I: Yeah. And is there anything you wish you could collaborate more on? That you are kind of left with alone?

T: (...) usually— most of the time i think we find that it works out quite fine. The good thing here with such a small school, is that it's very easy to sort of grab hold of someone walking through the corridore. So we do talk informally about things almost all the time, both when it comes to the different students and our pupils and when it comes to different subjects, really.

I: Yeah. What do you remember from the way you were taught English? Is there anything standing out that you can remember?

T: (...) I think I've been quite lucky with my English teachers anyhow. In primary school an— when I was fourteen (...) and fifteen, then I went to a Kenyan School where they spoke English, and everything was in English. And it was incredibly strict so it was a lot of physical punishment. And I think that that of course mad a great impression because I— in a way— the negative side is sort of that you connect it to the language people speak and the way people speak and— But otherwise I've been very lucky with— In Norway, my favourite teacher in English, he was from where I came from in (name) in (name), and he— he was half German, actually. And he was very good in English as well, and he told us—he was very informal in a way— in the way he taught us. So he sort of walked around in the classroom a lot, and he— he had lots of jokes all the time, and sort of, we relaxed a lot with him in the classroom, I remember.

I: Yeah

T: And I think we— in many ways we tried to please him, sort of, by doing our best all the time.

I: Yeah

T: So he was a quite central figure I think for me.

I: What year was this?

T: When I was in— It was both in the last year, so that was in the ninth grade and also, because there weren't any tenth year at the time, also in 'første videregående'. He moved on the same year that I moved on, so I was lucky there.

I: What kind of school was this? Was it from eighth to the thirteenth class?

T: Yeah, but at the same time, I was away then for both the seventh and eighth grade, I was in Africa again, in Kenya. So this— but in the nineth grade I had him again. Before that, I can't remember that much. We had a lot of different English teachers before that time, and I can't really—

I: No, but the thing you remember is sort of informal and relaxed atmosphere?

T: Mhm, I think I've always been sort of a bit negative— it has just been too much cruelty. It's just been too strict and too hard. I just sort of (...) lay back and fall a sleep, more or less. Well not really, but I think I did at the time. I just started thinking about other things and started drawing drawings and doing other things.

I: So what is your relationship with Kenya, is it— did you grow up there, or?

T: We just had two years down there at the time, so. First my father worked in Zambia where I was born. And then he worked for (name), and then we lived again— we moved back when I was three til I was five and lived in Tanzania— until I was six actually, yeah. And then he worked for (name). But then we went back when I was fourteen and then he worked for (name), the Norwegian (name) at the time, so he was the leader of (name).

I: Oh okay.

T: And he is a biologist, so we sort of— we travelled all the time. We travelled around in national parks and— every weekend and— so and we got to know all of the animal names and things we did in English, so I've learned a lot more animal names and things like that in English than in Norwegian, I don't know that many Norwegian names.

I: Oh yeah @@, okay.

T: That was a very nice way to learn a language of course. To use it—

I: Yeah, in a practical way?

T: Yeah. And my mother usually— she speaks well Norwegian but she usually speaks English when she talks to me.

I: Your English teacher, you know, the informal one, did he speak English in class, did he teach in English?

T: I think it depended a bit.

I: Mhm?

T: Usually he did, but then already we were in the ninth grade or the tenth grade as we are now when we had him. So I'm not quite sure how it was in the seventh or eighth grade at the time. But I think he spoke mostly English back when I had him. But it is quite a few years ago now, so— @@@@

I: Yeah @. What have influenced you as an English teacher, you would say? Is it— do you draw on earlier experiences, or?

T: I think anyhow that he was important. I remember sort of— I took some time when I started working here, because then I had worked quite some time at the 'folkehøgskole' (name), but when I started here, I started to think if I wanted to have an English class here, (...) what kind of teacher would I like to be, and I remember I sort of envisioned him a few times, thinking about how he did things and— and yeah. I remember I sent him an e-mail afterwards, quite a few years— just a couple of years ago, actually, to tell him— cause I knew that he lived in Germany now, and that was sort of a nice experience. He was not used to getting feedback, especially not such a long time afterwards. But I would say that he's been quite important yes.

I: So what do you feel you've kind of adopted from him?

T: I think mostly— (...) sort of not being that kind of teacher that just sits behind the desk and walking around a bit, trying as far as possible to try to sort of see every student. I remember sort of— I was something— I always found that he was interested in what I had to say—

I: Yeah

T: Eventhough the class was quite big.

I: Yeah

T: So if I managed to get some of that, then that is a good thing.

I: Yeah

T: It is always— it is a big— what should I say— (...) you have to work hard on that because so many things— and I feel in this class, as I'm also sort of their main teacher here in class, there are thousand things that you sort of have to do all the time—

I: Yeah

T: You get all the reports from different things, and they ask me questions about the other subjects, and if I can give a note to that one, and if I can find something, some information about something.

I: Yeah

T: So sometimes, more than one third of a lesson can go to sort of completely other things, informing about field trips or something. And that is maybe a bit easier for the other teachers, when they can sort of focus more on their subject.

I: Yeah. So, if you're— on what approaches would you base your teaching? Would you say that you have sort of a main focus on something, is there something you aim towards?

T: I would say at least that I would like them to be able to (...) use the English that they learn. Probably, the oral aspect is more important to me than the written aspect, really. I want them to be able to communicate and use it in sort of their daily life. If they go— if they meet anyone from another culture—

I: Yeah

T: Usually, English is— you can't expect to meet people who speak fluent English every time either. So to understand how people from other cultures do, and how they speak and have a weird accent or what ever, you can use it, you can understand, sort of be positive to speaking, you're not afraid of using it.

I: No.

T: Because that is probably the biggest problem for many Norwegians, I think—

I: Yeah

T: Of my generation and a bit older, that they know a lot of words, but they don't know how to use them because they feel they— ja. They've learned a lot of grammar as well, of course, but how do you use it if you haven't experienced many settings where you have to speak all the time.

I: Yeah

T: So I try to make most— as many possibilities as possible both for reading and for speaking, sort of informal in groups.

I: Yeah

T: Sometimes I may sort of stretch it a bit too far so that I have to sort of stop up sometimes, and say that the two next weeks we're going to focus on grammar.

I: Oh yeah, okay.

T: But otherwise I try to avoid that.

I: Okay, so do you teach— So you probably for communicative English and—

T: Yeah, I think— I think I do. (...) I think that is mostly because that is the way I've learned the language myself.

I: Because you grew up with it?

T: I did, and I also see my— I've got two sons. The youngest one of them, he goes in the tenth grade year now, and I see both of them have— sort of English is their best subject, and that is not because we sat at home, practicing grammar rules—

I: No.

T: They've used it a lot, and have listened to films, or even games, computer games. Where they have sort of actively had to use the language.

I: Yeah.

T: And they've learned a lot by doing that, and I think (...) even watching a film without the text, the Norwegian subtext, is also a good way of learning a language.

I: Yeah. Lets see. How important do you think it is that English is taught in English? That you use English when you're instructing English?

T: I think it is important, I think it is very important. I think the more they hear in English, the better.

I: Mhm.

T: And then at the same time, (...) as I said in the class that I've got now—

I: Mhm

T: There are some pupils who wouldn't understand at all, if I said everything in English. So therefore, this year I speak less English actually, than I usually do. For we would have to upgrade that a bit into the ninth grade as well. Usually from the ninth grade anyhow, and especially the tenth grade now, I only speak English.

I: You only speak English in—

T: Yes, I do. If it isn't something I know that this they— I have to be completely sure that everybody grabs this.

I: Mhm

T: 'This is information that you would need for your exam' for example, or 'you—' and I may sort of go into Norwegian just for short parts.

I: Yeah.

T: Otherwise, we speak English all the time.

I: Yeah. Do you think it's more important that English is taught in English than for instance German in German and French in French class? Do you think that there is a distinction there?

T: I think anyhow that they sort of got a much bigger possibility because they've had English since they were very small, and they have learned a lot more English when they come here. And I've also got Spanish here at the school—

I: Yeah?

T: And there is a big difference there, because you can't start speaking Spanish in the eighth grade because they start with Spanish then. So maybe the tenth grade you can start saying more things in Spanish—

I: Mhm

T: Or giving information that is not part of the curriculum in Spanish. But it will be the same I would think probably in German and French as well.

I: Yeah

T: But for people who speak quite well German, I think it is sort of the same. But most of those who come here, we've even got a few students that write much better in English than they do in Norwegian.

I: Yeah

T: They sort of— they tend to— they tend to— even the grammar parts. People who have troubles with putting full stops and using big letters, when it comes to English, suddenly that's completely logical. When they write in Norwegian, they sort of forget these things.

I: Why do you think that is?

T: I think many of them are very used to hearing, reading subtexts as I said—

I: Mhm

T: Ehm, television series and things like that. And when they see this all the time, it just becomes a part of—

When you see a Norwegian programme, you won't have the written language. You would just sort of listen to it, and you won't get this literal aspects of it.

I: Yeah

T: So I think that maybe— I haven't thought a lot about it, but I think sort of— sometimes I think also that they concentrate more on each individual sentence in English, while in Norwegian they would probably think the whole story as a whole and sort of just write it—

I: Oh yeah

T: While they in English they do probably think 'okay, stop', and you are actually quite happy when you come to the stop.

I: Yeah

T: And you think about that, that you have to put the full stop.

I: Yeah

T: Well that sort of basic things. And then in Norwegian you sometimes— you probably think that you know how you write a word, and then you wouldn't check it up. While in English I think you would probably be more secure, and you would sort of stop up and think 'do I write that word with— would I write 'through' with an -h or without an -h' and then you look it up.

I: Yeah

T: That would also be a thing.

I: It is probably a bit more automatic in Norwegian—

T: I think so. And if they've done— write it wrong or even in pronunciation, you wouldn't sort of check it up, because you just 'okay, that's the way it is'.

I: Yeah. So I've already asked you to what extent you speak English in class, you know, it is kind of gradually and, (...) like adapted to the students' levels, perhaps?

T: Yeah. Especially that, in class.

I: Yeah. Ehm, to what extent do your students speak English in class?

T: (...) Usually, in an ordinary lesson, they would have to speak English. Ehm, but then again, there are sometimes where you sort of have to (...), especially now, as in the eighth grade here where they are sort of new here, the most important aspect I would say, is to give them the possibility of speaking at all in the classroom. That they are not afraid of speaking—

I: Mhm

T: Out loud. As I said, we have quite few of those in my class now, for example. In the tenth grade classes, both of the tenth grades, they are very sort of free of speaking English, they are not afraid. The environment is very sort of liberal when it comes to—that you are allowed to say things wrong.

I: Yeah

T: While in the eighth grade, they are still sort of a bit tense about that and maybe some of them have come from backgrounds where they've had negative experiences with people saying things to them. So therefore, the eighth grade I think the focus is mostly speak, and if you— then I sort of, yeah. When I know the pupil, I can say that 'how would you say that in English, in stead of saying that in Norwegian'.

I: Yeah.

T: While others, I would sort of just be happy that they speak at all.

I: Yeah.

T: And then we take it from there.

I: If the student asks you a question in Norwegian for instance. How would you answer that?

T: In the tenth grade I would say that they would have to ask me in English.

I: Yeah, okay.

T: But probably not in the eighth grade. Sometimes, if I know who the person is, I would say 'would you please formulate that in English'.

I: But would you answer the specific question in English, for instance, or?

T: Yes.

I: Even though he's asking in Norwegian?

T: Yes, I would. So as I said, I think the most important thing is sort of first listen and hearing (...) hearing vocabulary. We learn a lot, sort of without thinking about where we've got it from and how we learned it.

I: Mhm

T: By listening, I think we learn a lot.

I: Yeah

T: And that sometimes, just sort of being honest. When they ask you something and if you haven't got the answer, just sort of say it. 'I don't know, but I'll check it up how you spell that or how you do that'. And then usually that isn't the biggest problem, but they used to— some of them are very— some come here and sort of have a very English background and therefore— (...) they sort of expect us to be speaking English, all of the time.

I: Yeah

T: And then it can be boring for them, if I answer in Norwegian or if I— But at the same time, I have to think about those in class who wouldn't understand anything if I didn't speak Norwegian sometimes.

I: Mhm. Are there any specific situations where you feel that you switch— you usually switch into Norwegian? You said, you know, giving important information, as today you know, during the midterms and everything, the last test of the semester.

T: Yeah. Ehm—

I: And you also mentioned grammar, perhaps sometimes.

T: Sometimes, just to explain. Sometimes I have to— of course sometimes I say the words— if there are difficult words, I would translate them into Norwegian.

I: Mhm

T: Ehm, just sort of at the spare of the moment. But then I go back to English immediately. But otherwise— (...) Sometimes, in the eighth grade anyhow, at the start of a lesson just sort of to get focus or if I have to— sometimes, when I have to become strict, @@@ if somebody is making a lot of noise, then I would probably say it in Norwegian just sort of to— (...) If I said it in English, I think sometimes they could just experience that I was making a joke or just sort of because—

I: Why do you think that is?

T: I think they— especially in the eighth grade— in the tenth grade again, I could have said something a bit strict in English, and they would know that it was serious. But I think in the eighth grade, they think that the English part is a part of sort of the school life, in a way.

I: Mhm.

T: So therefore they expect that as well, that I— if I want to tell them something important, that's got to do with them specifically, then I would say it in Norwegian. I'm not quite sure, I haven't really thought this through, but I just—

I: It's quite hard to—

T: But I know that I do it sometimes, if I sort of— I would say 'nå må du vere stille'.

I: Mhm

T: And I won't say— in English I would probably say 'would you please be quiet' and it wouldn't be that harsh. @@@

I: @@ Okay.

T: Maybe it would be too polite in English, I don't know.

I: Yeah. Well that is quite interesting actually. And I also see that you use quite a lot translation, like if you— especially the text from the ninth grade, that you had now. Every time the student kind of meet a difficult word, you kind of 'yes, this is—' and you explain it shortly in Norwegian, or just find a Norwegian translation. And then kind of to give understanding, is this something you—?

T: Not that much. Not like today. Ehm, usually when we got sort of a reading text from the English book—

I: Yeah

T: Then we wouldn't do that. Then I— I tell them to look at the text and beside every text, there is a glossary part— ((The teacher show me an example of a text with the glossary next to it.))

I: Okay

T: So then we say that I would like you to sort of sit with your finger ready so that you can translate. If there are difficult words, you can follow them yourself.

I: Yeah

T: Ehm, but like today, when we went through sort of the— the test exam or what you call it, the pre-exam, then I would say that it is so much more important that they understand everything that is being said.

I: Yeah

T: So therefore— well I hadn't planned that through, so when we looked at it today, and I sort of was sitting there, and I thought 'okay, I can just show them the words immediately'.

I: Mhm

T: And I know that there are two or three of the pupils that can sort of easily panic. And if they don't understand one of the words, than it is sort of 'okay, I don't understand anything'.

I: Okay, yeah. So then you just—

T: Then I try as well as possible to give them and to show them that when they come home, and look at this text on the Internet, they can do the same thing. Just that I make sure that everybody understand that that is a possibility.

I: Yeah. What about giving instructions? When you kind of tell them what to do next. Do you do that in English, or?

T: Yeah, usually I do that, yes. But again, it depends a bit about— because these special students in class, they usually— (...) usually they are out with one teacher.

I: Yeah.

T: Sometimes they would be in class, and I would have to (...) take height for that and yeah. But usually I would say that 'now you would have to turn the page to the next page, and we are going to talk about that, and what do you think about that', and— yeah. I would say that in Norwegian— no in English.

I: Yeah. Ehm, what do you— what language do you use when expressing sympathy towards your pupils, do you know? Have you kind of noticed?

T: Hm. (...) I think it depends on the situation probably.

I: Mhm

T: (...) Again, sort of if it came to something personal—

I: Yeah

T: And it happened in class— If they were saying that something sad had happened— plus some of them are sort of— ja, sort of a bit immature sometimes, they can just say something that is very personal for them, then maybe I would answer in English and tell them that 'that is sad, would you like to— we could talk about this later if you want to'. If it is a personal thing. (...) I think I would stick to English, as long as I knew that they understood what I was talking about, and would take it serious, then I think i would—

I: Yeah. Do you think this would be like a similar situation to what you mentioned before when you yell— well not yell at them, but if you kind of correct them—

T: If they would take me seriously? I think so.

I: They would take you seriously, yeah? Okay. (...) What language do you use when you give feedback to pupils, both orally and written?

T: If they are out and like we have a discussion or talk one on one, then I would use English as far as possible.

I: Mhm.

T: Yeah. But again, there are a couple of students that I would have to speak Norwegian to. But otherwise, I give— I give feedback in English, I do. Ehm now, written sort of when they had an exam or a test thing, in the ninth grade and tenth grade I'd always give the feedback in English. In the eighth grade, I've been a bit more sort of— (...) I think last time, I gave most information in— I wrote it in Norwegian, but showing— but using sort of the specific words that I would like them to focus on, I wrote in English of course. But otherwise, I think— There are also a bit— just to be sure they all understand, that they all got the meaning of it. And then it seems a bit strange if I gave some of them feedback in English and some in Norwegian, so usually I try to be consequent in that if I give it in Norwegian, I give it to everyone.

I: Yeah

T: Yeah. But in the ninth and tenth grade, I think I'll always give feedback written in English, and also orally, yeah.

I: Do you think it's important to give feedback in English? Or do you think it is kind of— that it serves its' purpose either way?

T: Yeah, I think again— sort of the quantity of infor— of listening to people speaking English and saying things in English yourself, is a good thing. (...) And it's— That's actually a good situation if you're sort of one on one, it is a very good situation for them to practice English, to saying things in English. It is sort of a setting that is not dangerous at all.

I: Mhm.

T: So probably, that's one of the best places to— for them to speak English.

I: Yes. Ehm, giving feedback and giving praise— I've asked about this. Ehm, but you try to use English in those cases as well?

T: I think so, yes.

I: Yes. Ehm, what about— In what ways do you— because you want your students to speak English in class, right?

T: Mhm

I: So in what way do you feel like you encourage your students to speak English?

T: Mhm. (...) Both by— They know that things that happen in the classroom— Everytime they speak English, will be a positive thing when it comes to their grades.

I: Mhm

T: So if I'm sort of a bit insecure on what grade they are going to get, if I know that they have been speaking English a lot in class, then that can only be counted positive. Ehm, so that is one thing. I think most of them are sort of— It is a bit exciting speaking English. It is sort of a— Most young people like speaking English.

I: Mhm

T: So usually I don't really think I have to encourage them a lot to do so. So it is mostly if they've had bad experiences from school or other places earlier, that we need a short period, transition sort of just to make it not too dangerous for them.

I: Yeah

T: Ehm, but beyond that, when we come into the ninth and tenth grade, then I think we are— most of them think its— they like speaking English.

I: But if you— if you catch them speaking Norwegian in groups, for instance, do you kind of ask them to switch over?

T: Yeah, I do. Especially if they've got a theme, an assignment to speak in English in some way, then I ask them to switch over.

I: Yeah. What language do you use when you talk about topics that are not, like directly subject-related? Like giving information or something happening in the (...) break or something?

T: I think quite often I tend to do it in Norwegian, I'm sorry to say. @@

I: You're sorry to say?

T: I think sometimes, (...) I think especially in the tenth grade, I could sort of—I could say things in English sometimes. Especially when you come near to a break, and this is the last thing that happens during this lesson, then sometimes if I want to give information about what's going to happen tomorrow, then I may switch over to Norwegian. But then in eighth grade I have to do so. Then it is (...) so critical for some of them to get the information. But I might say things like 'please wipe the blackboard' or sort of not very serious things, I would probably say in English— (...) in the eighth grade as well.

I: So you do that because of the understanding, to make sure they understand?

T: Yeah, I think so.

I: Yeah

T: I think so. I'm not quite sure why. When I think about it, (...) I think I give some sort of—I think I give that kind of information quite often in Norwegian.

I: Yep. Ehm, is there any policy regarding teaching English in this school? Are there— Do you have to follow any particular rules? (...) Do the administration decide that you should speak English, for instance, or?

T: No, I don't think so.

I: No.

T: I think that is one of the things I liked best with this school, that I'm very sort of free to @ do things the way I like to do them. And I think that also makes the lessons better in a way, that you are quite free to decide a lot of things.

I: Yeah. Is there a uniform opinion regarding this amongst your co-workers? Do you know how they teach? Do they teach in English for instance?

T: Mhm. I think we do a lot of the same things, I do. But I'm not that much into the classrooms there.

I: No.

T: And as I said, I've sort of got three out of four classes now here—

I: Yeah. Ehm, so that is mainly you then. @@

T: At the moment yeah. @ This year it has been mainly me.

I: Yeah. Do you have anything you want to say in addition to this? Has it been okay?

T: Yeah, it's always a bit sort of scary— It's always a bit scary to have someone else in the classroom, but I haven't really thought a lot about it.

I: No? That is good.

T: But— yeah. I think you got a quite realistic view of what it is like in the classroom.

I: Mhm?

T: Of people talking together when they shouldn't and—

I: Yeah— @@

T: And sort of that it is quite a nice gang in a way, they aren't sort of— there's not a lot of bullying going on I think. But at the same time it is a big class, with twenty-nine pupils and that is also— it's a very big difference between a class with twenty-two pupils and twenty-nine.

I: Yeah, absolutely.

T: Just being able to see everybody at all times— that sort of varies a lot.

I: Yeah. No but I think that that was kind of the plan. I didn't want to (...) be noticed that much. I just wanted to observe. Yeah, but then I don't have anything else. So (...) that is it. Thank you so much.

Appendix C - Interview Teacher 3

I: Okay. Ehm, so I've just got a couple of questions—

T: Mhm

I: And my questions is— my questions are regarding your background, your workplace and your teaching.

T: Mhm

I: Ehm, can you tell me a bit about what your qualifications in teaching English?

T: ((Coughs)) Well, I started at the old way of learning English at school—

I: Mhm

T: On 'engelsklinja', were we had quite a lot of English regarded to the other pupils.

I: Yeah

T: I don't quite remember how many lessons a week we had in English, but it was quite much. English history, English literature and the history of the United States and Great Britain.

I: Yeah

T: And then, at teachers' training college, two years of English where we did everything that is the same as the old English 'grunnfag', except for the part of literature.

I: Okay

T: So we had two days of exams, one day of writing essays and the other day of grammar and phonetics, and the phonetics' curriculum was quite (...) big, I think.

I: Yeah

T: So we had eight lessons of exam and— (...) yes, that is it.

I: Yeah. When did— how old were you when you attended the English 'linje'?

T: Ehm, at the 'gymnas'?

I: Yes?

T: Seventeen- eighteen? Mhm.

I: Mhm. Have you ever lived abroad where you've had to use English for communicative purposes?

T: No, I have not. And when I was at the teachers' training college, my fellow students were in London for an excursion, and I couldn't afford it so I stayed at home. So I'm sorry to say, but I have not.

I: No, no. Ehm—

T: Our teacher in English, it was Mrs (name), she was very English.

I: Oh, so she was from Great Britain?

T: Yes

I: Mhm. Why did you want to become an English teacher?

T: Well ehm, choosing English lessons the most at the Gymnas, and at the teachers' training college. Then it was quite obvious that that was just— And I've always liked very much literature, Norwegian literature, English literature, German as well.

I: Mhm

T: And I know that if there had been a similar opportunity in 'gymnas' for German, I would have taken that instead.

I: Instead of English?

T: Instead of English, yes.

I: Ah, okay.

T: You know, German grammar is so much easier than English grammar.

I: Yeah— yeah it is. I think I could—

T: Agree?

I: Yes. Well I don't know. (...) Maybe I know English a bit better.

T: Yes, yes of course.

I: Yeah.

T: It doesn't matter.

I: Right. How, when it comes to your workplace, how many English teachers are you at this school?

T: I wouldn't know, really. It depends on how you characterize an English teacher. As in background and education?

I: Yes?

T: If it is background and education, I think there are five, perhaps. I really couldn't say.

I: No, okay.

T: I know the ones in the tenth grade, where I am. Then there's especially two, three. Now people here, working in the eighth grade, I think they are more educated.

I: Yeah, okay.

T: Yes.

I: Yeah. Do you have— Do you collaborate with your fellow teachers?

T: Yes, I— On the tenth grade very much, and we've always done.

I: Yes, in what ways?

T: Oh, when you make up a test—

I: Mhm

T: You talk about how to do it the best way, and to be sure that even if I have taught this and that and the others have not, we have to communicate about the test, and we have to do it so that every student can do— or almost every student can do their best—

I: Yeah

T: But quite often we have one person taking the main responsibility for what's to write for the work for the week, and for the tests, and then the others look at it and says 'okay it's alright'.

I: Yeah, okay.

T: Yes, something like that.

I: Yes.

T: So I think we— at this school, I think always we have done collaborative very much.

I: Yeah.

T: Yes

I: Have you— Is there anything you feel that you want to collaborate on that you're kind of stuck with alone?

T: Oh, we are— We discuss quite often special grammar—

I: Okay

T: Difficulties or 'how should we do this' or 'do they do this in another way now, than before'.

I: Yeah.

T: For instance, the one (...) that we discussed, the genitive.

I: Yeah

T: It wasn't— it isn't anymore the way it was.

I: No, well you could still write it both ways.

T: Yes.

I: Yeah. When you were taught English, what is the main things you remember from—

T: From children's school or from teacher's training college?

I: Ehm, you can choose if there's anything— (...) or mention both if you want to.

T: Ehm. (...) At the gymnas we had (...) an excellent English teacher, I think.

I: Okay?

T: She— she was very much occupied with literature— studying literature, American and English, and also (...) the constitution—

I: Oh?

T: The constitution of Britain and the constitution of the US. And we had a book only about that. And at the teacher training college, of course it was Mrs (name).

I: Yeah?

T: Yes, being very specific about everything and starting with 'of course I'll talk to you only in English'. And my teachers in the early days spoke too much Norwegian. I didn't know then, but—

I: Yeah, but yeah okay.

T: All right. So what I remember the most perhaps, is that I was very much— (...) I wanted very much to speak English the English way, and I was listening quite a lot to— I don't remember her name— there was a professor talking about— at a special programme that we had, that she wasn't allowed into British television, because she didn't speak the Queen's English.

I: Oh, okay.

T: So— and I— It was quite interesting. And I have— Well, I like that way of speaking, so I try to do that.

I: Yeah, okay, so you wanted to mimic the Queen's English?

T: I wanted to *sound* English—

I: Yeah.

T: In that way.

I: Okay.

T: And the 'Pygmalion' kind of English you should say— @@

I: Yeah @

T: It is very nice, but I can't do it myself.

I: No— @@@

T: But it is wonderful to listen to.

I: Yeah.

T: And the story about that is also— We have it in our book in the tenth grade now, and last year we watched the movie with Audrey Hepburn—

I: Breakfast at—

T: No, no, about Pygmalion.

I: Oh, yes I don't know it.

T: <X X> Teaching the young flower girl to speak proper English. 'My fair lady'.

I: Yeah. @@ Oh yes.

T: Haven't you watched it?

I: No, I haven't

T: Oh, you should. And I was looking forward to it because I love that movie, and the pupils thought it was a bit boring.

I: Yes. Shocking. @@

T: @ No, it's not shocking but luckily we split it into three, so they were able— they could stand it.

I: Oh okay. @@ That's good.

T: That's nice. @@@

I: @@ When it comes to your— Ehm, what was it— (name) was that?

T: Mrs. (name).

I: (Name). What would you describe her approach to teaching English?

T: Well, she had— (...) she had very specific plans for what to do, (...) one week we might have— I'm not quite sure I remember this correctly you know, this was a very long time ago—

I: Mhm

T: And we had phonetics— and we had quite a lot of phonetics, and then we would do the phonetics, writing everything in phonetics and transcribing and things like that—

I: Yeah

T: And— (...) well we had two or three or four periods or lessons, you could say, a day. I really can't remember how much, but we had very— quite a lot of English during the week, and we had almost— if you should resemble with anything, what should I say then— Mathematics— very little of that, and quite a lot of English and also other things.

I: Mhm—

T: So her approach to it was to give us a lecture, and then to talk about it and write about it and things like that.

I: Yeah

T: I'm not able to say very much more.

I: Okay, so she wanted you to speak English then?

T: Yes, of course. She—

I: So you always spoke English?

T: Yes, always. Always.

I: Okay.

T: And our exams were about quite long essays and to describing and to finding out about this and that, and then we had quite a lot of grammar as well.

I: Yeah. So both grammar and literature then?

T: Yes. So we had two days of exams. So the literature part wasn't the biggest one.

I: No—

T: It was the language and the different dialects as well.

I: Mhm

T: Something about that.

I: Yes.

T: Right. And also of course both British and American English.

I: So you were taught both British and American English?

T: Mhm. She didn't like American English.

I: No okay, so she favoured British?

T: Yes, of course.

I: What— Did she have an opinion if any of the students spoke American?

T: We didn't.

I: Oh, okay. You just didn't.

T: @@@ you *didn't*.

I: @@ No, ehm okay—

T: No @@@

I: Okay, so your teacher at the teacher training programme, she spoke English. How about your earlier teachers? Did they— They spoke more Norwegian?

T: Ehm, yes, in— (...) in primary school

I: Yes?

T: Yes. But there was a difference— We had a very young teacher one year, (...) that was in the— should I say the fifth grade.

I: Mhm?

T: Yes, she spoke English. She was only a young girl coming in because of a pregnancy for our other teacher. And then we had another teacher, she spoke English.

I: Okay, so a bit variable then?

T: Yes, and then I went to what you called then, 'Realskolen'.

I: Mhm

T: Being— yes. And (...) yes. (...). (name) was her name, she is dead now. She spoke English all the time. And she gave us word tests every day.

I: Oh, every day?

T: Every day. Twelve words every day. I remember that because she had cut her own little paper pieces to give out.

I: Oh— @@

T: Yes, I remember that. But we had— We were told stories, you know, she read stories about three hundred, four hundred words and then we should write them. That was the test.

I: Oh, okay, yeah.

T: 'Attforteljing', yes.

I: I know of the method. @@

T: Yes. Three hundred to four hundred words are quite a lot to remember.

I: Yes it is! @@

T: Yes.

I: That is quite a lot.

T: So, I practice it sometimes, very little with my students.

I: Mhm

T: And they struggle with it.

I: Why— (...) what is the benefit of that though, is it to listen, or?

T: Concentration, I think. Concentration first and foremost.

I: Mhm

T: And then to remember. And of course you're able— you're able to write the sentences all the way of course, and— But the best— The main thing about it is to concentrate and to learn to remember. Of course, the best thing is to write for yourself. Also, another thing I think is quite good way of— If you should try and teach the students this and that, special expressions—

I: Mhm

T: You have some words and the task is: 'Put these words into a good story'.

I: Yes, so they can—

T: Yes, I like that. I try that from time to time.

I: Yeah. If you think about— What would you mention about what's influenced you as a teacher— as an English teacher? Have you kind of— Have you (...) drawn upon—

T: I can say that it has changed from, (...) well, twenty years ago when we had 'kursplan en og to og tre'.

I: Mhm

T: Mhm. Then, the students on the highest level, they did— they learned— or they

were taught and learned quite a lot more of English intonation, English grammar rules and things like that, than the students now know. But today, they can do better— what should I say— because they listen so much to English—

I: Mhm?

T: So their way of— You could hear it yourself—

I: Larger amount of input perhaps?

T: Yes, from the reader and— (...) We are starting now today on a special story about clothing and culture and things like that. And lots of words in this reader that were not put in the reader five or six or ten years ago. So it has changed enormously because of the development in the society.

I: Mhm. From the way you teach— Have you kind of— (...) have you brought with you something from earlier experi— (...) experiences?

T: @@ I think my ways of teaching have (...) changed quite a lot—

I: Mhm—

T: Over the last six or seven or ten years—

I: Mhm

T: Letting— because of— keeping them all more busy talking. So I usually let them talk very much to each other two and two and then I go around and listen to them. So I think they are better speaking when you do it that way, instead of saying ‘you and you and you must answer’.

I: Yes

T: Yes. So that is perhaps the biggest differe— If you start— I wouldn’t do that when I came here in (year).

I: How would you teach in (year)?

T: In (year) I would do it the way we were brought up doing it and the way things were then. You’d ask one and one pupil to read and to translate ‘now it’s your turn, read and translate’, and these youngsters, my students that I have now, they would take it once or twice, but I wouldn’t do it very often.

I: No

T: No. But I think it worked then. @@

I: Yeah, ehm—

T: It wasn’t the best way though.

I: No? In what way do you think?

T: I think it is much better to let them speak more freely, and it is quite a long time ago when I decided that it doesn’t matter if you say ‘I is’. It is much worse if you say ‘I want an apple’ if you really want an orange.

I: Yeah. Yes, so meaning before—

T: Yes. Really.

I: Correctness

T: Yes.

I: So, lets see.(...) So you base— after what you’re saying now, you base teaching on more communicative—

T: Yes, yes. And they write— they go (...) to the blackboard. I don’t say their names, I say ‘anyone who can write anything about that’—

I: Yes

T: ‘Step forward and do it’.

I: Yeah

T: And when they read, I don’t correct their reading.

I: Mhm—

T: I do it when I say ‘today, I’ll correct your reading’.

I: Yeah right. Okay.

T: Yes.

I: So when you're teaching English, where does your main focus lie? Because I think, from what I've been observing, you have a lot from—(...) well, you kind of include a bit of (...) many things in your teaching.

T: I try to repeat very often—

I: Yeah—

T: To make them— 'Do you remember what we said yesterday?'

I: Mhm

T: And 'do you remember what poem we read' and 'can you say anything about that' and 'what was the lengthening sentence that we used last time'

I: Mhm—

T: To see if they can remember and concentrate, so I have them here.

I: Mhm.

T: Not all together and out the window and things like that.

I: Yeah.

T: And I think the most important is to speak.

I: Mhm?

T: Not to write.

I: No. Ehm, (...) you had a couple of examples from (...) differencing between the (/s/) and the (/z/)—

T: Yes?

I: (/v/) and (/w/) and things like that.

T: Yes, I call them the lengthening sentences.

I: Mhm—

T: To try and teach them intonation in a good way.

I: Yeah

T: Like I have 'where's the watch' and it goes longer and longer.

I: Yeah.

T: And I use that— I've used those sentences for years and years.

I: Yes.

T: Yes. I think it is good, and I think they concentrate on it and (...) I think— I imagine that they like it— @ to remember.

I: Mhm?

T: I'm not sure, but at least it makes them think about the English intonation instead of 'speaking (place) English, because it isn't so nice to listen to' ((the teacher imitates an English accent that is very influenced by the students' Norwegian dialect.)) @@@

I: @ No. That is correct @@.

T: No.

I: Yeah. How important do you think it is that English is taught in English?

T: (...) I'm not so sure anymore, that it is very important, and our book is very Americanised.

I: Okay, but let's— (...) Then I mean both in American English and in British English, then. In contrast to Norwegian for instance?

T: I think if you teach English, if you teach German, you should speak the language.

I: Yeah.

T: If that is what you're thinking of?

I: Yes.

T: I think it would be— (...) I wouldn't— of course I speak Norwegian quite often doing grammar—

I: Mhm?

T: Because I think that is— (...) It's not necessary for them to be able to talk grammar in English. It is difficult enough in Norwegian.

I: Yeah

T: Ehm, the present and the past tense, and the continuous tenses and the passive voice— I write everything on the blackboard then in both Norwegian and English—

I: Mhm

T: Both things, and then I say 'you decide what you want to write'.

I: Yeah, okay.

T: If English is too difficult, drop the English word, write the Norwegian word.

I: Yeah

T: Yes.

I: Do you think it is more important that English is taught in English than for instance German in German? Do you know what I mean?

T: Yes. No, I think that any language should be taught in the specific language.

I: Yes, okay. (...) To what extent do you feel that you speak English in class?

T: I imagine that I speak English 80-90% of what I do in English lessons.

I: Yes—

T: I have a special group, though. Eight students—

I: Mhm

T: They are not very good—

I: Okay

T: Or their grades are on the lower level.

I: Mhm

T: So in those classes there is much more Norwegian.

I: Yeah. And that is to make sure they understand?

T: Yes. As when we watch a movie, we put on the Norwegian subtitles. If I watch a movie in my class, I put on the English subtitles.

I: Yes.

T: If I put on subtitles at all.

I: Mhm. Yeah, do you notice any (...) any specific situations were you often switch to Norwegian?

T: Grammar.

I: Okay.

T: And of course, I want them sometimes to translate. Then I give them special lessons and now, I say for each student, this part and this part and this part—To be able to make them try and understand the difference between the word order in Norwegian and English. But we don't do that very often. What I do sometimes, is to say— (...) I say a sentence in Norwegian—

I: Mhm

T: Or an expression—

I: Mhm

T: And then I say 'you should not just translate it. I want you to focus, find it in the text, and then say it'.

I: Yeah

T: And that is to make them concentrate and to be sure that they have read the text.

I: Yeah

T: Yes

I: Yeah, okay. Ehm, I'm just going to show you a sound clip. (...) ((Typing something on the computer)) from one of the observations. Lets see – number three, yes. Ehm, you gave – (...) I think this is a clip where you give instructions to the class.

T: Mhm

((The sound clip is played. It's a taped section where the teacher gives instructions to the students.))

T: What an awful voice.

I: @@ No one likes to hear their own voice.

T: No, I know.

I: Yeah. (...) At the beginning there you gave an instruction first, and the instructions were to look for the passive voice.

T: Mhm

I: Right. (...) Why do you think you spoke Norwegian there? In the instructions?

T: I think it's just because it's grammar. I could of course said 'look for the passive voice'.

I: (...) Yeah, but before that, where you—

T: Oh, the three last lines?

I: No, where you ask them to look up in the book and on page— I can't remember what you said.

T: I can't give you a good answer. @@@@

I: No, no, but do you think it was because you were kind of in the grammar part of the lesson?

T: I suppose so, but I know that when we do those things, most of the time I give them those instructions in Norwegian. I haven't really thought about it.

I: No—

T: But I suppose I do, when I want them to look. But sometimes I *know* I say 'page one-four-nine'.

I: Mhm

T: And 'look at that' and so and so.

I: Mhm

T: Right.

I: Yeah, it is quite interesting to see and kind of reflect upon things like that.

T: Mhm, ja.

I: To what extent do your pupils speak English in class? (...) Are there any particular situations where they often want to speak in Norwegian?

T: (...) They switch to Norwegian (...) whenever I leave their desks.

I: Yeah okay, mhm.

T: And then I speak— I go around— I walk around and say 'speak English, speak English, I'm going to listen to you'.

I: Mhm

T: And I think they switch quite a lot, yes.

I: But do you differe— do you— you want them to speak English both in— like out loud in class, and also in pairs and in groups?

T: Yes, when we are doing the w, w, w ((short for 'work with words' which is a vocabulary exercise in the book.))

I: Yeah

T: Yes, when we do those exercises and the 'lets talk' exercises, I want them to speak in pairs, and I want them to do that in English of course.

I: Yeah

T: Yes.

I: Are there any situations like out loud that they often speak in Norwegian? Do they— do they change their language after topic for instance, or?

T: I wouldn't be able to say. But when they answer by putting their hands up, they must always answer in English, or at least I try to make them answer in English.

I: Yeah

T: Yes.

I: Ehm—

T: But the truth may be different? @@@@

I: No, it's often—(...) this is quite common—

T: At least it's my goal—

I: Yeah. And every time you kind of convince them— well, try to make them speak English they speak English, an then when you leave them—

T: Mhm—

I: They switch to Norwegian.

T: Mhm—

I: That is quite common, I think in most classes.

T: Mhm—

I: Ehm, lets see. Are there any areas in the English curriculum you find particularly difficult to teach in English?

T: <X Items X>

I: What?

T: <X Items, any items. X>

I: No— Any (...) areas in the English curriculum? (...) You mentioned grammar—

T: No, I don't think so.

I: Nei?

T: Not in the— Not— What we teach at this level at school— Because when you— when you @@ When you know what's in the book, and you know what you are suppose to try and teach them—

I: Mhm

T: I don't really find it difficult.

I: No.

T: But of course you know the set of words that are in there, and you know *that* set of words @@ so— I'm not a person speaking fluently, in any way. But I can manage with what I do here.

I: Yeah

T: Yes.

I: Ehm, (...) when you— when you express sympathy towards your pupils, what language do you use then, are you aware of that?

T: (...) In English— (...) I don't know.

I: No?

T: I suppose I would say— perhaps I would say it in Norwegian?

I: (...) Yeah, I don't have a correct answer for this, I'm just asking if you kind of— if you noticed or have reflected on it.

T: No, no, I don't think I say 'good girl'. (...) I say 'good girl' to my grandchild.

@@@

I: @@@

T: In London.

I: Mhm—

T: But 'well done' I think perhaps I might say. At least I write it when I write in their essays. Then, of course, I make the praise or whatever you may call it in English and write it there if they can understand it.

I: Yeah. Okay, mhm.

T: I have to make sure they understand it.

I: So you— written feedback is often in English?

T: Yes, I would say often, except for my group of eight students. Then I would have to write it in Norwegian, or I could mix the two.

I: Yeah, so it is a combination?

T: Yes, yes. Something like that. I couldn't answer that question, no. I'm not quite sure of what I do, really.

I: No

T: Should be, but I'm not.

I: No, but very few are—

T: No, but it is interesting.

I: I have a sound clip here from— ehm, lets see. Number two. (...) ((typing on the computer)) yeah.

T: E pleie å si 'bra jobba', trur e, ofte. E vet sannelig ikkje. @@@ E prøva hvertfall å rose dei.

I: Yeah. Here's the clip, lets see.

((A second sound clip is played, where the teacher has an 'all-together-read' with the students. When she says something wrong, she switches into Norwegian and 'blames' it on one of the students in a humoristic tone.))

I: In there, you spoke in English the entire time, and then you switch to Norwegian in a like small, small part of the conversation where you said that it was (name) fault.

T: Åja, ja

I: did you hear that?

T: Yes.

I: Why do you think you switched to Norwegian there?

T: I wouldn't know—

I: No—

T: I can't give you a good answer.

I: No—

T: I was looking for— especially if you turn up the students, there is one boy in my class, he never says (/θ/) he says (/fɪnk/) and (/fɪk/). And I have tried since eighth grade to teach him.

I: Oh.

T: To make him say (/θ/) correctly, he doesn't.

I: No. It is a quite common feature actually, in London to say (/fɪn/) —

T: (/fɪnk/) and (/fɪk/).

I: Instead of (/θm/),

T: No, ehm, I wouldn't know, I can't give a good answer to that one. (...) Perhaps it was to take (...) off any pressure from someone—

I: Mhm?

T: From me or from the class? I don't really know.

I: No?

T: Or perhaps it was because— (...) this boy he tries to be sort of a— not a clown, but something like it and then perhaps I wanted to lighten the way we were working, or something?

I: Yeah, light the mood?

T: Yes?

I: Ehm, in earlier literature where they've done research on this, they find that when the teacher wants to kind of—(...) kind of bond with the students—

T: Mhm?

I: Well, not directly bond with the students—

T: Mhm—

I: But kind of mention things that are kind of (...) personal or bonding—

T: Mhm—

I: They often switch to the native language, you know, to kind of make it more personal.

T: Mhm, mhm—

I: Because— (...) To be fair, the native language is what you share together—

T: Mhm—

I: Basically.

T: Mhm. Perhaps that was what I did, even if I didn't know that I did it @@@

I: No @@, but it is kind of interesting when teaching, you know, to do everything—

T: Yes, I do it automatically, you know—

I: Yeah.

T: Having done this for almost fifty years—

I: Yeah @@@

T: I don't think so very much about it, I know that.

I: No—

T: I had a German lesson this morning—

I: Mhm?

T: And then I had to think a little bit of what to say to speak German to the students.

I: Yeah

T: Yes.

I: (...) Lets see. Feedback is often in English when you write it, and orally then its—

T: Something mixed, I would say.

I: Yeah

T: I think that is the most correct way of saying that one, yes.

I: Yeah. And then you would mix because—

T: To make sure that they really understand what I say.

I: Yeah.

T: When I— if I say something ironically, I always explain 'what did I say now, why did I say It'.

I: Mhm—

T: 'Could you take it, are you able to take it?'

I: Yeah.

T: Som språkkelige verkemiddel fordi vi har det i norsk ikkje sant?

I: Mhm

T: Ja

I: Yeah. When you give praise to students, then. Are you aware of what language you use then? When they've done something good, or when you're pleased with their work?

T: (...) I really wouldn't know—

I: No?

T: No. (...) I hope I praise them when they deserve it.

I: Yeah

T: Even if I say very— quite a lot that ‘I don’t really praise very often, but when I do, I really mean it’.

I: Yeah.

T: @@@

I: But there’s something in it. Yeah, I think so. How do you encourage your pupils to speak English in class?

T: I always— or think I always try to say ‘speak up. It doesn’t matter if what you say is not fully correct. The most important thing is that you say something’.

I: Mhm—

T: And that you do something.

I: Yeah.

T: It doesn’t matter. So that is why I don’t correct them when they perhaps say the wrong verb or conjugate anything the wrong way. So I let them speak.

I: Yeah, so they speak as much as possible then?

T: Yes, at least that’s what I think I try to do.

I: Yeah, yeah. (...) What language do you use when you talk about topics that are not directly subject or school related?

T: Oh, we might talk English, if they— sometimes they are tired and then they put their hands up and say ‘(name), kan vi gå den lille turen no?’ and then I say ‘okay, you rephrase it in English, and I’ll talk— think about it’, ehm that may happen.

I: Mhm

T: But most of the time, when we have an English lesson, we stick to the English lesson.

I: Yeah

T: Because there’s quite a lot to do, and there is not very much time.

I: No.

T: Mhm.

I: And then I have a couple of follow-up questions. Ehm, is there any policy regarding teaching in English in your workplace, in this school? (...) Any guidelines that you have to follow?

T: Of course, we follow what is in the national plan for this. And we talk— In tenth grade we talk very much on how to make them be able to write good essays for their exams, because that is important. And we also try to make them— we give them tests in the tenth grade for what has been put on for the exams for the last years—

I: Mhm—

T: So they are trained for that, really.

I: Mhm—

T: And we also try more now, over the last few years, to watch more movies without subtitles to make them listen and to write book rapports and film rapports.

I: Mhm—

T: And I think— I and some of my fellow teachers, we spend quite a lot of time on the computers. For in our book there are some questions that we can do on the computers, so we use those quite a lot. (...) And we have presentations—

I: Mhm—

T: In English, and sometimes I give them very brief notice ‘okay in five minutes I want you to talk about this and that—

I: Yeah—

T: And this and that, and step forward to the blackboard and say it’.

I: Mhm.

T: So I— In my opinion, my pupils they are (...) confident in stepping up to the blackboard and writing and talking quite freely.

I: Do you think that is important, that they are able to do that in front of the entire class?

T: Yes, absolutely.

I: Yeah

T: Yes. And— (...) we've been doing that since these were eighth graders. And I think they do that nicely.

I: Yeah

T: And then we have too little together (...) talking for English teachers. I had— We had only once after Christmas. We have had— I collected all— We collected all English teachers from eighth, ninth and tenth grade—

I: Mhm—

T: Where I gave out essays for the last exams, and I knew from having this— va sensor da— how do you say that?

I: Sensorship?

T: Sensorship? Okay—

I: I don't really know.

T: No, but I was. I corrected last year, exams. A hundred and thirty we'd get. And then I knew what the grades were on the papers.

I: Mhm—

T: So, we handed out those, I had made copies, and they were discussing what grades are to be put on this.

I: Yeah—

T: And then we discussed this, and then I could tell them 'okay, what have you decided? I have the answer here' @@

I: Yeah @@@

T: And that was— They really wanted this to be done once more, so we had it twice.

I: Mhm—

T: So we should do that quite a lot more.

I: Yeah.

T: And I should also think— I have been— well, not in English, but we should have done it in English as well— having tenth graders to come visit the eighth graders. Say, give a lecture or something.

I: Oh yeah.

T: So that they could understand that this is school, and we are doing this for real.

I: Yeah, yeah.

T: Yes. And that has been thought of, but not done to the extent I think it would have been nice to do it.

I: And when you gather the teachers for the different steps, like eighth, ninth and tenth grade— what is the benefit of doing that? Is it to kind of—

T: To get to know each other, to have different opinions about what you think about— should the test be like this, or should it be like that—

I: Mhm—

T: Is this a good one? Because these young people they have been trained in quite another way than @@@ people getting old, right?

I: Yeah, yeah.

T: And so they have new thoughts and new ideas—

I: Yeah—
T: Which is very important to listen to.
I: Mhm
T: So they thought that this thing about the exam was good and then I think that the new teachers or the young teachers, they could do this, and we could have a discussion. Especial— (...) it should have been much more, but there's no time.
I: No.
T: There is so much time filling in forms for everything.
I: Yeah
T: Yes.
I: That is kind of— a problem—
T: That's the way it is.
I: Yeah.
I: Is there a uniform opinion regarding— Nei— (...) among the English teachers regarding language use in the classroom? Do you think most teachers here speak English in—
T: I think most teachers here speak English in English lessons, but I'm not quite sure, but I think they do. Because once, there was a person from this school and she was— no, she wasn't from this school. Well, it doesn't matter. She was to be a sensor at an oral exam in another school, and she was quite shocked that that teacher spoke Norwegian all the time.
I: Oh.
T: Yes. So I think we speak English—
I: Yeah. But there's no— The school and administration— (...) do they kind of demand it from you, that you speak English?
((The teacher shakes her head.))
I: No?
T: I'd rather not answer that question.
I: Okay, that is fine, that's fine. (...) Is there anything else you want to mention?
T: No, I think it's been— (...) it's been quite interesting, mhm. And (...) it's nice to have had somebody listening to what you do, and find out something about how you— at least I had one special— (...) that I thought of myself 'okay, she's going to come listen tomorrow, I'll have to look through it very thoroughly so that I'm quite well prepared for everything'. @@
I: No, I'm not—
T: No, really. It is quite fun to notice by yourself.
I: Mhm—
T: That that is the way it is. I suppose that that's quite human.
I: Yeah. Is— because it's— That's kind of— I just want to come and observe, right, I don't want things to be—
T: No—
I: Adjusted, kind of—
T: No it wasn't really adjusted. It was just to make myself sure of anything regarding for instance grammar and thing like that.
I: Oh yeah, I see.
T: And some of the new stories. Because I have done this book, to say it like that, I've done this book once before, and they are very different from earlier books.
I: Mhm
T: Really.
I: In what way then?

T: The curriculum, and grammar and what this is all about, as you mentioned yourself.

I: Yeah.

T: Yes. So the story today— The story about the autistic for instance, we have an autistic in our class.

I: Yeah

T: And he likes it very much to read about this. And so there are important things and things that they may be interested in, these youngsters.

I: Yeah.

T: Right.

I: Thank you very much for your time.

T: Yes, you're welcome

Appendix D - Teacher 1's overall L1 use in all three lessons

	Criteria	Size of utterance	Count
Administrative talk	<ul style="list-style-type: none"> Admin. Vocabulary Giving administrative orientation/messages Not necessarily subject related Typical school words 	Short	
		Medium	
		Long	
Subject specific words	<ul style="list-style-type: none"> Typical subject related words 	Short	(10)
Language instruction	<ul style="list-style-type: none"> Teaching grammar Teaching pronunciation Language teaching 	Short	(1)
		Medium	
		Long	
Subject-related instructions and classroom comm.	<ul style="list-style-type: none"> Instructions Holding classroom discussions Subject-related dialogue with students 	Short	(2)
		Medium	(1)
		Long	(1)
L1 for bonding with the students through personal stories and humour and for giving praise to students	<ul style="list-style-type: none"> Humour Irony Telling personal stories Praise 	Short	(3)
		Medium	(1)
		Long	
Translations for unknown vocabulary	<ul style="list-style-type: none"> Translation for difficult words in reading activity Translation test between English and Norwegian Looking for the meaning of a word Translation tasks (involving new words) 	Short	(4)
		Medium	(6)
		Long	
Remedy for students' lack of comprehension	<ul style="list-style-type: none"> Students asking for a Norwegian translation Translation is important to keep up the communication Translation to make sure the students understand 	Short	(4)
		Medium	(3)
		Long	
Response to students' use of the L1	<ul style="list-style-type: none"> The teacher seems coloured by the students' L1 use Teacher respond in Norwegian after being approached in Norwegian 	Short	(10)
		Medium	(4)
		Long	
Classroom management	<ul style="list-style-type: none"> Organising of the classroom Organising of the students Being strict 	Short	(1)
		Medium	
		Long	
Other	<ul style="list-style-type: none"> Other situations (finding main tendencies in each of the teachers' other category) 	Short	(11)
		Medium	
		Long	

Appendix E - Teacher 2's overall L1 use in all two lessons

	Criteria	Size of utterance	Count
Administrative talk	<ul style="list-style-type: none"> Admin. Vocabulary Giving administrative orientation/messages Not necessarily subject related Typical school words 	Short	
		Medium	(2)
		Long	(1)
Subject specific words	<ul style="list-style-type: none"> Typical subject related words 	Short	
Language instruction	<ul style="list-style-type: none"> Teaching grammar Teaching pronunciation Language teaching 	Short	
		Medium	
		Long	
Subject-related instructions and classroom comm.	<ul style="list-style-type: none"> Instructions Holding classroom discussions Subject-related dialogue with students 	Short	
		Medium	(2)
		Long	
Bonding with the students through personal stories and humour and for giving praise to students	<ul style="list-style-type: none"> Humour Irony Telling personal stories Praise 	Short	
		Medium	
		Long	
Translations for unknown vocabulary	<ul style="list-style-type: none"> Translation for difficult words in reading activity Translation test between English and Norwegian Looking for the meaning of a word Translation tasks (involving new words) 	Short	(12)
		Medium	(5)
		Long	
Remedy for students' lack of comprehension	<ul style="list-style-type: none"> Students asking for a Norwegian translation Translation is important to keep up the communication Translation to make sure the students understand 	Short	(2)
		Medium	(2)
		Long	
Response to students' use of the L1	<ul style="list-style-type: none"> The teacher seems coloured by the students' L1 use Teacher respond in Norwegian after being approached in Norwegian 	Short	(1)
		Medium	
		Long	
Classroom management	<ul style="list-style-type: none"> Organising of the classroom Organising of the students Being strict 	Short	(2)
		Medium	
		Long	
Other	<ul style="list-style-type: none"> Other situations (finding main tendencies in each of the teachers' other category) 	Short	(1)
		Medium	
		Long	

Appendix F - Teacher 3's overall L1 use in all three lessons

	Criteria	Size of utterance	Count
Administrative talk	<ul style="list-style-type: none"> Admin. Vocabulary Giving administrative orientation/messages Not necessarily subject related Typical school words 	Short	
		Medium	
		Long	
Subject specific words	<ul style="list-style-type: none"> Typical subject related words 	Short	
Language instruction	<ul style="list-style-type: none"> Teaching grammar Teaching pronunciation Language teaching 	Short	(7)
		Medium	(29)
		Long	(4)
Subject-related instructions and classroom comm.	<ul style="list-style-type: none"> Instructions Holding classroom discussions Subject-related dialogue with students 	Short	(2)
		Medium	(13)
		Long	(2)
Bonding with the students through personal stories and humour and for giving praise to students	<ul style="list-style-type: none"> Humour Irony Telling personal stories Praise 	Short	(4)
		Medium	(1)
		Long	
Translations for unknown vocabulary	<ul style="list-style-type: none"> Translation for difficult words in reading activity Translation test between English and Norwegian Looking for the meaning of a word Translation tasks (involving new words) 	Short	(4)
		Medium	(9)
		Long	
Remedy for students' lack of comprehension	<ul style="list-style-type: none"> Students asking for a Norwegian translation Translation is important to keep up the communication Translation to make sure the students understand 	Short	(1)
		Medium	(2)
		Long	
Response to students' use of the L1	<ul style="list-style-type: none"> The teacher seems coloured by the students' L1 use Teacher respond in Norwegian after being approached in Norwegian 	Short	(1)
		Medium	(1)
		Long	
Classroom management	<ul style="list-style-type: none"> Organising of the classroom Organising of the students Being strict 	Short	
		Medium	(3)
		Long	
Other	<ul style="list-style-type: none"> Other situations (finding main tendencies in each of the teachers' other category) 	Short	(3)
		Medium	
		Long	

Appendix G – NSD approval

Norsk samfunnsvitenskapelig datatjeneste AS

NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfagres gate 29
N-5007 Bergen
Norway
Tel: +47-55 58 21 17
Fax: +47-55 58 96 50
nsd@nsd.uib.no
www.nsd.uib.no
Org.nr. 985 321 884

Torill Irene Hestetræet
Institutt for fremmedspråk Universitetet i Bergen
Sydnesplassen 7
5007 BERGEN

Vår dato: 13.03.2014

Vår ref: 37948 / 3 / KH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 03.03.2014. Meldingen gjelder prosjektet:

<i>37948</i>	<i>L1 and L2 oral use in Norwegian ESL classrooms</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Torill Irene Hestetræet</i>
<i>Student</i>	<i>Karoline Hofseth Rye</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 20.11.2014, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53

Vedlegg: Prosjektvurdering

Kopi: Karoline Hofseth Rye karoline.rye@student.uib.no

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Avdelingskontorer / District Offices:

OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no
TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no
TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@svt.uit.no

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 37948

Personvernombudet legger til grunn at prosjektet er klarert med ledelsen ved skolen der prosjektet gjennomføres. Vi legger videre til grunn at lærerne informeres tilsvarende som rektor.

Vi finner informasjonsskrivet til elever og foreldre tilfredsstillende utformet, forutsatt at navn og kontaktopplysninger til daglig ansvarlig/veileder tilføyes, samt at begrepet "anonym" fjernes i omtalen av spørreundersøkelsen. Vi ber om at et revidert skriv sendes: personvernombudet@nsd.uib.no

Vi legger til grunn at det foreligger en databehandleravtale med SurveyMonkey, jf. pol § 15.

Forventet prosjektslutt er 20.11.14. Datamaterialet anonymiseres innen prosjektslutt ved at verken direkte eller indirekte personidentifiserbare opplysninger fremgår. Lydopptak slettes. Indirekte personidentifiserbare opplysninger fjernes, omskrives eller grovkategoriseres.

Appendix H - Information to the principals

Kjære rektor,

”Forskningsprosjekt om engelsk språklæring i klasserommet”

Eg heiter Karoline Hofseth Rye og er masterstudent i engelsk ved Universitetet i Bergen. Eg vil i dette skrivet informere om forskningsprosjektet vi tidlegare har snakka om.

Dette er eit forskningsprosjekt om engelsk språklæring i klasserommet.

Forskningsprosjektet blir gjort i samband med mi masteroppgåve i engelsk fagdidaktikk. Prosjektet er hovudsakleg tredelt, og inneheld lærarintervju av til saman 3 engelsklærarar, ei spørjeundersøking for elevane og klasseromsobservasjon. Hensikta med prosjektet er å få eit større innblikk i korleis engelsk språklæring går føre seg i klasserommet.

Deltaking i dette prosjektet inneber at eg observerer 3-4 engelsktimar på din skule, intervjuar læraren, samt gjennomfører ei spørjeundersøking med elevane. Eg vil kome på besøk i løpet av våren 2014. Eg vil intervju engelsklæraren og ha spørjeundersøking for elevane for å få innsikt i korleis språklæringa er i desse klassene. Dette vil vere med på å skape grunnlaget for diskusjon og refleksjon rundt engelsk språklæring i mi oppgåve. I observasjonen vil hovudfokuset mitt vere på læraren, sjølv om eg òg kjem til å sjå på elevane og klasserommet i ei heilheit. Eg vil bruke lydopptak ved intervjuet og under klasseromsobservasjonane for å sikre pålitelegheit. Desse lydopptaka vil ikkje bli brukt som vurderingsgrunnlag. Sidan elevane blir observert og bedt om å fylle ut ei spørjeundersøking, kjem eg til å informere og hente inn samtykke frå føresette om dette. Føresette kan på spurnad få sjå spørjeundersøkinga på førehand om det er behov for det. Det vil ikkje bli gjort lydopptak av elevane som ikkje deltek i prosjektet.

Det er frivillig å delta i undervisningsobservasjonane, spørjeundersøkingane og intervjuet og dykk kan trekke dykk når som helst. Eg håpar uansett at dykk vil bidra til dette forskningsprosjektet. Dei som får tilgang til dei personidentifiserbare

opplysningane er eg og min rettleiar. Vi er begge underlagt teieplikt, og alle opplysningar vil bli behandla konfidensielt. Innsamla data vil vere sikra med brukarnamn og passord på PC, og personidentifiserande opplysningar vil bli oppbevart i låsbare rom. I publikasjonar vil opplysningane vere fullstendig anonymisert, slik at ingen enkeltpersonar eller skular kan kjennast att.

Prosjektet er planlagt å vere ferdig innan utgangen av 2014, og er meldt inn til Personvernombodet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS for godkjenning.

Ta gjerne kontakt med meg pr. e-post eller telefon om de har spørsmål

E-post: Kry031@student.uib.no

[Tlf.nr.: 94 36 69 97](tel:94366997)

På førehand takk for samarbeidet.

Med venleg helsing

Karoline Hofseth Rye

Appendix I - Information to the teachers

Kjære lærar,

”Forskningsprosjekt om engelsk språklæring i klasserommet”

Eg heiter Karoline Hofseth Rye og er masterstudent i engelsk ved Universitetet i Bergen. Eg vil i dette skrivet informere om forskningsprosjektet om engelsk språklæring i klasserommet.

Forskningsprosjektet blir gjort i samband med mi masteroppgåve i engelsk fagdidaktikk. Prosjektet er hovudsakleg tredelt, og inneheld lærarintervju av 2-3 engelsklærarar, ei spørjeundersøking for elevane og klasseromsobservasjon. Hensikta med prosjektet er å få eit større innblikk i korleis engelsk språklæring går føre seg i klasserommet.

Deltaking i dette prosjektet inneber at eg observerer 3 av dine engelsktimar, intervjuar deg, samt gjennomfører ei spørjeundersøking med elevane dine. Eg vil kome på besøk i løpet av våren 2014. Eg vil gjennomføre intervju og spørjeundersøking for å få innsikt i korleis språklæringa er i desse klassene. Dette vil vere med på å skape grunnlaget for diskusjon og refleksjon rundt engelsk språklæring i mi oppgåve. I observasjonen vil hovudfokuset mitt vere på læraren, sjølv om eg òg kjem til å sjå på elevane og klasserommet i ei heilheit. Eg vil bruke lydopptak ved intervju og under klasseromsobservasjonane for å sikre pålitelegheit. Desse lydopptaka vil ikkje bli brukt som vurderingsgrunnlag. Sidan elevane blir observert og bedt om å fylle ut ei spørjeundersøking, vil eg informere og hente inn samtykke frå føresette om dette. Føresette kan på spurnad få sjå spørjeundersøkinga på førehand om det er behov for det. Det vil ikkje bli gjort lydopptak av elevane som ikkje deltek i prosjektet.

Det er frivillig å delta i undervisningsobservasjonane, spørjeundersøkingane og intervju og du kan trekke deg når som helst. Eg håpar uansett at du vil bidra til dette forskningsprosjektet. Dei som får tilgang til dei personidentifiserbare opplysningane er eg og min rettleiar. Vi er begge underlagt teieplikt, og alle opplysningar vil bli

behandla konfidensielt. Innsamla data vil vere sikra med brukarnamn og passord på PC, og personidentifiserande opplysningar vil bli oppbevart i låsbare rom. I publikasjonar vil opplysningane vere fullstendig anonymisert, slik at ingen enkeltpersonar eller skular kan kjennast att.

Prosjektet er planlagt å vere ferdig innan utgangen av 2014, og er meldt inn til Personvernombodet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS for godkjenning.

Ta gjerne kontakt med meg pr. e-post eller telefon om de har spørsmål

E-post: Kry031@student.uib.no

[Tlf.nr.: 94 36 69 97](tel:94366997)

På førehand takk for samarbeidet.

Med venleg helsing

Karoline Hofseth Rye

Appendix J - Information letter to the students' parents

Til foreldre/føresette

”Forskningsprosjekt om engelsk språklæring i klasserommet”

Eg heiter Karoline Hofseth Rye, og inviterer sonen/dottera di til å delta i eit forskningsprosjekt i løpet av våren 2014. Prosjektet inneber at eg observerer i klasserommet til barnet ditt, samt at han/ho svarar på ei mindre spørjeundersøking. er masterstudent ved Universitetet i Bergen. Masteroppgåva mi er om engelsk språklæring i klasserommet. Sidan elevane blir deltakande både gjennom klasseromsobservasjon og spørjeundersøking, vil eg informere om dette prosjektet, samt innhente samtykke frå dykk.

Deltaking i denne delen av prosjektet inneber at eg observerer nokre engelsktimar i klassa til barnet ditt, og at elevane i klassa svarar på ei spørjeundersøking. Eg vil kome på besøk i løpet av våren 2014. For å sikre pålitelegheit, vil eg bruke lydopptak under observasjonane. Opptaka skal også brukast i refleksjonssamtalar med læraren. Det vil ikkje bli gjort lydopptak av elevar som *ikkje* deltek i prosjektet.

Det er frivillig å delta, og du kan kva tid som helst trekke barnet ditt frå undersøkinga. Eg håpar likevel at de vil velje å delta, og på denne måten bidra til forskningsprosjektet. Alle opplysningar vil verte anonymiserte i den endelege publikasjonen, slik at ingen enkeltpersonar kan kjennast igjen. Det er berre eg og min rettleiar ved universitetet som vil ha tilgang til dei personidentifiserbare opplysningane. Vi har begge teieplikt, og alle opplysningar vil bli behandla konfidensielt.

Prosjektet er planlagd å vere ferdig i november 2014, og er meldt til Personvernombudet for forskning, Norsk samfunnsvitenskaplig datateneste AS. Etter prosjektslutt vil lydopptak og anna datamateriale bli lagra i eitt år, med tanke på moglege oppfølgingsstudier. Dersom dette blir aktuelt, vil de bli kontakta og bedt om samtykke på nytt.

Dersom de godtek at barnet dykkar deltek i observasjonen og spørjeundersøkinga, ver venleg og signer samtykkeerklæringa under, og returner til lærar innan

_____.

Ta gjerne kontakt med meg pr. e-post eller telefon dersom de har spørsmål.

På førehand takk for samarbeidet.

Med venleg helsing

Karoline Hofseth Rye

Masterstudent i engelsk språk og didaktikk

Institutt for framandspråk

Universitetet i Bergen

Tlf. nr.: 94366997

E-post: kry031@student.uib.no

Rettleiar ved Universitetet i Bergen

Torill Irene Hestetreet

Institutt for framandspråk

Universitetet i Bergen

Tlf. nr.: 55 58 23 83

E-post: torill.hestetreet@if.uib.no

Svarslipp

Forskningsprosjekt om engelsk språklæring i klasserommet.

Eg har motatt skriftleg informasjon om prosjektet, og samtykker i at mitt barn deltek i studiet.

Dato

Signatur foreldre/føresette

Appendix K - Interview guide

Background

1. What are your qualifications in teaching English?
2. Have you lived abroad, where you would have to use English on a regular basis?
3. Why did you become an English teacher?

Workplace

4. How many English teachers are there at your school?
5. Do you collaborate? In what ways?

Teaching

6. What do you remember from the way you were taught English?
7. How would you describe your teacher's approach to teaching English?
 - a. To what extent did your own English teacher speak English in class?
8. What have influenced you as an English teacher? (Both experience and background)
9. On what approaches do you base your teaching?
10. What is your main focus when teaching English? (The four skills, Speaking, writing, reading, fluency, interaction)
11. How important do you think it is that English is taught in English?

- a. English in a larger extent than German and French? Why?
12. To what extent do you speak English in class?
13. To what extent do your pupils speak English in class?
- a. In what situations? (Both practical situations and topic-related)
14. Are there any areas in the English curriculum you find particularly difficult to teach in English? Why?
15. What language do you use when expressing sympathy towards your pupils? Why?
16. What language do you use when giving feedback to pupils? Why?
17. What language do you use when giving praise to pupils? Why?
18. In what ways do you encourage your pupils to speak English in class?
19. What language do you use when talking about topics that are not school related?

Follow-up questions

20. Is there any policy regarding teaching in English at your workplace?
21. Is there a uniform opinion regarding this amongst your co-workers?

Appendix L – The student questionnaire

Student questionnaire
<p>Dear student,</p> <p>Thank you for taking the time to answer this questionnaire. It deals with English language learning in the classroom, and consists of questions regarding both yourself and your English teacher. The questionnaire is anonymous, and your answers will be confidential. Take your time, read the questions properly and answer the questions thoroughly. The questions should be answered individually and submitted when done.</p> <p>Thank you!</p>

Student questionnaire

Background

***1. Gender**

- Boy
- Girl

***2. I was born (year):**

***3. What year are you in?**

- 8th grade
- 9th grade
- 10th grade

Student questionnaire

Teacher

*4. My teacher speaks English during English lessons

- Very frequently Often Sometimes Rarely Never

*5. When does the teacher typically speak Norwegian during your English lesson?

	Very frequently	Often	Sometimes	Almost never	Never
Everything is taught in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everything is taught in Norwegian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When topics are introduced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When unknown English words are explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teaching topics with a Norwegian context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teaching grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When expressing sympathy towards pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When having difficulties explaining something in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When giving feedback to pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When giving praise to pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When practicing classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When giving important messages/orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When giving homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other situations? Please explain:

*6. What do you think is the best way to learn English?

- When the teacher only uses English When the teacher uses a combination of English and Norwegian

Please explain your choice

Student questionnaire

*7. My teacher encourages me to speak English

- Very frequently Often Sometimes Almost never Never

Student questionnaire

Pupil

*8. I speak English during my English lessons..

	Very frequently	Often	Sometimes	Almost never	Never
..when discussing tasks with my fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when explaining something to my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when talking to my classmates about something that is not school related	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when working with something I find difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when discussing topics with a Norwegian context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when asking questions in full class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when answering questions in full class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when talking one on one with the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In any other situations? Please explain

9. I am confident speaking English during English lessons

- Strongly disagree Disagree Uncertain Agree Strongly agree

Student questionnaire

* 10. I speak Norwegian during my English lessons..

	Very frequently	Often	Sometimes	Almost never	Never
..when discussing tasks with my fellow pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when explaining something to my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when talking to my classmates about something that is not school related	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when working with something I find difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when discussing topics with a Norwegian context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when asking questions in full class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when answering questions in full class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..when talking one on one with the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In any other situations? Please explain

* 11. I speak English outside school in these situations

	Very frequently	Often	Sometimes	Rarely	Never
During holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When talking to English-speaking friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When chatting online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other situations? Please explain:

Student questionnaire

* 12. I prefer these topics to be spoken in Norwegian

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
Introduction to topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions to tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining unknown words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving important messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In any other situations? Please explain

* 13. What do you think is the best way to learn English?

- When I only use English When I use a combination of English and Norwegian

Please explain your choice

* 14. I understand everything when my teacher speaks English

- Strongly disagree Disagree Uncertain Agree Strongly agree

* 15. I find it difficult to understand everything when the teacher speaks English

- Strongly disagree Disagree Uncertain Agree Strongly agree

16. I'm sometimes nervous when speaking English.. (More than one answer is possible)

- ..in class
 ..in groups
 ..in pairs
 ..to the teacher
 ..in my sparetime
 ..when on holiday
 ..when talking to English speaking friends

Appendix M - Results from student questionnaire

Student questionnaire

SurveyMonkey

Q1 Gender

Besvart: 65 Hoppet over: 0

Svarvalg	Svar	
Boy	53,85%	35
Girl	46,15%	30
Totalt		65

Q2 I was born (year):

Besvart: 65 Hoppet over: 0

Q3 What year are you in?

Besvart: 65 Hoppet over: 0

Svarvalg	Svar	
8th grade	44,62%	29
9th grade	29,23%	19
10th grade	26,15%	17
Totalt		65

Q4 My teacher speaks English during English lessons

Besvart: 65 Hoppet over: 0

Svarvalg	Svar	
Very frequently	50,77%	33
Often	47,69%	31
Sometimes	1,54%	1
Rarely	0,00%	0
Never	0,00%	0
Totalt		65

Q5 When does the teacher typically speak Norwegian during your English lesson?

Besvart: 65 Hoppet over: 0

	Very frequently	Often	Sometimes	Almost never	Never	Totalt
Everything is taught in English	23,08% 15	56,92% 37	15,38% 10	4,62% 3	0,00% 0	65

1 / 6

Student questionnaire

SurveyMonkey

Everything is taught in Norwegian	0,00% 0	1,54% 1	27,69% 18	49,23% 32	21,54% 14	65
When topics are introduced	9,23% 6	24,62% 16	47,69% 31	10,77% 7	7,69% 5	65
When unknown English words are explained	21,54% 14	47,69% 31	26,15% 17	4,62% 3	0,00% 0	65
When teaching topics with a Norwegian context	0,00% 0	21,54% 14	52,31% 34	21,54% 14	4,62% 3	65
When teaching grammar	7,69% 5	23,08% 15	36,92% 24	23,08% 15	9,23% 6	65
When expressing sympathy towards pupils	4,62% 3	18,46% 12	53,85% 35	21,54% 14	1,54% 1	65
When having difficulties explaining something in English	13,85% 9	40,00% 26	24,62% 16	20,00% 13	1,54% 1	65
When giving feedback to pupils	9,23% 6	23,08% 15	43,08% 28	21,54% 14	3,08% 2	65
When giving praise to pupils	9,23% 6	16,92% 11	49,23% 32	18,46% 12	6,15% 4	65
When practicing classroom management	6,15% 4	20,00% 13	52,31% 34	13,85% 9	7,69% 5	65
When giving important messages/orders	16,92% 11	26,15% 17	33,85% 22	10,77% 7	12,31% 8	65
When giving homework	26,15% 17	21,54% 14	27,69% 18	16,92% 11	7,69% 5	65

Q6 What do you think is the best way to learn English?

Besvart: 65 Hoppet over: 0

Svarvalg	Svar
When the teacher only uses English	44,62% 29
When the teacher uses a combination of English and Norwegian	55,38% 36
Totalt	65

Q7 My teacher encourages me to speak English

Besvart: 65 Hoppet over: 0

Svarvalg	Svar
Very frequently	35,38% 23
Often	32,31% 21
Sometimes	29,23% 19
Almost never	3,08% 2

Never	0,00%	0
Totalt		65

Q8 I speak English during my English lessons..

Besvart: 65 Hoppet over: 0

	Very frequently	Often	Sometimes	Almost never	Never	Totalt
..when discussing tasks with my fellow students	24,62% 16	26,15% 17	36,92% 24	7,69% 5	4,62% 3	65
..when explaining something to my classmates	9,23% 6	20,00% 13	46,15% 30	18,46% 12	6,15% 4	65
..when talking to my classmates about something that is not school related	4,62% 3	7,69% 5	24,62% 16	30,77% 20	32,31% 21	65
..when working with something I find difficult	6,15% 4	12,31% 8	53,85% 35	20,00% 13	7,69% 5	65
..when discussing topics with a Norwegian context	7,69% 5	23,08% 15	46,15% 30	13,85% 9	9,23% 6	65
..when asking questions in full class	32,31% 21	41,54% 27	20,00% 13	4,62% 3	1,54% 1	65
..when answering questions in full class	33,85% 22	46,15% 30	15,38% 10	3,08% 2	1,54% 1	65
..when talking one on one with the teacher	12,31% 8	29,23% 19	36,92% 24	12,31% 8	9,23% 6	65

Q9 I am confident speaking English during English lessons

Besvart: 65 Hoppet over: 0

Svarvalg	Svar	
Strongly disagree	3,08%	2
Disagree	6,15%	4
Uncertain	23,08%	15
Agree	43,08%	28
Strongly agree	24,62%	16
Totalt		65

Q10 I speak Norwegian during my English lessons..

Besvart: 65 Hoppet over: 0

	Very frequently	Often	Sometimes	Almost never	Never	Totalt
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Student questionnaire

SurveyMonkey

..when discussing tasks with my fellow pupils	20,00% 13	32,31% 21	33,85% 22	12,31% 8	1,54% 1	65
..when explaining something to my classmates	23,08% 15	27,69% 18	36,92% 24	12,31% 8	0,00% 0	65
..when talking to my classmates about something that is not school related	40,00% 26	30,77% 20	20,00% 13	7,69% 5	1,54% 1	65
..when working with something I find difficult	18,46% 12	33,85% 22	40,00% 26	7,69% 5	0,00% 0	65
..when discussing topics with a Norwegian context	18,46% 12	23,08% 15	47,69% 31	9,23% 6	1,54% 1	65
..when asking questions in full class	6,15% 4	15,38% 10	26,15% 17	30,77% 20	21,54% 14	65
..when answering questions in full class	6,15% 4	15,38% 10	18,46% 12	36,92% 24	23,08% 15	65
..when talking one on one with the teacher	12,31% 8	21,54% 14	35,38% 23	21,54% 14	9,23% 6	65

Q11 I speak English outside school in these situations

Besvart: 65 Hoppet over: 0

	Very frequently	Often	Sometimes	Rarely	Never	Totalt
During holidays	15,38% 10	36,92% 24	29,23% 19	15,38% 10	3,08% 2	65
When talking to English-speaking friends	35,38% 23	36,92% 24	9,23% 6	10,77% 7	7,69% 5	65
When chatting online	24,62% 16	23,08% 15	29,23% 19	15,38% 10	7,69% 5	65

Q12 I prefer these topics to be spoken in Norwegian

Besvart: 65 Hoppet over: 0

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Totalt
Introduction to topics	6,15% 4	30,77% 20	46,15% 30	15,38% 10	1,54% 1	65
Instructions to tasks	3,08% 2	36,92% 24	35,38% 23	24,62% 16	0,00% 0	65
Grammar	9,23% 6	32,31% 21	23,08% 15	33,85% 22	1,54% 1	65
Explaining unknown words	0,00% 0	7,69% 5	26,15% 17	49,23% 32	16,92% 11	65
Giving homework	6,15% 4	33,85% 22	21,54% 14	32,31% 21	6,15% 4	65
Giving important messages	1,54% 1	16,92% 11	13,85% 9	43,08% 28	24,62% 16	65

Q13 What do you think is the best way to learn English?

Besvart: 65 Hoppet over: 0

Svarvalg	Svar	
When I only use English	53,85%	35
When I use a combination of English and Norwegian	46,15%	30
Totalt		65

Q14 I understand everything when my teacher speaks English

Besvart: 64 Hoppet over: 1

Svarvalg	Svar	
Strongly disagree	1,56%	1
Disagree	6,25%	4
Uncertain	12,50%	8
Agree	50,00%	32
Strongly agree	29,69%	19
Totalt		64

Q15 I find it difficult to understand everything when the teacher speaks English

Besvart: 64 Hoppet over: 1

Svarvalg	Svar	
Strongly disagree	28,13%	18
Disagree	45,31%	29
Uncertain	17,19%	11
Agree	9,38%	6
Strongly agree	0,00%	0
Totalt		64

Q16 I'm sometimes nervous when speaking English.. (More than one answer is possible)

Besvart: 64 Hoppet over: 1

Student questionnaire

SurveyMonkey

Svarvalg	Svar	
..in class	45,31%	29
..in groups	21,88%	14
..in pairs	6,25%	4
..to the teacher	23,44%	15
..in my sparetime	3,13%	2
..when on holiday	12,50%	8
..when talking to English speaking friends	17,19%	11
I'm not nervous when speaking English in these situations	46,88%	30
Totalt antall responder: 64		