



University of
Stavanger

FACULTY OF ARTS AND EDUCATION

MASTER'S THESIS

Programme of study: MLIMAS

Spring 2016

Open

Author: Marcel Berge

.....

(Author's signature)

Supervisor: Kjetil V. Thengs

Thesis title: Oral proficiency in Norwegian 7th grade EFL learners: effects of an all English teaching programme

Keywords:

Action research

All English programme

Young EFL learners

L1 use in FL teaching

No. of pages: 95

+ appendices/other: 30

Stavanger, 10.05/16

ORAL PROFICIENCY IN NORWEGIAN 7TH
GRADE EFL LEARNERS: EFFECTS OF AN ALL
ENGLISH TEACHING PROGRAMME

ABSTRACT

This thesis presents a comparative case study on the effects of an All English teaching programme on the oral English proficiency of 12-13-year-old Norwegian learners of English as a foreign language. By 'All English', it is here meant that the teacher spoke the target language exclusively in all English lessons. The study is based on the experience gained from two 7th grade classes of Norwegian pupils in the county of Rogaland, where one class of 21 pupils was used as an experimental group and another class of equal size was used as a control group. The teacher in the control group used the L1 approximately 45 percent of the instruction time.

Two main views on this topic are present in the research field of FL didactics. On one hand, Cook (2001) argues for a reinstatement of the L1 as a helpful teaching tool in the FL classroom. On the other, Krashen (1982) claims that the TL should be used as much as possible in the FL lessons to ensure the highest possible amount of TL input for the learners. Both of these views have several supporters.

Structured interviews were used to measure the pupils' change in four oral proficiency variables: the length of their answers in reply to open questions, their use of different verbs and auxiliaries and their reliance on the L1 during FL speech. Questionnaires were used to measure the pupils' changes in attitudes towards their own FL proficiency as well as their attitudes towards the usefulness and enjoyment of the FL lessons.

Judging from the study, the pupils exposed to the All English programme did ~~in fact~~ benefit from it, both in terms of oral proficiency and in their attitudes towards their FL proficiency and the FL lessons. On the measurements of oral proficiency, all of the pupils in the class showed significant improvement in the length of their answers to open questions as well as a greatly increased verb vocabulary. The programme had little effect on the pupils' use of auxiliaries and their use of the L1 in FL speech.

When looking at attitudes and confidence, the lower proficiency pupils (step 1) appeared to benefit the most from the programme by significantly increasing their confidence towards their own FL proficiency, as well as their attitudes towards the FL lessons and how useful they found these lessons. This thesis concludes that FL teachers should strive towards a maximized use of the TL during all FL lessons in order to increase the amount of TL input and thereby improve the chance for language acquisition to occur.

TABLE OF CONTENTS

ABSTRACT	2
TABLE OF CONTENTS	3
TABLE OF FIGURES	5
LIST OF ABBREVIATIONS	7
1 INTRODUCTION	8
2 LITERATURE REVIEW	11
2.1 ARGUMENTS FOR INCLUSION OF THE L1 IN FL TEACHING	11
2.2 ARGUMENTS FOR MAXIMIZING THE TL USE IN FL TEACHING	12
3 METHODOLOGY	20
3.1 METHODOLOGICAL BACKGROUND	20
3.1.1 Quantitative vs. qualitative methods	20
3.1.2 Action research	21
3.2 METHODOLOGICAL DESCRIPTION	22
3.2.1 Research subjects and context	24
3.2.2 About the interviews	31
3.2.3 About the questionnaire	33
3.2.4 Calculation of the results	34
3.2.5 Research ethics	35
3.2.6 Reliability and validity	35
4 CASE STUDY	41
4.1 INTERVIEWS, STEP 1	41
4.1.1 Step 1, control group	42
4.1.2 Step 1, experimental group	45
4.1.3 Step 1, comparison	48
4.2 INTERVIEWS, STEP 2	50
4.2.1 Step 2, control group	50
4.2.2 Step 2, experimental group	53
4.2.3 Step 2, comparison	57
4.3 INTERVIEWS, STEP 3	57
4.3.1 Step 3, control group	58
4.3.2 Step 3, experimental group	60

4.3.3	Step 3, comparison	64
4.3.4	About the change in L1 use	64
4.3.5	Main findings: total change after six months of the All English programme.....	68
4.4	QUESTIONNAIRE.....	70
4.4.1	Question 1	70
4.4.2	Question 2	72
4.4.3	Question 3	74
4.4.4	Question 4	74
4.4.5	Question 5	76
4.4.6	Major trends in the questionnaire.....	77
4.5	DIFFERENCES BETWEEN PROFICIENCY LEVELS IN THE ALL ENGLISH PROGRAMME	78
5	DISCUSSION	80
5.1	CHANGES IN ORAL PROFICIENCY	81
5.2	ATTITUDINAL CHANGES.....	87
5.3	DIFFERENCES BETWEEN PROFICIENCY LEVELS	90
6	CONCLUSION	95
	BIBLIOGRAPHY	98
	APPENDIX A - QUESTIONNAIRES.....	102
	APPENDIX B - SELECTED INTERVIEW TRANSCRIPTS, CONTROL GROUP	105
	APPENDIX C - SELECTED INTERVIEW TRANSCRIPTS, EXPERIMENTAL GROUP	109
	APPENDIX D - RAW DATA.....	117

TABLE OF FIGURES

Figure 1. Control group - interviews, step 1: total no. of words uttered in response to open questions.....	42
Figure 2. Control group - interviews, step 1: percentage of L1 of the total no. of words uttered.....	43
Figure 3. Control group - interviews, step 1: no. of different verbs used.....	44
Figure 4. Control group - interviews, step 1: no. of auxiliaries used.....	45
Figure 5. Experimental group - interviews, step 1: total no. of words uttered in response to open questions ...	46
Figure 6. Experimental group - interviews, step 1: percentage of L1 of the total no. of words uttered.....	46
Figure 7. Experimental group - interviews, step 1: no. of different verbs used.....	47
Figure 8. Experimental group - interviews, step 1: no. of auxiliaries used.....	48
Figure 9. Comparison of the two step 1 groups.....	50
Figure 10. Control group - interviews, step 2: total no. of words uttered in response to open questions.....	51
Figure 11. Control group - interviews, step 2: percentage of L1 of the total no. of words uttered.....	52
Figure 12. Control group - interviews, step 2: no. of different verbs used.....	52
Figure 13. Control group - interviews, step 2: no. of auxiliaries used.....	53
Figure 14. Experimental group - interviews, step 2: total no. of words uttered in response to open questions .	54
Figure 15. Experimental group - interviews, step 2: percentage of L1 of the total no. of words uttered.....	55
Figure 16. Experimental group - interviews, step 2: no. of different verbs used.....	56
Figure 17. Experimental group - interviews, step 2: no. of auxiliaries used.....	56
Figure 18. Comparison of the two step 2 groups.....	57
Figure 19. Control group - interviews, step 3: total no. of words uttered in response to open questions.....	58
Figure 20. Control group - interviews, step 3: percentage of L1 of the total no. of words uttered.....	59
Figure 21. Control group - interviews, step 3: no. of different verbs used.....	60
Figure 22. Control group - interviews, step 3: no. of auxiliaries used.....	60
Figure 23. Experimental group - interviews, step 3: total no. of words uttered in response to open questions .	61
Figure 24. Experimental group - interviews, step 3: percentage of L1 of the total no. of words uttered.....	62
Figure 25. Experimental group - interviews, step 3: no. of different verbs used.....	63
Figure 26. Experimental group - interviews, step 3: no. of auxiliaries used.....	63
Figure 27. Comparison of the two step 3 groups.....	64
Figure 28: Quantity of total speech that was in L1.....	65
Figure 29. Total change after 6 months of the All English programme.....	69
Figure 30. Control group – questionnaire, question 1.....	70
Figure 31. Experimental group - questionnaire, question 1.....	71
Figure 32. Control group - questionnaire, question 2B.....	73
Figure 33. Experimental group - questionnaire, question 2B.....	73
Figure 34. Control group - questionnaire, question 4.....	75
Figure 35. Experimental group - questionnaire, question 4.....	76
Figure 36. Control group - questionnaire, question 5.....	77

Figure 37. Experimental group - questionnaire, question 5..... 77

LIST OF ABBREVIATIONS

ACTFL - American Council on the Teaching of Foreign Languages

DES - Department of Education and Science

EFL - English as a Foreign Language

FL – Foreign Language

L1 – First Language/mother tongue

TA – Teacher’s Assistant

TL – Target Language

1 INTRODUCTION

This thesis presents a comparative case study on the effects of an All English teaching programme on the oral English proficiency of 12-13-year-old Norwegian learners of English as a foreign language (EFL). By ‘All English’, it is here meant that the teacher spoke the target language (TL) exclusively in all English lessons. The study is based on the experience gained from two 7th grade classes of Norwegian pupils in the county of Rogaland, where one class of 21 pupils was used as an experimental group and another class of equal size was used as a control group.

Both the experimental group and the control group used the textbook called *Stairs 7* (Thorsen & Unnerud 2008) and its complementary *Stairs 7 Workbook* (Thorsen & Unnerud 2008). This textbook provides a model called ‘steps’, where each class is divided into three groups based on their proficiency level in the TL. The pupils with the lowest TL proficiency are placed in step 1, those with middle proficiency in step 2, and those with the highest proficiency in step 3. These divisions were used to find out if any of the groups of pupils were more influenced by the All English programme than the others.

The following research questions were devised for this study:

1. How does it affect the oral English proficiency of 12-13-year-old Norwegian EFL learners if the teacher speaks exclusively the TL in all English lessons?
 - a. To what extent does it affect the length of the answers the pupils make in response to open questions?
 - b. Does it affect their oral proficiency in terms of number of different verbs and auxiliaries they use?
 - c. Does it affect how often the pupils jump to their first language (L1) when they encounter difficulties in the TL?
2. How does the All English programme affect the pupils’ attitudes towards:
 - a. Speaking English?
 - b. The usefulness of the English lessons?
3. Based on the results from questions 1 and 2, does the All English programme affect the pupils differently based on how proficient their English was at the start of the programme?

In order to answer these questions, two different methods of data collection have been employed. Firstly, structured interviews were used to analyze oral proficiency. Secondly, a questionnaire was used to analyze the pupils' attitudes towards speaking English aloud and attitudes towards the usefulness of the English lessons. Interviews and questionnaire sessions were carried out at the start of term in the 7th grade and repeated after a six-month period.

The interviews were transcribed and analyzed, and data for four different variables were collected. Firstly, the amount of words the pupils answered on these questions were analyzed before and after, to see if the length of the answers decreased, increased or stayed approximately the same. The purpose of this was to find out if the experiment lead to a higher, lower or equal willingness to speak English. Secondly, the number of L1 words used in the pupil's foreign language (FL) speech was counted to see if the pupils changed their use of L1 during the six-month period. The third variable relates to how many different verbs the pupil used during the interviews, since this may reflect changes in the pupil's vocabulary. The final variable concerns how many auxiliaries the pupils used. This variable was chosen as a way to detect changes in the complexity of the pupils' answers, since sentences that contain one or more auxiliaries often can be more complex than sentences without auxiliaries.

Several studies that involve All English teaching programmes have been carried out in recent years; however, these studies mainly focused on experiences from other countries than Norway, and did not specifically target the effects such a teaching method might have on oral English proficiency amongst Norwegian pupils. Two main views are presented amongst scholars. On the one hand, Cook (2001), Van Lier (1995), Rolin-Ianziti and Brownlie (2002) and several others argue that the L1 should be used in L2 and FL teaching. On the other hand, Krashen (1982), MacDonald (1993), Turnbull (2001), Levine (2003), the Welsh Department of Education (DES 1990) and the American Council on the Teaching of Foreign Languages (ACTFL 2010) are amongst those that think the L1 should be left out of, or at least minimized in the FL classroom. The literature referred to throughout this thesis reflects these two views.

Chapter 2 presents the theoretical foundation of this thesis, where the different views on whether or not L1 should be used as a part of the FL teaching, are described in more detail. Chapter 3 provides a detailed description of the methods used in this case study; structured interviews and the use of a questionnaire. Further it describes what action research is, and why this present study is regarded as action research (p. 21). Chapter 4 contains the case study, presenting the results from the structured interviews and the questionnaire. In Chapter 5, the results are discussed in light of the theory presented in Chapter 2 and related to the

research questions, examining potential reasons for the presented outcomes. Finally, Chapter 6 summarizes the main findings of the study and provides a conclusion, as well as remarks on the possible implications of the present study for the field of FL didactics.

2 LITERATURE REVIEW

The particular FL focused on in this thesis is English, which makes the participants EFL learners. However, most international studies that are referred to in this chapter focus on FL in general, not necessarily EFL. To avoid confusion and to ensure consistency, the term FL is used throughout the thesis.

The role of the L1 in FL teaching is a widely debated topic amongst linguistic scholars. Some claim that it should be implemented as a natural part of the FL lessons, while others favour a complete avoidance of it. One teaching approach at the extreme end of the L1-usage scale is the Grammar Translation approach. Here the learners' L1 is used in the daily instruction, where grammar is taught in the L1, FL texts are translated into the L1, and vice versa. This approach is not supported by many researchers today. The other end of the scale is a full immersion programme, where the L1 is never used nor understood. This is often the case when pupils study abroad in a foreign country. More recently, a new approach has emerged, where the learners' L1 is seen as a valuable resource instead of something that should be avoided (Canagarajah, 2007). This new approach favors a hybridity between the L1 and the FL, instead of exclusive use of the FL.

2.1 ARGUMENTS FOR INCLUSION OF THE L1 IN FL TEACHING

Cook (2001) is one of the main researchers behind this new approach. He argues for the reinstatement of the L1 in FL teaching. He claims that the L1 helps create scaffolding for the pupils. He also emphasizes the importance of translation, because when the L1 and the FL are interwoven in the brain, he sees no reason why they should be kept separate in the classroom (*ibid*: 407). Further Cook argues that pupils can help each other to understand the meaning of words and texts, as well as what they should do when they work in groups or pairs, and that instructions and grammar explanations can be more effective if they are explained in L1. Van Lier (1995) shares Cook's view, and thinks that the quality of the TL input is more important than the quantity. He claims that a teacher that speaks L1 to help the pupils understand the TL material better can lead to a higher intake of the TL input the pupils are exposed to.

Similarly, Blyth (1995) and Chavez (2003) argue that the policy to only speak the TL does not correlate with the reality of the FL classroom, which in fact is a diglossic

environment where both the L1 and the TL serve their own, separate functions. Because of this reality, they claim that the L1 should be recognized as an important factor in FL teaching.

Cummins (2008: 72) likewise argues that one should not just accept the assumption that monolingual FL instruction is the most effective one, without seeing actual proof. He claims that there is no empirical evidence to prove that the English Only approach gives higher learning outcomes than other approaches that include the L1. Likewise, Macaro (2001) and Turnbull & Arnett (2002) agree that there is not enough empirical evidence on the effects of L1 use in FL teaching to draw any sound pedagogical conclusions. Hopefully, this present study will shed some light on the effects of an English Only approach.

Cummins favors the use of L1 through two main arguments. Firstly, he emphasizes that it is important to build new knowledge on what the learner already knows, which in this case is the L1. His second argument is the importance of transfer of many underlying academic similarities from L1 to the FL, such as letter recognition, word and sentence construction, etc. (Cummins 2008: 72).

Belz (2003) claims that every individual's language is an important part of their identity. Then, if the learners are denied to use their L1 in the classroom, one also denies the learners a part of their identity and makes their L1 less valuable than the FL. According to Auerbach (1993), monolingual teaching approaches can also maintain and sometimes reinforce power relations between the teacher and learners by giving more power to the teacher, who knows the FL, and simultaneously suppress the less proficient language learner.

Rolin-Ianziti and Brownlie (2002: 423) state that the use of L1 in a few strategic places can be beneficial for the acquisition of the TL. In their study the participants used L1 approximately 9 percent of the time on average, and mainly for translation of unknown FL words and to point out contrasts between the L1 and the FL. It should be noted here that the amount of L1 used in Rolin-Ianziti and Brownlie's study is significantly lower than that of the control group's teacher in the present study, who uses approximately 45 percent L1 speech (see further p. 38).

2.2 ARGUMENTS FOR MAXIMIZING THE TL USE IN FL TEACHING

Several teaching methods recommend a complete avoidance of the L1 in FL teaching, including the Direct Approach, the Natural Approach and the Audio-Lingual Approach. Many

linguists share this view, and point out several benefits of maximized TL use. One of these benefits is that language exposure can lead to language learning. Another benefit is the feel of reality and familiarization with other cultures through the use of their language (Polio and Duff 1994; Turnbull 2001; Turnbull & Arnett 2002). Often the teacher provides the only form of language exposure the learners get, which makes the amount of uttered TL of great importance (Turnbull 2001). These arguments have led to a common notion amongst many FL teachers to maximize the TL use. One of the most central and well known linguists who shares this view, is Krashen.

Krashen (1982) presents what he calls the monitor hypothesis. This hypothesis claims that subconscious acquisition of language plays the most important role in language learning, while conscious learning only plays a limited role. The acquired language forms an utterance, and the consciously learned rules monitor and check the correctness of it before (or after) it is spoken or written (*ibid*: 15-16). In order for the producer of the utterance to make use of the monitor, several conditions must be met. Firstly, there must be enough time. In dialogues, a language learner does not have enough time to think about rules and grammar before each sentence, at least not without sounding hesitant or paying less attention to what the other person is saying. Secondly, the language producer must have a focus on correctness and be willing to use extra energy to check the sentences. Even if the producer has enough time, the focus on *what* is said often steals attention from *how* it is said. Lastly, the producer must know the correct rule and be able to apply it in a correct way. But there are so many rules, and even the best learners cannot know all of them.

However, Krashen does not claim that rules and grammar are not important. When a language learner writes texts or produces lectures and formal speeches, the rules do come in handy. Krashen claims that the goal for a teacher is to produce optimal monitor users who use their monitor at appropriate times without letting it interfere with their communication (*ibid*: 19). The aim of the monitor hypothesis is not to undermine the importance of rules and grammar, but to emphasize the importance of the subconscious language acquisition. This leads us to the input hypothesis.

The input hypothesis focuses on how learners of language move from one stage to the next. Krashen suggests that input slightly above the level of the learner is a key factor to language acquisition. Further, he argues that the focus of the learner should be on the content and meaning of the input, not the form. When the learners try to find out what an utterance means, they do not use only their linguistic competence, but also the context it is said in, their

knowledge of the world and other non-linguistic information such as body language and gestures (*ibid*: 21).

To turn the TL input slightly above the level of the learner, what Krashen calls the I + 1 level, is difficult in a FL classroom where all of the pupils are at different proficiency levels. According to Krashen, all of the input does not have to be on the I + 1 level. As long as the learner understands the input and there is enough of it, I + 1 will be provided automatically (*ibid*: 22). This theory is supported by how children acquire their first language. Parents deliberately simplify their language when they speak to their child. The complexity of how they speak to their child advances as the child grows and makes progress in its language acquisition. But this adjustment of the language to the child's level is not very accurate. Krashen claims that this rough tuning also should be applied to learners of a foreign language, because if one tries to tune the input at exactly I + 1, the chance of missing is greater.

In order for the input to lead to language acquisition, there has to be enough of it. By maximizing the amount of English uttered in the classroom, this criterion is met. Krashen (*ibid*: 73) argues that teachers do not spend enough of the instruction time to give the pupils understandable input. He further claims that the acquisition of the target language would go faster and smoother if teachers had focused more on input.

Turnbull (2001: 532) also values the importance of comprehensible input, and argues that the learners' exposure to TL input is one of the strongest arguments for teachers to maximize their TL use in the classroom. If the input is modified to fit the learners and interaction occurs between the teacher and the learner, Turnbull finds it reasonable to argue that 'the more students are exposed to TL input, the more they will learn' (*ibid*: 533). Further on this note, Wong-Fillmore (1985) argues that it is important for FL teachers to expose their learners to as many TL functions as possible. To ensure such a rich TL environment with different language functions, one can argue that the TL has to be used also for class management and discipline instead of merely instruction and language drills.

Macdonald (1993) points out that if the teacher uses the TL exclusively in class, the pupils can easily see how it will benefit them to learn the TL, and thus motivate them to learn. In addition, the pupils can experience enjoyment and immediate success by being able to communicate with others in the TL, and this alone can be an important motivational factor in further TL learning. Turnbull (2001) complements this argument by sharing his personal experiences of teaching in the target language. He reports that his pupils were resistant to his extensive use of the TL in the start, but that they quickly got used to it, and that he often

experienced that students came up to him and thanked him for teaching in the TL when the school year was over. The pupils felt that they had learned much more of the TL due to his extensive use of it. The pupils also told him that they quickly understood that the TL could actually be used to make themselves understood, and that they were no longer reliant on their L1 to make themselves understood in a FL situation (*ibid*: 533). On the other side of the motivation-argument, if the teacher uses too much of the L1 to explain, pupils can be demotivated to learn, because they do not need to understand the TL as long as all the important information is uttered in the L1.

Littlewood (1981: 45) argues that classroom management is a valuable communication source since the learners easily can see how it would benefit them to understand what the teacher says. If this management is carried out in the L1, the teacher gives up precious chances for motivated use of the TL. Simple utterances like ‘please find your English books’ or ‘What date is it today?’ are golden opportunities to use the TL to provide natural and intelligible input with focus on meaning instead of form. This argument can be weighed against Cooks recommendation to speak in the L1 to ensure efficiency. Besides, if one chooses the L1 for management of the classroom, the TL’s function as an effective means of communication can be devalued. If the TL is used only when drills are performed or when practicing dialogues, and the L1 is chosen each time something important is to be discussed, it makes it hard for the learners to trust the TL as an effective way of communication (*ibid*: 45).

Levine (2003) did a questionnaire study with over 600 participants at university level. She found that 40-60 percent of the reported teachers in these FL classes used the TL 80-100 percent of the time. However, only 17 percent of the learners reported that they used the TL 80-100 percent of the time when they spoke to their teacher. Amongst the learners and teachers who used a high percentage of TL, a majority of both groups (approximately 60 percent in each group) reported that they strongly agreed or agreed with the statement that ‘having to use the TL for communication is a rewarding and worthwhile challenge (rather than to fall back on L1)’ (*ibid*: 351). From this, one can conclude that even if the learners feel anxious about speaking in the TL, they view it as a useful and important part of their FL learning.

Another interesting finding in Levine’s study is that the teachers perceived their learners as more anxious about using the TL than the learners themselves reported, especially when it came to communication about tests, grammar and administrative tasks. This finding

might indicate that teachers view their learners as more anxious about speaking the TL in these settings than they really are, and therefore use the L1 in those settings, like Cook (2001) suggests. But if the learners do not find it very stressful to use the TL in these settings, perhaps the common norm of relying on the L1 there should be called into question (Levine 2003: 354).

The final and most important finding from Levine's study is that learners that reported a high percentage of TL usage also reported a low level of anxiety related to their TL use. Similarly, the teachers that reported a high amount of TL use in their classes, also perceived their learners as less anxious about speaking the TL than the teachers that reported a lower amount of TL usage. Levine raises the question if the frequent use of L1 in many FL classes can be one of the reasons for the anxiety some learners experience in relation to use of the FL (*ibid*: 355).

Wong-Fillmore (1985: 34) has studied pupils with low English proficiency in 3rd and 5th grade classrooms in the United States. She found that the classrooms where the learners successfully learned the target language had several things in common. In her studies, the teachers in the classrooms with successful language learning did not mix the L1 and the FL. Instead, they gave their instructions directly in the FL. To help the learners understand, the teachers used body language, gestures, demonstrations, and other language modifications like slower and clearer speech, shorter and simpler sentences and the use of a higher than normal amount of repetitions and rephrasing.

Further, Wong-Fillmore observed several classes where the teachers presented their teaching in the TL first, and then translated what they had said into the learners' L1. All of the classes where this occurred were amongst the less successful ones when it came to language learning. She gives two possible explanations for this. Firstly, when translation was used, teachers tended not to go to the same length to modify and make their FL speech understandable as they might have done if they had spoken only in the FL. Secondly, if the pupils knew that the message would be given in the language they knew, they did not have to pay attention when the message was given in the language they did not know. In fact, Wong-Fillmore (*ibid*: 35) observed that in classrooms where this kind of translation was used, pupils had a tendency to stop paying attention when they heard speech in the TL. This tendency is really frightening, as it accomplishes the exact opposite of what any FL course tries to accomplish. Similarly, Polio and Duff (1994) found that when teachers used code-switching between L1 and the TL, it could cause communication breakdowns amongst the learners, and

thus seriously disturb their TL learning.

Another important feature of the observed successful classes was that none of the teachers used ungrammatical or reduced foreigner-talk when they spoke to the class. By speaking grammatically correct from the start, the teachers acted as good role models and avoided any false doctrine. Other important features of the successful classes were the repeated use of patterns and routines (how the lessons were built up) and a high degree of repetition. Words and sentences were repeated several times, often with small alterations. This was really educational for the learners, as the small alterations called attention to many different ways of saying the same thing. Paraphrasing was also very frequent in these lessons. The teachers often explained the same thing in many different ways, which gave the learners several opportunities to find out what the message meant (*ibid*: 38).

The learners' age and proficiency can also influence the teachers' decision of how much L1 they apply. A prominent difference in L1 use related to age can be observed in Inbar-Lourie's (2010) study, where she observed and interviewed six FL teachers in Israel. Their learners were 6-8 years old, and the teachers' use of L1 ranged from 76 to 7 percent. The teachers that spoke the L1 more than 60 percent of the time, argued that this high usage of L1 was necessary to provide a gradual transition between the L1 and the TL, and to make sure that the learners understood what they were saying. Further, they argued that increased L1 use gave the learners a positive and enjoyable first meeting with the new language, and thus created an important basis for future FL learning. On the other hand, the teacher who spoke the L1 only 7 percent of the time argued that this positive attitude towards the new language could preferably be created through songs, games and fun activities in the TL instead of relying on their familiarity with the L1. All of the teachers in this study with a high amount of L1 in their teaching of young learners of English (6-8 year olds) agreed that when the learners reached 3rd or 4th grade (9-11 year olds), the instructions and teaching should be conducted mainly in the TL. Turnbull and Arnett (2002) provide a theory which claims that the teachers' FL proficiency level can have a direct influence on their use of L1 in the FL classroom. However, Inbar-Lourie (2010: 335) found no correlation between these two factors in her study, and thereby does not support Turnbull and Arnett's theory.

Macaro (2001) observed six FL teachers who taught 11-14 year olds, and found that they used L1 in their FL teaching about 5 percent of the time on average. When confronted about why they used the L1, they explained that it was mainly for disciplinary use or for clarification of something the pupils found hard to understand in the TL. Further Macaro

wonders whether pedagogical principles for code-switching in the classroom should be made. The following quote sums up Macaro's views on the use of L1 in FL teaching:

‘As a teaching community we need to provide, especially for less experienced teachers, a framework that identifies when reference to the L1 can be a valuable tool and when it is simply used as an easy option’ (Macaro 2001: 545).

Inbar-Lourie (2010: 351) shares this view, and states that it is important to consider whether the linguistic potential in the pupils' L1 should be used as a learning tool, and if so, how much it should be used and for what reasons.

In the 1990's, several national guidelines for teaching practices gave clear instructions of how the L1 should be used during FL teaching. However, all of them did not agree as to which approach was the most favorable one. For example, the French national guidelines for FL teaching claimed that the learner should be ‘led gradually towards distancing himself/herself from the mother tongue’ (Ministere de L'Education Nationale 1993: 11, as cited in Macaro 2001: 532).

On the other hand, several other national teaching guidelines offered the opposite view. The National Curriculum for Modern Foreign Languages (England and Wales) strongly argued that ‘from the outset, the foreign language (FL) rather than English (L1) should be the medium in which classwork is conducted and managed’ (Department of Education and Science (DES) 1988: 12, as cited in Macaro 2001: 532). Further, in the 1990 edition, it read that ‘the natural use of the target language for virtually all communication is a sure sign of a good modern language course’ (DES 1990: 58, as cited in Macaro 2001: 532 and in Cook 2001: 409).

However, after year 2000, it appears that national guidelines in Europe have refrained more from giving clear directions related to L1 use in FL teaching. The 2013 edition of the English national curriculum (Department for Education 2013) gives no indication of whether the L1 should be used or avoided in FL teaching. Neither does the 2015 edition of the Norwegian curricula for 7th grade (Utdanningsdirektoratet 2015). This leaves it up to each individual teacher to decide how much, if at all, the L1 should be used.

Although, if one looks outside the European countries, guidelines for L1 use in FL teaching can still be found. The American Council on the Teaching of Foreign Languages

(ACTFL 2010) recommends that FL-teachers as well as their pupils use the TL as exclusively as possible, which means at least 90 percent of the instruction time, as well as outside the classroom when it is suitable. This recommendation is directed at all FL teaching courses at all levels and age groups. According to the ACTFL, teachers should use techniques such as simplification, repetition, body language and hand gestures instead of recurring to the L1 when encountering difficulties in the FL. These recommendations are aligned with those given by Littlewood (1981). and Wong-Fillmore (1985: 34), as stated above.

From the different opinions and views presented in this chapter, it is easy to get confused about which method is actually the most effective one. It is also difficult for Norwegian FL teachers to draw any sound conclusions from the studies presented, since none of them are directly applicable to Norwegian pupils. To help fill this gap within the field of FL didactics, this case study set out to test how it would affect Norwegian pupils if they were bathed in the TL each FL lesson. The details related to this study are outlined in the next chapter.

3 METHODOLOGY

For this case study an All English programme was implemented, whereupon the effects of this model were observed by way of two quantitative tools: interviews and a questionnaire. The chapter is divided into two main sections. Firstly, section 3.1 gives theoretical background material concerning quantitative and qualitative methods, as well an explanation of action research and why this particular method was chosen for this study. The second part of this chapter, section 3.2, describes the actual methods used in this case study in more detail; firstly, the research subjects and the context they were in are described. Secondly, the implementation of the interviews and the questionnaire is described in more detail. Further, a description of how the results were calculated is given, followed by a brief explanation of the research ethics that had to be considered. Towards the end of this chapter, different aspects of reliability and validity are discussed, and some possible limitations for this study are proposed.

3.1 METHODOLOGICAL BACKGROUND

An important choice that has to be made early in all studies of this character, is whether to use a quantitative or qualitative research approach. In the following section, these two different research methods are explained in more detail to justify the choices made for this study.

3.1.1 QUANTITATIVE VS. QUALITATIVE METHODS

Quantitative methods derive from the scientific methods used with such great success in the natural sciences during the 19th century (Dörnyei 2007: 30). This scientific method has three main stages. Firstly, a problem or a phenomenon has to be identified. Secondly, a hypothesis has to be made, and lastly the hypothesis has to be tested through standardized tests and techniques that collect and analyze empirical data (*ibid*: 31). Counting and numerical values play an important role in quantitative methods, as opposed to in-depth analysis of personal thoughts and views as often is the case in qualitative methods. One of the goals of quantitative methods is to be able to say something about generalizable trends and variables amongst a

group of people. These trends are often presented through tables, statistics and scales that show the study's findings.

In contrast, the data used in qualitative methods are not meant to be objectively measured or counted (*ibid*: 38). Instead, the outcome of the research relies on the researcher's subjective interpretation of the data. However, qualitative research can investigate the feelings, opinions and views of the participants in the study (*ibid*: 38), which makes the questionnaire in this study partly qualitative. Since the researcher also was the teacher of the experimental group, a more objective interpretation of the results was required. To ensure this, the qualitative method to ask for personal opinions was put into a qualitative setting, namely a questionnaire with pre set answers. This way, an objective interpretation of the results was ensured, which in turn made the results more valid.

A strictly qualitative approach could also have been used for this study. But, seeing as the goal of qualitative research is to 'make sense of a set of (cultural or personal) meanings in the observed phenomena' (*ibid*: 38), the results from such a study would not be able to reach the goal of this thesis, which is to convince other FL teachers to alter or reevaluate their L1 use in the FL classroom. Most teachers already have a lot of opinions and beliefs about their teaching methods, which often vary a great deal from teacher to teacher. It was therefore believed from the start that it would be easier to convince a teacher to alter his or her teaching methods by presenting countable, tangible results rather than presenting different views and opinions about the topic.

3.1.2 ACTION RESEARCH

Action research is the research method that was used in this present study. Action research creates a link between research and teaching and between the researcher and the teacher. In fact, the teacher and the researcher is often the same person in this research approach. One of the main goals of this method is for the teacher to get a better understanding of the classroom environment, and thus improve the effectiveness of his or her teaching (Burns 2005). Freeman (2008, as cited in Burns 2005: 246), states that his aim with action research is to 'connect the "doing" of teaching with the "questioning" of research'.

Traditionally, only research carried out by actual teachers was considered action research. However, very few teachers possess both the expertise required as well as the

required time to carry through the research. For this reason, researchers were allowed to cooperate with teachers to carry out action research together (Burns 2005). Even so, action research is still a rare research method. The lack of action research is probably caused by the teachers' lack of both time, incentive and professional support (Dörnyei 2007: 192). One common way of introducing action research into a classroom situation is to apply a change in the teaching environment and then observe the outcome, which is what has been done in this present study.

3.2 METHODOLOGICAL DESCRIPTION

Even though interviews are more time consuming and require more effort than a questionnaire, both of the methods were chosen in order to give the results a wider span. Additionally, the main purpose of the study was to analyze how the pupils' oral proficiency changed when they were exposed to larger quantities of the TL. This was difficult to test through a questionnaire. Instead, structured interviews were deemed more fitting for this purpose. The participants in this study consisted of a control group, which was exposed to lessons where a combination of L1 and the TL was used, and an experimental group, which was exposed to exclusive TL use. Interviews and questionnaire sessions were carried out at the start of the term in the 7th grade and repeated after a six-month period.

Structured interviews are very similar to questionnaires, except the fact that they are carried out orally instead of in written form. Dörnyei (2007: 135) explains that 'structured interviews are used in situations where a written questionnaire would in theory be adequate except that for some reason the written format is not feasible', for example when oral speech proficiency is analyzed, as in this present study.

In structured interviews, the interviewer follows a pre-set list of questions and has to stick to them throughout the interview. The interviewee is only expected to answer the pre-set questions. Since these interviews are tightly controlled, they share many of the same advantages and disadvantages as questionnaires (*ibid*: 135). Since the same questions are asked in the same way to each participant, the results are comparable across the different participants. These interviews are also fairly easy to construct and carry out. However, the strict control often limits the richness of the collected data, as the interviewer can not ask follow up questions when something interesting comes up during the interview, because that would compromise the cross comparability.

Another advantage that separates the structured interviews from questionnaires, is the amount of control the researcher has. Questionnaires give a fairly low amount of control, while the structured interviews allow the researcher to make sure that every participant has fully understood the questions asked. The option to just answer at random is also eliminated, as the researcher would note quickly if the replies did not match with the question. This control comes at a cost, however. To carry out one-to-one interviews, in addition to the transcription them and analysis of them is a lot more time consuming than a questionnaire.

A questionnaire was used to analyze the pupils' attitudes towards speaking the TL aloud and attitudes towards the usefulness of the FL lessons. The use of questionnaires is the most widely used data collection method when conducting a survey study. It is also one of the most popular research instruments in the social sciences (Dörnyei 2007: 101). Structured interviews could have been used in this study instead of a questionnaire, but to save time, a questionnaire was chosen. This thesis uses the following definition of what a questionnaire is: 'any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers' (Brown 2001: 6 as cited in Dörnyei 2007: 102).

Three different types of data are normally analyzed through questionnaires: factual questions, behavioral questions and attitudinal questions (Dörnyei 2007: 102). Typical factual questions in a social sciences questionnaire could focus on variables such as age, gender and mother tongue. Behavioral questions typically focus on lifestyle, habits, what they do at present and what they have done in the past, while attitudinal questions tend to focus more on values, beliefs, opinions, attitudes and what people think or feel about a certain topic.

Questionnaires have several advantages. They are fairly easy to construct and a lot of information can be collected in a short amount of time. Furthermore, they can be adapted to many different topics. In addition, the results are fairly objective, since they do not include any degree of overall impression or feel from the researcher. This last advantage makes questionnaires ideal for researchers conducting experiments with familiar participants over a longer period of time without risking to influence the results.

Unfortunately, questionnaires can also pose a few disadvantages. The most prominent disadvantage is the issue of forced answers. The results from a questionnaire are mainly quantitative, unless it contains open ended questions, which often have to be analyzed qualitatively. Pre-set answers are most common, which makes the participant choose the answer that suits best, even if it does not fit perfectly with what the participant might have in

mind. This can be a weakness, since some of the participants might feel forced to choose an option that he or she does not agree with. To minimize this, it is helpful if the questions and answers are well thought through in advance, and if the different answers have a high degree of variation. It can also be helpful to include an extra answer called ‘other’ or ‘I do not agree with any of the statements above’, to give the participant the opportunity to steer clear from forced answers.

Another disadvantage with a questionnaire is the lack of control. By giving a questionnaire to a large group of people simultaneously, the researcher loses the opportunity to check that each question is correctly understood. This can lead to misunderstandings, or even some respondents that just check random answers because they do not bother to read all of the questions. The wording of the questions can also have a major impact on the results, according to Converse and Presser (1986: 41)

One successful study that has used questionnaires to gather data is the one by Levine (2003), described in more detail on p. 15. He analyzed the quantity of L1/FL use in University level FL classes, by asking 600 FL students and 163 FL instructors factual questions about this particular topic. He also included some attitudinal questions to analyze if anxiety towards the use of the TL could be linked to the amount of TL used during the lessons.

3.2.1 RESEARCH SUBJECTS AND CONTEXT

Both the experimental group and the control group each consisted of 21 Norwegian 12-13 year-old learners of English in a rural school in the county of Rogaland in Norway. The experimental group consisted of 9 boys and 12 girls, while the control group consisted of 10 boys and 11 girls. The researcher was about to start working as an English teacher in the experimental group when the study was introduced. The target population was chosen due to the convenience of researching on the pupils the researcher was going to work with during the year of the thesis writing, which makes this an opportunity sample. An opportunity sample is a sub-category of non-probability samples, which Dörnyei (2007: 98) regards as ‘less than perfect compromises that reality forces upon the researcher’. The target population of this study is young Norwegian FL learners, and this should be kept in mind when the results are presented. Both the experimental group and the control group had 2-3 pupils that originated from other countries than Norway, but at the time of the study all of the pupils spoke Norwegian fluently. Therefore, any disadvantage these foreign pupils may have had

compared to the other pupils when the teacher of the control group spoke Norwegian, is considered to be so small that it was not analyzed as a separate part of the study.

The teacher from the control group was in her twenties and finished her master's thesis in English the year before this study started. The teacher from the experimental group was also in his twenties and has had the same education as the control group teacher, except from the master's thesis.

In Chapter 2, the challenge of providing suitable input for pupils at different proficiency levels was brought up. According to Krashen (1982: 22), the most important factor is that the input is understandable and plentiful. Another helpful tool to ensure a higher degree of differentiation for the pupils, is the use of proficiency levels within the class. When pupils reach 5th grade in this rural school, they are divided into three groups, called *steps*, determined by their English proficiency in relation to their age. Pupils with low English proficiency are placed at Step 1, pupils with medium English proficiency are placed at Step 2, and those who demonstrate a high English proficiency are placed at Step 3. The pupils have the opportunity to change their step whenever they want throughout the year, but this decision has to be made in agreement with the teacher. The steps are used from 5th grade (10-11-year-olds) throughout 7th grade. One of the main purposes of this differentiation is to help the teacher to give each pupil challenges fit for his or her level. The textbooks *Stairs 7* textbook (Thorsen & Unnerud 2008) contains different texts with varying difficulties, but about the same topic. This way all the class can read about the same topic at the same time, but at different levels.

Both the control group and the experimental group followed a pre-set local curriculum plan throughout the year. This plan contained learning aims for each week, with references to page numbers in the textbook where these learning aims were focused upon. If the local curriculum plan said that the learning aim of the week was to know how to conjugate adjectives, both groups focused on this. Both groups followed the same chapters in the textbook at the same time, although different texts within each chapter may have been chosen in the two groups.

In the experimental group, the teacher spoke exclusively in the TL during all lessons. The pupils were expected to try to speak the TL as well as they could. The Step 1 pupils, i.e. those with the lowest proficiency, were allowed to ask questions in their L1 the first two months. When this occurred, the teacher repeated the question in English before answering it, thus modelling for the pupils how to ask it in English the next time. After two months, the

step 1 pupils were asked to say the words they knew in English, but if there were words they did not know, they were allowed to insert them as L1 words in the middle of the sentence. A typical step 1 question would then sound somewhat like this after two months:

Pupil: 'Can I sit *sammen med* ('with') him?' or 'Must I *ta med* ('bring') the book home?'

The step 2 pupils were expected to answer and ask questions directly in the TL as well as they could already from the outset. When they came upon a word they did not know, they were asked to first try to explain it in English. If they were unable to do so, they were allowed to say the word in L1 to the teacher, who then gave the English word for it. A typical step 2 utterance would then sound somewhat like this:

Pupil: 'Australia is the smallest *kontinent*... Piece of the world... How do I say it?'

Teacher: 'It is the same in English as in Norwegian: continent with a c.'

Pupil: 'Okay. Australia is the smallest continent in the world.'

The step 3 pupils were expected to speak English all the time. If they stumbled upon a word they did not know, they were asked to explain it in other words in English, until the teacher or another student could figure out which word the pupil was looking for. Here is a concrete example uttered by a step 3 pupil:

Pupil: 'I think computer technology should be a separate lesson in school. Is "lesson" the right word?'

Teacher: 'If you want it to occur every week, it would be a separate *subject*. A lesson is only a one-time thing.'

Pupil: 'Okay, a separate subject, then.'

Both the control group and the experimental group had three 45-minutes FL lessons each week. Both of the classes used the textbook called *Stairs 7* (Thorsen & Unnerud 2008). The Stairs textbook series provided the model that divided the class into the three different steps

based on the pupils' proficiency level, and each step had its own set of texts within each chapter in the textbook. Both of the groups used these texts in their weekly teaching practice.

There were also one teacher's assistant (TA) in the experimental group and one in the control group, whose main tasks were to aid the pupils with the lowest TL proficiency. In the control group, three of the pupils from step 1 had a special arrangement with the TA that they could be taken out of class during some of the lessons, either when they found the curriculum too difficult to follow, or when the TA wanted to go through their homework with them in more detail. These three pupils had their own timetables with simplified, more scaffolded versions of the homework than the rest of the class had. Likewise, four of the pupils in the control group shared a TA resource. The TA modified their timetables and gave them simplified homework with more scaffolding as well. When the TA in the control group spoke to pupils in the classroom, the L1 was used most of the time. The TA in the experimental group, however, was asked to speak only the TL when speaking aloud in class. She found it very unnatural to speak in the TL in front of the class, this was apparently not something she had become accustomed to during her more than ten years of working as a teacher.

When the TA in the control group took out pupils from the class, the main activities that were carried out were either to have simple dialogues in the TL, to read the text of the week from *Stairs 7* (Thorsen & Unnerud 2008) aloud or to practice basic skills in the TL, like the names of the months, how to ask questions, how to present yourself in the TL and so on. The TA also helped the pupils to practice for oral presentations and often worked extra with these while the rest of the class had seatwork or other activities. This TA used both L1 and the TL when he took pupils out of class, although the exact amount of each language used was not analyzed.

The activities performed by the TA from the experimental group was mainly to read through the text of the week with each of the four pupils and help them pronounce the words correctly in the TL, but she also took them out occasionally to check if they had understood the instructions given by the teacher and the homework they were supposed to do for the week. The teacher in the experimental group urged his TA to use the TL as much as possible, but she admitted that she felt it necessary to use some L1 if the pupils did not understand her instructions in the TL. According to Wong-Fillmore's (1985) findings (see p. 16), the All English programme may have been even more effective if the TA had relied more on body language and rephrased her TL instructions rather than to fall back on the L1.

In the experimental group, a typical week was structured like this: At the start of each lesson, the teacher wished the pupils welcome to a new FL class and asked them a few questions just to get them focused and activate their FL vocabulary. Some days the pupils were asked about what they did during the weekend, other days they were asked how the weather was like or which movies they had seen lately. Then new text material from *Stairs 7* (Thorsen & Unnerud 2008) was listened to by playing a CD where native FL speakers read the texts aloud. Firstly, the step 1 text was examined. A quick walk-through of the glossary list in the left margin was often prioritized, to ensure that the pupils understood what they were going to read. To include the entire class, the teacher modelled the words one by one and asked the class to repeat them back to him in unison. This way, all of them got to practice the pronunciation of the words without the risk of embarrassment in front of the rest of the class. Secondly, the teacher picked out some of the glossary words and asked the step 2 and step 3 pupils to explain them in other words in English. This activity was considered really useful for the pupils, since it trained them to use different FL words to get their message across, rather than to jump to L1 for help.

After the step 1 text had been listened to, the TA took a few step 1 pupils out of the class to hear them read the text back to her. Meanwhile, the rest of the class listened to the step 2 and step 3 texts. Those of the pupils who listened to a text that did not belong to their step were asked to try to find out what the text was about. Pupils from step 1 were asked to explain roughly what the step 2 text was about, and step 2 pupils were often asked the same about the step 3 text. This ensured that all of the pupils paid attention while new texts were listened to, and not just wait for their turn. When the class listened to a text that belonged to the pupil's step, he or she had to listen for details and pronunciation of the words, since it would always be homework to read the text aloud to an adult. When the class listened to a text that did not belong to the pupil's step, he or she had to listen for general understanding and comprehension, which made it a useful source of TL input.

Afterwards, the pupils were put together in pairs and asked to read the text from their step aloud to each other. The teacher walked between the pupils and listened in. If the pupils encountered any words they did not understand or know how to pronounce, they could ask the teacher for help. Towards the end of the lesson, the three strong verbs of the week were explained and conjugated on the smartboard. The pupils were then asked to write one sentence with each of the strong verbs. They could choose freely which tense of the verb they wanted to use. After a few minutes, random pupils were asked to read aloud one of the

sentences they had written. The homework after this lesson would often be to read the text to their step aloud to an adult, as mentioned, as well as to write a few sentences where they explained something, for example what the text was about or what they had done during the weekend.

The second lesson of the week had grammar as the main focus. In accordance with the local curriculum plan, each week had a specific learning goal. This goal was often related to grammar or some kind of knowledge about a text type. Some examples of teaching goals the pupils encountered was either that ‘the pupils should be able to conjugate regular verbs in past tense (play – played)’, ‘the pupils should know what an autobiography is and what it could contain’ or ‘the pupils should know how to write the plural form of irregular nouns (thief – thieves)’. These second lessons of the week started with the teacher presenting and explaining the weekly topics on the smartboard to the entire class. The pupils were asked to answer questions along the way, to check if they understood what the teacher explained. Afterwards, the pupils were asked to work individually in their *Stairs 7 Workbooks* (Thorsen & Unnerud 2008) with tasks related to the topic of the day. In some of the lessons a separate grammar book, *Attack your Grammar* (Malmborn 2002), was used instead of the workbook if the topic was mostly grammatical. To give the pupils a break towards the end of a demanding lesson, the last 5 minutes were often reserved for an English game of some sort. This game was often linked to oral activity, and could be for example ‘Simon says’, ‘alias’ (explanation of words without using the actual word) or several others. The homework after this lesson would often be to read the text belonging to their step once more, as well as to solve one or two tasks related to the weekly topic.

The third and final lesson of the week often started with the pupils reading the text from their step aloud in front of the rest of the class. All of the pupils were expected to read, and the situation around the reading would be a little different from week to week to give the pupils variation. One week they might be asked to sit in their places and read aloud one sentence each, the next week they might be asked to stand in front of the classroom together with the pupils from their step and read aloud to the other two steps. After everyone had read at least two sentences each, the activity was changed. The latter half of the lesson was reserved for individual work. This could be to write a short text, to continue working in the workbook from the day before or to read silently in their self-chosen, FL silent reading book.

The lesson structure in the control group was very similar to the experimental group. The first lesson of the week in the control group was always reserved for a walkthrough of the

new texts of the week from *Stairs 7* (Thorsen & Unnerud 2008), and these text would also always be read at home as homework afterwards. The texts were listened to with the same CD as mentioned for the experimental group. The step 1 texts and the step 2 texts were always listened to. Sometimes the step 3 text would be listened to as well, if the topic of this text was relevant for the whole class to discuss and talk about afterwards. When the texts had been listened to, each pupil was paired up with another pupil from the same step. They were then asked to read the text from their step aloud to each other. While the pupils read, the teacher walked amongst them and listened in on their reading. So far, the teaching in the control group and the experimental group was almost identical.

Each pupil in the control group was asked to write down two challenging words from the text. When they had read the text, they were asked to translate the text into L1, followed by a discussion of the challenging words they had found and a consultation with the dictionary to find out what the words were in the L1. This is where the first difference occurs between the two groups. As a part of the All English teaching approach, the pupils in the experimental group were never asked to translate entire texts or sentences into Norwegian, unlike the practice in the control group. One of the reasons for not having them translate longer passages of text is based on Polio and Duff's (1994) argument presented earlier, which stated that when code-switching between L1 and the TL was used, it could cause communication breakdowns amongst the learners, and thus seriously disturb their TL learning. Moreover, the teacher of the experimental group wanted to eliminate the opportunity for pupils to just wait for the L1 translation instead of trying to figure out the meaning through the TL. What remained of this first lesson in the control group was used to go through the strong verbs and the goals for the week.

The control group's second lesson of the week was often reserved for grammar. This grammar was mostly linked to the learning aim from the local curriculum plan, as explained for the experimental group. The main difference between the two groups in this second lesson was that the grammar in the experimental group was explained in the TL, while the grammar in the control group was mainly explained in the L1. After the explanation, the pupils in the control group worked in their *Stairs 7 Workbooks* (Thorsen & Unnerud 2008), in the *Attack Your Grammar* (Malmborn 2002), or in separate grammar leaflets that their teacher made for them.

The teacher of the control group reports that a lot of oral games and activities have been used, and she felt that her pupils were very comfortable with speaking in the TL. The

two teachers have exchanged ideas about which games were fun to use during the lessons. For this reason, both of the groups have had several oral games and activities, and many of the games have been the same in both of the groups. There was, however, one activity that the control group did that the experimental group lacked. In this activity two and two pupils were put together and asked to tell each other what they did during the weekend. Afterwards the teacher would ask individual pupils what the pupil they just talked to had done during the weekend. The use of this activity was discovered by the present researcher during an interview with the teacher of the control group. It sounded very helpful in practicing the pupils' oral skills as well as their listening skills; however, at the time of the interview, the six-month period of the study had already passed, which is why this activity was not used in the experimental group until after the second round of pupil interviews.

The control group has, in unison with the experimental group, followed the course of the textbook and carried out one oral presentation and one text writing activity at the end of each chapter. These activities were also covered in the local curriculum plan.

3.2.2 ABOUT THE INTERVIEWS

The data collected in these interviews was based on confirmatory research extracted from the participants in a laboratory setting (Ellis 2008: 206-207). This means that the pupils were alone in a room with an interviewer during the interviews, instead of in a classroom setting. The decision to interview the pupils in a separate room was made to reduce the number of variables affecting the pupil's speech and also removing many of the possible disturbing elements a chaotic classroom environment can have. Ellis (2012) describes the confirmatory research method as a cause and effect approach, where the purpose is to test out predictions, or hypotheses, and then prove or disprove them. The hypotheses this case study set out to test was firstly that 'speaking the TL exclusively would increase the pupils' oral proficiency', and secondly that 'an All English programme would benefit the higher proficiency pupils greatly, while the lower proficiency pupils would find it too challenging because of their lack of vocabulary in the TL.'

During the interviews, the pupils were asked three questions each. The interviewer, who is also the pupils' teacher, and the pupil were the only ones present in the room during the interviews. Each interview lasted somewhere between 1-5 minutes, depending on the length of the pupil's answers. The entire interview sessions were carried out in the TL. All of

the 42 pupils were interviewed before and after the six-month period. These interviews were recorded on a tape recorder and then transcribed. The interviews were structured, meaning each pupil was asked the same three open questions, all of which were highly relevant to the pupils' everyday life:

1. Can you tell me about yourself?
2. Can you tell me about your family?
3. Can you tell me about your hobbies, or what you do when you are not at school?

Mero-Jaffe (2011: 232) divides transcription into two main categories: naturalized transcription and denaturalized transcription. Naturalized transcription is very detailed and includes body language, gestures, involuntary noises, breaks, laughter, mumbling, etc. For instance: '*Come ((frowning)) over here ((finger pointing to the ground))! [Sigh] [Sigh] We ((pointing to himself and his colleague)) want to talk to you, young man ((determined look waiting for compliance)).*' (*ibid*: 238)

Denaturalized transcription follows written features more strictly, and certain spoken features and body language are left out. Fictional dialogues and quotes are often written in this way. For instance: '*Come over here! We want to talk to you, young man.*' The present case study used denaturalized transcriptions, because this method covers the information needed to answer the research questions specified in section 1 (see p. 8).

The transcribed interviews were analyzed in four different ways. Some of the variables were based on those used in a study carried out by Furrow *et al.* (1979: 430). In their study, the following variables were used: number of words per utterance, verbs per utterance, noun phrases per utterance and auxiliaries per verb phrase. In this present study, the variables concerning total number of words, verbs and auxiliaries have been borrowed, although somewhat altered to display changes in the whole group more easily.

Firstly, the total amount of words each pupil uttered in the interview was analyzed before and after to see if the length of the answers decreased, increased or stayed approximately the same. The purpose of this analysis was to find out if the experiment had lead to a higher, lower or equal willingness to speak English.

Secondly, the number of L1 words used per interview was counted, to see if the pupils' reliance on the L1 had changed during the six-month period. Thirdly, the number of different verbs per response was counted, and a total amount was calculated for each pupil both before and after the six-month period. Since there were three questions in the structured

interview, each pupil had three responses. Each verb was only counted once per response, regardless of which tense it appeared in. So for instance if a pupil used the verb ‘play’ three times when talking about his/her hobbies, it was only counted once.

The final analysis of the transcribed interviews counted the total number of auxiliary verbs used. The definition of auxiliary verbs used here is borrowed from *www.oxforddictionaries.com*¹: ‘A verb used in forming the tenses, moods, and voices of other verbs. See also modal verb. The primary auxiliary verbs in English are *be, do, and have*; the modal auxiliaries are *can, could, may, might, must, shall, should, will, and would*.’ Since sentences containing one or more auxiliaries often are more complex than sentences without auxiliaries, this variable was chosen as a way of detecting increased complexity in the pupils’ answers. The transcriptions from the first and second interviews were analyzed and compared, to check if there were any changes in the pupils’ speech in any of these four categories. The results from these findings are presented in Chapter 4.

3.2.3 ABOUT THE QUESTIONNAIRE

A questionnaire was distributed to all of the 42 pupils both before and after the six-month period (see Appendix 1). The questionnaire was on paper and in Norwegian to ensure that all of the pupils understood fully what the questions meant and to minimize the chance of anyone just answering at random; overall it was felt that this would yield more valid results. The pupils were asked to circle the answer they agreed the most with. The questions focused on the pupils’ attitudes towards speaking the TL aloud in class, how well they like the FL lessons, how useful they found the FL lessons and how much Norwegian (L1) their previous FL teacher used in his or her FL lessons.

There were five questions in total, where three of them used Likert scales. A Likert scale-question consists of a statement and the respondents are asked to circle the answer they agree with the most, ranging from ‘strongly agree’ to strongly disagree’ (Dörnyei 2007: 105). The Likert scales on the questions in the questionnaire each had five different answers to choose from. One question asked the pupils to determine approximately how much L1 their previous teacher used the year before this study was initiated. The alternatives to this question were grouped in intervals of ten percent (see Appendix 1 for more detail). The last question

¹ URL: <http://www.oxforddictionaries.com/definition/english/auxiliary-verb?q=auxiliary+verb> (accessed on 04.02.16).

asked the pupils to determine on a scale from one to ten how well they liked English as a subject in general, where a one meant that they found it horrible and a ten meant that they loved it.

The first and second questionnaire contained the same set of questions, except from question number two about how much L1 their teacher used during FL lessons. Since the teacher of the experimental group had only used the TL and the amount of L1 used in the control group had been analyzed and calculated, this question was no longer useful to include in the questionnaire. Instead, it was replaced by another question that asked the pupils how they thought it affected their language learning when the teacher spoke only in the TL (experimental group) or if their teacher had spoken only in the TL (control group).

3.2.4 CALCULATION OF THE RESULTS

To make the results more easily comparable between the control group and the experimental group, each individual's change in each of the four variables were calculated into percentages. If for example one pupil used 115 words in total in the first interview, and 164 words in the second interview, this would equal an increase of 49 words. This change in words was then divided by the total number of words from the first interview, that is, 49 divided by 115, which equals 0.426. This number was multiplied by 100 and rounded off to the nearest whole number to find the approximate percentile change, which in this case would be an increase of approximately 43 percent.

To find the average percentile change for a whole group of pupils, all of the individual's percentile changes were summarized, and then divided by the number of pupils in the group to find the average change. If for example one pupil had increased his use of different verbs by 100 percent, and another pupil by 70 percent, and the third pupil by 30 percent, their average change would then be $100 + 70 + 30 = 200 / 3 = 66.66 \approx 67$ percent increase.

The answers from the questionnaire were also used to find out if the All English programme affected the pupils differently based on their proficiency level. To answer this question, all of the questionnaires collected from the experimental group were sorted into steps, and the total change on each of the questions was calculated. On questions with answers that ranged from one to ten, the following counting method was used to calculate the

total change within each step: If for example a pupil answered that he liked the FL lessons five out of ten in the first questionnaire, and then changed it to six out of ten in the second questionnaire, this would mean an increase of one point. On questions with answers that ranged from a-e, the following counting method was used: If a pupil answered ‘d) It is really uncomfortable to speak aloud in class’ on the first questionnaire, and ‘b) I do not mind speaking aloud in class’ on the second questionnaire, this was counted as an increase of 2 points.

3.2.5 RESEARCH ETHICS

This project has been cleared by the NSD – Norwegian Centre for Research Data; it was not required to register with the NSD because it does not include sensitive personal information. All names have been censored during the transcription process. Each pupil is just referred to as a number instead of their name, since names were irrelevant for this study. Since pupils in Norway do not get grades until the 8th school year, no grades were included either. The author has taken care not to include any information in this thesis that could identify any of the participants in the study. This is why the name of the school has also been excluded.

3.2.6 RELIABILITY AND VALIDITY

Reliability refers to whether our procedures and measurement tools produce results that are consistent in a certain population under certain circumstances (Dörnyei 2007: 50). Many different factors can influence the consistency of the results, for instance changes in the administration of the tests, changes in the personnel administering the test, changes in the test itself, as well as the natural changes in the test subjects themselves if the test period spans over a longer period of time. If these factors affect our results, we may end up with inconsistent or incorrect results.

In this study, certain measures have been taken to decrease these variables as much as possible. The first measure that has been taken is that the same researcher has conducted all of the interviews and handed out the questionnaire to all of the test subjects. This eliminates the possibility of different results based on how well the pupils liked the researcher. The researcher has also been aware of his own body language and tone of speech during the

handout of the questionnaire and during the interviews to minimize the influence it might have on the pupils' responses. Even minimal feedback like 'mhm' and 'aha' during the interviews have been thought of, ensuring that none of the pupils have been given a higher amount of minimal feedback, as this could have increased the pupil's motivation to speak. Even the same clothes were worn during the interviews of both groups to avoid any influence the interviewers clothing might have on the subjects.

The questions during the first and second round of interviews were kept exactly the same to eliminate the variable of different questions. The questionnaire was also kept almost identical, except from question number two that got replaced by another question. The interviews and the questionnaire were conducted within the same week in both the experimental and the control group, both before and after the six-month period, to minimize any individual development one of the groups might have in the time period after the first group was tested. Finally, the main function of the control group was to analyze how much one individual class of 21 pupils developed their English oral skills during a six-month period, and then compare this development to the development of the experimental group to see if there were any significant differences. This method of comparing two sets of results is described by Bachman (2004: 159) as one of the classic testing methods used to ensure reliable results.

Quantitative methods were chosen to increase the representativeness of the study. Furthermore, quantitative methods give the most objective results as to how effective or ineffective the implemented teaching method has been. Qualitative methods were deemed less useful to answer the research questions of this study. Given the time-frame of this thesis, and since measuring the pupils' attitudes toward the TL and their oral proficiency is well documented using quantitative methods, the inclusion of any additional in-depth analysis was ruled out. Finally, the objectiveness of the quantitative methods makes it easier for the teacher and researcher to avoid mixing personal beliefs and thoughts with the outcomes of the study, resulting in a higher validity of the results. Dörnyei (2007: 31) points out that quantitative methods are helpful tools when the researcher wants to explore questions objectively with a minimal amount of personal influence, thereby producing more reliable and accurate results.

Dörnyei (2007: 53) provides a list of the six most common threats to validity in applied linguistic research. In the following, each of these threats will be briefly described, and the influence each of these threats have had on this present study will be commented upon.

The first threat is *attrition*, or participant dropouts. Conveniently, the researcher had access to both of the test groups on a daily basis, so if any of the pupils were absent on the day of the test, their test could be carried out as soon as they returned to school. For that reason, this study has not been affected by any dropouts.

The second threat is the *Hawthorne effect*. This effect occurs when workers or test subjects work harder or perform better when they know they are being observed. This can be a major problem in applied linguistic research, since it is hard to observe participants without their knowledge and at the same time have their consent. In this study, the teacher of the control group gave her consent to be recorded over a period of time, but was not told which particular lessons that were recorded. That way the danger of altered speech by the teacher during the recorded lessons was greatly diminished, although not entirely absent since she knew she had to be recorded within a few months for the results to be used in the finished thesis. The pupils were aware that they were tested during the interviews, which might have influenced their performance. Two factors that might decrease the influence this effect had on the results are firstly that the interviewer interacts with all of the pupils on a daily basis, and secondly that all of the pupils knew that they were being tested. No pupils were tested without their knowledge, so if the Hawthorne effect had any influence on the experimental group, the control group would probably be equally influenced.

The third threat is the *practice effect*, meaning that the participants in a study may perform better the second time they take a test because they then have more practice and experience with how the test works. This effect is also a possible variable in this study, but again, both the control group and the experimental group got the same amount of practice. This way both of the groups have probably improved with about the same amount, thus not affecting the results significantly.

The fourth threat is the participants' desire to meet expectations. If the participants think they understand what the researcher is looking for, they can start to do more of what they believe is expected of them. For this reason, the researcher took extra care not to give the participants any clues as to what the study looked for, or what the expected results were. When the pupils asked what the study was about, they only got to know that the topic was about 'English in 7th grade'. During the interviews the pupils were asked to answer the questions the way they felt natural. No indications towards length, sentence structure, grammar use, etc. were given.

Another variation of this threat of participants' desire to meet expectations is when they try to meet expectations given by the society. This is often done by over-reporting behaviors and attitudes they think is expected of them, and under-reporting those that are not socially approved. For this reason, the teacher of the control group could not be asked directly to report how much TL and how much L1 she used in class, as the reply would probably be affected by how she felt the social expectations at the school wanted her to teach. Instead, two lessons were recorded, as mentioned earlier, and the percentage of L1 use in her teaching was then calculated based on the recorded speech. Approximately 45 percent of the words she used were in the L1.

Further, as the second last threat, the history of the group as well as the history of each individual's personal life can influence the results. A participant may experience an important life event during the observation period. This event can change the participant's behavior and result in a different outcome. The group can also experience special events together that might influence their attitudes and beliefs. It is impossible for any researcher to control these outside events. To minimize the effect that the pupils' personal life might have on the results, it would be beneficial to repeat this case study at different schools and with larger participant groups in order to make the results more valid.

The sixth and final common threat in applied linguistics research is the participants' maturation over time. This can play a significant role, especially in this study where the group of participants is rather small. A small group makes individual differences in maturation rate more significant. This is one of the reasons why the findings of this study have a low external validity (Dörnyei 2007: 52), and cannot be generalized directly to all 12/13-year-old FL learners in Norway, not even to all FL learners in the county of Rogaland. For the results to be generalizable, one would need a much bigger group of participants. Due to a limited time period for the project as well as limited resources, such a large research sample was not within the scope of this thesis. Instead, the findings from this research is meant to give FL teachers in Norway an increased awareness of their use of the L1 in their FL teaching. Other researchers can use these results to compare with their own pupils in a similar project, and if many research projects lead to the same results, one can start to see a pattern and generalize from these combined results.

Another variable that has to be taken into account, is the possibility that the pupils might have felt more comfortable around the interviewer in the second interview because they then had six months to get to know him better. This can in turn have led to longer answers and

a more relaxed manner of speech. However, this has affected the control group as well as the experimental group. During the six-month period, the researcher has spent twice as much time in the control group as he has spent in the experimental group. Even though he has not spoken the FL when he was in the control group, the argument that the pupils from the experimental group knew the interviewer better, is not valid in this situation. However, even though the interviewer tried to remain objective throughout the interviews and give each pupil approximately the same amount of response and minimal feedback, there is a chance that he has been more enthusiastic when interviewing the pupils from the experimental group. One possible way to eliminate this variable, could have been to hire an outside interviewer to carry out the interviews. However, since this project lacked financial funding, no extra personnel was hired.

Still, the two teachers were fairly alike. Both used the same textbook and workbook and planned their lessons in accordance with the curriculum that had been jointly prepared together with the other English teachers at that particular school. Further, their weekly structure was fairly similar, with focus on new text material in the first lesson of the week, focus on grammar in the second lesson and focus on seatwork and oral activities in the final lesson. These weekly routines are more thoroughly described on p. 26.

Another possible variable in this study is that since the teacher of the experimental group and the researcher was the same person, his personal beliefs might have influenced the enthusiasm of his teaching and his teaching methods. However, the teacher of the control group was also a young, newly educated, enthusiastic teacher that was well liked by her pupils. This makes the experimental group teacher's enthusiasm a less important variable. In addition, it would be impossible to control each teacher's enthusiasm strictly, since it is a part of the teacher's personality. It was considered to use the same teacher in both the control group and the experimental group, but then that teacher would have been forced to teach one of the classes with a teaching method he was not enthusiastic about. The possible negativity towards the teaching approach in one of the classes was considered less favorable than two different, enthusiastic teachers who both used the teaching approach they were the most comfortable with.

As in all classroom research, many variables are present. This makes it challenging to pinpoint the exact cause of the changes that have occurred. Since the teaching methods in the experimental group and the control group were fairly similar, the findings from this study are expected to have a high internal validity, meaning that the 'outcome is a function of the

variables that have been measured' (Dörnyei 2007: 52). In the next chapter the results from the questionnaire and the interviews are provided, firstly step by step, and then compared across the two groups.

4 CASE STUDY

The aim of this study was to find out how it affected the pupils' oral skills in English as well as their attitudes towards the English lessons if their teacher spoke only the TL during all lessons and for all purposes. The first part of this chapter focuses on research question 1, that is, the pupils' oral proficiency in terms of length of answers to open questions, their use of the L1 in FL speech and their use of different verbs and auxiliaries. The changes in these four oral proficiency categories are analyzed from the transcriptions of the interviews that were carried out before and after the six-month period. The results from the step 1 pupils in the control group are presented first, to give the reader an impression of the changes present in a more or less average 7th grade EFL class in Rogaland. Afterwards, the results from the step 1 pupils in the experimental group are presented, followed by a comparison of the two groups. Next, the step 2 pupils are focused on in the same manner, followed by step 3.

The second half of this chapter focuses on the second research question, which concerns the pupils' attitudes towards the All English programme. The results from the questionnaire was used to analyze these attitudinal changes.

4.1 INTERVIEWS, STEP 1

The interviews were structured, and each pupil was asked the following three questions: 'Can you tell me about yourself?', 'Can you tell me about your family?' and 'Can you tell me about your hobbies, or what you do when you are not at school?' Whenever a question was asked, the interviewer let the pupil speak until he or she was finished. The total amount of words spoken by the pupil was counted to analyze the length of the answers each pupil gave.

The number of L1 words used by each pupil was also counted, and a total amount for each interview was summarized. If the number of L1 words had been presented for each pupil in plain numbers in the same manner as the total number of words are presented, the results could easily have been misunderstood. If for instance a pupil used 100 words in the first interview, whereof 10 were in the L1, and then used 200 words in the second interview, whereof 15 of those were in the L1, the figure would then have shown an increase of 5 L1 words. This could easily have been interpreted as if the pupil had become more reliant on his L1 during the six-month period, even though the total amount of his words that were in the L1 had actually decreased. To avoid such misunderstandings, the results related to L1 use are

therefore presented as ‘percentage of the spoken words that were in the L1’, rather than ‘number of L1 words used’.

4.1.1 STEP 1, CONTROL GROUP

Figure 1 shows the total number of words used by the four step 1 pupils in the control group. Three out of four pupils have increased their total number of words, although this change is rather small. Pupil number 39, however, has reduced the length of his reply by 41 words instead of increasing the length of his answer like the three other pupils did.

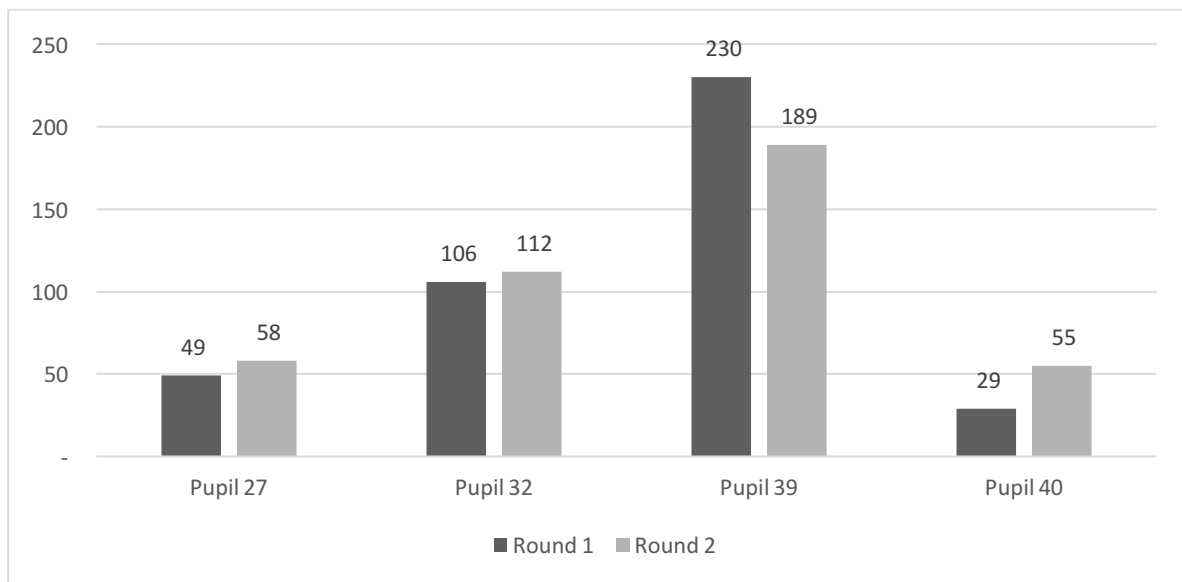


FIGURE 1. CONTROL GROUP - INTERVIEWS, STEP 1: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

Figure 2 shows the change in L1 use amongst the step 1 pupils from the control group. Three out of four pupils have reduced the amount of L1 words they used during the interviews. Especially pupils 27 and 32 have reduced their L1 use quite substantially. This may indicate that these pupils also have reduced their reliance on the L1 when they speak in the TL. However, pupil 40 appears to be more reliant on the L1 during the second interview round than in the first. Even though Figure 1 shows that the total length of his answers have increased, Figure 2 reveals that most of these extra words were actually L1 words.

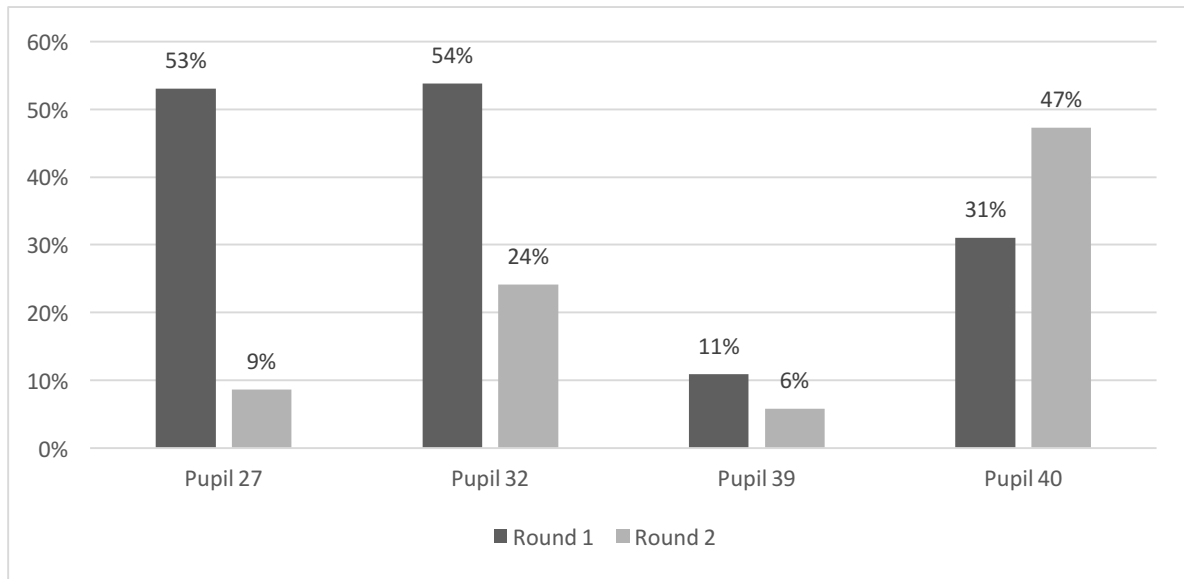


FIGURE 2. CONTROL GROUP - INTERVIEWS, STEP 1: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

Seeing as verbs are one of the main building blocks in every sentence, it is very useful for the pupils' overall oral proficiency to know and be able to use a higher amount of verbs. In Figure 3, the use of different verbs amongst the step 1 pupils from the control group are presented. From this figure, it is clear that three out of four pupils have had a positive development in their use of different verbs. Pupil 40 has remained at the same amount of verb use. It is interesting to note that the pupil with the highest increase in number of words spoken from Figure 1, namely pupil 40, has stayed at the same number of verbs used, while the pupil in Figure 1 with the most significant decrease in words used, pupil 39, has actually managed to increase his number of different verbs used.

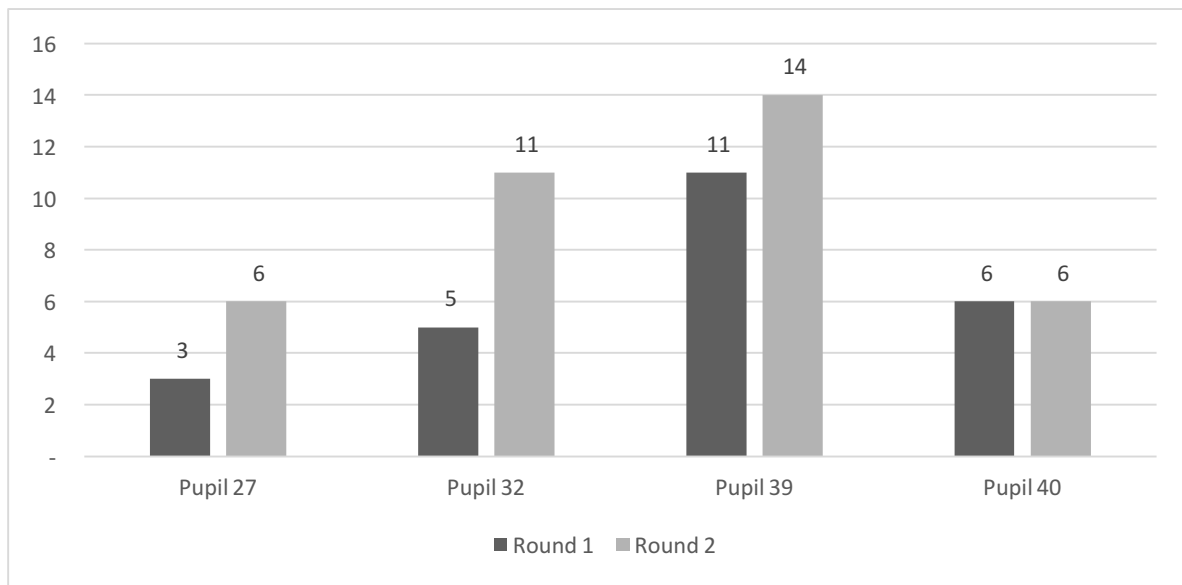


FIGURE 3. CONTROL GROUP - INTERVIEWS, STEP 1: NO. OF DIFFERENT VERBS USED

In Figure 4, the number of auxiliaries used amongst the four step 1 pupils from the control group are shown. Pupils 32 and 39 have increased their use of auxiliaries by four and five, which is impressive when taking into consideration that these pupils are at the lowest proficiency level. Pupils 27 and 40, on the other hand, have not increased their auxiliary use at all. In fact, they did not use any auxiliaries during the second interview, which results in a decrease of 1 auxiliary for each of them. If one compares the four figures that concern the control group's step 1 pupils, the pattern shows that pupil 39 must have improved the quality of his speech, since he used 41 fewer words in the second interview, but still was able to increase his use of different verbs and auxiliaries and simultaneously reduce his use of the L1.

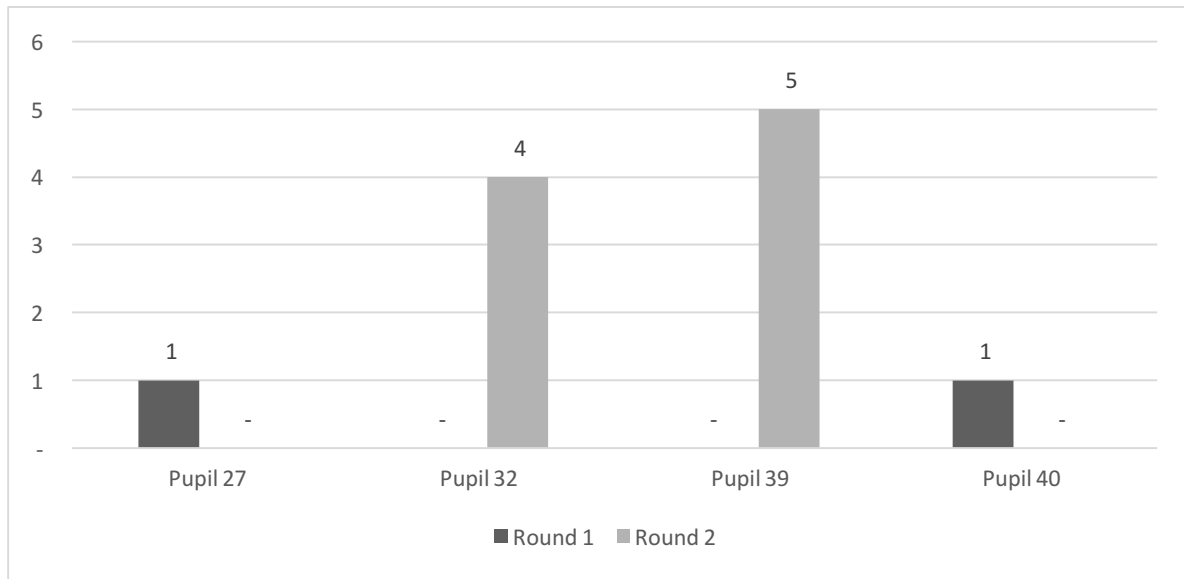


FIGURE 4. CONTROL GROUP - INTERVIEWS, STEP 1: NO. OF AUXILIARIES USED

4.1.2 STEP 1, EXPERIMENTAL GROUP

Figure 5 presents the changes in total number of words used by the step 1 pupils from the experimental group. It is evident from the figure that the majority of the step 1 pupils have increased the number of words they spoke in reply to the three open questions in the interviews. Only one pupil used fewer words in the second interview. One pupil in particular, pupil 5, has shown a remarkable improvement during the six-month period. In the first interview she used only 60 words, while in the second interview she used 287 words. It is also interesting to note that this pupil was the one that was the most skeptical and negative towards the All English programme when it first was introduced (see Chapter 4.4, p. 70). For a more detailed look at these two transcribed interviews, see Appendix C, p. 110-111.

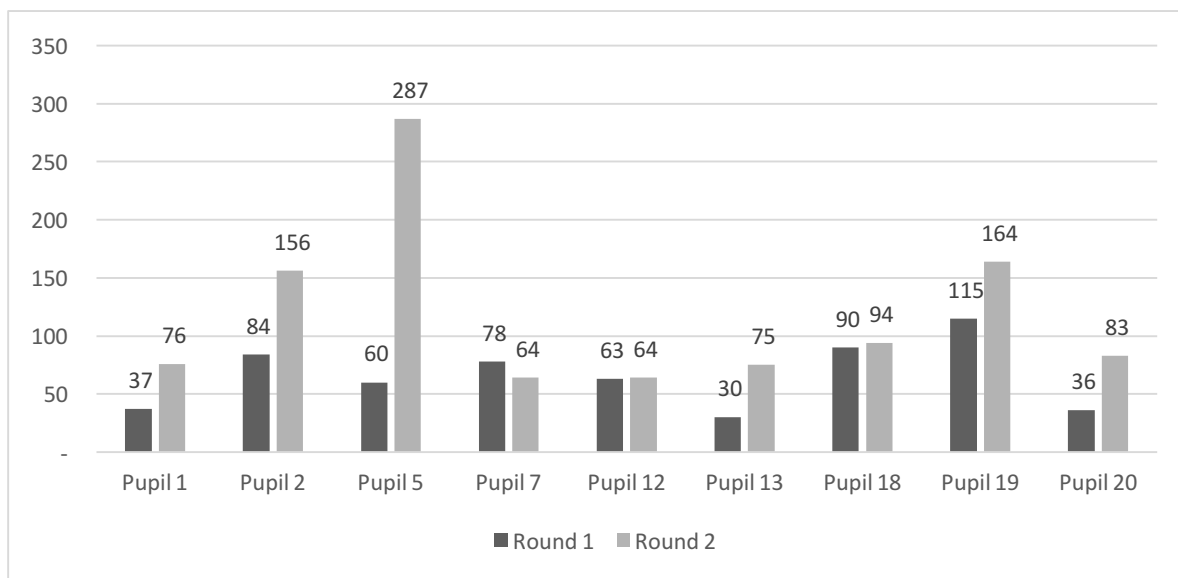


FIGURE 5. EXPERIMENTAL GROUP - INTERVIEWS, STEP 1: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

Figure 6 shows some mixed results. The most striking change is that of pupils 7 and 13, who both have reduced their L1 percentage remarkably. Additionally, three other pupils have reduced their L1 use during the six-month period, although this reduction is rather minor. The remaining four pupils have increased their L1 use. The increase is fairly small for pupil 12, but the other three pupils have actually increased their L1 use by a notable amount. A possible explanation for this increase in L1 use is given on p. 65.

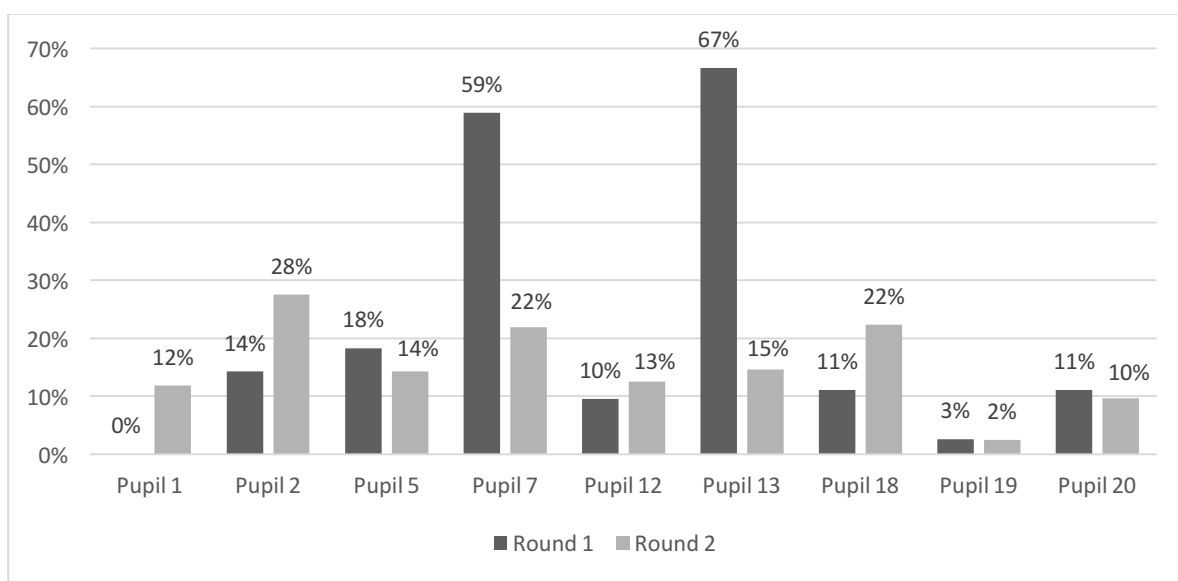


FIGURE 6. EXPERIMENTAL GROUP - INTERVIEWS, STEP 1: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

Figure 7 presents how the step 1 pupils in the experimental group have changed their use of different verbs. The figure reveals that six out of nine pupils have increased their number of different verbs used in response to the open questions in the interviews. This may indicate that these six pupils have increased their vocabulary during the All English programme, at least in relation to verbs. The three remaining pupils used somewhat fewer different verbs during the second round of interviews.

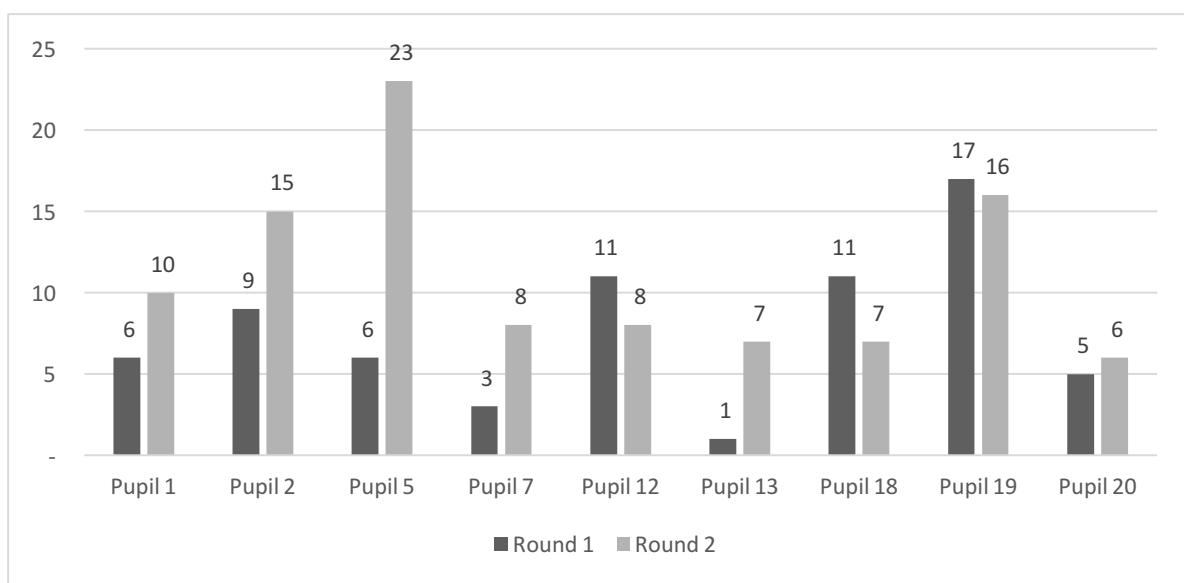


FIGURE 7. EXPERIMENTAL GROUP - INTERVIEWS, STEP 1: NO. OF DIFFERENT VERBS USED

Figure 8 shows the amount of auxiliaries the step 1 pupils from the experimental group used during the interviews. First of all, fairly few auxiliaries were used at all. This group of pupils was not expected to use a high amount of auxiliaries either, due to their low FL proficiency. Four of the pupils from step 1 have used fewer auxiliaries in the second round of interviews than they did in their first interviews. One pupil has used one more auxiliary, while the remaining four pupils have not used any auxiliaries at all during either of the interviews. One possible reason for the reduction of auxiliaries by some of the pupils is discussed in the next chapter on p. 86.

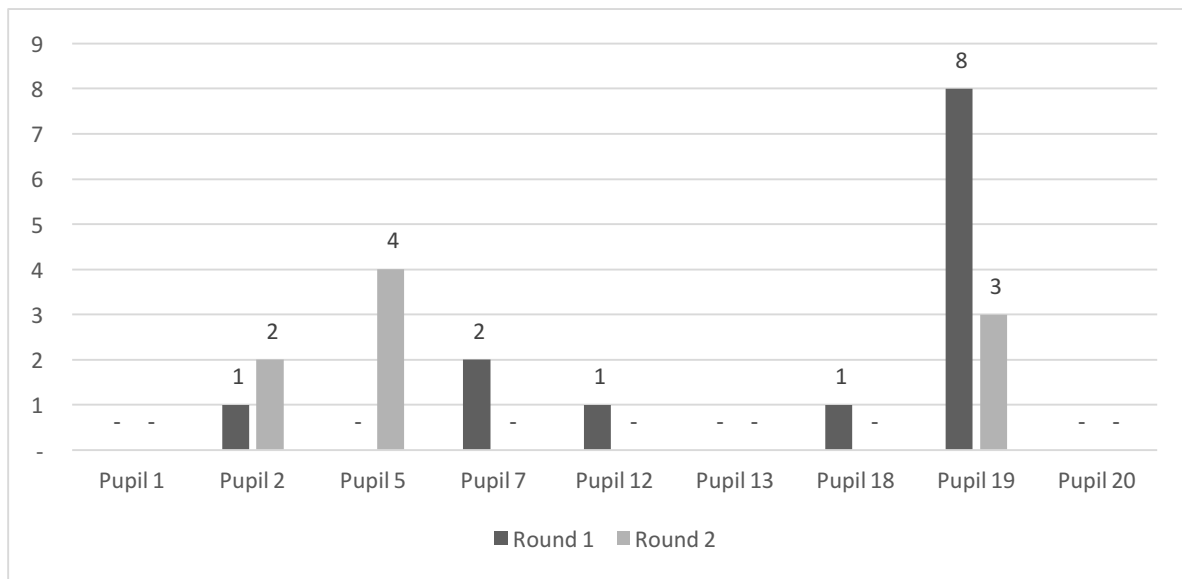


FIGURE 8. EXPERIMENTAL GROUP - INTERVIEWS, STEP 1: NO. OF AUXILIARIES USED

4.1.3 STEP 1, COMPARISON

When the results from each step 1 pupil are combined, it makes it easier to compare their overall development to the other group. These combined findings are presented in Figure 9. It should be noted that since many of the pupils did not use any auxiliaries at all, it was not possible to calculate the change in percentage. Instead, the change in number of auxiliaries is given in actual figures. The total number of auxiliaries used in the first round of interviews has been summarized and subtracted from the total amount used in the second round of interviews. The result from this calculation method is the number given in all of the comparison figures (9, 18 and 27).

The most striking difference between the two step 1 groups in Figure 9 is the change in the total number of words used during the interviews. On average, each of the step 1 pupils from the experimental group have close to doubled the length of their replies to the open questions. It has to be pointed out that pupil 5 from the experimental group is responsible for a major part of this increase, with her additional 227 words, but even if her results were excluded, the remaining pupils still increased the length of their answers by 63 percent on average. In comparison, the pupils from the control group increased the length of their answers by 24 percent.

The second, but also substantial difference is in the number of different verbs the pupils used. The step 1 pupils from the experimental group increased the amount of different

verbs they used by over twice as much as the pupils from the control group did. This implies that the pupils from the experimental group must have increased their verbal vocabulary significantly during the six-month period.

An area where the pupils in the control group outperformed the experimental group is on the use of auxiliaries. The control group had a significant total increase of 7 auxiliaries, while the pupils in the experimental group used 4 less auxiliaries during the second interview round. Some possible explanations for this difference will be given in the next chapter (see p. 86).

On the analysis of how much L1 the pupils used in the interviews, the pupils from the control group were able to reduce their L1 use by 10 percent more than the pupils from the experimental group did. By looking at this finding in isolation, it seems like the pupils in the control group have become more independent from their L1 than the pupils in the experimental group. However, one has to keep in mind that the pupils from the control group used a fairly high amount of L1 words in the first interview round; 37 percent on average. This made it easier to reduce their L1 use than if they had a lower percentage as a baseline. In comparison, the pupils in the experimental group used their L1 21 percent of the time during the first interview round. In fact, even though the pupils from the control group did a good job to reduce their L1 use from 37 to 22 percent, they still used more L1 in their second interview round than the pupils from the experimental group did in their first interviews. This change in L1 use is further discussed on p. 65. From this example, it becomes clear that there are many aspects that have to be taken into consideration to see the whole picture.

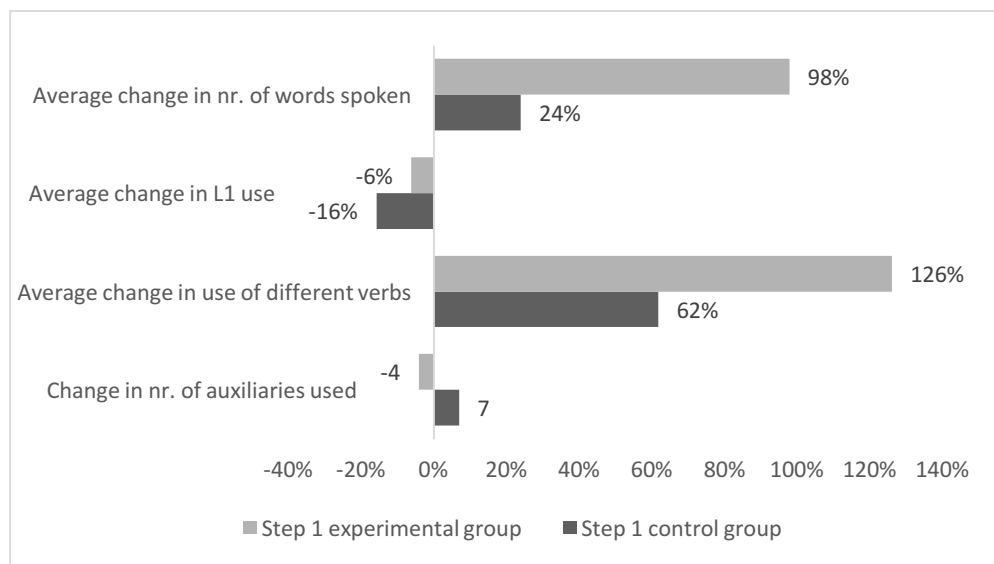


FIGURE 9. COMPARISON OF THE TWO STEP 1 GROUPS

4.2 INTERVIEWS, STEP 2

Up until now, this chapter has looked at the changes that have occurred in the step 1 pupils in both of the groups. Below, the same type of results are presented, but these results focus on the step 2 pupils from the two groups, starting with the control group and then the experimental group, followed by a comparison of the development in these two groups of pupils.

4.2.1 STEP 2, CONTROL GROUP

Figure 10 presents the change in the total number of words used by the step 2 pupils in the control group. Some mixed results are present in this figure. Half of the pupils show a notable increase in the number of words they used, while the other half show almost no change or a decrease in their word use. Especially pupil 35 has experienced a significant decrease in the number of words she used, according to the figure. Pupil 42, however, has increased the number of words she used by 45, which equals a 45 percent increase. Unfortunately, one third of these extra words appears to be in the pupil's L1, as judging by Figure 11.

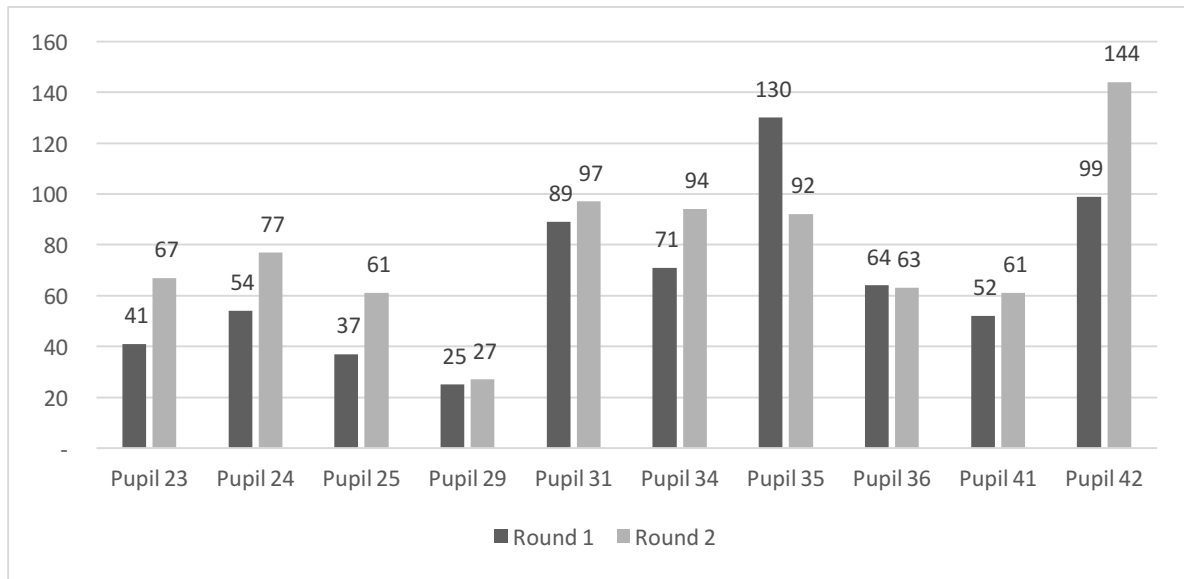


FIGURE 10. CONTROL GROUP - INTERVIEWS, STEP 2: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

Figure 11 presents the percentage of L1 used by the pupils during the interviews. The average L1 use has been fairly stable for this group of pupils, even though some individual differences are present. Pupils 25, 36, and to some degree 23, have reduced their L1 use by a substantial amount. Simultaneously, pupils 29, 34 and 42 have increased the amount of L1 they used. The remaining four pupils used approximately the same amount of L1 in both of the interviews. When all of these results are summarized to represent the step 2 pupils as a whole, their average change in L1 use is left at close to zero percent change.

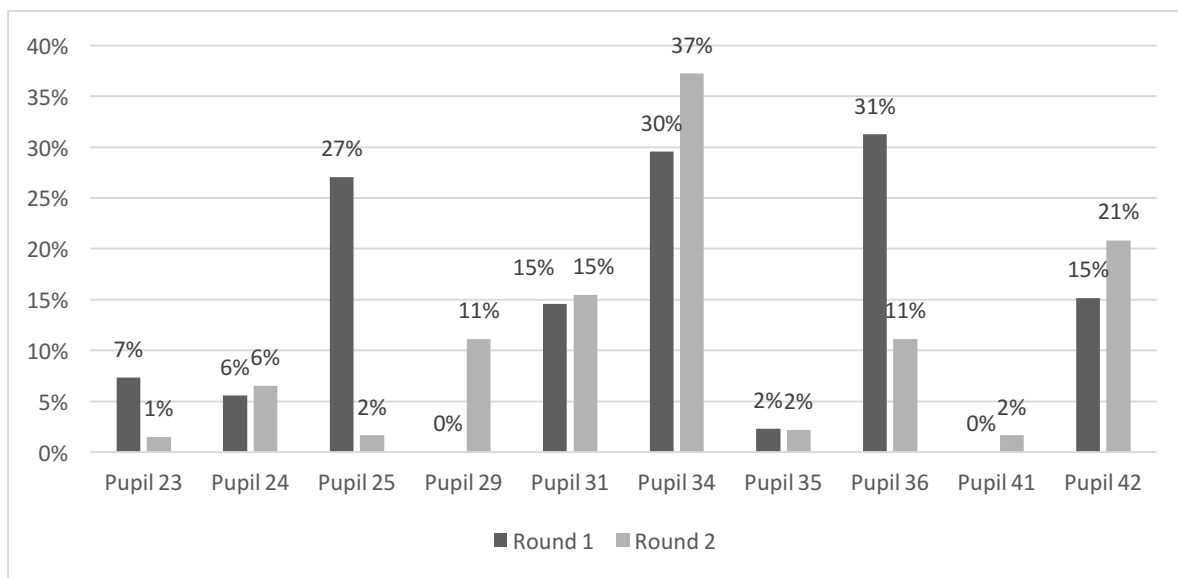


FIGURE 11. CONTROL GROUP - INTERVIEWS, STEP 2: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

In Figure 12, the changes in the use of different verbs by the step 2 pupils from the control group are displayed. In this regard, only three pupils deviate from the rest of the group. Pupils 29 and 31 show a significant increase in their use of different verbs. On the other hand, pupil 35 shows a significant drop on the same parameter. The remaining seven pupils have not undergone any significant change in their use of different verbs. The average change in the pupils' use of different verbs has increased slightly during the six-month period.

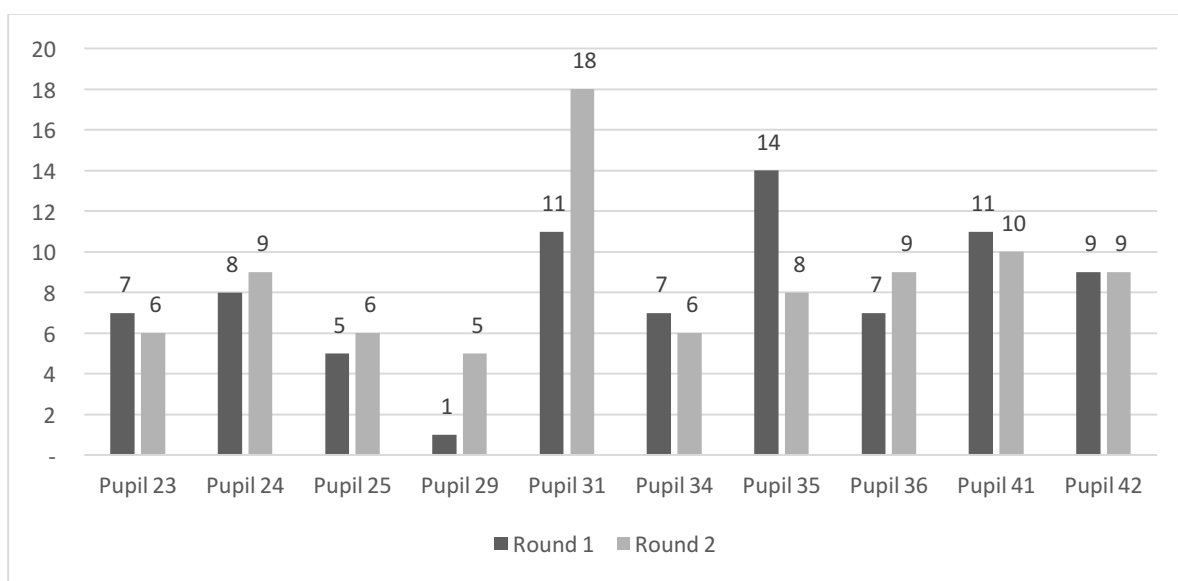


FIGURE 12. CONTROL GROUP - INTERVIEWS, STEP 2: NO. OF DIFFERENT VERBS USED

Figure 13 presents the number of auxiliaries the step 2 pupils in the control group used in the two interviews. Judging by the figure, very few auxiliaries were used at all by this group of pupils. The most noteworthy changes are those made by pupil 35, who used two less auxiliaries less, and that of pupil 36, who used two more. The remaining eight pupils only changed their auxiliary use by one word or no words at all. As a result, the average change in auxiliary use amongst these step 2 pupils is left at close to zero.

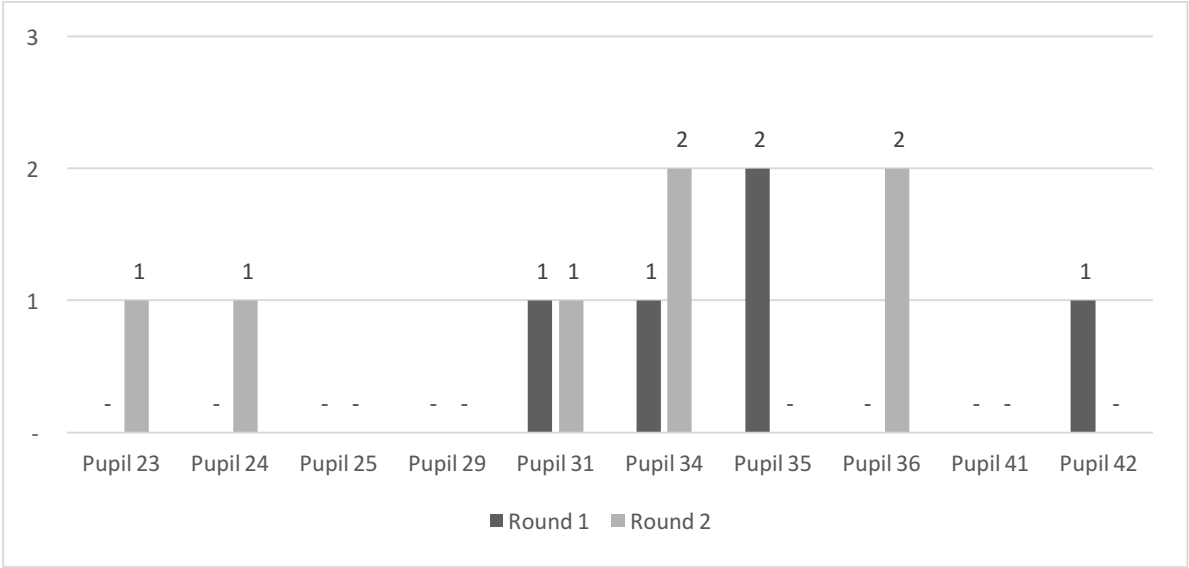


FIGURE 13. CONTROL GROUP - INTERVIEWS, STEP 2: NO. OF AUXILIARIES USED

4.2.2 STEP 2, EXPERIMENTAL GROUP

Figure 14 displays the change in total number of words used by the step 2 pupils from the experimental group. In this figure one can see a clear pattern of increase in the amount of total words spoken. Six out of the seven pupils show a significant increase in their total word use. These results show that pupils with medium proficiency in English can increase their amount of spoken English in response to open questions after being exposed to an All English teaching approach.

There is one pupil in particular that has flourished more than the others. Pupil 17 has increased the number of words she answered with from 102 in the first interview to 348 in the second interview, equaling an increase of close to 250 percent (see Appendix C, p. 113-115). By her own wish and in agreement with the teacher, this pupil was moved from step 2 to step 3 early in the six-month period. The pupil is believed to have benefited greatly from being

given more challenging texts and tasks. Judging by her replies during the interviews, she plays a lot of computer games, where the *lingua franca* probably is English. This can also have had a positive influence on her English proficiency.

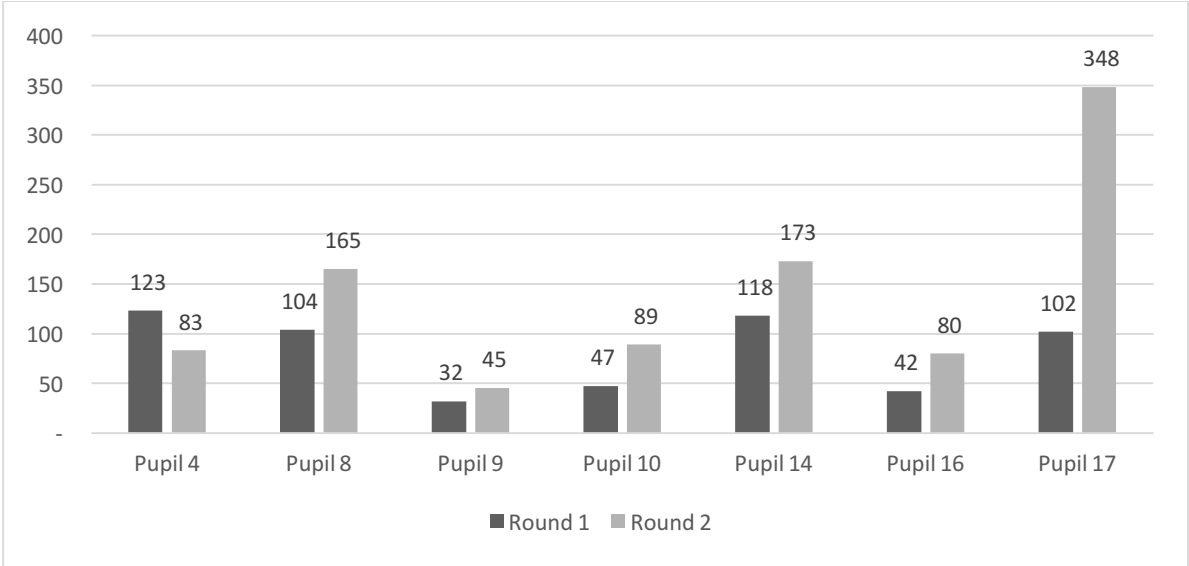


FIGURE 14. EXPERIMENTAL GROUP - INTERVIEWS, STEP 2: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

Figure 15 presents the percentage of L1 use of the total amount of the pupils’ spoken words. All of the seven pupils have kept their L1 use within a margin of 3 percent. Five of the pupils used slightly more L1 in their second interviews, while the remaining two pupils used somewhat less L1 in their second interviews. This leaves the average change in L1 use on the positive end of the scale, although this increase is fairly small.

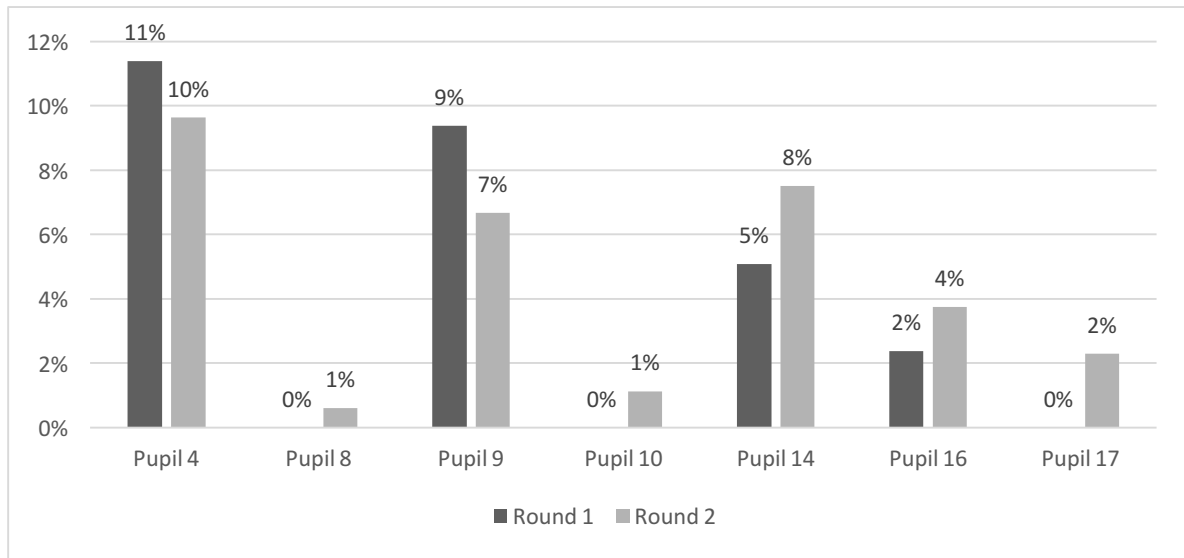


FIGURE 15. EXPERIMENTAL GROUP - INTERVIEWS, STEP 2: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

In Figure 16, the changes in the use of different verbs by the experimental group's step 2 pupils are presented. It can be seen from the figure that the majority of these pupils have increased the amount of different verbs they used. Again, pupil 17 shows a substantial improvement. During the second interview, this pupil more than doubled the number of different verbs she used, going from 14 different verbs to 45. On a similar note, pupil 8 has increased her use of different verbs notably as well. Pupils 9, 10 and 16 increased their verb use by two or three verbs per interview, while pupils 3 and 14 had a marginal reduction of their variation in verb use.

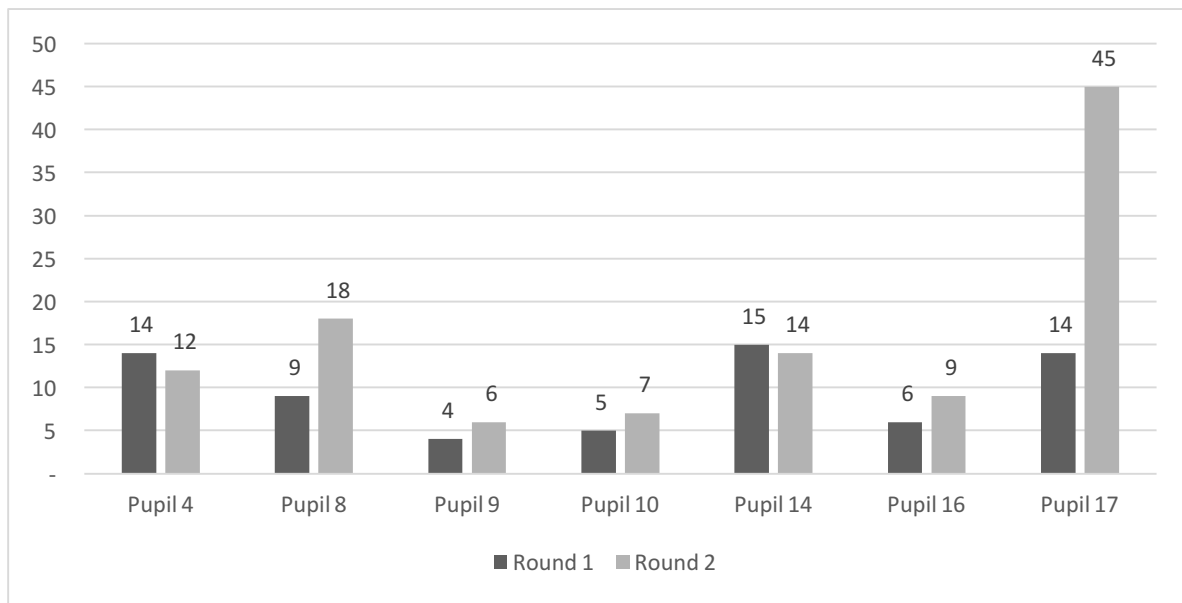


FIGURE 16. EXPERIMENTAL GROUP - INTERVIEWS, STEP 2: NO. OF DIFFERENT VERBS USED

The number of auxiliaries used by the experimental group's step 2 pupils is presented in Figure 17. Five of the seven pupils increased their use of auxiliaries during the six-month period, but for most of the pupils, this increase was only by one or two auxiliaries. One pupil however, pupil 17, shows a striking change in auxiliary use. During the first interview this pupil only used three auxiliaries, while during the second interview she used 14. This equals an increase of approximately 460 percent.

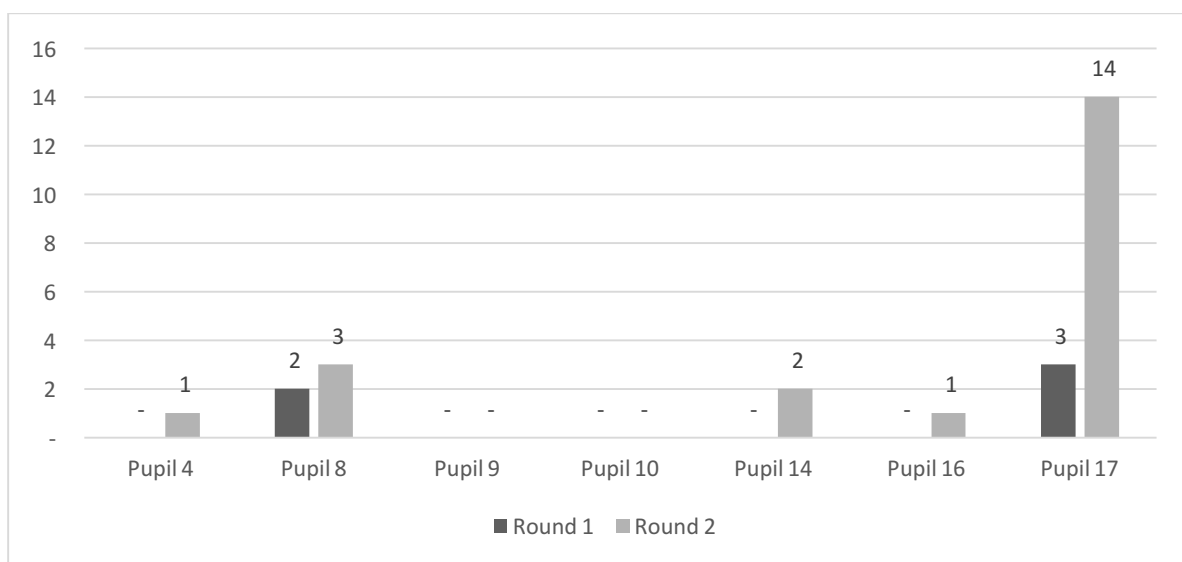


FIGURE 17. EXPERIMENTAL GROUP - INTERVIEWS, STEP 2: NO. OF AUXILIARIES USED

4.2.3 STEP 2, COMPARISON

In Figure 18, the step 2 pupils from the control group are compared to the step 2 pupils from the experimental group. One parameter in particular shows a substantial difference between the development in these two groups of pupils; the change in number of words used during the interviews has increased by 67 percent in the experimental group, while the control group increased their word use by 25 percent. This means that the step 2 pupils from the experimental group have increased the length of their responses to open questions by over 40 percent more than their control group peers.

Secondly, the step 2 pupils from the control group have also increased their use of different verbs by 11 percent more than their peers from the control group. Furthermore, the experimental group pupils have also outperformed their peers on auxiliary use, even though the majority of the increase is caused by pupil 17, as mentioned above. Interestingly, both of the groups have remained at almost the same level of L1 use as they were in the first round of interviews.

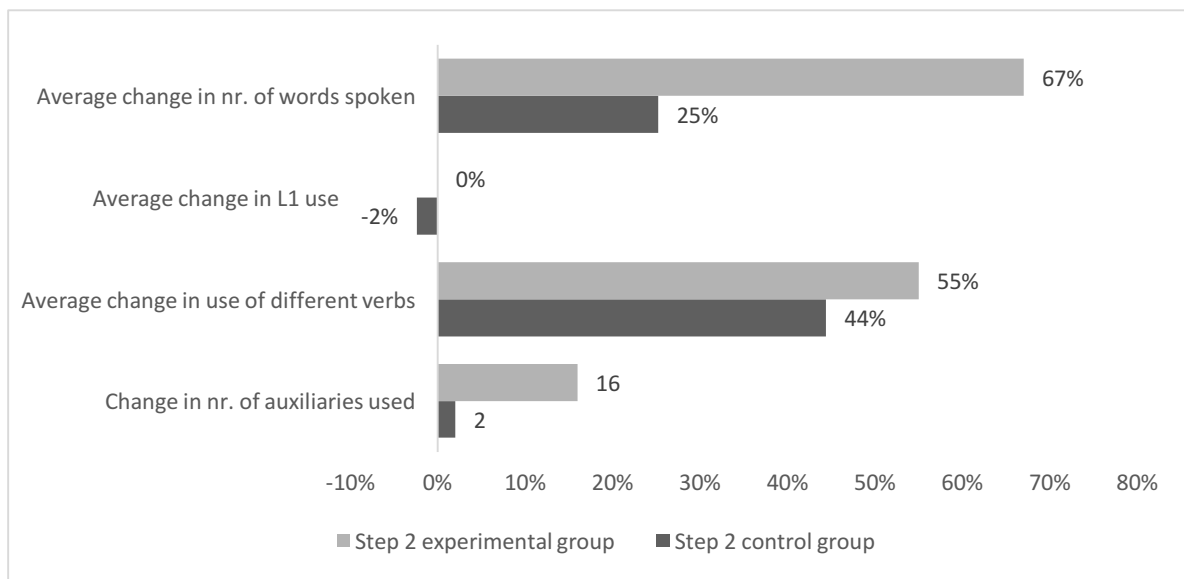


FIGURE 18. COMPARISON OF THE TWO STEP 2 GROUPS

4.3 INTERVIEWS, STEP 3

The following two sections focus on the results from the step 3 pupils, firstly from the control group, then from the experimental group. Afterwards, the two groups of step 3 pupils are compared to each other to make the differences between them clearer.

4.3.1 STEP 3, CONTROL GROUP

In Figure 19, the amount of words used by the control group’s step 3 pupils are presented. As a general tendency, most of the pupils appear to have remained at roughly the same level of word use. Only one pupil, 28, has increased the amount of words used by a significant amount, while another pupil, 30, has gone the opposite way and reduced the amount of spoken words by an even larger amount. The remaining five pupils show only marginal changes in their word use.

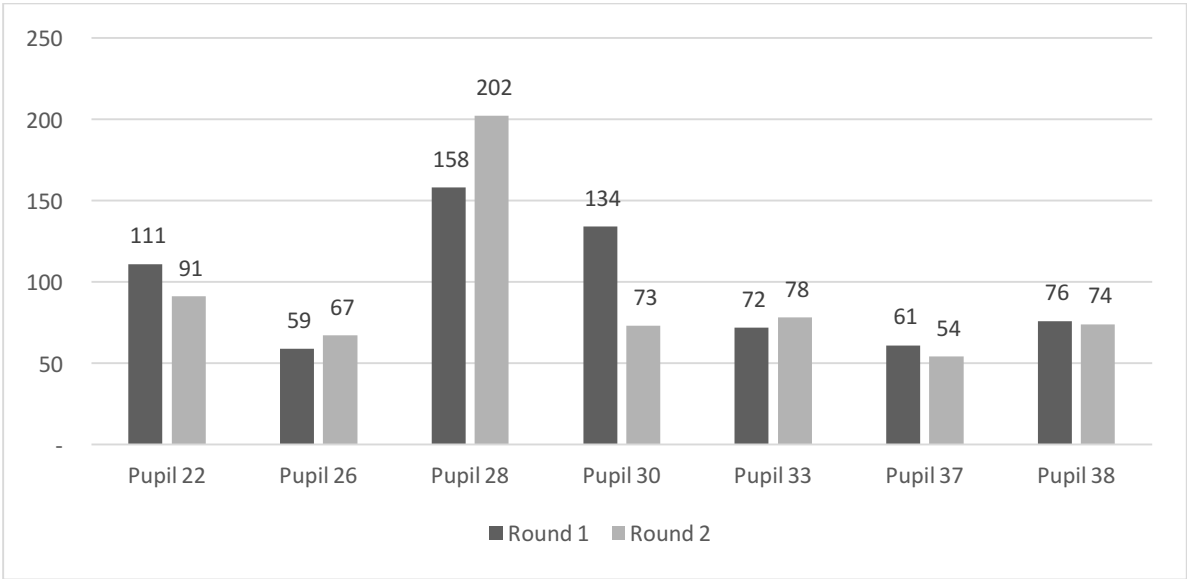


FIGURE 19. CONTROL GROUP - INTERVIEWS, STEP 3: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

Figure 20 presents the percentage of L1 use of the total amount of the pupils’ spoken words. The change in number of L1 word use was also minimal for these pupils. Pupils 22 and 28 have reduced their L1 use by 4 and 9 percent, respectively. Pupil 37 on the other hand, has increased her L1 use by 9 percent. Aside from those three changes, the remaining four pupils appear to have used almost the exact same amount of L1 in their first and second interview.

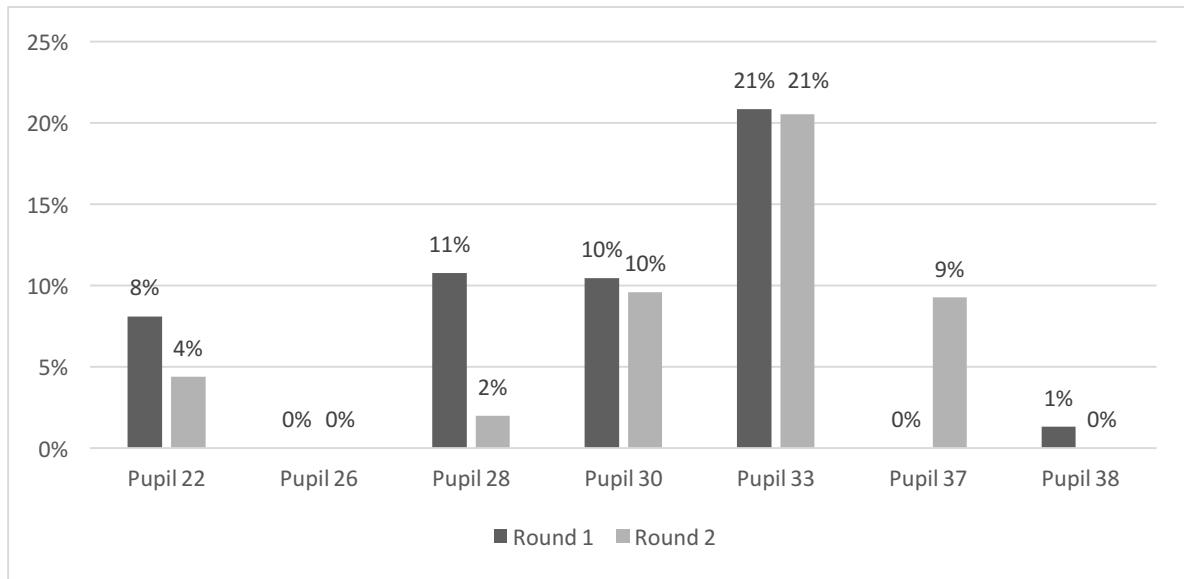


FIGURE 20. CONTROL GROUP - INTERVIEWS, STEP 3: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

When looking at the changes in the use of different verbs in Figure 21, the results are connected to the results presented in Figure 19 above. Naturally, the pupil that had increased the number of words she used, namely pupil 28, has also increased the number of different verbs she used. Likewise, the pupil that had reduced his word use has also reduced the amount of different verbs he used during the second interview. The rest of the step 3 pupils, however, do not show much change at all on the number of different verbs they used. If the results are summarized, the increase of different verbs used adds up to 7, while the decrease adds up to 13, resulting in a negative change when the pupils are combined into one group.

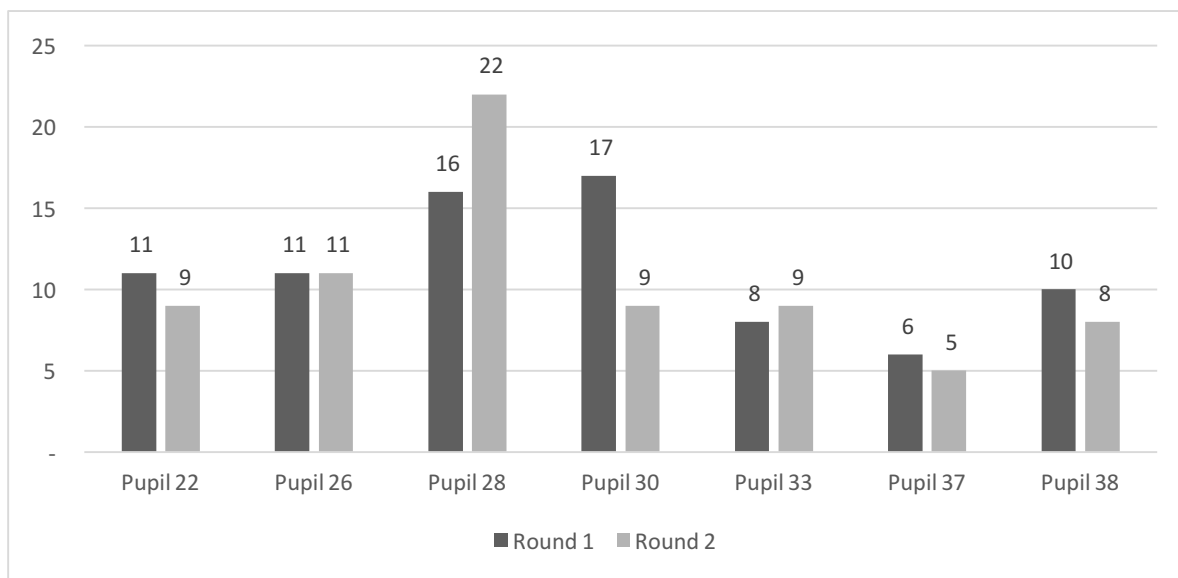


FIGURE 21. CONTROL GROUP - INTERVIEWS, STEP 3: NO. OF DIFFERENT VERBS USED

Figure 22 presents the number of auxiliaries used by the step 3 pupils from the control group. Three of the pupils have increased their auxiliary use, while three other pupils have reduced their use by marginally more than the first three increased with. Pupil 33 remained at a high level of auxiliary use in both of the interviews. If the total changes for this group of pupils are summarized, the results wind up slightly negative.

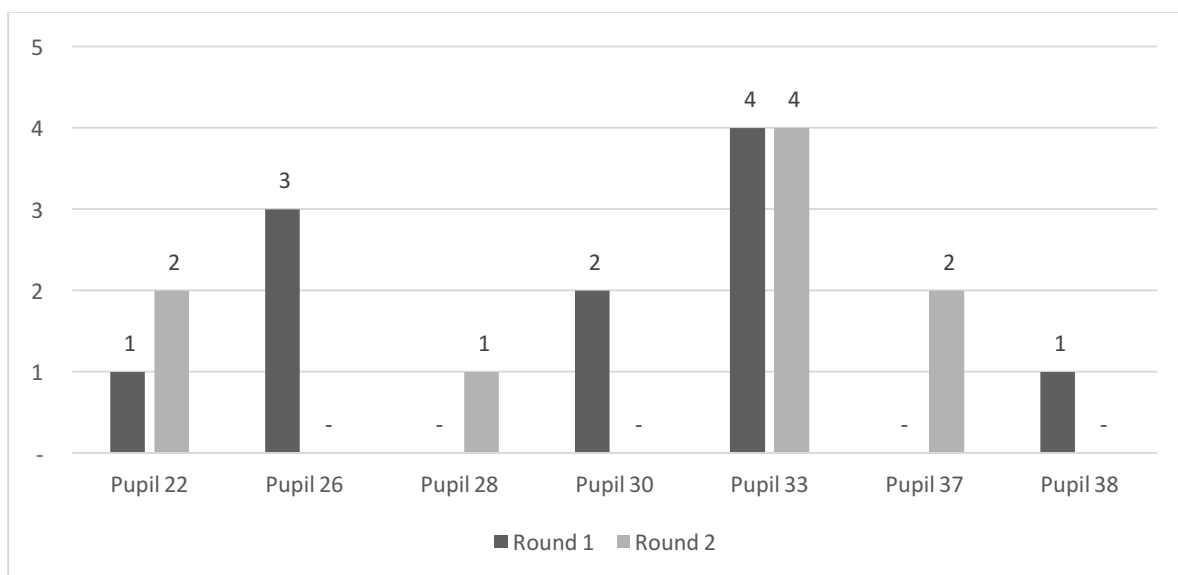


FIGURE 22. CONTROL GROUP - INTERVIEWS, STEP 3: NO. OF AUXILIARIES USED

4.3.2 STEP 3, EXPERIMENTAL GROUP

The step 3 pupils from the experimental group have increased the number of words they used by a considerable amount, as is evident from Figure 23. All of the five pupils increased the number of words they used during the second interviews, although pupil 11 did not increase her answer length by as much as the other four pupils did. The average increase in word use for these five pupils is approximately 39 words per pupil, which is fairly high when one takes into consideration that the average number of words these pupils used in the first interview round was 69 words each (see Appendix D for more details).

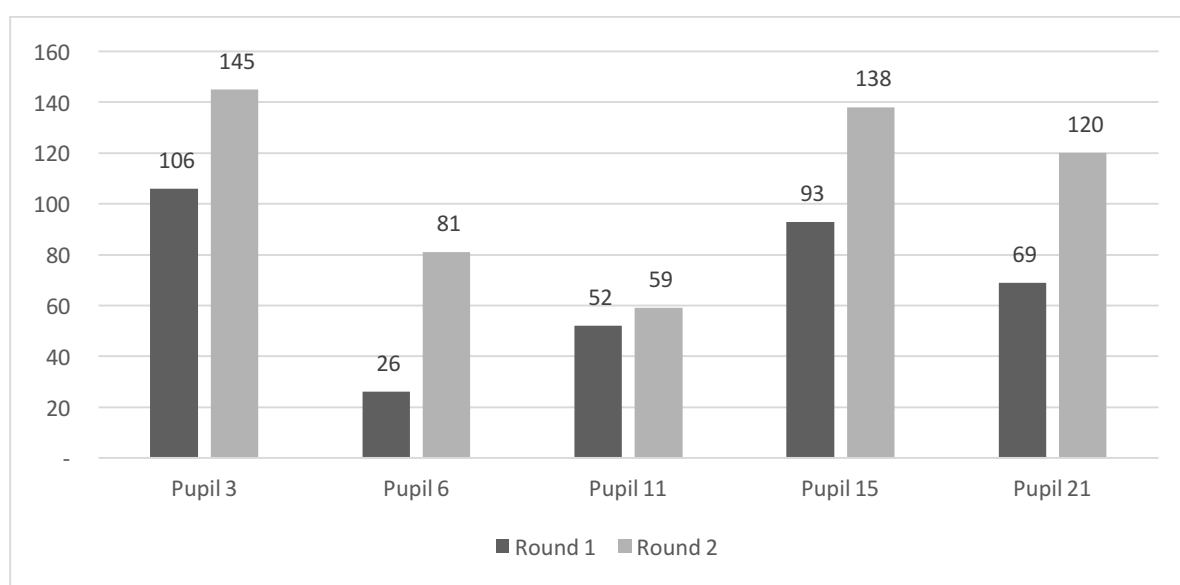


FIGURE 23. EXPERIMENTAL GROUP - INTERVIEWS, STEP 3: TOTAL NO. OF WORDS UTTERED IN RESPONSE TO OPEN QUESTIONS

The number of L1 words used by the pupils is presented in Figure 24. The figure shows that very few of the step 3 pupils in the experimental group used any L1 words at all. In the first interview round, only one out of five pupils used the L1 during his FL speech, and then for only as little as 1 percent of his speech. In the second round of interviews, three out of the five pupils used the L1. A possible explanation for this increase in L1 use is given later in this chapter on p. 65.

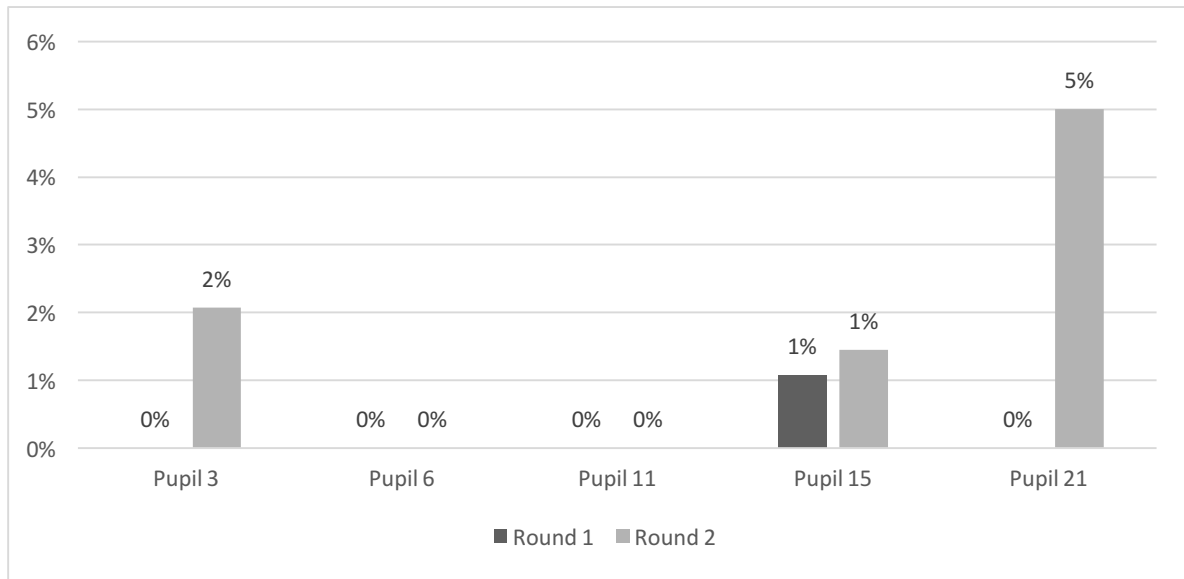


FIGURE 24. EXPERIMENTAL GROUP - INTERVIEWS, STEP 3: PERCENTAGE OF L1 OF THE TOTAL NO. OF WORDS UTTERED

Figure 25 shows the change in how many different verbs the step 3 pupils from the experimental group have used. The results from the pupils' verb use are fairly unambiguous. Four out of five pupils have increased the number of different verbs they used substantially, while one pupil has remained at the same level as she were during the first interview round.

Pupil 15 has the highest increase, with a total of nine more verbs. This pupil only used five different verbs during the first interview, but as many as 14 different verbs during the second interview. This equals an increase of 180 percent. Pupils 6 and 21 have experienced a similar increase. Although this increase was not as high as for pupil 15, it was still around 80-90 percent.

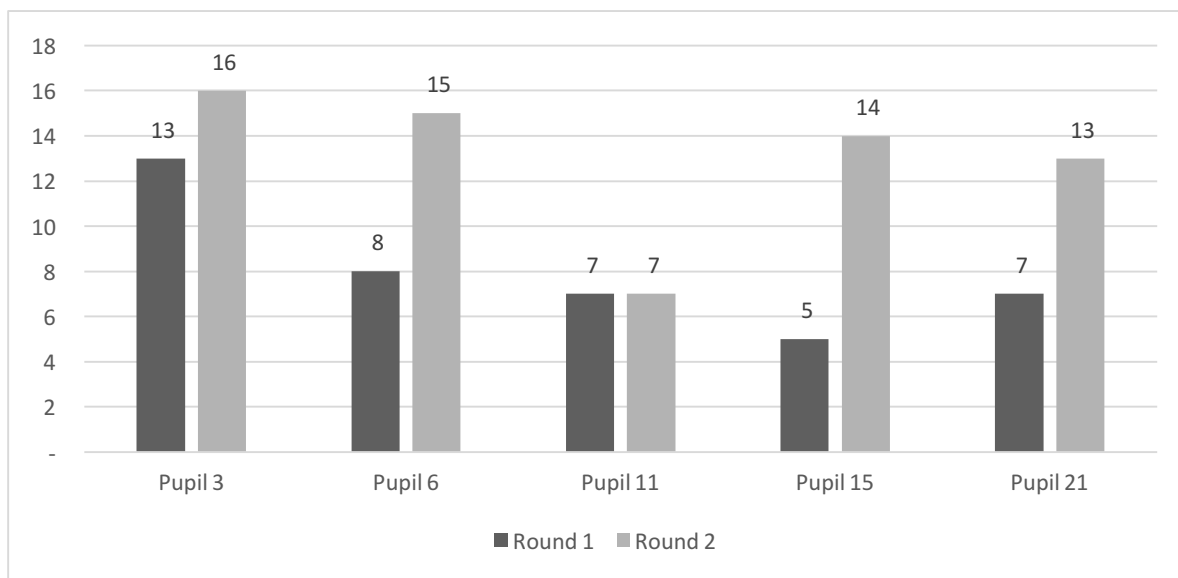


FIGURE 25. EXPERIMENTAL GROUP - INTERVIEWS, STEP 3: NO. OF DIFFERENT VERBS USED

When it comes to the use of auxiliaries, on the other hand, the step 3 pupils from the experimental group do not show any considerable change, as Figure 26 shows. Two of the pupils have reduced the number of auxiliaries they used by two words each, while one pupil has increased his auxiliary use by two as well. The remaining two pupils do not show any change for this variable. This leaves the total change in auxiliaries at minus two for the step 3 pupils on average.

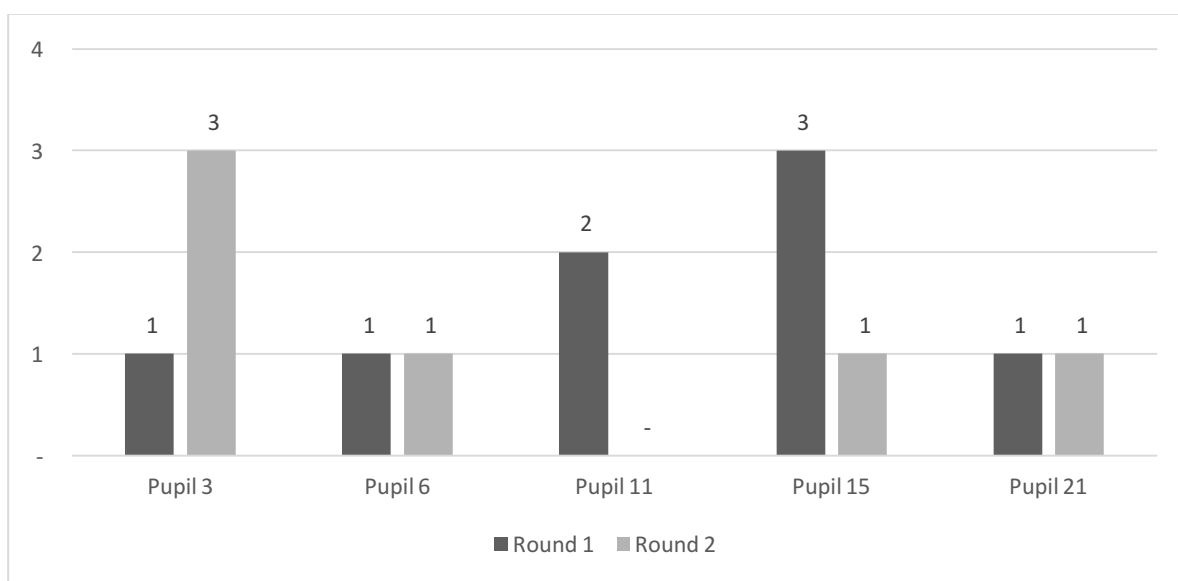


FIGURE 26. EXPERIMENTAL GROUP - INTERVIEWS, STEP 3: NO. OF AUXILIARIES USED

4.3.3 STEP 3, COMPARISON

Figure 27 compares the step 3 pupils from the control group with the step 3 pupils from the experimental group. The differences between these two groups are striking. The figure shows the same tendency as previously observed when the two step 1 and step 2 groups were compared, although these results are even clearer and the differences are more substantial. The step 3 pupils from the control group have actually decreased somewhat on all the analyzed variables. Their reduction in number of words can affect the analysis of number of different verbs and auxiliaries they used in a negative way, since fewer spoken words give the pupils fewer opportunities to use different verbs and auxiliaries. The percentage of their speech that was in L1, however, was not affected by shorter answers, because the percentage was calculated in relation to the total number of words each of the pupils used during the interviews.

In contrast, the pupils from the experimental group show a considerable rise in both the number of words they used and the number of different verbs, where both of these variables increased by more than 70 percent each since the first interview round. When looking at the number of L1 words used, these pupils used 1 percent more L1 words during the second interviews, whereas the control group reduced their L1 use by the same amount. Lastly, the pupils' use of auxiliaries has only decreased by 2 words in both of the groups.

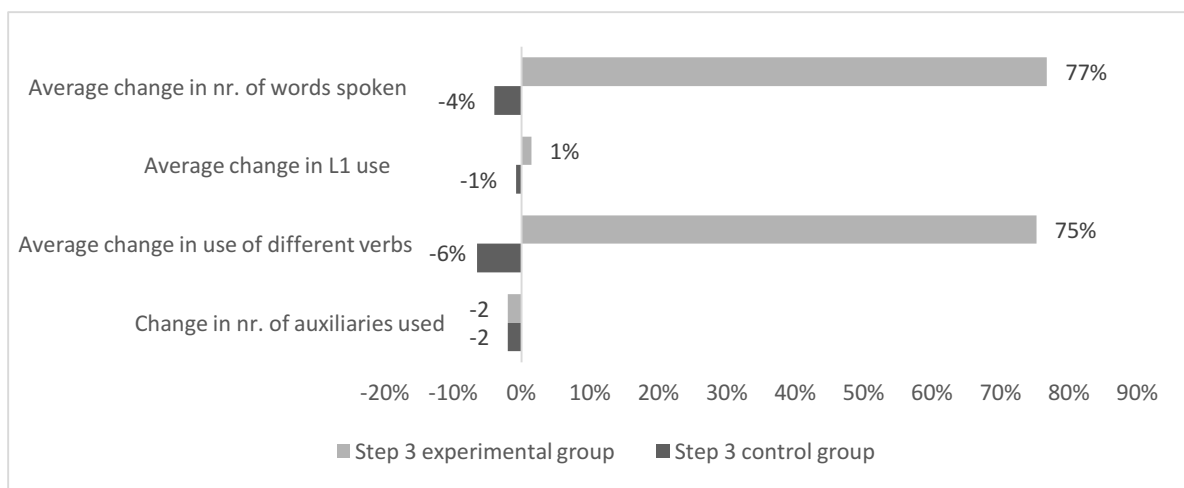


FIGURE 27. COMPARISON OF THE TWO STEP 3 GROUPS

4.3.4 ABOUT THE CHANGE IN L1 USE

By looking at the figures so far in this study, one might get the impression that the control group outperformed the experimental group when it came to independence from their L1. However, this is not necessarily the case. To clarify this point, the number of L1 words out of total number of words has been calculated for each step from both of the interviews. These results are presented in Figure 28. The three steps from the control group are represented by dark, dashed lines, while the three steps from the experimental group is represented by lighter, unbroken lines. From this figure, it becomes clear that the general reliance on the L1 during TL speech was in general much lower in the experimental group than in it was in the control group.

The only group of pupils that have reduced their reliance on their L1 by a significant amount, is the step 1 pupils from the control group. This group had a large amount of L1 use as a baseline, which made it easier to reduce their L1 use by as much as 15 percent. Despite this decrease of 15 percent, the step 1 pupils from the control group still used more L1 in their FL speech during the second round of interviews than the step 1 pupils from the experimental group did during their first interviews. The step 1 pupils from the experimental group also reduced their L1 use by 6 percent. The rest of the groups have not shown any noteworthy change on this variable during the six-month period.

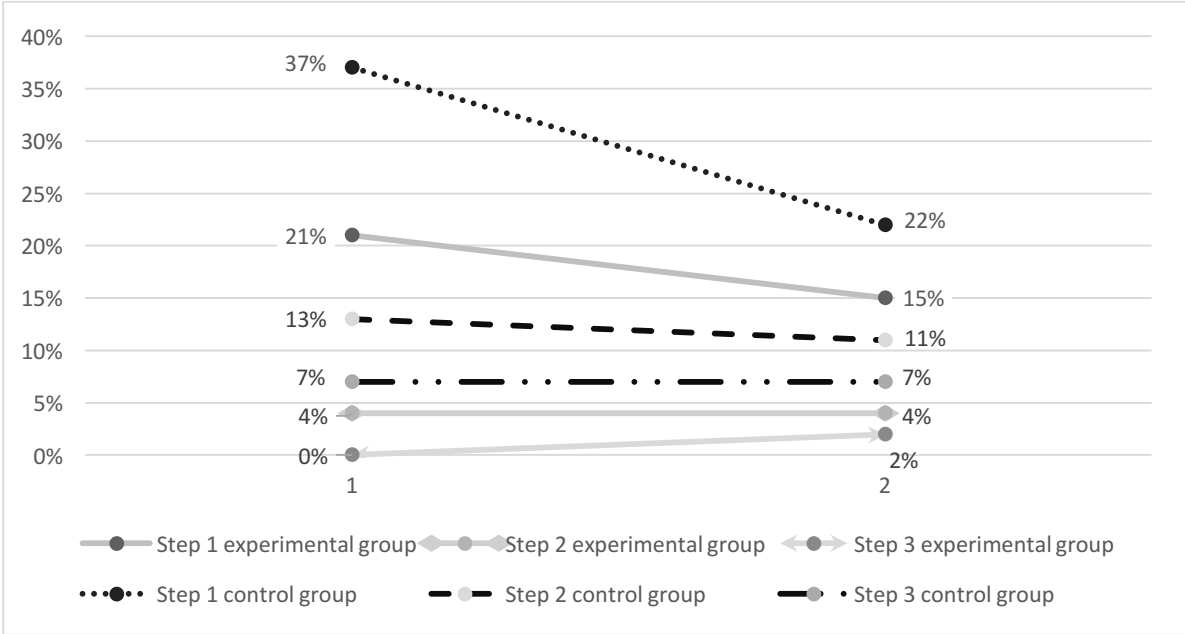


FIGURE 28: QUANTITY OF TOTAL SPEECH THAT WAS IN L1

When the second round of interviews were analyzed, an interesting difference in how the pupils used the L1 was observed. Many of the pupils from the experimental group used the L1 to ask for translation of single words they did not know how to say in the TL, thus effectively learning new vocabulary on a daily basis. This can be one of the factors that caused the high increase in the use of different verbs amongst the pupils from the experimental group. In addition, when the pupils asked for help with specific words when they had use for them, they learned the vocabulary they actually needed in their daily speech, instead of learning some glossary words proposed by the teacher or by a textbook. Following are some examples from the second round of transcribed interviews from the experimental group. ‘P’ is used as an abbreviation for ‘pupil’, and ‘T’ is used for ‘teacher’.

Example no. 1, pupil 3: (see Appendix C, p. 109)

P: My family... My family... ‘Hva er “består?”’

T: Consists.

P: Yeah. My family consists my brother, ...

Example no. 2, pupil 5: (see Appendix C, p. 110)

P: My favorite... ‘Hva er “fag?”’

T: Subject.

P: My favorite subject is...

Example no. 3, pupil 12: (see Appendix C, p. 113)

We have a house so is... ‘Hva er “grå” på engelsk?’

T: Grey.

P: Yeah, a grey house.

Example no. 4, pupil 20: (see Appendix C, p. 115)

P: My mother... ‘”Jobber” på Engelsk..?’

T: Work.

P: Yeah, work on *censored*, and my father work on *censored*. And my sister go to school in Stavanger, and *censored* go to school here. And *censored* go... Work in *censored*.

Example no. 5, pupil 21: (see Appendix C, p. 115)

P: I'm a kid, and I am twelve years old and I like to play computer games and be with friends. And my family is... 'Hvordan sier jeg "er det"?"

T: In my family there are?

P: In my family there are four members, including me, my little brother *censored*, my mother *censored* and my dad *censored*.

In contrast, many of the pupils in the control group used their L1 as an escape from the TL, and many of the control group pupils seemed more interested in getting their TL speech over with rather than to learn more of it, like the pupils from the experimental group seemed more eager to do. In the following, four examples from the second round of transcribed interviews from the control group are presented.

Example no. 1, pupil 31: (see Appendix B, p. 105)

P: We like to go camping, and... We're not... 'Jeg vet ikke. Jeg kommer ikke på noe.' My dad is... He loves camping, and he is out of the house every day. My mom is working in a 'barnehage.'

Example no. 2, pupil 32: (see Appendix B, p. 105)

P: My family is in five people, if you tell (editors note: false friend from Norwegian, it should be 'count') with *censored* 'Hun bor hos oss.' Two cat... We have four, but two of that is dying on *inaudible speech*. And my grandmother is sitting on 'rullestol'.

Example no. 3, pupil 34: (see Appendix B, p. 106)

T: Good, then you have already started on number two: can you tell me about your family?

P: 'Sånn om dyr også?'

T: If you want.

P: I have a dog who is named *censored* and a cat who is named *censored*. 'Ja, også mange sånne sauer som jeg ikke har navn på, også sånn der...'

T: Yes?

P: 'Ja, det er egentlig alt.'

Example no. 4, pupil 40: (see Appendix B, p. 107)

T: Good. And question number two: can you tell me about your family?

P: I have... 'Hvilken familie?'

T: You can choose.

P: 'Jeg har' one sister and 'sikkert mange onkler og tanter. Husker ikke hva det heter.'

T: Uncles and aunts?

P: Yeah.

There were of course deviations from this trend in both of the groups. It would be wrong to claim that all the experimental group pupils were interested in learning new words, while all of the control group pupils wanted to escape from the TL. The main point is that these trends were the most common ones observed in the pupils' L1 use during the second round of interviews.

4.3.5 MAIN FINDINGS: TOTAL CHANGE AFTER SIX MONTHS OF THE ALL ENGLISH PROGRAMME

In Figure 17, the total change by the three steps from the control group are combined into one big group. The same has been done with the three steps from the experimental group. The differences are substantial. The greatest difference is in the increase of number of words spoken in reply to open questions. With their 89 percent increase, the pupils from the

experimental group greatly outperformed their peers from the control group, who only increased their number of spoken words by 15 percent. A similar difference can be seen in the analysis of the number of different verbs the pupils used. Here as well, the pupils from the experimental group increased their use of different verbs by an impressive 97 percent, where in comparison, the pupils from the control group increased their use of different verbs by 30 percent.

The difference between the groups is much smaller for the remaining two variables. When it comes to their L1 use, both groups reduced the percentage of their L1 speech, even though this change was rather small. The pupils from the control group reduced their L1 use by 4 percent, which is 2 percent more than the pupils from the experimental group were able to reduce their L1 use. See however the previous section (4.3.4, p. 65) and Figure 28 for a more detailed explanation of this difference.

The final variable, which concerned the pupils’ change in their use of auxiliaries shows very similar results between the two groups. It is interesting to note that the All English programme appears to affect the length of the pupils’ answers and their verb usage, but not their use of auxiliaries or their use of the L1 in FL speech.

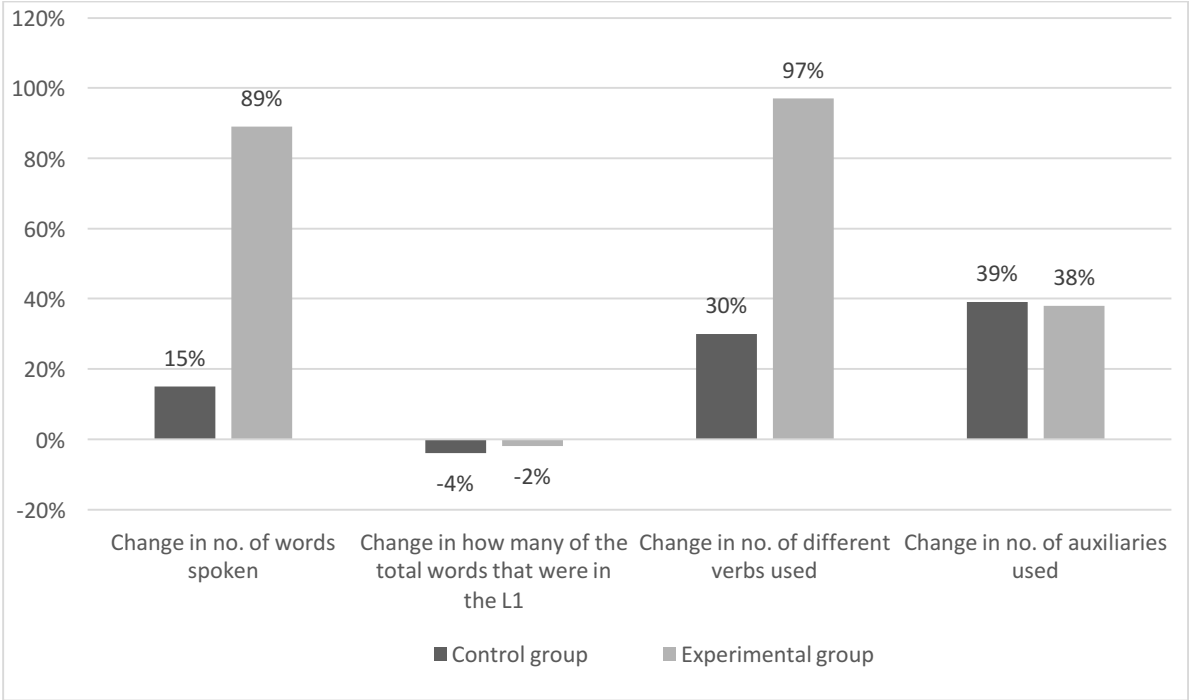


FIGURE 29. TOTAL CHANGE AFTER 6 MONTHS OF THE ALL ENGLISH PROGRAMME

4.4 QUESTIONNAIRE

This section presents the results from the questionnaire (for an explanation of the use of questionnaires, see Chapter 3.2, p. 22). The following questions are freely translated from Norwegian; see Appendix A for the Norwegian version of the questionnaire, which is the one that was distributed to the pupils. Even though the pupils were explicitly told to circle only one answer for each question, some of them could not make up their mind which answer to choose, so they ended up circling two adjacent ones. When a pupil circled two answers in the same questionnaire, each answer was given 0.5 points instead of 1. The control group and the experimental group are treated as a whole in this section. For a differentiation between the proficiency levels in the All English programme, see section 4.5, p. 78.

4.4.1 QUESTION 1

The first question in the questionnaire asked the pupils how they felt about speaking the TL in front of the rest of the class. In reply to this question, the following answers were collected from the control group:

Option	No. of answers, round 1	No. of answers, round 2
a. I like it.	34% (7 pupils)	29% (6 pupils)
b. It is alright.	29% (6 pupils)	57% (12 pupils)
c. It is a little uncomfortable.	24% (5 pupils)	5% (1 pupil)
d. It is very uncomfortable.	0% (0 pupils)	5% (1 pupil)
e. It is awful.	14% (3 pupils)	5% (1 pupil)

FIGURE 30. CONTROL GROUP – QUESTIONNAIRE, QUESTION 1

As can be seen from the first question from the control group, these pupils were generally very comfortable with speaking English from the outset of the study. This tendency was expected, because the control group had more pupils in step 3, and fewer pupils in step 1 than the experimental group did. Almost two thirds of the pupils in the control group answered that they liked to speak English in front of the class or that it was alright. Still, they showed a significant improvement. The number of pupils that answered that they either liked or thought that it was alright to speak English in front of the class increased to 85 percent after the six-month period. Simultaneously, the number of pupils that answered that they found it awful to speak English in front of the class decreased from three to one. The control group was not monitored closely enough to pinpoint the exact cause for this increase. However, the teacher of this group reported that she loves oral games and activities, and that she has used these often in her teaching. This can be a contributing factor to the improved attitudes towards speaking the TL in front of others.

When the same question was asked in the experimental group, the following results were collected:

Option	No. of answers, round 1	No. of answers, round 2
a. I like it.	10% (2 pupils)	5% (1 pupil)
b. It is alright.	50% (10.5 pupils)	52% (11 pupils)
c. It is a little uncomfortable.	19% (4 pupils)	29% (6 pupils)
d. It is very uncomfortable.	5% (1 pupil)	10% (2 pupil)
e. It is awful.	17% (3.5 pupils)	5% (1 pupil)

FIGURE 31. EXPERIMENTAL GROUP - QUESTIONNAIRE, QUESTION 1

The results from this first question show that the number of pupils in the experimental group that found it awful to speak English in front of their class had decreased by 2.5 replies after the All English programme was introduced. This can indicate that some of the pupils had started to feel more safe and comfortable when they spoke the TL, which is always a welcome

effect in any FL classroom. The number of replies for the rest of the alternatives appears to have remained fairly stable.

4.4.2 QUESTION 2

Question number 2 asked the pupils how much L1 and TL their FL teacher used in 6th grade, that is, the year before this case study was carried out. This question was included for two reasons. Firstly, it was included in the questionnaire for the control group to make sure that the pupils did not come from a year of FL lessons where the teacher had used only the TL. If this had been the case, the group of pupils would not be valid as a control group for this project. The pupils from the control group answered that the FL teacher they had in the previous school year used the TL approximately 51 percent of the time. The teacher in question was the same as the control group had during this present study. As mentioned on p. 37, two of her lessons were also recorded and the approximate amount of L1 and TL words were analyzed. The result from this analysis showed a 55 percent usage of the TL. These numbers correlate with what the pupils reported in the questionnaire.

Secondly, the pupils in the experimental group were asked the same question to make sure that the All English programme would actually constitute a change in the way the pupils experienced their English lessons. The pupils from the experimental group answered that their previous teacher used the TL approximately 60 percent of the time, which means that an All English programme would be a considerable change from the teaching methods the pupils were used to.

In the second round of the questionnaire, the previous question was no longer relevant, since the teacher of the experimental group knew that he had used only the TL, and two of the lessons in the control group had been recorded to analyze the L1 and TL used in this classroom. Instead, this question was replaced by another question, called 2B. The aim of this question was to analyze what the pupils themselves thought about their teacher's use of the TL. The pupils in the control group was asked about how they thought it would influence their FL learning if their teacher had used the TL exclusively. The following results were then collected from the control group:

Option	No. of answers, round 2
a. I think I would have learned a lot less English, because I would not have understood what she was saying.	10% (2 pupils)
b. I think I would have learned less English, because I would not have understood what she was saying.	17% (3.5 pupils)
c. I do not think it would affect my learning of English.	10% (2 pupils)
d. I think I would have learned more English.	36% (7.5 pupils)
e. I think I would have learned a lot more English.	29% (6 pupils)

FIGURE 32. CONTROL GROUP - QUESTIONNAIRE, QUESTION 2B

The pupils in the control group thought that if their teacher had increased her use of the TL, it would be beneficial for their language learning. Roughly two thirds of the pupils answered that they thought they would have learned either more or a lot more if their teacher spoke the TL only.

When the pupils in the experimental group were asked how they thought the teacher's exclusive TL use had influenced their FL learning, the following results were collected:

Option	No. of answers, round 2
a. I think I learn less, because I am having trouble understanding what he is saying.	10% (2 pupils)
b. It is difficult, but I understand more than I anticipated.	14% (3 pupils)
c. I do not think it affects my learning of English.	10% (2 pupils)
d. I think it helps me learn more English.	31% (6.5 pupils)
e. I think it helps me learn a lot more English.	36% (7.5 pupils)

FIGURE 33. EXPERIMENTAL GROUP - QUESTIONNAIRE, QUESTION 2B

The pupils from the experimental group agreed with the pupils from the control group, and the results were very similar: two thirds of the pupils in the experimental group thought that the All English programme helped them learn more or a lot more English. Even though their feelings about speaking English in front of the class did not improve as much as in the control group, it is evident that they think their teacher's exclusive use of the TL is beneficial for their language learning.

4.4.3 QUESTION 3

Question number 3 asked the pupils how well they liked English as a school subject. They were asked to rate it on a scale from one to ten, where a one meant that they strongly disliked it, and a ten meant that they liked it really well. The average score collected from the first round of questionnaire in the control group was 6.8 out of 10. When the pupils were asked the same question again after six months, the average score reported by the pupils had then decreased to 6.6 out of 10. This means that the pupils in the control group liked the English subject well from the outset on, and show only a minor decrease (2 percent) in their fondness of the subject.

The pupils in the experimental group were asked the same question, and here the differences between the first and second round of questionnaire were larger. The average result in the experimental group was 5.9 out of 10 in the first questionnaire, and 6.9 out of 10 in the second questionnaire. These results show that the pupils in the experimental group started to like their FL lessons more after the All English programme was introduced. The increase of a whole point equals a 10 percent increase, which is a significant change in attitudes over such a short period of time.

4.4.4 QUESTION 4

The fourth question focused on how useful the pupils found the FL lessons. The pupils in the control group were asked this question to analyze how the pupils themselves thought that their FL lessons helped them in their language acquisition when the teacher used a combination of the L1 and the TL. The following results were collected from the control group:

Option	No. of answers, round 1	No. of answers, round 2
a. Very useful, I learn a lot.	43% (9 pupils)	48% (10 pupils)
b. Fairly useful, I learn quite much.	38% (8 pupils)	26% (5.5 pupils)
c. Average, I learn something new once in a while.	19% (4 pupils)	17% (3.5 pupil)
d. I do not find them very useful, I rarely learn anything new.	0% (0 pupils)	5% (1 pupil)
e. They are completely useless, I learn nothing from these lessons.	0% (0 pupils)	5% (1 pupil)

FIGURE 34. CONTROL GROUP - QUESTIONNAIRE, QUESTION 4

The results show that the pupils in the control group were fairly stable in their view of the usefulness of their FL lesson, which is not surprising since they encountered the same teaching approach throughout the entire six-month period. Still, except from the increase of one pupil who thought the lessons had become very useful, all of the other alternatives suffered a negative development. The number of pupils who found the lessons fairly useful decreased from 8 to 5.5, and two pupils answered that they found the English lessons either completely useless or not very useful. Before the six-month period, none of the pupils chose any of these two alternatives.

The pupils in the experimental group were asked the same question, and the following answers were collected:

Option	No. of answers, round 1	No. of answers, round 2
a. Very useful, I learn a lot.	24% (5 pupils)	33% (7 pupils)
b. Fairly useful, I learn quite much.	48% (10 pupils)	43% (9 pupils)

c. Average, I learn something new once in a while.	24% (5 pupils)	14% (3 pupil)
d. I do not find them very useful, I rarely learn anything new.	5% (1 pupil)	10% (2 pupils)
e. They are completely useless, I learn nothing from these lessons.	0% (0 pupils)	0% (0 pupils)

FIGURE 35. EXPERIMENTAL GROUP - QUESTIONNAIRE, QUESTION 4

From these results, one can see that the number of pupils who found the English lessons very useful increased from 5 to 7 after the introduction of the All English programme. The remaining majority of the pupils seemed fairly stable in relation to this question. Still, one more pupil agreed with the statement that the English lessons were not very useful. None of the experimental group pupils answered in the questionnaire that they found the lessons completely useless.

4.4.5 QUESTION 5

The fifth question focused on how the pupils perceived their own oral proficiency. They were asked how difficult they found it to use the TL to tell a classmate about what they had done during the weekend. When this question was asked in the control group, the following answers were collected:

Option	No. of answers, round 1	No. of answers, round 2
a. That is no problem at all.	33% (7 pupils)	48% (10 pupils)
b. I would probably manage that.	43% (9 pupils)	36% (7.5 pupils)
c. That is a little difficult, but not impossible.	5% (1 pupil)	2% (0.5 pupil)
d. That is difficult.	15% (3 pupils)	10% (2 pupils)

e. I can not do it.	5% (1 pupil)	5% (1 pupil)
---------------------	--------------	--------------

FIGURE 36. CONTROL GROUP - QUESTIONNAIRE, QUESTION 5

The pupils in the control group appear to have experienced a positive development related to their confidence while speaking the TL. This development is most visible amongst the higher proficiency pupils, where the number of pupils who answered option ‘a’ has increased from 7 to 10. However, the number of pupils struggling with their English proficiency appears to remain relatively stable.

When the same question was asked in the experimental group, these answers were collected:

Option	No. of answers, round 1	No. of answers, round 2
a. That is no problem at all.	24% (5 pupils)	33% (7 pupils)
b. I would probably manage that.	33% (7 pupils)	38% (8 pupils)
c. That is a little difficult, but not impossible.	15% (3 pupils)	15% (3 pupils)
d. That is difficult.	19% (4 pupils)	10% (2 pupils)
e. I can not do it.	10% (2 pupils)	5% (1 pupil)

FIGURE 37. EXPERIMENTAL GROUP - QUESTIONNAIRE, QUESTION 5

The pupils in the experimental group report a steady increase in their confidence related to their English oral proficiency. The number of pupils that answered option ‘a’ increased from 5 to 7. Simultaneously, the number of pupils that answered either option ‘d’ or ‘e’ decreased from 6 to 3 pupils. This development can argue for a positive effect of speaking only the TL during all lessons.

4.4.6 MAJOR TRENDS IN THE QUESTIONNAIRE

The most interesting finding in the questionnaire, was that roughly two thirds of the pupils in both of the groups thought that they learned or would learn more from their FL lessons if their teacher spoke the TL exclusively. Another interesting finding was that the pupils in the experimental group started to appreciate their FL lessons more after the All English programme was introduced, and a few of these pupils also found the FL lessons more useful than they did before the six-month period. By comparison, the pupils in the control group remained at more or less the same level of appreciation of their FL lessons, and some of these pupils actually found their FL lessons less useful than they did before the six-month period. The final finding of importance that was revealed by the questionnaire, was that both of the groups experienced a positive development related to their confidence while speaking the TL. In the control group, this change was most visible amongst the higher proficiency pupils, while the lower proficiency pupils appeared to remain at roughly the same confidence level. In the experimental group, on the other hand, the increase in confidence when speaking the TL was more evenly spread out amongst the pupils, regardless of their proficiency level.

4.5 DIFFERENCES BETWEEN PROFICIENCY LEVELS IN THE ALL ENGLISH PROGRAMME

Research question 3 wondered whether the All English programme would affect any of the steps differently. All of the pupils and groups of pupils referred to in this section are therefore from the experimental group. The interview results from the three different steps are first compared to check if it affected their oral proficiency differently, followed by a comparison of what the different steps answered in the questionnaire, to check if their attitudinal changes differed between the steps.

From what the figures presented earlier in this chapter show, the All English programme does not appear to have affected any particular group of pupils significantly more than the rest; all of the three steps showed fairly similar tendencies on both their increase in total number of words, L1 use, and verb use. The step 2 pupils do, however, show a higher increase in their use of auxiliaries, but, as mentioned earlier, this increase was mainly caused by one single pupil, which makes the change in the majority of the pupils along the line of their step 1 and step 3 peers. In fact, the two pupils that improved the most during this programme were at totally different proficiency levels. One was at step 1, struggling to make whole sentences, while the other was at step 2, but moved up to step 3 early in the six-month period. This example shows that pupils can, regardless of their proficiency level from the

outset, improve their oral proficiency in a FL from being exposed to an All English programme.

When asked about their attitudes towards speaking aloud in front of the class, the step 1 pupils had become more positive towards it, based on their replies in the questionnaire. The step 2 pupils had only become marginally more positive towards it, and the step 3 pupils had actually become somewhat more negative towards it. On the question about what they felt about the All English programme, the pupils from the different steps were divided in their answers. On step 1, two pupils answered that they thought they learned less from it, while three other pupils answer that they found it hard, but that they understood more than they had anticipated. Further, one pupil answered that she did not think it affected how much English she learned, and the remaining three pupils answered that they thought they learned some more or a lot more English from it. The step 2 pupils, on the other hand, all agreed that they learned some more or much more English from the All English programme. The step 3 pupils mostly agreed with the step 2 pupils on this matter, except from one pupil that thought that the programme did not affect his learning of English.

The third question in the questionnaire asked the pupils to rate on a scale from one to ten how well they liked their FL lessons. This is where the step 1 pupils deviated the most from the step 2 and 3 pupils. On the second questionnaire round, the step 1 pupils increased their appreciation of the FL lessons by 15 points in total, meaning that the average increase on the 1-10 scale for each pupil is 1,7. By comparison, the step 2 and 3 pupils had a total increase of 3.5 and 3, respectively (see p. 34 for an explanation of how the points were calculated). A similar pattern can be seen in the results from the question about how useful they found the FL lessons before and after the six-month period. The results from the step 1 pupils revealed a 9-point increase in how useful they found the lessons, while the step 2 and 3 pupils only increased by 2 and 1 points.

The final question asked the pupils how difficult it would be for them to tell their classmates what they did during the weekend. Here the step 1 and 2 pupils increased their replies significantly: Step 1 had an increase of 7 points and step 2 increased by 8 points. In contrast, the step 3 pupils actually had a decrease of 2 points, meaning that they found it harder to tell a classmate about their weekend activities after the six-month period than they did before the All English programme was introduced.

5 DISCUSSION

The aim of this study was to find out how it affected the pupils' oral skills in English as well as their attitudes towards English as a subject if their teacher spoke only the TL during all lessons and for all purposes. Scholars are divided in their views on whether or not the FL teacher should use the pupils' L1 when teaching. On one hand, Cook (2001) is one of the main driving forces recommending the use of the L1 in FL teaching. He is supported by several scholars (Van Lier 1995; Rolin-Ianziti and Brownlie 2002; Blyth 1995; Chavez 2003; Cummins 2008; Belz 2003; Auerbach 1993; Canagarajah 2007). On the other hand, Krashen (1982) argues that the L1 should be left out from, or at least minimized in the FL teaching. Several scholars and public departments support Krashen's views (MacDonald 1993; Littlewood 1981; Turnbull 2001; Duff and Polio and 1994; Turnbull & Arnett 2002; Wong-Fillmore 1985; The American Council on the Teaching of Foreign Languages 2010; the Welsh Department of Education 1990; Department of Education and Science 1988 & 1990). However, neither the 2013 edition of the English national curriculum (Department for Education 2013) nor the Norwegian curriculum for 7th grade (Utdanningsdirektoratet 2015) give any clear instruction of what role the L1 should have in the FL classroom, as discussed in Chapter 2 (p. 18). This lack of clarity in the national guidelines makes it even harder for FL teachers to know how, or if, they should use the L1 in their teaching practice.

In this present study, three different research questions were devised to ascertain which teaching method had the most effect on the 12-13-year-old pupils at the school where the present researcher works. The teaching methods referred to here are the All English programme (see Chapter 1, p. 8) and the more traditional Norwegian teaching approach where the L1 and the TL are used in combination.

The first research question focused on how the pupils' oral proficiency changed during the six-month period. This change was analyzed through structured interviews with each pupil, both before and after the six-month period. The second research question focused on the pupils' attitudes towards speaking the TL aloud and how useful they found the FL lessons, as well as their affection for them. A questionnaire was used to analyze these attitudinal changes. The final research question sought to find out whether the All English programme would affect the pupils differently based on their proficiency in the FL, and if so, which proficiency group, or step, benefited the most or the least? To answer this, both the results from the interviews and the questionnaire were examined. In the following, each of the

research questions will be dealt with in turn, starting with the first one concerning the pupils' change in oral proficiency.

5.1 CHANGES IN ORAL PROFICIENCY

Structured interviews were carried out both before and after the six-month period, and the pupils' development was calculated by looking at four variables: the total number of words they uttered in response to three open questions, the amount of their speech that was in the L1, how many different verbs they used and how many auxiliaries they used. The results from the experimental group, where the All English programme had been applied, were then compared to the results from the control group, where the teaching was carried out in a combination of the L1 and the TL.

The most striking finding, was huge diversion in the total number of words the pupils used in response to open questions. The pupils in the experimental group increased their total number of words by 89 percent, whereas in comparison, the pupils from the control group increased their number of words by only 15 percent (see Figure 29). This means that, on average, each pupil in the experimental group almost doubled the length of his or her FL answers in response to open questions.

There can be several reasons for this momentous increase amongst the experimental group pupils. The first possible explanation is that the teacher's high amount of TL use could have made them more comfortable hearing the language spoken in different settings and for varying purposes. Additionally, the teacher of the experimental group expected the pupils to reply to questions and ask their own questions in the TL. This policy may have made the pupils more comfortable when they spoke the TL in front of others, and thus have increased the length of their answers to open questions. Judging from this, one would assume that the pupils from the experimental group might show a decrease in their anxiety level related to speaking the TL in front of the class after the six-month period. This would then correlate with the findings from Levine's (2003) study, where learners who reported a high percentage of TL usage also reported a low level of anxiety related to TL use.

However, by looking at the results from the first question in the questionnaire (p. 70), this assumption appears to be wrong, at least for the experimental group pupils in this present study. The results show that the pupils in the experimental group remained fairly stable in how they felt about speaking the TL aloud in class. In contrast, the pupils in the control group

experienced a much higher increase in comfort related to the TL than the pupils in the experimental group did. The number of pupils in the control group who answered that they either liked or thought it was alright to speak English in front of the class increased from 62 to 85 percent after the six-month period. If there had been a clear relationship in the pupils' high level of comfort when speaking the TL and the length of the answers they produced in reply to open questions, then the pupils in the control group should have increased the length of their answers by far more than their peers in the experimental group. On the contrary, the results from this study show that comfort related to FL speech does not appear to be related to how willing pupils are to produce longer answers.

Since the interviews were carried out one pupil at the time, the pupils' feelings about speaking the TL in front of a group of people are actually not that important. If one carried out a study measuring the pupils' feelings towards speaking their L1 in front of an audience, the results may have differed wildly from how proficient the pupils actually were in the L1. To find a possible answer to why the pupils in the experimental group increased the length of their replies so dramatically, the results from the fifth question of the questionnaire were examined more closely.

The results from the experimental group's fifth questionnaire question (see p. 76) show a steady increase in the pupils' *confidence* related to their own proficiency in the TL. This is suspected to be one of the key factors that cause the high increase in the number of words the pupils used. During the six months with the All English programme, some of the pupils may have realized that they were in fact more proficient in the TL than they thought, and thus increased their self esteem and confidence when they spoke it. This appears to apply mostly for the step 2 and step 1 pupils, according to the results presented in section 4.5 (p. 78). By looking at Figures 5 and 14, it is evident that the two pupils with the most significant increase in number of words used, were in fact from step 1 and 2 (see Appendix C, p. 110-111, 113-115). It is also interesting to note that the step 1 pupil who improved far more than the rest, was actually the most skeptical and negative pupil towards the All English programme during the first weeks after its introduction.

The researcher had a theory that the All English programme would benefit the middle and high proficiency pupils the most, but that it would be too difficult for the low proficiency pupils. For this reason, the drastic increase in the length of responses in all the three proficiency groups from the experimental group came as a surprise. Additionally, even though some difference between the experimental group and the control group was expected, the massive difference of 74 percent between the two groups was not even dared to hope for.

Nevertheless, this finding corresponds with Wong-Fillmore's (1985) finding that the classrooms where the learners had success at learning the target language, had teachers that did not mix the L1 and the FL, which means that the present finding is not totally without precedence.

Based on the change in the number of words used by the pupils in this study, it is safe to claim that Norwegian 12-13-year-old EFL pupils, at least from one school in the county of Rogaland, who are taught within an All English programme tend to increase the length of their answers to open questions by significantly much more than their peers who are taught using a combination of L1 and the TL. This finding is in agreement with the recommendations by Krashen (1982), Turnbull (2001), Wong-Fillmore (1985) and the American Council on the Teaching of Foreign Languages (2010) to maximize the use of the TL in the classroom. In contrast, the claim that the L1 should be reinstated in the FL teaching, put forth by Cook (2001) and several other scholars, is not supported by the findings in this thesis concerning numbers of words used in response to open questions.

The differences in the second finding concerning the use of different verbs, were also significant. For this variable, the pupils from the experimental group increased their use of different verbs by 97 percent. In contrast, their peers from the control group had an increase of 30 percent. These results are naturally linked to the increase in number of total words the pupils used, since longer answers call for a higher number of verbs. However, the transcriptions from the first round of interviews prove that it is possible to produce long answers with just a few different verbs. Pupil 7 from the experimental group shows an example of this (Appendix C, p. 111-112), where he speaks 78 words in total, but only uses 3 different verbs. In his second interview, however, he used fewer words than before, only 64 words. Still, he increased the number of different verbs he used from 3 to 8. This shows that shorter answers do not necessarily have to mean fewer verbs used; one can still have a varied vocabulary even though the answers are shorter.

The great variation in verb usage was, like the increase in total number of words, unexpected. However, many of the pupils in the experimental group were forced to increase their vocabulary in order to make themselves understood in the classroom situation. Since all of the pupils were expected to answer questions and participate in the conversation through the TL, they could easily see the benefit of learning new high frequency words. This line of thought is based on Macdonald's (1993) motivational argument, which notes that if the teacher uses the TL exclusively during class, the pupils can easily see how it will benefit them

to learn the TL, and thus motivate them to learn. In addition, the pupils can experience enjoyment and immediate success by being able to communicate with others in the TL, and this alone can be an important motivational factor for further TL learning.

From this, one can conclude that the pupils exposed to the All English programme in this study greatly increased their use of different verbs, compared to their control group peers. One possible reason for this increase could be that the pupils from the experimental group more easily could see how it would benefit them to learn new words, which in turn could have increased their motivation to learn more of the TL, as the examples from the transcribed interviews suggest.

The third variable analyzed through the transcribed interviews was the percentage of L1 of the total number of words uttered. When consulting the literature, it became clear that it is very popular to discuss and analyze the teacher's L1 use in the classroom, but that the pupils' L1 use is seldom mentioned. Still, a few recommendations could be found. The American Council on the Teaching of Foreign Languages (ACTFL) (2010) recommends that FL-teachers as well as their pupils use the TL as exclusively as possible, meaning at least 90 percent of the instruction time. This recommendation is directed at all FL teaching courses at all levels and age groups. Along a similar line, the Welsh Department of Education claims that virtually all communication should be done in the target language, including that of the pupils as well as the teacher's language (DES 1990: 58 as cited in Cook 2001: 409).

Despite the low popularity of measuring the amount of L1 pupils use in their FL lessons, Levine (2003) conducted a questionnaire study with over 600 participants at university level. She found that 40-60 percent of the reported teachers in these FL classes used the TL 80-100 percent of the time. However, only 17 percent of the learners reported that they used the TL 80-100 percent of the time when they spoke to their teacher.

Levine's findings show that even at university level, it is rare to find classes where the pupils use the TL exclusively when they speak to their FL teacher. Compared with those results, it appears that the pupils in the experimental group have used a fairly high amount of TL in their classroom speech, even though it did not reach a 100 percent. This classroom speech was not recorded and analyzed, but was rather an observation made by the teacher of the experimental group. The fact that the pupils knew that their FL teacher was proficient in their L1, can be both a strength and a weakness in FL teaching. It can be helpful when the pupils in fact do not know the correct word for something in the TL. On the other hand, it can be a challenge, since there will always be some pupils that switch to the L1 to get their point

across faster and more effectively, especially if they think that their argument is really important. If the teacher had been proficient in the TL only, the programme would probably have been even more effective, although it would probably also be more challenging for both the teacher and the pupils.

From the outset of the study, the pupils in the experimental group were expected to use even less L1 in their second interviews than what the results revealed. The pupils in the control group decreased their L1 use from 19 to 13 percent, while their experimental group peers reduced theirs from 8 to 7 percent. This means that after the six-month period, the pupils in the control group were still below the 90 percent limit of TL use, recommended by the ACTFL. In contrast, the pupils in the experimental group fulfilled the 90 percent limit even before the project started. It would have been interesting to know the exact reason why the experimental group used less L1 at the start, even though there were more step 1 pupils in this group. However, since the pupils were not monitored before the six-month period started, it is difficult to pinpoint the reason for their low L1 use without researching further.

When the All English programme was introduced, the teacher had pictured that he would expect all of the pupils' speech, as well as his own, to be done in the TL. However, this proved to be challenging for the pupils, especially for those at the lowest proficiency level. It quickly became clear that the step 1 pupils did not master enough vocabulary to make themselves understood in the TL. For this reason, the step 1 pupils were allowed to use some L1 words if they had no idea how to say or explain the word in the TL, but the pupils were asked to always start in the TL, and use as much of it as possible. The step 2 and step 3 pupils were often asked to try to first explain the word using the vocabulary they already possessed, instead of jumping to the L1 straight away. Despite this encouragement, there were instances where some of the step 2 and 3 pupils made use of the step 1 option as an easy way out. In hindsight, the teacher could have been stricter to enforce this rule more effectively.

By the end of the study, the teacher concluded that the solution to let the step 1 pupils use some L1 words was a better alternative than to risk that those pupils were excluded from the conversations due to their lack of TL vocabulary. If they had been refused to use any L1 words, there is a danger that they would refrain from raising their hands during class and tune out of the conversation, and as a result, become demotivated towards further FL learning. Instead, the teacher experienced a high degree of involvement amongst the step 1 pupils, although some of the sentences sounded a bit odd. The teacher tried to make a point out of always providing the correct TL word whenever a step 1 pupil had to use a L1 word. This

way, other pupils in the class, as well as the pupil that spoke the L1 word, might learn a new word that was highly relevant to their TL speech.

In summary, this finding may imply that an All English programme might not be effective for decreasing the pupils' use of their L1 when they speak the TL. However, the pupils' use of their L1 to ask for translation of single words into the TL is believed to be one of the factors that cause the high increase in the use of different verbs amongst the experimental group's pupils. This conclusion can be compared to Rolin-Ianziti and Brownlie's (2002: 423) statement that the use of L1 in a few strategic places can be beneficial for the acquisition of the TL. In their study, the participants used the L1 approximately 9 percent of the time on average, and mainly for *translation of unknown FL words* and pointing out contrasts between L1 and the FL. However, the participants analyzed in that study were the teachers, while the results from this present study concerns the pupils. Still, an extensive use of the TL by the teacher combined with a 7 percent L1 use by the pupils, where they ask for translation of unknown words, appears to be a very effective way of increasing the pupils' oral proficiency, at least concerning their length of answers and their use of different verbs.

The fourth and final finding from the interviews is the pupils' change in their use of auxiliaries. For this variable, the two groups were remarkably equal, with a 39 percent increase in the control group and a 38 percent increase in the experimental group. There is however one weakness with the questions in the structured interviews. The decision to analyze the pupils' use of auxiliaries was made after the first round of interviews had been carried out. For this reason, the questions were not tailored to lead the respondents towards auxiliary use. Therefore, if a pupil happened to talk himself into a tense where auxiliaries were required, this was often a matter of chance, and not necessarily a reflection of the pupil's proficiency in the TL. This led to varying results, where many of the pupils actually reduced the number of auxiliaries they used from the first to the second interview. This tendency was especially evident in the experimental group's step 1 and step 3 pupils as well as the step 3 pupils from the control group.

To improve the validity of the results, the questions should have been redirected at a tense where auxiliary use occurred more naturally. One of the questions could for example have been 'Can you give some examples of how to help the environment?', thus checking if the pupil remembered to use auxiliaries like 'should', 'can', 'must', 'might', 'may' or 'could'.

5.2 ATTITUDINAL CHANGES

The results from the questionnaire revealed several interesting tendencies. Firstly, question 2B revealed that roughly two thirds of the pupils in both of the groups thought that they learned or would learn more from their FL lessons if their teacher spoke the TL exclusively. This is interesting, because even the pupils in the control group seems to favor the All English approach as a more useful teaching method, even without being exposed to it. These same tendencies were found in the questionnaire study carried out by Levine (2003) at university level. 600 participants partook in the survey, and the results discovered that amongst the learners and teachers who used a high percentage of TL, a majority of both teachers and pupils (approximately 60 percent in each group) reported that they either strongly agreed or agreed with the statement that ‘having to use the TL for communication is a rewarding and worthwhile challenge (rather than to fall back on L1)’ (Levine 2003: 351). From this, one can conclude that even if the learners feel anxious about speaking in the TL, they still view it as a useful and important part of their FL learning.

This finding is an important argument for teachers to take into consideration when they reflect on whether or not to implement the All English programme in their own teaching practice. Some teachers may perceive their pupils as more skeptical towards a teaching practice that involve such a high amount of the FL, than the pupils themselves actually are. This tendency was also unveiled in Levine’s study. The present finding might indicate that teachers see their learners as more anxious about speaking the TL in these settings than they really are, and therefore use the L1 there instead, like Cook (2001) suggests. But if the learners do not find it very stressful to use the TL in these settings, perhaps the common norm of relying on the L1 there should be called into question (Levine 2003: 354).

The second interesting finding from the questionnaire in this present case study, was that the pupils in the experimental group started to appreciate their FL lessons more after the All English programme was introduced, and a few of the pupils also found the FL lessons more useful than they did before the six-month period. By comparison, the pupils in the control group remained at fairly the same level of appreciation of their FL lessons, and some of these pupils actually found their FL lessons less useful than they did before the six-month period.

This finding means that the All English programme can make the FL lessons more enjoyable for the pupils. One possible reason for this increased appreciation can be linked to

higher motivation amongst the pupils to learn the TL, as proposed by MacDonald (1993) earlier in this chapter (see p. 83). He emphasizes motivational factors like the fact that what the pupils learn of the TL is useful for them right away in their further classroom speech, as well as the enjoyment the pupils can get from the immediate success of being able to talk to others in the TL. In the discussion about the change in verb use on p. 83, one possible connection between motivation and increased verb use has already been given, namely that the pupils from the experimental group more easily could see how it would benefit them to learn new words, which in turn may have increased their motivation to learn more of the TL.

How useful the pupils find the lessons can also influence how enjoyable they find them. Still, based on the results where two thirds of the experimental group agreed that they learned either more or a lot more from the teacher's exclusive use of the TL, the score of how useful the pupils found the lessons was expected to increase even more than it did. It should be noted that the pupils in the experimental group found the FL lessons fairly useful even before the All English programme was introduced, which in turn made it difficult to increase this variable by any significant amount.

The final finding of importance the questionnaire revealed, was that both of the groups experienced a positive development related to their confidence while speaking the TL. In the control group, this change was most visible amongst the higher proficiency pupils, while the lower proficiency pupils appeared to remain at roughly the same confidence level. In the experimental group, on the other hand, the increase in confidence when speaking the TL was more evenly spread out amongst the pupils, regardless of their proficiency level.

One research subject in particular, pupil 13, a step 1 pupil from the experimental group, showed a drastic change in confidence related to FL speech as well as an increase of his fondness for the FL lessons: On the first questionnaire, he answered that he found it horrible to speak the TL in front of the class and gave the FL lessons a 1 out of 10 on how well he liked them. On the second questionnaire, however, he answered that it was 'a little uncomfortable' to speak the TL in front of the class, and gave the FL lessons a 6 out of 10 in how well he liked them. This disproves the theory that lower proficiency pupils do not possess enough vocabulary and oral skills to benefit fully from an All English programme.

Turnbull (2001) reports similar increases in motivation and how useful his pupils found the FL lessons, based on his personal experience as a teacher. He reports that his pupils were resistant to his extensive use of the TL in the start, but that they quickly got used to it, and that he often experienced students coming up to him and thanking him for teaching in the

TL when the school year was over. The pupils felt that they had learned much more of the TL due to his extensive use of it. These experiences correlate with the findings from the questionnaire, as well as the present writer's personal experiences with the experimental group during the six-month period.

Levine (2003: 335) found that learners who reported a high percentage of TL usage also reported a low level of anxiety related to TL use, and from this raised the question if the frequent use of L1 in many FL classes can be one of the reasons for the anxiety many learners experience in relation to use of the FL. This theory conforms with the findings of this case study. When all of the L1 use by the teacher and most of the L1 use by the pupils were replaced by the TL, almost all of the pupils reported an increase in their confidence related to their own TL use.

Seen in the light of Levine's (2003) findings and Turnbull's (2001) reports, the pupils in the experimental group were expected to answer that they thought they had learned more from the teacher's exclusive use of the TL, as previously discussed. What was not expected, was the results from the control group, where two thirds also agreed that they would have learned more or a lot more if the teacher spoke the TL exclusively. Pupils in the control group were expected to be negative towards such high FL use, as Turnbull (2001) reports that his pupils were in the beginning. However, the results from this case study shows that these Norwegian 12-13-year old EFL pupils were actually positively inclined towards an All English programme, because they thought that they would learn more from it than they did from their current FL lessons where L1 and the TL were mixed. This is interesting to note before one dismisses the implementation of an All English programme based on an assumption that the pupils would be negative towards it.

In summary, these findings show that an All English programme can significantly improve the pupils' fondness of the FL lessons, even though it does not necessarily improve how useful they find the lessons. Still, two thirds of the the pupils exposed to the programme agreed that they learned either more or much more from the teacher's exclusive FL use, as proposed by Turnbull (2001) and Levine (2003). Additionally, the pupils in the experimental group experienced a steady increase in confidence related to their FL proficiency, regardless of which step they belonged to. In comparison, only the more proficient pupils in the control group experienced increased confidence related to their LF proficiency, while the confidence of the less proficient pupils remained at more or less the same level as before.

5.3 DIFFERENCES BETWEEN PROFICIENCY LEVELS

Before the project started, the researcher had a hypothesis that the higher proficiency pupils would benefit the most from the All English programme, while the lower proficiency pupils would find it too difficult, and as a result, lose interest due to lack of understanding of what was going on (see p. 82). This hypothesis proved to be incorrect.

By looking at the figures presented in Chapter 4, the All English programme does not appear to have affected any particular group of pupils significantly more than the rest. All of the three steps show fairly similar tendencies on both increase in total number of words, L1 use, verb and auxiliary use. The results from the interviews show that pupils can, regardless of their proficiency level, improve their oral proficiency in the FL from being exposed to an All English programme.

On the other hand, by looking at the results from the questionnaire, some differences were present. When the pupils in the experimental group were asked about their attitudes towards speaking the TL in front of the class, the step 1 pupils had become more positive towards it. The step 2 pupils had only become marginally more positive towards it, and the step 3 pupils had actually become somewhat more negative towards it. What caused this decrease in the step 3 pupils' willingness to speak aloud in front of the class can not be identified without researching this matter and consulting the pupils further. Still, an idea as to what has happened can be proposed. One possibility is that the step 3 pupils felt somewhat superior to their peers before the project started, because they may have been the ones leading the conversations in the class. After the All English programme was introduced, the the step 1 and step 2 pupils' confidence towards their own FL proficiency increased, as seen from the questionnaire results. Additionally, the step 1 and step 2 pupils, especially the ones from step 1, became more positive towards speaking aloud in class. As a result, the step 3 pupils' dominance in the FL class decreased because of the increased oral involvement from step 1 and 2, which in turn can have made it less interesting for the step 3 pupils to participate in the whole class discussions.

On the question about what they felt about the All English programme, the pupils from the different steps were divided in their answers. The answers from the step 1 pupils in the experimental group varied greatly: Some of the pupils thought that the programme was ineffective, while others found it very effective. Others again did not think it affected their acquisition of the FL. Compared to the change these pupils showed in the interviews, the

same tendencies can be seen; six out of nine pupils show a significant change in the positive direction, while three of the pupils show minimal or negative change. The step 2 pupils, on the other hand, all agreed that they learned some more or much more English from the All English programme. The step 3 pupils mostly agreed with the step 2 pupils on this matter, except from one pupil that thought that the programme did not affect his FL acquisition.

When asked about how well they liked the FL lessons, the step 1 pupils increased their answers significantly, while the step 2 and 3 pupils only had a small increase. This indicates that the step 1 pupils must have reached a certain point where they realized that they were in fact more proficient in the TL than they had anticipated. This realization was experienced by the experimental group's teacher several times during the six-month period. It often occurred that a step 1 pupil asked the teacher to rather speak the L1 than the TL, because otherwise the pupil would not understand what he said. Or so the pupil thought, at least. When the teacher then took the time to explain in the TL what the pupil was supposed to do, by speaking slowly and using body language, the pupil understood it almost every time. Even better, once when a pupil still did not understand the instructions that were given in the TL, one of the other step 1 pupils helped her by translating the instructions into the L1 for her. The proud look on the face of the step 1 pupil that suddenly realized that she had both understood and translated instructions from the TL, while others in her class had not understood them, was priceless.

A similar pattern can be seen in the results from the question about how useful they found the FL lessons before and after the six-month period. Here again, the step 1 pupils replied that they found the FL lessons significantly more useful after the introduction of the All English programme. The pupils from step 2 and step 3 replied that the FL lessons had become somewhat more useful.

The All English programme was expected to be the most challenging for the step 1 pupils, which means that the scale of how the pupils reacted to it could go either way. Fortunately, the results show that they appreciated this challenge. These findings came as a positive surprise, despite the hypothesis that the All English Programme would work best with medium and high proficiency pupils. It was feared that the lower proficiency pupils had a risk of dropping out of the conversation and give up the attempt to understand what the teacher was saying. However, this hypothesis proved to be wrong. The pupils in the experimental group who prospered during this project were not just high proficiency pupils. Several step 1 pupils have shown a great improvement in their oral English proficiency, and a total of three pupils have moved from Step 1 to Step 2 during the six-month period. In

comparison, only one pupil has moved from Step 2 to Step 3. However, this pupil is the one that has improved the most in relation to the number of words, verbs and auxiliaries used. This shows that the All English programme can benefit both high and low proficiency pupils.

The success amongst the lower proficiency pupils (step 1) are supported by Wong-Fillmore's (1985: 34) findings, although she studied pupils with low English proficiency in 3rd and 5th grade classrooms in the United States, which makes it not directly applicable to this present study, where the pupils were in the 7th grade in Norway. The teachers in the classrooms with successful language learning did not mix L1 and the FL, but presented what they were going to say directly in the FL, in the same manner as the teacher of the experimental group did.

The final question in the questionnaire asked the pupils how difficult it would be for them to tell their classmates what they did during the weekend. Here the step 1 and step 2 pupils increased their replies significantly, while the step 3 pupils actually had a slight decrease. One possible explanation for why the pupils from step 1 and 2 increased their confidence towards their own FL proficiency, can be that they have used it a lot more than they would have if parts of their FL lessons were conducted in the L1.

The writer of this thesis has personally experienced how quickly a learned language, in this case German, can be forgotten and become deficient when it was not used on a regular basis. Naturally, his confidence towards his own proficiency in the FL decreased at a similar speed. This is a tendency many former FL pupils probably can relate to themselves. From this example, one can claim that regular use of the TL is linked to the speaker's confidence about his own proficiency in the TL. By maximizing the amount of TL input during all lessons, the teacher provides the pupils with the highest possibility of increasing this confidence in addition to their language acquisition, as suggested by several scholars (Turnbull 2001; Wong-Fillmore 1985; Krashen 1982; Littlewood 1981; Macdonald 1993).

By having to use the TL in every lesson and for all purposes, the pupils were forced to increase their vocabulary to make themselves understood. This increase is visible in the substantial change in the number of different verbs the pupils used during the interviews. To get a larger vocabulary can naturally lead the pupils to higher confidence related to their own FL proficiency.

In summary, judging by the results from the questionnaire, the All English programme has indeed affected the pupils differently based on their EFL proficiency level, at least where their attitudes and confidence are concerned. The pupils from step 1 appears to have benefited

the most, contrary to the theory that they would fall behind due to lack of understanding. The step 1 pupils become more positive towards speaking the TL aloud in class, and their appreciation of the FL lessons increased notably. Further, they reported that they found the FL lessons more useful and that their confidence about their own FL proficiency had increased markedly as well. However, the pupils from step 2 also increased their confidence about their own FL proficiency, and the step 2 and step 3 pupils agreed in thinking that they have learned more of the TL from the All English programme.

In addition to the results presented in this thesis, several interesting observations were made by the teacher of the experimental group. Firstly, two of the pupils from step 1 raised their hand in class and asked, in the TL, if they could move up to step 2. Additionally, one pupil from step 1 and one from step 2 were moved up to a higher step in agreement with the teacher. The reason for this change was based on really high scores on the chapter tests as well as the pupils' high motivation and increased proficiency during classwork. The exact reason why those two pupils from step 1 wanted to move up to step 2 is not known. One possibility is that they wanted more challenging texts and tasks, because they thought their current tasks were too easy. Another possibility is that they wanted to increase their status in the class. A combination of these two factors can also be the cause for their wish to change steps.

Another interesting observation is that the pupils that had other languages than Norwegian as their L1 seemed to enjoy the All English programme especially well. In fact, these pupils continued to speak the TL to their teacher even outside the FL classes. The pupils saw it as good opportunities to practice their FL skills when meeting the teacher in the hallways, during gymnastics lessons or when they met at the local grocery store. The reason for this affection for the FL after implementation of the All English programme is probably that they finally felt that they mastered language as well as their Norwegian classmates. After all, it is only natural that they were less proficient in Norwegian as their FL than their peers for whom Norwegian was their L1. But when all the pupils in the class were asked to speak English, this would be a FL for all of the pupils. This way, the difference between them probably became less evident, and it was easier to increase their proficiency along with their peers.

The final observation worth mentioning, is that most of the higher proficiency pupils liked the All English programme from the first week, based on feedback from these pupils. Actually, several of the step 3 pupils asked for more challenging text than those the Stairs 7

textbook could provide. They claimed that the texts meant for step 3 in the textbook, were almost at the same proficiency level as the step 2 texts, only longer. To meet these requests, the teacher provided the pupils with more authentic text material, ranging from news articles meant for English native speaking children to authentic English literature meant for native adolescents.

6 CONCLUSION

This case study set out to test whether the teacher's exclusive use of the TL during FL lessons would influence the pupils' oral proficiency and attitudes towards speaking the TL aloud in class as well as their attitudes towards the FL lessons in general. The first research question for this case study focused on how the All English programme would affect the pupils' oral proficiency in the TL. Based on the results from the interviews in this study, it is safe to claim that exclusive use of the TL in all FL lessons led to increased length of the pupils' answers to open questions by significantly much more than their peers taught with a combination of L1 and the TL. In addition, the pupils in the experimental group greatly increased their use of different verbs, compared to their control group peers. However, the pupils' use of auxiliaries and their use of the L1 in FL speech were not notably affected by the All English programme.

Furthermore, the findings from this study can imply that an All English programme might not be effective for decreasing the pupils' use of their L1 when speaking the TL. On the contrary, the pupils' use of their L1 to ask for translation of single words into the TL is believed to be one of the factors that caused the high increase in the use of different verbs amongst the experimental group's pupils. An extensive use of the TL by the teacher combined with a 7 percent L1 use by the pupils, where they asked for translation of unknown words, appeared to be a very effective way of increasing the pupils' oral proficiency, at least where their length of answers and their use of different verbs were concerned.

The second research question focused on the pupils' attitudes, both in relation to speaking the TL aloud and towards how useful they found the FL lessons. In summary, the findings from this study show that an All English programme can significantly improve the pupils' fondness of the FL lessons, even though it does not necessarily improve how useful they find the lessons. Still, two thirds of the the pupils exposed to the programme agreed that they learned either more or much more from the teacher's exclusive FL use, as proposed by Turnbull (2001) and Levine (2003). Additionally, the pupils in the experimental group experienced a steady increase in confidence related to their FL proficiency, regardless of which step they belonged to. Additionally, the majority of both the control group and the experimental group agreed that they learned more or would have learned more from a teacher that only spoke the TL.

The third and final research question focused on how the All English programme would affect the pupils differently based on their proficiency level in the FL. Based on the

results from the interviews, the All English programme does not appear to have affected any particular group of pupils significantly more than the rest; all of the three steps showed fairly similar tendencies on both their increase in total number of words, L1 use, and verb use. There were however some differences between the three steps when their attitudes and confidence were analyzed. The lower proficiency pupils (step 1) appeared to benefit the most from the All English programme by significantly increasing their confidence towards their own FL proficiency, as well as their attitudes towards the FL lessons and how useful they found these lessons.

Several possible limitations for this study were presented in Chapter 3.2.6 (p. 35). However, none of the mentioned limitations were deemed significant enough to alter the results in any significant way. Still, the findings from this case study should not be blindly generalized to other pupils at other schools, due to the low amount of participants. To get more generalizable results, further studies on this topic should be carried out, preferably with larger participant groups and with several age groups, to see if younger or older pupils react differently to the All English programme. Further, if this case study were to be repeated, one important change would have been made. The questions in the structured interviews would have been replaced by some that led to the use of auxiliaries more naturally. This issue was also mentioned on p. 86.

Cummins (2008: 72) claimed that there was no empirical evidence to prove that the English Only approach gave higher learning outcomes than approaches that included the L1. Likewise, Macaro (2001) and Turnbull & Arnett (2002) agreed that there was not enough empirical evidence on the effects of L1 use in FL teaching to draw any sound pedagogical conclusions. This present study has been a first step in order to help fill this gap within the field of FL didactics. Nevertheless, large amounts of testing and researching still remain before any certain conclusions can be drawn as to which role the L1 should have, or not have, in the FL classroom.

Despite the lack of generalizability the findings from this thesis may have, they can still be helpful for other EFL teachers as a guideline and as a reminder of the importance their TL use may have for their pupils. The writer of this thesis has decided to change his future teaching practice towards an exclusive TL use, and other EFL teachers are urged to try the same. If it sounds too drastic to ban the use of L1 from the FL lessons, one should at least try to maximize the amount of TL one uses in the classroom and have a

thorough reconsideration of each area where the L1 is used, to see if it would be possible to use the TL there instead.

BIBLIOGRAPHY

- American Council on the Teaching of Foreign Languages (ACTFL) (2010), 'Use of the Target Language in the Classroom'. URL: <http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom> (Accessed on 09.11.15).
- Auerbach, E. R. (1993), 'Re-examining English Only in the ESL Classroom'. *TESOL Quarterly*, 27(1). 9-32.
- Bachman, L. F. (2004), *Statistical Analyses for Language Assessment*. Cambridge: Cambridge University Press.
- Belz, J. A. (2003), 'Identity, Deficiency and First Language Use in Foreign Language Education'. In C. Blyth (ed.), *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-native and the Non Native Speaker*. Boston, MA: Heinle & Heinle. 209-248.
- Berg, N. (2013), 'Codeswitching in ESL Teaching'. Unpublished paper. Stockholm: Stockholm's University.
URL: <http://su.diva-portal.org/smash/get/diva2:634259/FULLTEXT01.pdf> (Accessed on 01.09.15).
- Blyth, C. (1995), 'Redefining the Boundaries of Language Use: The Foreign Language Classroom as a Multilingual Speech Community'. In C. Kramsch (ed.), *Redefining the Boundaries of Language Study*. Boston, MA: Heinle & Heinle. 145-183.
- Burns, A. (2005), 'Action Research'. In E. Hinkel (ed.), *Handbook of Research in Second Language Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum. 241-256.
- Canagarajah, S. (2007), 'The Ecology of Global English'. *International Multilingual Research Journal*, 1(2). 89-100.
- Chambers, G. N. (2013), 'The Target Language Revisited'. *Teaching and Teacher Education* 36. 44-54.
- Chavez, M. (2003), 'The Diglossic Foreign Language Classroom: Learners' Views on L1 and L2 Functions'. In C. Blyth (ed.), *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-native and the Non-native Speaker*. Boston, MA: Heinle & Heinle. 163-208.
- Converse, M. & S. Presser (1986), *Survey Questions: Handcrafting the Standardized Questionnaire*. Newbury Park, CA: Sage.
- Cook, V. (2001), 'Using the First Language in the Classroom'. *Canadian Modern Language Review* 57. 402-423.

- Cummins, J. (2008), 'Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education'. In J. Cummins & N. J. Hornberger (eds.), *Bilingual Education. Encyclopedia of Language and Education*, vol. 5 (2nd ed.). New York: Springer. 65-75.
- Dahl, A. (2014), 'Young Second Language Learners: The Acquisition of English in Norwegian First-grade Classrooms'. Unpublished PhD Thesis. Trondheim: NTNU.
- Dahl, A. & M. D. Vulchanova (2014), 'Naturalistic Acquisition in an Early Language Classroom'. *Frontiers in Psychology* 5. 1-8.
URL: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4029010/> (Accessed on 15.09.15).
- Duff, P. & C. Polio (1990), 'How Much Foreign Language is There in the Foreign Language Classroom?'. *The Modern Language Journal* 78. 273-284.
- Dörnyei, Z. (2007), *Research Methods in Applied Linguistics – Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press.
- English Department for Education (2013), 'National Curriculum in England: Languages. Programmes of Study'.
URL: <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study> (Accessed on 08.11.15).
- Furrow, D., K. Nelson & H. Benedict (1979), 'Mothers' Speech to Children and Syntactic Development: Some Simple Relationships'. *Journal of Child Language* 6(3). 423-442.
- Heeringa, W., F. Swarte, A. Schüppert, & C. Gooskens (2012), 'Orthographic Differences Among Germanic Languages: Stem Variation Versus Inflectional Affix Variation'. Presentation, Workshop on Quantitative Linguistics and Dialectology. University of Groningen, 29.06.2012. URL: <http://www.martijnwieling.nl/workshop/heeringa.pdf> (Accessed on 24.09.15).
- Inbar-Lourie, O. (2010), 'English Only? The Linguistic Choices of Teachers of Young EFL Learners'. *International Journal of Bilingualism* 14(3). 351-367.
- Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.
- Levine, G. S. (2003), 'Student and Instructor Beliefs and Attitudes about Target Language Use, First Language Use, and Anxiety: Report of a Questionnaire Study'. *The Modern Language Journal* 87(3). 343-364.

- Littlewood, W. (1981), *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Macaro, E. (2001), 'Analyzing Student Teachers' Codeswitching in Foreign Language Classrooms: Theories and Decision Making'. *The Modern Language Journal* 85(4). 531-548.
- MacDonald, C. (1993), *Using the Target Language*. Cheltenham: Mary Glasgow.
- Malmborn, G. (2002), *Attack Your Grammar*. Oslo: Cappelen.
- Mero-Jaffe, I. (2011), "'Is that what I said?'" Interview Transcript Approval by Participants: An Aspect of Ethics in Qualitative Research'. *International Journal of Qualitative Methods* 10(3). 231-247.
- Oxford Dictionaries, 'Auxiliary verb'.
URL: <http://www.oxforddictionaries.com/definition/english/auxiliary-verb> (Accessed on 04.02.16).
- Polio, C. G. & P. A. Duff (1994), 'Teachers' Language Use in University Foreign Language Classrooms: A Qualitative Analysis of English and Target Language Alternation'. *The Modern Language Journal* 78(3). 313-326.
- Rod, E. (2008), *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Rod, E. (2012), *Language Teaching Research and Pedagogy*. Oxford: Wiley-Blackwell.
- Rolin-Ianziti, J. & S. Brownlie (2002), 'Teacher Use of the Learners' Native Language in the Foreign Language Classroom'. *The Canadian Modern Language Review* 58. 402-426.
- Thorsen, C. & H. D. Unnerud (2008), *Stairs 7: Textbook*. Oslo: Cappelen.
- Thorsen, C. & H. D. Unnerud (2008), *Stairs 7: Workbook*. Oslo: Cappelen.
- Turnbull, M. (2001), 'There Is a Role for the L1 in Second and Foreign Language Teaching, But...'. *The Canadian Modern Language Review* 57. 531-540.
- Turnbull, M. & K. Arnett (2002), 'Teachers' Use of the Target and First Languages in Second and Foreign Language Classrooms'. *Annual Review of Applied Linguistics* 22. 204-218.
- Turnbull, M. & J. Dailey-O'Cain (2008), *Second Language Use in Second and Foreign Language Learning*. London: MPG Books.
- Utdanningsdirektoratet (2015), 'English Subject Curriculum'. URL: <http://www.udir.no/kl06/eng1-03/Hele/Kompetansemaal/kompetansemal-etter-7.-arstrinn/?lplang=eng> (Accessed on 08.11.15).
- Van Lier, L. (1995), 'The Use of the L1 in L2 Classes'. *Babylonia* 2. 37-43.

Wong-Fillmore, L. (1985), 'When Does Teacher Talk Work as Input?'. In M. Gass & C. Madden (eds.), *Input in Second Language Acquisition*. Rowley, MA: Newbury. 17-50.

APPENDIX A - QUESTIONNAIRES

These are the original questionnaires that were distributed to the pupils in the two groups before and after the six-month period of this study. In question 2B in the second questionnaire two comments have been put in brackets; these are meant as a guide for the reader, and were not part of the original questionnaire.

Spørreundersøkelse 1

1. Hvordan føler du det er å snakke engelsk foran resten av klassen?
 - a. Jeg liker det (5/5)
 - b. Det går helt greit (4/5)
 - c. Det er litt ukomfortabelt (3/5)
 - d. Det er veldig ukomfortabelt (2/5)
 - e. Det er helt forferdelig (1/5)

2. I 6. Klasse, hvor ofte snakket engelsklæreren din engelsk i timene? Hvor ofte snakket han/hun norsk?
 - a. 100% engelsk, 0% norsk (læreren snakket kun engelsk)
 - b. 90% engelsk, 10% norsk
 - c. 80% engelsk, 20% norsk
 - d. 70% engelsk, 30% norsk (læreren snakket mest engelsk, men norsk av og til)
 - e. 60% engelsk, 40% norsk
 - f. 50% engelsk, 50% norsk (læreren snakket halvparten engelsk, halvparten norsk)
 - g. 40% engelsk, 60% norsk
 - h. 30% engelsk, 70% norsk (læreren snakket mest norsk, litt engelsk innimellom)
 - i. 20% engelsk, 80% norsk
 - j. 10% engelsk, 90% norsk
 - k. 0% engelsk, 100% norsk (læreren snakket kun norsk)

3. Hvor godt liker du engelsk-faget, på en skala fra 1-10? (1 er veldig dårlig, 10 er veldig godt)

Svar: _____

4. Hvor nyttige synes du Engelsk-timene er?
 - a. Veldig nyttige, jeg lærer veldig mye (5/5)
 - b. Nokså nyttige, jeg lærer nokså mye (4/5)
 - c. Midt på treet, jeg lærer en del (3/5)
 - d. Jeg synes ikke de er særlig nyttige, jeg lærer nokså lite (2/5)
 - e. De er helt unyttige, jeg lærer ingenting (1/5)

5. Hvor vanskelig synes du det er å si på engelsk hva du gjorde i helga til en klassekamerat?
 - a. Det er ingen problem (5/5)
 - b. Det går nokså greit (4/5)
 - c. Midt på treet (3/5)
 - d. Det er vanskelig (2/5)
 - e. Det klarer jeg ikke (1/5)

Spørreundersøkelse 2

1. Hvordan føler du det er å snakke engelsk foran resten av klassen?
 - a. Jeg liker det (5/5)
 - b. Det går helt greit (4/5)
 - c. Det er litt ukomfortabelt (3/5)
 - d. Det er veldig ukomfortabelt (2/5)
 - e. Det er helt forferdelig (1/5)

2B. (From experimental group)

Læreren din snakker kun engelsk. Hva synes du om det?

- f. Jeg tror jeg lærer mindre, fordi jeg sliter med å forstå hva han sier.
- g. Det er vanskelig, men jeg forstår mer enn jeg hadde trodd.
- h. Jeg tror ikke det har noe å bety for hvor mye engelsk jeg lærer.
- i. Jeg tror jeg lærer litt mer av det.
- j. Jeg tror jeg lærer mye mer av det.

2B. (From control group)

Engelsklæreren din snakker en del norsk og en del engelsk. Hvordan tror du det hadde vært hvis læreren din snakket kun engelsk i engelsktimene?

- k. Jeg tror jeg hadde lært mye mindre, fordi jeg ikke hadde forstått hva hun sa. 2
- l. Jeg tror jeg hadde lært litt mindre, fordi jeg ikke hadde forstått hva hun sa. 3,5
- m. Jeg tror ikke det hadde hatt noe å bety for hvor mye engelsk jeg hadde lært. 2
- n. Jeg tror jeg hadde lært litt mer av det. 7.5
- o. Jeg tror jeg hadde lært mye mer av det. 6

2. Hvor godt liker du engelsk-faget, på en skala fra 1-10? (1 er veldig dårlig, 10 er veldig godt)

Svar: _____

3. Hvor nyttige synes du Engelsk-timene er?

- a. Veldig nyttige, jeg lærer veldig mye (5/5)
- b. Nokså nyttige, jeg lærer nokså mye (4/5)
- c. Midt på treet, jeg lærer en del (3/5)
- d. Jeg synes ikke de er særlig nyttige, jeg lærer nokså lite (2/5)
- e. De er helt unyttige, jeg lærer ingenting (1/5)

4. Hvor vanskelig synes du det er å si på engelsk hva du gjorde i helga til en klassekamerat?

- a. Det er ingen problem (5/5)
- b. Det går nokså greit (4/5)
- c. Midt på treet (3/5)
- d. Det er vanskelig (2/5)
- e. Det klarer jeg ikke (1/5)

APPENDIX B - SELECTED INTERVIEW TRANSCRIPTS, CONTROL GROUP

Here follow the full transcripts of all interviews from the control group that are specifically referred to in the text.

T = Teacher

P = Pupil

Pupil 31, second interview (see p. 67)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I like to play piano. I like acting, animals and... "Jeg vet ikke... Tur, sånn telttur."

T: Hiking? Camping?

P: Yes, hiking and camping.

T: Good, and number two: can you tell me about your family?

P: We like to go camping, and... We're not... "Jeg vet ikke. Jeg kommer ikke på noe." My dad is... He loves camping, and he is out of the house every day. My mom is working in a "barnehage."

T: Yeah, kindergarten.

P: I have a brother named *censored*, he is ten years, and a little sister named *censored*, she is five years, I think...

T: that's good. And the last one. You have talked a bit about it already, but can you tell me about your hobbies?

P: I play piano. I driving my boat. Hanging out with my friends and playing with my animals...

T: Yeah, good, thank you, that's all.

Pupil 32, second interview (see p. 67)

T: Okay, now I want to ask you three questions.

P: Yes.

T: Number one: Can you tell me about yourself?

P: I am twelve years old. My full... “Mitt fulle navn, hvordan sier jeg det?”

T: My full name.

P: My full name is *censored* *censored* *censored*. My family is in four people and two cat. I have a brother. He is going on 9th of class. Ehm, yes...

T: Yeah, good. And number two: can you tell me about your family?

P: My family is in five people, if you tell (false friend from Norwegian, it should be “count”) with *censored* “Hun bor hos oss.” Two cat... We have four, but two of that is dying on *inaudible speech*. And my grandmother is sitting on “rullestol”. And my dad is dying 2015. “Er ikke det fjorten?”

T: Fourteen.

P: Fourteen.

T: Hmm. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: I swim and I play... “Jeg går ikke på fotball, men jeg spiller fotball på fritiden.” And I asked some friend.

T: Good, thank you. That’s all!

Pupil 34, second interview (see p. 67)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: My name is *censored* *censored* *censored*. My favorite sport is football or soccer, “jeg vet ikke helt,” and paintball. I live in *censored*. I have tree, “nei”, two sisters. My father’s name is *censored*, my mothers name is *censored*. My sisters is *censored* and *censored*.

T: Good, then you have already started on number two: can you tell me about your family?

P: “Sånn om dyr også?”

T: If you want.

P: I have a dog who is named *censored* and a cat who is named *censored*. “Ja, også mange sånne sauer som jeg ikke har navn på, også sånn der...”

T: Yes?

P: “Ja, det er egentlig alt.”

T: And the last question: can you tell me about you hobbies – or what you do when you are not at school?

P: Play soccer, sometimes paintball. “Det er egentlig alt jeg gjør, nesten.”

T: Yeah, good, thank you. That’s all!

Pupil 40, second interview (see p. 68)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: Eh, “hva heter 13 på engelsk?”

T: thirteen.

P: I are thirteen years old. And I like to play. And I like to jump... “Jeg husker ikke hva det heter.”

T: Jump on the trampoline?

P: “Ja.”

T: Good. And question number two: can you tell me about your family?

P: I have... “Hvilken familie?”

T: You can choose.

P: “Jeg har” one sister and “sikkert mange unklere og tanter. Husker ikke hva det heter.”

T: Uncles and aunts?

P: Yeah.

T: Okay, good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: I play, and play, and play.

T: On the PS4?

P: Mhm.

T: Good, thank you!

APPENDIX C - SELECTED INTERVIEW TRANSCRIPTS, EXPERIMENTAL GROUP

Here follow the full transcripts of all interviews from the experimental group that are specifically referred to in the text.

T = Teacher

P = Pupil

Pupil 3, second interview (see p. 66)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I am a boy that likes football and being with friends. If there is nothing to do, I can play games and watch television. And sometimes I play Fifa with a friend and online with other people.

T: Hmm.

P: And I have family: two sisters and one brother and one mom and one dad. And my grandmother lives in the same house as myself.

T: Aha, good. And you have already started on number two, but can you tell me about your family?

P: My family... My family... "Hva er "består?""

T: Consists.

P: Yeah. My family consists my brother, *censored*, that's eighteen years old, and *censored*, that's sixteen, and *censored*, that's fifteen, I think. And my mom and dad and my grandmother.

T: Mhm, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: My hobbies are football, but I want to go on the scout, but I can't do it because it's football when it is. And when I'm not at school, I'm regularly with friends, and if not I am playing football on the football... On the football... Yeah.

T: Yeah, good, thank you. That's all!

Pupil 5, first interview (see p. 45, 82)

T: Okay, now I want to ask you three questions. Okay? Number one: Can you tell me about yourself?

P: Ehm... I like to run. And I like kebab. And I like to going to my friend.

T: Yeah, good. Next question: can you tell me about your family?

P: My mom and dad is *“hva er “sammen” på engelsk?”*

T: Together.

P: Together. Mmm. My sister is... is my sister. My brother is ten years old. And I have a cat.

T: Yeah, good. And the last question: can you tell me about your hobbies – or what you do when you are not at school?

P: I go... *“korps, hva er det på engelsk?”*

T: Play in a marching band?

P: Marching band. I... *“Ja”*, it's all.

T: Yeah, thank you. Good job! Then we are finished.

Pupil 5, second interview (see p. 45, 66, 82)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: My name is *censored*. I have a cat. My mother... I have a mother and a father and a sister and a brother. And a cat. We live in... We live in a red house, and I go in a brass band. I... *censored* is my best friend. And I hate English. My favourite... *“Hva er fag?”*

T: Subject.

P: My favorite subject is food and... *“Hva er helse?”*

T: Health. Food and health.

P: And I love to go out in the wood and be there and climb in a tree. I like to go on my iPad and *“mobil”*.

T: Good, and number two: can you tell me about your family?

P: My mother, he... “Nei”... She has six fingers, and she is sick. Because he must on dialyse because she has “nyresvikt”. And *censored* she drive a moped and is very angry. Yeah. And sleep very long. “Eller...”

T: Yeah.

P: He is very... Sometimes he is happy, and sometimes he is sad. And *censored* is very, “hva er sytete på engelsk?”

T: Whimpy.

P: yeah, whimpy, and cry for everything I done, “eller”, do. Because I, eh, “ja, det er sånn søsken er.” And... “Skal jeg fortelle om katten?”

T: You can, if you want to.

P: My cat name is Pusur. She eating and sleeping and like to “få kos”. He is two. And, yes.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: My hobby is to go and play “kornett” in a brassband. Ehm, and I go “på JIM.” And I... When I... Eller, når jeg... After the school, I'm out. Eller, first I'm doing my homework. And so I'm eating, eller, eating food. Dinner. And so I'm going out. I am... I go to *censored*, and we go up to the wood with hers dog. And when “mor”. “Eller, når” my mother is on hospital, we are “hos” *censored* and going “tur”. And after that we see on TV or going to friends.

T: Yeah, good, thank you!

Pupil 7, first interview (see p. 83)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I have black hair. I have brown ears. “*Er det det det heter?*”

T: Brown ears? (Pointing to ear)

P: “*Nei, brune øyne.*”

T: Brown eyes.

P: Yes, eyes. Ehm... I have a white T-shirt.

T: Anything else, or are you finished?

P: I will not *“si det. Jeg vil ikke si mer om det”*.

T: Okay, can you tell me about your family?

P: No! I can't!

T: Oh? Why not?

P: *“Det er noe som er privat.”*

T: Okay, can you tell me about school, then?

P: School? Why?

T: Just to get another question.

P: Okay, my best friend is **censored**.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: Singing. *“Jeg gjør jo noe annet, men vet ikke hva det heter. Jeg sover i telt, men vet ikke hva det heter på engelsk.”*

T: Sleep in a tent.

P: Yeah, finished.

T: Alright, good, thank you!

Pupil 7, second interview (see p. 83)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: My name is **censored**. I have brown hair. *“Eller svartbrunt. Må jeg fortelle mer?”*

T: If you want to?

P: I have brown eyes. *“Sånn”*.

T: Good, and number two: can you tell me about your family?

P: My brother's, eh, my little brother's name... I have many little brothers... I have also **censored**, **censored**, **censored** and **censored**. And my “storebror” is **censored** and **censored**. Yes.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: "Når jeg er på skolen?"

T: When you are not at school, what you do at home.

P: I am outside and play. And "snekrer". And I like to sing.

T: Yeah, good, thank you!

Pupil 12, second interview (see p. 66)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I am twelve years old, and I like paintball and football. I have one little brother. "Ja."

T: Good, and number two: can you tell me about your family?

P: I have a mom and a dad, and I have a little brother. He is four years old. We live on *censored*. Eh, "ja". We have a house so is... "Hva er grå på engelsk?"

T: Grey.

P: Yeah, a grey house.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: I am with friends, football, play Fifa, "ja."

T: Yeah, good, thank you!

Pupil 17, first interview (see p. 53, 82)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: Well, well, when I am at home I love playing computer games. But sometimes I just grab my bike and bike around in the gates... Yeah, in the streets.

T: Good, and number two: can you tell me about your family?

P: I got a funny dad, a artist mom and an annoying little sister and a dangerous brother. Dangerous.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: Ehm, we not do it right now, but soon I am going to shoot some... Shoot at the...

T: Shooting range?

P: Yeah. And I am going on drama. And I draws a few, not a lot, but when I do it, I do it a long time. Yeah, I don't do very much.

T: Yeah, that's OK.

P: Eat, sleep, game, repeat.

T: Thank you, that's all.

Pupil 17, second interview (see p. 82)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: Well, my name is *censored*. I am a female. I am thirteen years old. Eh, some people would call me a little geeky or geek. Some would call me funny "åsånt". I like telling jokes and play computer when I don't. Yeah, hang with friends and stuff like that. Eh, yeah... "Jeg kommer ikke på mer å si."

T: Good, and number two: can you tell me about your family?

P: Well, I got a big clown of a father. He keeps on telling jokes and have an imaginary friend called *censored*. Ehm, this friend lives in Himalaya. Mom is our family artist. That might be why I like drawing and stuff like that. She don't laugh very much, but trust me, when she finds something funny, she laugh of it all day. Like when she got a helium balloon, that's actually mine, but she takes it away from me, then she would keep on laughing about it all day long. And my sister, she keeps finding ways to get away from school, like "my stomach hurts", "I can not use my legs", just to play a stupid video game that her friends get hacked on.

T: Hmm.

P: My brother. I do not see him a lot, but when I do, I have to hide my coca cola boxes. He takes everything that has sugar or something sweet in our house. And if he can't find anything, he keeps going on about it: "Hey, I'm hungry, is there anything I can eat?" And then there is my cat. We can see that she has been eating half of her life. Ehm, that is her passion. She eats, she don't "miao" that much, but she comes with that sound, so if we lift her up to take her outside or come in to check if we put food on her... yeah...

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: Well, I like drawing. That's a big part of my life. I like playing, I guess like every other child in Norway. I also go to drama. And I also start writing a book, just for fun. Eh, and I always have to keep watching over my siblings, that's pretty annoying. Ehm, yeah.

T: Yeah, good, thank you, that's all!

Pupil 20, second interview (see p. 66)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I have long, brown hair, and blue eyes. I like “turn”. And have one mother and one father and three, “eller”, one sister and two brothers, and, “ja”...

T: Good, and number two: can you tell me about your family?

P: My mother... “Jobber på Engelsk..?”

T: Work.

P: Yeah, work on *censored*, and my father work on *censored*. And my sister go to school in Stavanger, and *censored* go to school here. And *censored* go... Work in *censored*.

T: Yeah, that's good. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: My hobby is “turn” and that was “hver” Monday. I like this hobby because I like to “bevege meg”.

T: Yeah, move?

P: Yeah.

T: Thank you, good!

Pupil 21, second interview (see p. 67)

T: Okay, now I want to ask you three questions. Number one: Can you tell me about yourself?

P: I'm a kid, and I am twelve years old and I like to play computer games and be with friends. And my family is... “Hvordan sier jeg “er det?”

T: In my family there are?

P: In my family there are four members, including me, my little brother *censored*, my mother *censored* and my dad *censored*. We live in *censored* *censored* in *censored* in a grey house. And... Yeah.

T: Good, and now you have started on question number two, but do you have anything to add about your family?

P: My little brother has a hamster called “Tiger”. He is white and grey, and has gotten kind of big from what he was when we got him.

T: Mhm.

P: “Ja”... That’s about...

T: Yeah. And the last question: can you tell me about your hobbies – what you do when you are not at school?

P: Yeah, I told something about that earlier, but I like to play video games, play with friends and watch movies with them and just take it easy home.

T: Yeah, good, thank you. That’s all!

APPENDIX D - RAW DATA

This section contains all the tables of raw data for both the experimental group and the control group.

Raw data from control group

Total no. of words

Step 1 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 27	49	58	9	18 %
Pupil 32	106	112	6	6 %
Pupil 39	230	189	-41	-18 %
Pupil 40	29	55	26	90 %
Total	414	414	-	96 %
Average change				24 %

Step 2 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 23	41	67	26	63 %
Pupil 24	54	77	23	43 %
Pupil 25	37	61	24	65 %
Pupil 29	25	27	2	8 %
Pupil 31	89	97	8	9 %
Pupil 34	71	94	23	32 %
Pupil 35	130	92	-38	-29 %
Pupil 36	64	63	-1	-2 %
Pupil 41	52	61	9	17 %
Pupil 42	99	144	45	45 %
Total	662	783	121	252 %
Average change				25 %

Step 3 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 22	111	91	-20	-18 %
Pupil 26	59	67	8	14 %
Pupil 28	158	202	44	28 %
Pupil 30	134	73	-61	-46 %
Pupil 33	72	78	6	8 %
Pupil 37	61	54	-7	-11 %
Pupil 38	76	74	-2	-3 %
Total	671	639	-32	-28 %
Average change				-4 %

No. of L1 words

Step 1 control group						
	Round 1	Round 2	Change	Round 1	Round 2	% change pr. Pupil
Pupil 27	26	5	-21	53 %	9 %	-44 %
Pupil 32	57	27	-30	54 %	24 %	-30 %
Pupil 39	25	11	-14	11 %	6 %	-5 %
Pupil 40	9	26	17	31 %	47 %	16 %
Total	117	69	-48	149 %	86 %	-63 %
Average change				37 %	22 %	-16 %

Step 2 control group						
	Round 1	Round 2	Change	Round 1	Round 2	% change pr. Pupil
Pupil 23	3	1	-2	7 %	1 %	-6 %
Pupil 24	3	5	2	6 %	6 %	1 %
Pupil 25	10	1	-9	27 %	2 %	-25 %
Pupil 29	-	3	3	0 %	11 %	11 %
Pupil 31	13	15	2	15 %	15 %	1 %
Pupil 34	21	35	14	30 %	37 %	8 %
Pupil 35	3	2	-1	2 %	2 %	0 %
Pupil 36	20	7	-13	31 %	11 %	-20 %
Pupil 41	-	1	1	0 %	2 %	2 %
Pupil 42	15	30	15	15 %	21 %	6 %

Total	88	100	12	133 %	109 %	-24 %
Average change				13 %	11 %	-2 %

Step 3 control group						
	Round 1	Round 2	Change	Round 1	Round 2	% change pr. Pupil
Pupil 22	9	4	-5	8 %	4 %	-4 %
Pupil 26	-	-	-	0 %	0 %	0 %
Pupil 28	17	4	-13	11 %	2 %	-9 %
Pupil 30	14	7	-7	10 %	10 %	-1 %
Pupil 33	15	16	1	21 %	21 %	0 %
Pupil 37	-	5	5	0 %	9 %	9 %
Pupil 38	1	-	-1	1 %	0 %	-1 %
Total	56	36	-20	51 %	46 %	-6 %
Average change				7 %	7 %	-1 %

No. of different verbs used

Step 1 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 27	3	6	3	100 %
Pupil 32	5	11	6	120 %
Pupil 39	11	14	3	27 %
Pupil 40	6	6	-	0 %
Total	25	37	12	247 %
Average change				62 %

Step 2 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 23	7	6	-1	-14 %
Pupil 24	8	9	1	13 %
Pupil 25	5	6	1	20 %
Pupil 29	1	5	4	400 %
Pupil 31	11	18	7	64 %
Pupil 34	7	6	-1	-14 %

Pupil 35	14	8	-6	-43 %
Pupil 36	7	9	2	29 %
Pupil 41	11	10	-1	-9 %
Pupil 42	9	9	-	0 %
Total	80	86	6	444 %
Average change				44 %

Step 3 control group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 22	11	9	-2	-18 %
Pupil 26	11	11	-	0 %
Pupil 28	16	22	6	38 %
Pupil 30	17	9	-8	-47 %
Pupil 33	8	9	1	13 %
Pupil 37	6	5	-1	-17 %
Pupil 38	10	8	-2	-20 %
Total	79	73	-6	-52 %
Average change				-6 %

No. of auxiliaries used

Step 1 control group			
	Round 1	Round 2	Change
Pupil 27	1	-	-1
Pupil 32	-	4	4
Pupil 39	-	5	5
Pupil 40	1	-	-1
Total	2	9	7

Step 2 control group			
	Round 1	Round 2	Change
Pupil 23	-	1	1
Pupil 24	-	1	1
Pupil 25	-	-	-
Pupil 29	-	-	-

Pupil 31	1	1	-
Pupil 34	1	2	1
Pupil 35	2	-	-2
Pupil 36	-	2	2
Pupil 41	-	-	-
Pupil 42	1	-	-1
Total	5	7	2

Step 3 control group			
	Round 1	Round 2	Change
Pupil 22	1	2	1
Pupil 26	3	-	-3
Pupil 28	-	1	1
Pupil 30	2	-	-2
Pupil 33	4	4	-
Pupil 37	-	2	2
Pupil 38	1	-	-1
Total	11	9	-2

Raw data from experimental group

Total no. of words

Step 1 Experimental group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 1	37	76	39	105 %
Pupil 2	84	156	72	86 %
Pupil 5	60	287	227	378 %
Pupil 7	78	64	-14	-18 %
Pupil 12	63	64	1	2 %
Pupil 13	30	75	45	150 %
Pupil 18	90	94	4	4 %
Pupil 19	115	164	49	43 %
Pupil 20	36	83	47	131 %
Total	593	1 063	470	881 %
Average change				98 %

Step 2 experimental group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 4	123	83	-40	-33 %
Pupil 8	104	165	61	59 %
Pupil 9	32	45	13	41 %
Pupil 10	47	89	42	89 %
Pupil 14	118	173	55	47 %
Pupil 16	42	80	38	90 %
Pupil 17	102	348	246	241 %
Total	568	983	415	534 %
Average change				67 %

Step 3 experimental group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 3	106	145	39	37 %
Pupil 6	26	81	55	212 %
Pupil 11	52	59	7	13 %
Pupil 15	93	138	45	48 %
Pupil 21	69	120	51	74 %
Total	346	543	197	384 %
Average change				77 %

No. of L1 words

Step 1 Experimental group						
	Round 1	Round 2	Change	Round 1 in %	Round 2 in %	% change pr. Pupil
Pupil 1	-	9	9	0 %	12 %	12 %
Pupil 2	12	43	31	14 %	28 %	13 %
Pupil 5	11	41	30	18 %	14 %	-4 %
Pupil 7	46	14	-32	59 %	22 %	-37 %
Pupil 12	6	8	2	10 %	13 %	3 %
Pupil 13	20	11	-9	67 %	15 %	-52 %
Pupil 18	10	21	11	11 %	22 %	11 %
Pupil 19	3	4	1	3 %	2 %	0 %
Pupil 20	4	8	4	11 %	10 %	-1 %

	112	159	47	193 %	137 %	-55 %
Average change			-4 %	21 %	15 %	-6 %

Step 2 experimental group				Round 1	Round 2	Change	Round 1 in %	Round 2 in %	% change pr. Pupil
Pupil 4	14	8	-6	11 %	10 %				-2 %
Pupil 8	-	1	1	0 %	1 %				1 %
Pupil 9	3	3	-	9 %	7 %				-3 %
Pupil 10	-	1	1	0 %	1 %				1 %
Pupil 14	6	13	7	5 %	8 %				2 %
Pupil 16	1	3	2	2 %	4 %				1 %
Pupil 17	-	8	8	0 %	2 %				2 %
	24	37	13	28 %	32 %				3 %
Average change				4 %	4 %				0 %

Step 3 experimental group				Round 1	Round 2	Change	Round 1 in %	Round 2	% change pr. Pupil
Pupil 3	-	3	3	0 %	2 %				2 %
Pupil 6	-	-	-	0 %	0 %				0 %
Pupil 11	-	-	-	0 %	0 %				0 %
Pupil 15	1	2	1	1 %	1 %				0 %
Pupil 21	-	6	6	0 %	5 %				5 %
	1	11	10	1 %	9 %				7 %
Average change				0 %	2 %				1 %

No. of different verbs used

Step 1 Experimental group				Round 1	Round 2	Change	% change pr. Pupil
Pupil 1	6	10	4				67 %
Pupil 2	9	15	6				67 %
Pupil 5	6	23	17				283 %
Pupil 7	3	8	5				167 %
Pupil 12	11	8	-3				-27 %
Pupil 13	1	7	6				600 %

Pupil 18	11	7	-4	-36 %
Pupil 19	17	16	-1	-6 %
Pupil 20	5	6	1	20 %
	69	100	31	1134 %
Average change				126 %

Step 2 experimental group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 4	14	12	-2	-14 %
Pupil 8	9	18	9	100 %
Pupil 9	4	6	2	50 %
Pupil 10	5	7	2	40 %
Pupil 14	15	14	-1	-7 %
Pupil 16	6	9	3	50 %
Pupil 17	14	45	31	221 %
	67	111	44	440 %
Average change				55 %

Step 3 experimental group				
	Round 1	Round 2	Change	% change pr. Pupil
Pupil 3	13	16	3	23 %
Pupil 6	8	15	7	88 %
Pupil 11	7	7	-	0 %
Pupil 15	5	14	9	180 %
Pupil 21	7	13	6	86 %
	40	65	25	376 %
Average change				75 %

No. of auxiliaries used

Step 1 Experimental group				
	Round 1	Round 2	Change	
Pupil 1	-	-	-	
Pupil 2	1	2	1	
Pupil 5	-	4	4	
Pupil 7	2	-	-2	

Pupil 12	1	-	-1
Pupil 13	-	-	-
Pupil 18	1	-	-1
Pupil 19	8	3	-5
Pupil 20	-	-	-
	13	9	-4

Step 2 experimental group			
	Round 1	Round 2	Change
Pupil 4	-	1	1
Pupil 8	2	3	1
Pupil 9	-	-	-
Pupil 10	-	-	-
Pupil 14	-	2	2
Pupil 16	-	1	1
Pupil 17	3	14	11
	5	21	16

Step 3 experimental group			
	Round 1	Round 2	Change
Pupil 3	1	3	2
Pupil 6	1	1	-
Pupil 11	2	-	-2
Pupil 15	3	1	-2
Pupil 21	1	1	-
	8	6	-2