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## Abstract

Language use in the EFL classroom has been a controversial issue among language experts and practitioner-teachers (Sundari & Febriyanti, 2021). Although there are many related studies on L1 use in the EFL classroom, they primarily focus on the advantages and disadvantages, and on learners, less on teachers. To contribute to the arguments on this issue from the Norwegian context, this thesis investigates how three Norwegian lower secondary teachers use their L1 in the EFL classroom by exploring not only the functional uses of L1 through classroom observations, but also the corresponding pedagogical views as to the factors affecting their L1 use. By observing and interviewing teachers, the researcher aimed to address the following research questions: “How is the L1 used in the EFL classroom by lower secondary English teachers”, and “which factors do teachers recognize as affecting their use of L1 in the EFL classroom at the lower secondary level”.

The participants expressed in their interviews that they strive to use as much L2 as possible to maximize the pupils’ exposure to the language. However, they also expressed a need to include the L1. Findings showed that the L1 was used to introduce new vocabulary, code-switch, teach grammar, scaffold by adding L1 explanations, classroom management, solidarity, feedback, repetition, and check comprehension. L1 use often occurred in informal situations where the teacher conversed with pupils. The quantity of L1 use varied among the three participants, and from lesson to lesson. The variation seemed to be influenced by the type of activity or topic of the lesson. The factors the teachers recognized as influencing their L1 use are the pupils’ proficiency, the importance of a content, grammar instruction, important messages, classroom management and checking comprehension. In addition, code-switching was used both consistently and inconsistently by all three teachers. Whilst interviewing the teachers, it became evident that they were not always self-conscious of when they chose to use the L1 in relation to the observation categories: task instruction, feedback, translation, solidarity, classroom management, and grammar instruction.

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## **List of Abbreviations**

CEFR	Common European Framework of Reference
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
FL	Foreign Language
MT	Mother Tongue
SL	Second Language
SLA	Second Language Acquisition
L2	Second Language/Target Language
SSI	Semi-structured interviews
TL	Target Language

# 1. Introduction

This thesis presents a qualitative study that aims to investigate the teachers use of the L1 in the EFL classroom, and which factors teachers recognize as affecting their language use. The three participants in the study are three English teachers at the lower secondary level, and they teach English as a foreign language (EFL)<sup>1</sup> in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade. This chapter will further introduce an overview of the study which includes the background information, the aims and the relevance.

Today, introduction of new technology and access to the Internet make it easier for people all over the world to communicate with each other. As a result of globalization, English is the foremost language of communication, including the primary language online (Brevik & Rindal, 2020). The status of English is increasingly characterized by the ones who use it as a second language or as an additional one (Jenkins, 2015). According to Sundari & Febriyanti, (2021, p. 70), the use of the first language (L1) by both teachers and learners in the EFL and second language (L2) classroom has been a controversial issue among researchers, language experts and practitioner-teachers. While some researchers believe in the policy of L2 only, however, evidence shows that using L1 in the L2 classroom is still considered beneficial (Sundari & Febriyanti, 2021).

Brevik and Rindal (2020) point out that languages have traditionally been taught separately in the school context and that researchers disagree about the extent to which L1 should be used during the target language (TL) instruction (Canagarajah, 2013; Macaro, 2001; Moore, 2013; Seltzer, 2019). While Cameron (2001) argues that teachers who share a mother tongue (MT) with their pupils often tend to use a mixture of both the TL and the MT, Kohi and Lakshmi (2021), in supporting this, argue that the use of L1 cannot be neglected. Despite the disagreements among researchers, research into how languages are used in TL instruction is lacking (Brevik & Rindal, 2020). There are studies on the use of L1 in the EFL classroom; however, while many of them are focused on the advantages and disadvantages, some of them focus on the learners' language use and not the teachers' (Debreli, 2016). On the other hand, there are studies on the teacher's language use (Kohi & Lakshmi, 2021), but few on Norwegian teachers. Taşçı and Aksu Ataç (2020) investigated thoughts and preferences of the

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<sup>1</sup> English is not included in the curriculum for foreign languages but has its own curriculum (udir.no). English is, however, still considered a foreign language in Norway, and referred to as EFL in this thesis. Both English as a second language (ESL), and English as a foreign language (EFL) are abbreviations related to English language learning.



use of L1, and the amount and functions of L1 used by EFL teachers in Turkey and several other countries. The latter also investigated EFL teachers' perceptions towards the use of L1 which they compared to the teachers' actual classroom practices (Taşçı & Ataç, 2020).

Hoff (2003), and Rye (2014) explored the quantity and explanations of variation in L1 use among teachers in the 8<sup>th</sup> grade and VG3, and in the 8<sup>th</sup>-10<sup>th</sup> grade in Norway without focusing on the teachers' pedagogical views that guide them to use L1. To address this gap as to the research on L1 use in EFL classrooms in a Norwegian context, a series of observations and follow-up interviews were conducted to explore the functional uses of L1, and the corresponding pedagogical views that inform the use of it.

## 1.1 Background

In the researcher's first year of studying English at the university, the class executed individual research on a self-chosen topic. From experience, while I observed several teachers who only used the L2 in the EFL classroom, there were also those who used the L1 often. My favorite English teacher was one who mostly used the L2 but used the L1 as a scaffolding tool to help comprehension. That is why, I was impressed by her language use while teaching English. The main motive for choosing to research this topic is to explore the potential uses of L1 and the teachers' pedagogical views which I thought could help me become a better English teacher I aimed to find answers to two main questions in my mind: How can I get to understand the contextualized and possible teaching methods that adapt L1 use and whether I should use the L2 only or the L1, including when, how, and why?

In the new curriculum, Kunnskapsløftet 2020, and in "Læreplanen i engelsk", the preferred language for teaching English is not specified. Consequently, the teacher has the freedom to choose whether to use the L1. In *Læreplanverket for den 10-årige skolen* from 1997, it says "The communication in the classroom should mainly be in English"<sup>2</sup> (Nasjonalbiblioteket, 1996, p. 224) and one of the four main areas of the subject is "The use of the language"<sup>3</sup> (Nasjonalbiblioteket, 1996, p. 225). The teacher has the "power" to choose between using the L1 and L2; however, this "power" implies a large responsibility. The teacher can switch between languages but is also responsible to use the language that maximizes the process and outcome of language learning (Cameron, 2001).

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<sup>2</sup> Translated from Norwegian

<sup>3</sup> Translated from Norwegian

## 1.2 Aims

As mentioned, this thesis aims to investigate the use of L1 in the EFL classroom in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade: more specifically, to investigate the functional uses of L1 by teachers at the lower secondary level, including exploring which factors teachers recognize as affecting their language use. The two following research questions were formulated for this thesis:

- How is the L1 used in the EFL classroom by lower secondary English teachers?
- Which factors do teachers recognize as affecting their use of L1 in the EFL classroom at the lower secondary level?

Waters (2012) argues that there will always be a gap between theory about language teaching and classroom practice (as cited in Munden, 2014). Therefore, the aim of the study is not to judge the efficiency or the teachers' use of L1 in the classroom, but rather to explore the functions of L1 use in the EFL classroom and bring new empirical evidence which can contribute to the understanding of FL teaching in Norway.

## 1.3 Relevance

A number of studies have investigated the use of L1 by teachers (Kerr, 2019); however, this thesis is relevant and important because there is a lack of research on this topic in the Norwegian context. According to Alavi and Mohebbi (2014), there is a gap in L2 research of teachers' and learners' perceptions and beliefs about employing L1 in L2 learning in the classroom. Some studies focusing on teachers and teacher perceptions are conducted in other countries (Alavi & Mohebbi, 2014). In Alavi and Mohebbi (2014), Borg (2003) states that "... we are in urgent need of demystifying what teachers believe and know, their attitudes, and their feelings" (p. 62). Furthermore, teachers' beliefs and perceptions regarding L1 use can be considered as the philosophy behind their practices in the L2 classroom. What teachers think, know, and believe is important in shaping their classroom practice (Alavi & Mohebbi, 2014). Even though there is a lack of research on the use of L1 in the Norwegian EFL classrooms, there are three studies conducted on Norwegian participants that report how languages were used and perceived in classrooms in the lower secondary school (Brevik & Rindal, 2020; Hoff, 2013, Rye, 2014), which is presented in chapter 2.3.

## **1.4 Thesis Outline**

In chapter 2, “Theoretical Framework and Literature Review”, theory and several previous studies on the topic will be presented.

In chapter 3, “Methodology”, the methods used in the thesis will provide insight into how the data was collected. This chapter will also include the reliability and validity of the study and ethical considerations.

In chapter 4, “Results”, the data from the observations and interviews are presented.

In chapter 5, “Discussion”, the results will be discussed and connected to theory.

In chapter 6, “Conclusion”, the major findings will be presented and summarized. This chapter will also include limitations and delimitations of the study, implications, and suggestions for future research.

## **2. Theoretical Framework and Literature Review**

### **2.1 Introduction**

This chapter presents relevant theoretical aspects and reviews research on the topic. The chapter starts with a presentation of the historical development of language-teaching methods, different hypotheses in language learning, functions of the L1 and L2, and moves on to factors that might affect a teacher to switch between the L1 and L2. At the end of this chapter, relevant studies conducted on the topic will be presented.

### **2.2 Theoretical Background**

#### *2.2.1 Historical Development of Language-Teaching Methods*

According to Munden (2014), there are different ways to learn foreign or second languages. How we teach language today may have its roots in earlier practices of teaching EFL. In the 19<sup>th</sup> century, there were great changes in language teaching. Throughout this period, several teachers were inspired to engage in new levels of creativity and to find the “best” method to teach a FL (Wheeler, 2013). While some practical ideas might be useful to rely on in the classroom, others could be avoided or improved.

One of the earliest methods to teach a FL is called the classical method, which later came to be known as the grammar-translation method. For centuries the grammar-translation method has dominated FL teaching. Children were taught to translate sentences, read worthy texts about great men, and learn rules about grammar (Brown, 2014; Munden, 2014). According to Wheeler (2013), this method includes studying grammar rules, translating out-of-context sentences, and memorization. As practiced in the eighteenth century, firstly, grammar was presented indirectly along with a few vocabulary items. Secondly, the learners had a few sentences to translate which were written by an author to illustrate the grammar presented and to use the new vocabulary (Wheeler, 2013). Using this method, children did not read relatable text about our everyday life, and they did not express themselves in writing or

speaking. They did not listen to or speak English at all. The grammar-translation method had been rejected in the late 19<sup>th</sup> century because of its focus on accuracy and writing at the expense of fluency, speaking, and listening (Hall & Cook, 2013, Wheeler, 2013).

In the late 17<sup>th</sup> century, Johann Comenius' textbook *Orbis sensualium pictus* became popular in several European countries. This was the first illustrated, printed book for FL learners, and it included illustrations of everyday scenes labeled with everyday vocabulary (Hecke, 2015; Munden, 2014). From Comenius' ideas, scholars used images in FL teaching to help pupils understand the meaning of words.

In the 19<sup>th</sup> century, the direct method was developed in response to the grammar-translation method (Rhalmi, 2009). It was argued that pupils should only learn to read a FL after they had learned to speak it. At this time, a phonetic alphabet was developed, and learners could work out how the words should sound (Munden, 2014). New words were linked to objects, actions, or pictures, and not translated into the L1. Learners were taught entirely in the FL (Rhalmi, 2009). Instead of being taught by translating or memorizing, the idea was to expose them to as much of the L2 as possible by teacher monologues, and repetition (Toprak, 2019). This meant that teachers were highly encouraged to speak English at all times (Munden, 2014). The direct method was used in Norwegian classrooms parallel to the grammar-translation method (Munden, 2014). However, there were some negative sides to using this method in practice (Munden, 2014). The assumption was that the L2 was learned in the same way as the L1 (Munden, 2014; Rhalmi, 2009) and that the method worked best when the teacher was a native speaker (Munden, 2014). The direct method can also be referred to as the "The natural method" (Toprak, 2019), or communicative language teaching (Munden, 2014). Today, the term communicative language teaching (CLT), refers to a blend of previous methods from the last few decades, in which the teacher best provides authentic use of L2 in the classroom (Brown, 2014).

During World War II, a new method was developed. Learners sat in language labs listening to cassettes, repeating what they heard (Munden, 2014). They formed new sentences from the patterns of the ones they heard, which would then become a language habit. The "Army method", which later changed its name to the audio-lingual method, was critiqued (Munden, 2014). If learning a language is learning a set of habits, why could learners produce endless new sentences that they had never heard before? Linguist Chomsky disagreed that learning a language is the same as learning any other habits (Chomsky, n.d, as cited in Munden, 2014). He was fascinated by the fact that small children, depending on the languages they are exposed to from birth, can learn any language they want. He argued that we do not

learn language as a set of automated habits, but because our brains are equipped with a “language acquisition device”, which is an innate part of our human language learning apparatus (Barton, 1994; Chomsky, n.d, as cited in Munden, 2014). We learn languages by using deliberate learning strategies, working out rules and patterns as well as by thinking about what we do (Munden, 2014).

### *2.2.2 Second Language Acquisition Hypotheses*

Input is considered the most valuable element in language learning (Cameron, 2001; Grim, 2010). How much the learners are exposed to the L2 is determined by the amount of input they receive. Krashen (1982), presents his second language acquisition (SLA) theory and the factors that are related to success in SLA. Krashen (1982) proposes five hypotheses. The input hypothesis may be the most important concept in SLA today. This hypothesis attempts to answer the crucial theoretical question of how we acquire language. Krashen’s (1982) theory is about not needing to use grammatical rules of the TL extensively in order to learn it. However, meaningful interactions in the language are the requirements. Competence in the language is acquired as a result of receiving comprehensible input without having any formal instruction, reading in the language, or training in grammar (Communication Theory, n.d.; Krashen, 1982). The acquisition-learning distinction may be the most fundamental of Krashen’s (1982) five hypotheses, which states that adults have two ways of developing competence in a SL. The first one is language acquisition, which is a process similar to the way children develop abilities in their L1 (Krashen, 1982). Language acquisition is a subconscious process where learners are usually not aware they are acquiring language (Krashen, 1982).

The second hypothesis, the natural order, describes how learners learning English as an L1 acquire certain grammatical structures earlier than others. Studies report that learners learning English as a SL also acquire grammatical structures in a “natural order”. The order of acquisition is not the same for the L1 and L2; however, there are similarities (Krashen, 1982). The third hypothesis, the monitor hypothesis, posits that learning and acquisition are used in specific ways. Acquisition initiates our utterances which is responsible for our fluency and learning functions as a monitor. According to Krashen (1982), there are three necessary conditions; time, focus on form, and knowing the rules. When these three conditions are met, error patterns change.

The fourth hypothesis, the input hypothesis, gives an answer which has a potential impact on all areas of language teaching. Krashen (1982) posits that a necessary condition to “move from stage  $i$  to stage  $i+1$  is that the acquirer understands input that contains  $i+1$ , where ‘understand’ means that the acquirer is focused on the meaning and not the form of the message” (Krashen, 1982, p. 21). Learners acquire language when they understand language that contains a structure that is a little beyond their current level of competence. According to Krashen (1982), learners use more than their linguistic competence to help them understand new language. They use context, their knowledge of the world, and extra-linguistic information. If the acquirer understands the input, and communication is successful, then the input is useful for language acquisition. The final part of the hypothesis states that fluency cannot be taught directly, however, it “emerges” over time and on its own. To teach speaking, comprehensible input must be provided, and accuracy will develop over time (Krashen, 1982).

The fifth hypothesis, the affective filter hypothesis, states how affective factors relate to the SLA process. Motivation, self-confidence, and anxiety are categories that relate to success in SLA. The hypothesis argues that learners with attitudes more conducive to SLA will seek and obtain more input, and have a lower or weaker filter (Krashen, 1982).

Factors related to SLA success are instruction, different measures of exposure to the L2, and the age of the acquirer. These factors, according to Krashen (1982), are not causative factors. They seem to relate to success or failure to acquire second languages, and the true causative variables derive from the input hypothesis and the affective filter (Krashen, 1982). Therefore, the amount of comprehensible input the learner receives and understands, including the strength of the affective filter, or the degree to which the learner is ‘open’ to the input is important (Krashen, 1982). In contrast, research shows that children exposed to the L2 only have excellent listening skills; however, their production often showed a lack of precision and grammatical accuracy. The children need to use the language in order to develop knowledge and skills to share their understandings accurately (Cameron, 2001).

### *2.2.3 Educational Development of Bilingual Children*

“The language thought issue also has important implications for teaching strategies in bilingual classes” (Cummins, 1979, p. 227). Examples are whether the teacher should encourage or discourage code-switching (Gonzales, 1977, as cited in Cummins, 1979), or

regarding the relative merits of concurrent versus separated patterns of L1 and L2 use. Cummins' (1979) two hypotheses have been developed to provide a theoretical framework for research into the developmental interrelations between language and thought in the bilingual child.

The "threshold" hypothesis proposes that there may be threshold levels of linguistic competence where the child must attain both in order to avoid cognitive disadvantages and allow beneficial aspects of bilingualism to influence their cognitive and academic functioning (Cummins, 1979, p. 222). Cummins' (1979) "developmental interdependence" hypothesis proposes that "the development of competence in an L2 is partially a function of the type of competence already developed in L1 at the time when intensive exposure to L2 begins" (p. 222). Intensive exposure to L2 is likely to result in high levels of L2 competence when the usage of certain functions of language and the development of L1 vocabulary and concepts are strongly promoted in the child's linguistic environment outside school (Cummins, 1979, p. 233). If a child's level of L1 is initially high, it is possible to achieve similar levels of competence in the L2. However, if a child's level of L1 is less developed, intensive exposure to the L2 is likely to impede the continued development of L1. As a result, it may have a limiting effect on the development of L2. The hypothesis proposes that there is an interaction between the type of competence the child has developed in his L1 prior to school, and the language of instruction (Cummins, 1979). The "Competition Model" of linguistic performance presented in Cameron (2001), can relate to Cummins' (1979) theories, where it explains how the L1 may affect subsequent L2 or FL development.

The teacher must consider the dynamics of bilingual children's interaction with their educational environment to find out whether the academic progress of children of limited English-speaking ability will be promoted more effectively if initial instruction is in their L1 (Cummins, 1979, p. 226). According to Cummins (1979), one direct determinant of the quality of the interaction between children and their educational environment is the level of L1 and L2 competence that bilingual children develop during their school career. Putting Cummins' two hypotheses together, they imply that academic and cognitive outcomes are a function of the type of linguistic knowledge children bring with them to school, and the competence in L1 and L2 developed in interaction with educational treatment variables during school years. They also imply that for a child whose input conceptual-linguistic knowledge is not conducive to the development of literacy skills, the initial instruction should be taught in the L1. L1 instruction should continue to develop a cognitively and academically beneficial form of additive bilingualism (Cummins, 1979).



### *2.2.4 Using English (L2) to Teach English*

An important decision teachers must make includes the use of the L1, whose role remains a topic of discussions among several researchers (Bateman, 2008; Castellotti, 2001; Cook, 2001, 2005; Kraemer, 2006; Levine, 2003; Macaro, 2001; Moore, 2002; Piker, 2006; Rell, 2005; Thompson, 2006; Turnbull, 2001; Turnbull & Arnett, 2002; Wilkerson, 2008, as cited in Grim, 2010). As pointed out in Hall and Cook (2013), the learners' own languages in language teaching and learning were banned by ELT theorists and methodologists for much of the 20<sup>th</sup> century (Howatt & Widdowson, 2004; G Cook, 2010; Littlewood and Yu, 2011; Hall and Cook, 2012, as cited in Hall & Cook, 2013). Philipson (2007) claims that teaching English as a SL has been dominated by the English-only policy for decades. Furthermore, it assumes that L2 classes should ideally be based on materials designed by native speakers and taught by a native speaker or a teacher behaving like one (Ellis, 2016).

It has been assumed that English is best taught and learned without the use of the pupil's own language(s) leading to the promotion of monolingual, English-only teaching (Hall & Cook, 2013). By using any other language in the classroom, it would negatively influence the standard of L2 teaching and the achievement of 'proper' native-like competence (Brooks-Lewis, 2009; Widdowson, 2003, as cited in Otwinowska-Kasztelanic, 2017). Hall and Cook (2013) argue that Western European and North American methodologists promoted monolingual (Widdowson, 2003, as cited in Hall & Cook) or intralingual teaching (Stern, 1992, as cited in Hall & Cook, 2013) based on using the TL only in the classroom. However, this monolingual assumption has in recent years been questioned, and there are several arguments against the English-only approach (Hall & Cook, 2013; Otwinowska-Kasztelanic, 2017). There is little data that documents the purpose and extent of own-language use in the EFL classroom (Hall & Cook, 2013).

Children need to make meaning of what is said in the FL. Although a story can be told in a FL, mental processing does not need to use the FL (Cameron, 2001). Therefore, if children do not have the skills to fully understand every word in the story, they may recall the meaning, or words and phrases from it, and can be able to explain what happened in the story in their L1 (Cameron, 2001). This means that a teacher can use the L2 in class, and several pupils will still be able to make meaning of what is said, even though they might not understand everything. An example in Cameron (2001) shows a Malaysian school where the teacher regularly switched from the TL to the L1 when giving instructions to the pupils. First,

he gave instructions in English (L2), then he repeated part of the instruction in the L1. Due to the teacher always giving instruction and then translating, the pupils started recognizing the pattern. As a result, the pupils would stop focusing on what the teacher said in the FL because they knew the teacher would repeat it in the L1 afterwards (Cameron, 2001). Based on the example, a teacher may choose not to repeat the instruction in L1 after L2, but instead ask the pupils to translate it. They will pay more attention to the teacher, and it will give the pupils useful language work. It will also give the pupils struggling with understanding, a second chance. This small change can have an impact on learning in the longer term (Cameron, 2001).

### *2.2.5 Using Norwegian (L1) as a Scaffolding Tool*

“If children do not understand the spoken language, they cannot learn it” (Cameron, 2001, p. 36). In choosing to use a shared language, the L1, teachers can compensate for problems they may perceive with their pupils’ language level or understanding, and with discipline, organization, and motivation (Cameron, 2001). In addition, using the first language can compensate for factors such as preparation, lack of confidence, or language proficiency. It may be strategically wise to choose to use the L1 by maintaining levels of formality and informality in the classroom and controlling lessons and behavior (Cameron, 2001). In addition, the teacher may use the L1 to draw the learner’s attention to differences in the native language and the TL. For instance, lexical similarities or contrast grammar points that are divergent across the two languages (Otwinowska-Kasztelanic, 2017). It is important to note that the “problems” mentioned above, are perceived ones, and may not be real problems that are more or less serious. Teachers need to evaluate their perceptions to figure out if these problems are present in their classroom.

Downing and UNESCO (1974; 1953) argue in Cummins (1979), that the “linguistic mismatch” hypothesis explains a mismatch where the language of the home and the language of the school leads to academic retardation. UNESCO further explains that the best medium to use when teaching a children is their MT (UNESCO, 1953, as cited in Cummins, 1979). According to Macnamara (1966) in Cummins (1979), it is argued that instruction through the medium of a weaker language led to retardation in the subject matter that is taught. Research

shows that L1 and L2 reading skills are highly correlated, and the ability to extract meaning from a printed text can easily be transferred from one language to another (Cummins, 1979). Grim (2010) proposed that having the L1 present in a learner’s mind may have positive effects on learning and teaching as “a way of conveying L2 meaning”, “a short-cut for explaining tasks, tests, etc.”, “a way of explaining grammar”, and “practicing L2 uses such as code-switching” (p. 194). The L1 can function as metalinguistic scaffolding to better understand the L2.

*2.2.6 Functions of L1 in the EFL Classroom*

Even though several researchers state that there are benefits of using the L1 in class (Cook, 2001; Folse, 2004; Macaro, 2005; Moore, 1996; Turnbull, 2001; Turnbull & Arnett, 2002; VanLier, 1995, as cited in Grim, 2010), most researchers will agree that optimal use of the L1 is crucial in the EFL classroom. How the L1 is used in the EFL classroom may vary from different classrooms. Research shows some classrooms use the L1 for as much as 90% of the time, while other classrooms never use it at all. According to Kerr (2019), the latter is usually found in multilingual classrooms where the teacher and the pupils do not share a classroom language. The L1 is most commonly used between 20% and 40% of the time when the teacher and pupils share an L1 or classroom language (Kerr, 2019). Most teachers use some degree of the L1 in several contexts, as a part of their everyday classroom practice. Studies on L1 use by teachers can be divided into two categories: core functions and social functions.

<b>Core functions</b>	<b>Social functions</b>
<b>Concerned with the teaching of language</b>	<b>Concerned with the management of the classroom</b>
<ul style="list-style-type: none"> <li>• Explaining grammar and vocabulary</li> <li>• Checking understanding of grammar, vocabulary, and texts</li> </ul>	<ul style="list-style-type: none"> <li>• Managing personal relationships (e.g., building rapport, maintaining discipline)</li> <li>• Giving instructions</li> <li>• Dealing with administrative matters</li> </ul>

*Figure 1: Core and social functions for use of L1 (Kerr, 2019).*

In Pennington's study (1995) the functions of L1 found in the research were to explain aspects of the foreign language, translate words or sentences, give instructions, check understanding of concepts, talk, text, instructions, elicit language, focusing pupil's attention, testing, talking about learning, giving feedback, disciplining and control, and lastly, informal, friendly talk with pupils (as cited in Cameron, 2001, p. 201). In her study of eight teachers, results showed that their use of L1 varied from almost none to almost the whole lesson (Pennington, 1995, as cited in Cameron, 2001). The amount of L1 was not dependent on teachers' proficiency; however, the difference seemed more dependent on teachers' perceptions of their pupils' proficiency and the status of the school (Cameron, 2001).

According to Grim (2010), Duff and Polio's (1994) study found that factors determining the different amounts of L1 and L2 were the teacher's language origin, the lesson content, departmental policy, guidelines, and a lack of pedagogical training. The teacher's proficiency level, however, was not a variable in the amount of L1 and L2 use. The teacher's years of experience did not appear to make a difference in the amount of L1 use. Other variables such as classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, and lack of vocabulary and comprehension was found in Duff and Polio's study (1994, as cited in Grim, 2010). Other studies (Castellotti, 2001; Nzwanga, 2000) found that the L1 was used for communicative and pedagogical organization and management, guidance, facilitation of exchanges, comprehension check and assessment, and metalinguistic explanations and reflections with learners. Additionally, teachers used the L1 to translate, practice discovery and rote learning, explain/expand a teaching point, bridge communication gaps, and enhance pupils' reflections (Castellotti, 2001; Nzwanga, 2000).

Teachers use the L1 to a much greater extent in classes where the pupils are at low levels. As a result, it can help aid motivation and alleviate frustration (Marcaro, 2000; Swain & Lapkin, 2000, as cited in Kerr, 2019). The teacher's decision to use the L1 is often motivated by efficiency (Cameron, 2001) and the desire to speed things up (Macaro, 2005) in the classroom. The L1 is used more frequently in larger classes where the teachers feel it may be more effective, for example in maintaining discipline (Kerr, 2019). When a new task is introduced, the teacher can switch to the L1 to allow learners to engage more, make changes in activities go quickly, or the instructions of a new task can be more complex than the activity itself. One may also use pictures to support the instructions (Cameron, 2001). The time teachers save by using the L1 may be used for other productive activities (Harbord,

1992). Other factors which may lead to greater use of the L1 are the stage of the course, the length of the lesson, and previous learning experiences of the pupils (Kerr, 2019).

### *2.2.7 Perspectives on L1 Use*

It is pointed out in Cameron (2001) that when learning a FL, there is little experience of the language outside the classroom. Learning English, however, even younger children encounter the language in games, TV, and when traveling. It is argued that using the TL only, maximizes the learner's exposure to the language (Cameron, 2001). In contrast, if a little L1 is allowed, more may creep in (Kerr, 2019). In Kerr (2019), other justifications include that learners need to learn to think in the L2 and using the L1 may discourage them. Secondly, using the L1, especially when translating, can exacerbate the problems of L1 interference, because it may encourage the false belief that there is a word-for-word equivalence between the L1 and L2. Thirdly, the time pupils spend using the L1 and listening to the L1, is time spent not using the L2. Using the L1 deprives them of valuable learning opportunities. Lastly, pupils should focus on the four basic skills: speaking, listening, reading, and writing.

Translating is not a valuable skill to practice (Kerr, 2019). By ignoring the tradition of avoiding using the L1 when teaching an L2, one may see that there are several aspects of L2 teaching where the use of the teacher's and the pupils' L1 can be useful (Cook, 2001). Research shows that using the L1 might be useful in terms of efficiency, learning, naturalness, and external relevance (Cook, 2001). This can be seen in the classroom, where teachers resort to their L1 when explaining grammar, maintaining discipline, organizing activities, conveying meaning of words or utterances, and bonding and gaining contact with pupils (Cook, 2001).

When giving instructions, the use of the L1 is often motivated by efficiency or making sure everyone understands the instruction (Cameron, 2001). In some lessons where there are changes in activities, or pupils moving into groups, instructions can be more complex than the activity itself. Instructions can be supported with pictures to help with the explanations and with efficiency. Using the L1 to answer or give feedback to pupils, might work as a way of softening the negative statements. In addition, a positive tone of voice, and expressions when using the FL can also be effective (Cameron, 2001). Translation techniques are one of the most significant and judicious uses of L1 according to Atkinson (1987). Translation can be used as support in learning a FL (Cameron, 2001). McMillan and Turnbull (2009) suggest that in situations where translation may be applicable, code-switching may be a valuable teaching

strategy. Especially for words that do not have first language cognates or words that are difficult to explain by paraphrasing or showing pictures, code-switching can function as a valuable tool. A definition of code-switching is presented later in the thesis.

Using the L1 to express solidarity can be beneficial because of authenticity and personal contact (Cook, 2001). In these situations, the teacher uses the L1 to show understanding, as friendly support, or to show closeness with the pupils. Research shows that informal talk in the L1 occurs frequently between teachers and pupils (Cameron, 2001). Cook (2001) states that teachers gain contact with pupils through L1 use and not the L2. In addition, the teacher can use the L1 to check the meaning of words or sentences (Cook, 2001). Cameron (2001) states that checking comprehension is important for learning and classroom management. According to Atkinson (1987), checking comprehension in the L1 is more “foolproof and quicker”, than other inductive techniques. To maintain discipline in the classroom, Cook (2001) suggests that using the L1 may be more effective in these situations. By saying “Be quiet or I will send you to the principal” will seem like a serious threat rather than a practice of imperative constructions (p. 415), which implies that using the L1 increases the authoritative role of the teacher. Giving instructions in the L1 at lower levels is considered more appropriate and useful (Atkinson, 1987). The teacher uses the L1 when explaining grammar to the pupils and is often considered complementary and supplementary. The advantage of using the L1 in this situation is increased comprehension among pupils, but also efficiency for the teachers. Cook (2001) argues that several grammatical terms in English will make little sense if they differ from the pupil’s L1.

### *2.2.8 Interpersonal Factors in Language Choice*

One may examine the interpersonal motivations that lie behind language choice. In choosing which language to use, the choice may be affected by previous choices. Language choice adds to and creates a context in which language is to be learned. Pupils are encouraged to take the values and attitudes from this learning context with them in foreign language learning. Interpersonal factors can be divided into three sub-factors: *alignment*, *emphasis*, and *evaluation* (Cameron, 2001).

*Alignment* refers to choosing to use the L1 to distance themselves from the pupils, or to show support. The teacher may use the L1 to emphasize the ‘foreign-ness’ of the TL. Teachers can reassure pupils that they understand their language learning problems by using

the L1. However, if the teacher uses the L2, this may emphasize the distance between the pupils and the teacher as the competent one. A positive *aligned* use of the L2 is sharing means of communication and enjoying new skills (Cameron, 2001). Choosing the L1 or L2 can *emphasize* the importance of what is said. Choosing the L1 to control or discipline can emphasize the seriousness of the offense, while choosing the L2 may de-emphasize the importance. The teacher can use the L1 to correct the pupils and ‘soften’ negative comments/feedback. If a teacher chooses to use the L2 only for the content of the lesson, it reinforces the idea that the L2 is not a means of communication, but rather a ‘subject of study’ (Cameron, 2001). *Evaluation* refers to the use of L2 only in the content of the lesson. By doing this, it can give pupils the idea that FL is only a ‘subject of study’ and not a means of communication.

If a teacher chooses to only use the TL in class, the pupils would be more exposed to the FL, and it will give them more examples of how to use it. However, there are challenges with only using the TL. Some teachers are not confident enough or they lack the competence to be able to only speak the TL. The teacher is required to have the vocabulary for classroom management, giving feedback, and talking about the TL, in order to only use the TL. If the teacher wishes to be confident enough to only use the L2, the teacher requires training that will broaden their range of language skills and to speak the language fluently. Since the teacher and the pupils often share a MT, using a FL can feel forced and unnatural (Cameron, 2001).

### *2.2.9 Teacher Beliefs and Attitudes*

FL teachers must make important decisions on language use and teaching methods in the classroom. Their attitudes towards the use of L1 are reflected in their teaching practices (Cameron, 2001; Kerr, 2019). Several factors can affect their attitudes, such as their own experience as language learners, the pre- and in-service training they have experienced, their experiences as teachers, and the institutional policies at their workplace (Kerr, 2019). Research shows that teachers use the L1 to a much greater extent than what their attitudes would seem to indicate (Kerr, 2019). A conflict between the teachers’ professed desires and their classroom realities often occurs (Copland & Neokleous, 2011, as cited in Kerr, 2019). Teachers often use the term “resorting to” instead of “using” the L1, and the language choice

can reflect the tension between desired and actual practices. Findings show teachers often feel guilty when using the L1 (Kerr, 2019).

### *2.2.10 Code-Switching*

A big part of the world's population is bilingual, and bilingualism is present in practically every country in the world today (Gardner-Chloros, 2009). However, there are no guidelines as to which language to speak in bilingual settings. Norwegian teachers teaching a FL are a part of this bilingual group. As a result, Norwegian teachers must select a code whenever they choose to speak, and they may even switch between codes or mix them. The codes in this setting are mainly the TL and the MT. Terms that are often used when switching and mixing between languages are code-switching and code-mixing. In Gardner-Chloros (2009), code-switching is when varied combinations of two or more linguistic varieties occur in countless bilingual societies and communities (Gardner-Chloros, 2009, p. 4). Explained more simply, if one is stuck or not able to use a language correctly, code-switching is the act of inserting words or phrases of one language into the other (Brown, 2014).

A study conducted by Pedraza (1978) observed a block where the residents were dominantly (95%) Puerto Rican and found out that there were speakers who code-switched either because they lacked the full command of Spanish, or they lacked the full command of English (as cited in Poplack, 1980). Code-switching is categorized by Poplack (1980) according to the degree of integration of items from one language (L1) to the phonological, morphological, and syntactic patterns of the other language (L2). Several researchers argue that code-switching should not be looked upon as a handicap but as an opportunity for the learners' language development (Fantini, 1985, Genishi, 1981, Huerta, 1980, as cited in Simasiku et al., 2015). Researchers also found that code-switching is an effective teaching and communicative technique which could be used among bilingual learners (Simasiku et al., 2015).



## 2.3 Literature Review

### 2.3.1 Introduction

According to Tang (2002), there have always been contradicting views about whether the MT of the students in the FL classroom should be used or not (p. 36). The use of L1 by teachers and learners in the L2 classroom has been a controversial issue for a long time. In Littlewood and Yu (2011), it is concluded by Turnbull and Arnett (2002) that there is a near consensus that teachers should aim to make maximum use of the TL, however, the concern is the role that the L1 can perform:

Positions range from insistence on total exclusion of the L1, towards varying degrees of recognition that it may provide valuable support for learning, either directly (e. g. as an element in a teaching technique or to explain a difficult point) or indirectly (e. g. to build positive relationships or help manage learning). (p. 64)

In this part, earlier research and studies on second and foreign language acquisition will be presented. Several researchers have made attempts at describing and finding out the various reasons why teachers use the L1 in the EFL classroom, and its functions. Studies have used research methods such as classrooms observations, surveys, and interviews to explore how the L1 and TL are used among both teachers and pupils. The studies presented are all related to L1 use in the EFL classroom, and some are similar in either methods or research aims. As mentioned, few studies have been conducted in Norway in regard to L1 usage and its functions in the EFL classroom. However, three Norwegian studies are presented in this chapter.

### 2.3.2 Use of Languages in the EFL Classroom

Brevik and Rindal (2020), and Duff and Polio (1990) noticed a lack of research into the actual use of languages in TL lessons and the amount of TL used in the FL classroom. Brevik and Rindal (2020) investigated how languages were used and perceived in seven classrooms in the

lower secondary school in Norway. The participants were 179 Norwegian pupils across grades 9 and 10. The methods used were observation of English lessons (N=60), and surveys done by the pupils (N=179). Their findings were that there was considerable variation in language use in the different classrooms. The language use seemed more dependent on the teacher, rather than the school or the pupils. Results showed that there were hardly any use of languages other than the L1 and L2 which in this study were Norwegian (L1), and English (L2). The teachers and pupils used English 77% of the time, in contrast to Norwegian which was used 16% of the time. For the remaining 7%, they drew on both languages. Even though no other languages were used, there was a focus on multilingualism in some classrooms. Survey data indicated that pupils perceived the teacher's use of Norwegian as helpful, regardless of the amount used (Brevik & Rindal, 2020).

In their master theses, Hoff (2013) and Rye (2014) examined how the L1 was used in the EFL classroom through observations in lower and upper secondary schools in Norway. Hoff's (2013) study also examined the explanations in variations in use through semi-structured interviews of six teachers in the 8<sup>th</sup> grade and at VG3. Her findings showed variations in terms of quantity and purpose of L1 use. The factors influencing the teachers seemed connected to a combination of their proficiency level, their attitudes towards the L1 and L2, their ability to adjust their L2 in teaching, and their perception of their pupils' comprehension (Hoff, 2013). However, the use of L1 seemed to be used inconsistently regardless of the level (Hoff, 2013). Rye's (2014) study shows that teachers appear to be unaware of their L1 use, and they seemed surprised when the researcher presented situations where the teachers used the L1. Rye (2014) argued that teaching happens automatically and that teachers do not think about their language use or their reasons for code-switching.

### *2.3.3 Advantages and Disadvantages of Using the L1 and L2*

Several English teachers use their MT as a medium of instruction in the EFL classroom. In Al Hishoush's (2013) study, it was investigated how Jordanian EFL teachers use the L1 in their English classes. Al Hisboush used a checklist of 10 items that represent common areas where the L1 is usually used, to compute the frequencies of L1 usage. This instrument was used in 20 lessons where the participants were 20 teachers chosen randomly. Results showed that on average, L1 was used in about 52.8% of the situations in the classes selected, in comparison to the L2 which was used in about 46.4% (Al Hiboush, 2013). The use of L1 varied significantly

between male and female teachers, where males used more of the L1. In Blackman's (2014) study, teachers' use of L1 in primary and secondary classrooms was investigated. The study also measures teachers' actual use of L1 and explores their reasons for using it (Blackman, 2014). Findings show that the teacher participants tend to use the L1 more frequently than what is recommended by L2 proponents though they tend not to "overuse" it (Al Hiboush, 2013; Blackman, 2014). In addition, the study shows that comparing primary teachers to secondary teachers, the L1 is used less frequently the older the pupils are (Blackman, 2014).

In Duff and Polio (1990), they argue that the amount of L2 used for language acquisition is especially important because of the lack of exposure outside the classroom. However, the quality of the L2 is important as well, but beyond the scope of their study. In the study, they aimed to find out what the ratio of L1 use to L2 use by teachers in FL classrooms is, what factors are related to the use of L1 and the L2, and lastly, what the teachers' and pupils' perceptions and attitudes regarding the use of L1 in the FL classroom are. In Duff and Polio (1990), it is pointed out that "various sources call for a maximal amount of FL input in FL classes, claiming that it provides necessary exposure for second language acquisition" (Chaudron, Ellis, Krashen, Wong-Fillmore, as cited in Duff & Polio, 1990, pp. 154-155).

In Blackman (2014), several researchers share a concern that using the L1 is a "slippery slope" that can lead to a significant underexposure to the TL, resulting in poor learning outcomes (Asher, 2012; MacDonald, 1993; Polio & Duff, 1994; Terrell, 1977; Wells, 1999, as cited in Blackman, 2014, p. 13). The researchers also conclude that pupils are more motivated when exposed to the TL because it helps them understand the practical benefits of acquiring a new language, which can be connected to Cameron's (2001) interpersonal factor *alignment*. Further, they argue that activities that maximize exposure to new ideas in the TL can promote language acquisition subconsciously and that the brain learns best through oral stimuli (Asher, 2012; MacDonald, 1993; Polio & Duff, 1994; Terrell, 1977; Wells, 1999, as cited in Blackman, 2014, p. 13). In contrast to Blackman (2014), Alavi and Mohebbi (2014) state that based on research on L1 use in L2 learning, it is reasonable to underline that learners' L1 can be used efficiently in L2 learning settings, but also *emphasize* the importance of what is said (Cameron, 2001). However, it is also highlighted that researchers have examined the amount of L1 use and its potential functions in L2 learning, and there is still a lack of empirical research in SLA regarding L2 teachers' perceptions and practices about employing learners' L1 in EFL contexts (Alavi & Mohebbi, 2014, p. 62).

### *2.3.4 Code-Switching*

Jingxia (2010) states that code-switching is an unavoidable consequence of communication between different language varieties which has existed for a long time as a result of language contact widely observed, especially in multilingual communities. Jingxia (2010) aimed to investigate Chinese universities to find out the situation of code-switching, and it was attempted to test the positive role of the use of Chinese. It was aimed to reveal attitudes among teachers and pupils towards the patterns, functions, factors, and influence of switching to Chinese in the EFL classroom. By investigating Chinese universities, the study gives empirical evidence regarding the positive influence of teachers using code-switching in the EFL classroom (Jingxia, 2010). Based on the data collected in the study, it was concluded that switching to L1 is prevalent in the EFL classrooms in some Chinese universities and that it plays a positive role in the process of learning and teaching the English language (Jingxia, 2010).

Findings from Yıltanlılar and Çağanağa's (2015) study show code-switching is important in classroom management, for example using the L1 to warn pupils to stop their unwanted behavior. According to one of the teacher participants, the pupils did not listen to warnings in the L2, only in the L1 (Yıltanlılar & Çağanağa, 2015). Simasiku et al. (2015) investigated 12 teachers at 12 schools, and the results show that there are mixed feelings about code-switching. Some teachers perceived that code-switching enhances academic achievement because it enhances learners' learning of the English language, improved the way learners answered questions, and it enhanced the teaching and learning of English as a second language (Simasiku et al., 2015, p. 70). In addition, it is believed that learners would be actively involved in their learning, understand topics and content better, and difficult English concepts would be interpreted better in a language they understand (Simasiku et al., 2015, p. 70). However, one teacher thought learners might carry over code-switching when writing, and that it would lead to poor English proficiency (Simasiku et al., 2015). Simasiku et al. (2015) reveals that learners have positive perceptions toward their teachers using code-switching in English language teaching (p.70).

### *2.3.5 Functions of L1*

In several studies, findings show similar results. Some studies show that the teachers use the L1 when responding to pupils' language needs, for example, if a pupil asked to use the L1 due to lack of understanding, or when a pupil asked if she was supposed to use the L2 when speaking (Blackman, 2014; Brevik & Rindal, 2020; Jingxia, 2010; Kohi & Lakshmi, 2021). The most frequently identified functions of the L1 are to support language teaching purposes, and scaffolding, which was commonly used to make sure the pupils understood what was being said (Brevik & Rindal, 2020; Kohi & Lakshmi, 2021; Tang, 2002). When scaffolding, the teacher typically translated supplementary information for a few pupils or the entire class. Furthermore, teachers used the L1 both for language, and non-language purposes, for example teaching new vocabulary, as well as for interpersonal reasons and classroom management.

Teachers often used the L1 when providing terminology, clarifying meaning, providing synonyms, for discipline related issues, organizational issues, motivating learners, and giving feedback (Alavi & Mohebbi, 2014; Blackman, 2014; Brevik & Rindal, 2020; Jingxia, 2010; Kohi & Lakshmi, 2021; Tang, 2002). When providing terminology, teachers often provided Norwegian explanations of English terms; however, this was infrequently. It was observed longer stretches of L1 use where the teachers switched from L2 to L1, for example when mentioning and explaining grammar and pronunciation when providing instructions, when giving practical information, and when offering solidarity to individual pupils (Alavi & Mohebbi, 2014; Blackman, 2014; Brevik & Rindal, 2020; Jingxia, 2010; Kohi & Lakshmi, 2021; Tang, 2002). In Alavi and Mohebbi, results showed that teachers did not fall back on the learners' L1 to explain instructions for assignments or projects (Alavi & Mohebbi, 2014).

### *2.3.6 Factors Influencing the L1 Use*

Several studies show factors influencing L1 use (Blackman, 2014; Kohi & Lakshmi, 2021; Tang, 2002). In the teacher interviews in Blackman (2014), grammar and vocabulary were cited as reasons for using the L1. Several participants thought there were significant grammatical differences between the pupils' L1 and L2, and one participant answered:

Well, there are such grammatical phenomena that we do not have in Russian[L1] ... This grammatical phenomenon can be very difficult for our kids to understand, so, when explained in Russian, it's OK, the process is more concise, easier and mastering goes faster. (Blackman, 2014, p. 31)

In Tang (2002), the study aimed to find out if Chinese (L1) is used in English (L2) classrooms and to which purposes. It was also investigated what the attitudes of the students and teachers were toward using Chinese in the EFL classroom. The participants were 100 first-year students at a university in Beijing, and their English was at an intermediate level. In the study, results from the teacher interviews showed that teachers often used the L1 because it is more effective and less time-consuming, for example, if the classroom is noisy. The teachers would also use the L1 when comparing word choices in the L1 and L2, and if the pupils look puzzled after the teacher's L2 explanation, the teacher will switch to the L1 and explain it again. They would also switch to the L1 if the lower-level students failed to follow instructions in the L2.

Lastly, one teacher answered that if they were discussing the meaning of a difficult, abstract word, explaining difficult grammar or ideas expressed in longer sentences, the L1 would be used (Tang, 2002, p. 39). In Tang (2002) the teachers mentioned they would use less L1 in classrooms where the students' language levels are more advanced, in contrast to classrooms where students are at a low level. This can be supported by Kohi and Lakshmi (2021), where it is highlighted that the learning levels of the learners affect the way L1 is used by the teachers. There is a direct link between the language level of the learners and the amount of L1 used in the classroom by the teacher (Kohi & Lakshmi, 2021).

### *2.3.7 Connecting the Literature Review Studies Together*

Brevik and Rindal's (2020) results show why research into this topic is important. Their findings were that the language use in class seems more dependent on the teacher, rather than the pupils. In Blackman (2014), several researchers share a concern that using the L1 is a 'slippery slope' that can lead to a significant underexposure to the TL, resulting in poor learning outcomes. In contrast to Blackman (2014), Alavi and Mohebbi (2014) state that based on research on L1 use in L2 learning, it is reasonable to underline that learners' L1 can be used efficiently in L2 learning settings. Teachers can use code-switching when teaching,

and Yıltanlilar and Çağanağa's (2015) study shows that code-switching is important, for example in classroom management.

Regarding functions of the L1, several studies show similar results. To summarize the functions of L1 from the studies, the teachers used the L1 when responding to pupils' language needs, for example, if a pupil asked to use the L1 due to lack of understanding, or when a pupil asked if she was supposed to use the L2 when speaking. The L1 was also used to support language teaching purposes, scaffolding, providing terminology and vocabulary, clarifying meaning, explaining grammar, providing synonyms, organizational issues, motivating, give feedback, checking comprehension, classroom management, and for interpersonal reasons (Alavi & Mohebbi, 2014; Blackman, 2014; Brevik & Rindal, 2020; Jingxia, 2010; Kohi & Lakshmi, 2021; Tang, 2002).

Studies reveal that teachers use the L1 because they think their pupils will not understand what is being said (Blackman, 2014; Tang, 2002). Teachers believe they would use less L1 if their pupils are at advanced levels (Kohi & Lakshmi, 2021; Tang, 2002)

## **3. Methodology**

### **3.1 Introduction**

In this chapter, the methodology used in this study is described. To investigate the functional uses of the L1 in the EFL classroom by teachers at the lower secondary level, and to explore which factors teachers recognize as affecting their language use, this thesis adopts an exploratory approach to qualitative research. Firstly, the qualitative methods used in this study are described. Secondly, a detailed description of the research design and the sample are presented. Thirdly, the data collection methods and procedure are described, and lastly, the ethical considerations, validity, and reliability are presented.

### **3.2 Qualitative Research**

Denzin and Lincoln (2005) argue that qualitative methodology is difficult to define clearly (as cited in Dörnyei, 2007). However, Dörnyei (2007) defines qualitative methods as data collection that involves procedures that result primarily in open-ended, non-numerical data, which is in turn analyzed by non-statistical methods. Qualitative methods refer to research that produces descriptive data - people's own written or spoken words, and records of people's behavior (Taylor et al., 2015, p.17). Observation of participants and interviews are other examples of qualitative data collection methods. Qualitative research methods are best suited to examine the world from different points of view (Taylor et al., 2015). Therefore, one aim of qualitative research is to examine how things look from various vantage points. By having a broad theoretical framework, another aim is to make sure the theory fits the data, and not vice versa (Taylor et al., 2015). Qualitative methods allow the researchers to stay close to the empirical world, where methods are designed to ensure that the data and what people actually say or do fits (Taylor et al., 2015).

Central to qualitative research is understanding people from their own frames of reference and also experiencing reality from their perspectives (Taylor et al., 2015). Often, qualitative researchers empathize with their participants to fully understand how they see things (Taylor et al., 2015). When people are studied qualitatively, one may get to know them



personally, and see their beauty, faith, frustrations, love, suffering, and pain (Taylor et al., 2015). The researchers' values and presence can influence the data and how the data is interpreted, and therefore, the researchers must be value-free and objective in their research (Bryman, 2012; Taylor et al., 2015). Furthermore, Taylor et al. (2015) explain that qualitative research is inductive. The researchers develop insights, concepts, and understandings from patterns in the collected data.

In Taylor et al. (2015), their explanation of a research design is one that is flexible, and a researcher often starts with vaguely formulated research questions. Researchers can often have views and assumptions of the world and bring goals and questions with them into the research. However, the research often begins with a lack of knowledge in the field and uncertainties of what to look for or which questions to ask. To answer the stated research questions of this thesis, both observation and interviews were used as the main research methods. According to Bryman (2012), structured observation works best when accompanied by other methods. Therefore, both structured observation and semi-structured interviews are used. Participant observation and semi-structured interviews are used so “the researcher can keep an open mind about the shape of what they need to know about so that concepts and theories can emerge out of the data” (Bryman, 2012, p. 12). By observing the teachers first, the researcher was able to collect data about how the teachers use language in the EFL classroom. The data collected from both the observations and the interviews provided in-depth information about the participants' use of L1 and different factors they recognized as affecting their language use. Since the aim of the study was to find out how the L1 was used, using a questionnaire as a research method would provide a less accurate picture of how the L1 is used in practice by the teachers. According to Bryman (2012), structured observation is almost certainly more accurate than getting the participants to report their behavior through questionnaires, which led the researcher to adopting structured observation.

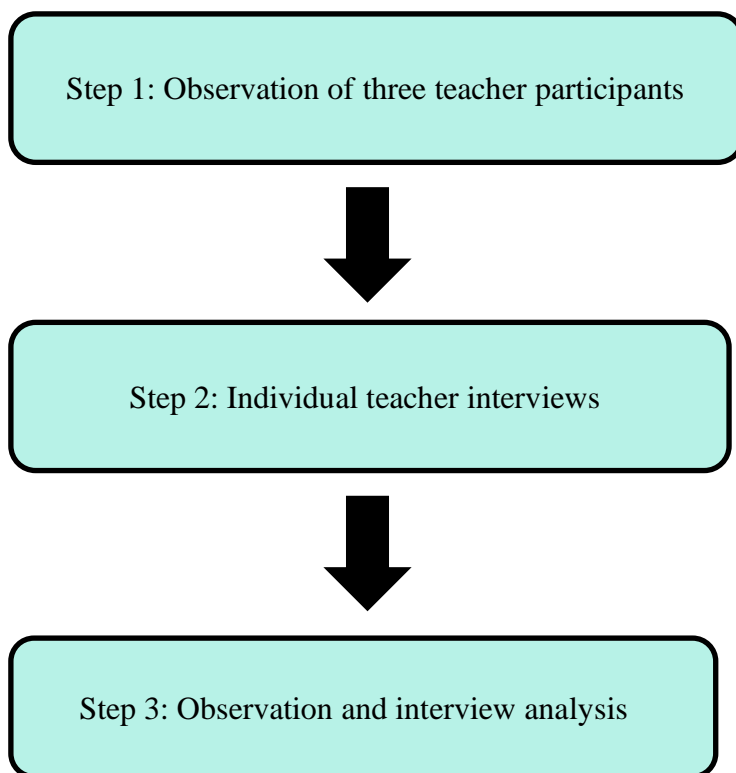
### **3.3 Research Design**

In this section, the research process is described in detail. The two research questions are:

- How is the L1 used in the EFL classroom by lower secondary English teachers?

- Which factors do teachers recognize as affecting their use of L1 in the EFL classroom at the lower secondary level?

To address the first research question, observation was conducted in order to collect data about the three teachers' language use in the EFL classroom. Secondly, individual teacher interviews were conducted. The research design is presented in Figure 2, which consists of three steps. The figure below explains how the data was collected and analyzed.



*Figure 2: Study procedure*

In step 1, all three teachers had given their consent (Appendix 2) to participate in the research, and they were all observed for three lessons each. The observation was not conducted in a particular order, due to the criterion that the teachers had to be orally active. Each teacher let the researcher know orally when they had planned an active lesson that could be observed. In step 2, the interviews were conducted individually. There was no particular order for the interviews as well. However, the observation was completed before the interviews were scheduled in order to avoid postponing the interview due to any delays in the observations. Lastly, in step 3, all the collected data in the previous steps were analyzed and assessed to answer the two research questions.

## 3.4 Sample

### *3.4.1 Selecting Participants*

The participants in the study are teachers teaching English at the same lower secondary school. By choosing teachers at the same school, they will follow the same local guidelines. These participants were selected because the researcher works at their school as a substitute teacher. Since the research is an in-depth study, three participants were asked to participate. To establish variation, more than one case is examined (Bryman, 2012). By choosing to observe and interview three teachers, there were several perspectives on the use of L1, and it also enabled the researcher to collect enough data to find out which factors the teachers recognize as affecting their use of L1. It is more likely to encounter variation in the variables, and the researcher can make finer distinctions between the cases (Bryman, 2012). In addition, the researcher wanted to observe if there were any differences in L1 use across grades. Therefore, a teacher in each grade, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>, was asked to participate.

### *3.4.2 Describing the Participants*

There were three teacher participants in the study: two female teachers, and one male. As mentioned, they all teach English at the same school. All three participants are in the age group 35-55. To ensure the teachers' anonymity, they have been assigned aliases: Teacher 1, 2, and 3.

Teacher 1 is female and teaches one English class in the 8<sup>th</sup> grade. She also teaches a small group of pupils in 9<sup>th</sup> grade who are at a low level of English proficiency. Teacher 1 has taught English as a FL for 13 years in the lower secondary school. Her educational background consists of different courses and PPU<sup>4</sup>. She has a bachelor's degree in religion, 60 credits in Norwegian, and special education in teaching. In English, she has 90 credits. Her educational background extends over eight years, and she is currently studying to become a "lærerspesialist" in English, or a "hybrid teacher leader"<sup>5</sup>.

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<sup>4</sup> Norwegian term for a course needed to become a teacher if the student does not attend the teacher education.

<sup>5</sup> English term for a "lærerspesialist" used in [www.utdanningsnytt.no](http://www.utdanningsnytt.no).

Teacher 2, who is male, teaches one English class in the 9<sup>th</sup> grade, but also two classes in the 10<sup>th</sup> grade. He has taught English as a FL for 25 years at the lower secondary level. His educational background consists of teacher education with additional courses. He has also studied traffic training.

Teacher 3 is also female, and she teaches one English class in the 10<sup>th</sup> grade. In this 10<sup>th</sup> grade class, she is one of two contact teachers for the class. In addition, she teaches German as a FL, in both 8<sup>th</sup> and 10<sup>th</sup> grade. She has taught English as a FL for nine years, and she has taught English mostly in 8-10<sup>th</sup> grade, but also in 5<sup>th</sup> and 6<sup>th</sup> grade several years ago. Teacher 3's educational background consists of teacher education with additional courses. She has studied English as a subject for two years, which equals 120 credits.

### *3.4.3 Setting*

The research was conducted at a lower secondary school in a small, rural town south in Norway. According to all three teacher participants, there are no guidelines regarding language use when teaching foreign languages. Altogether, there are approximately 350 pupils at the school, 35 teachers, and ten of them are English teachers. There are approximately 30 pupils in each class. According to the CEFR, the pupils are at an A2-B1 level (Drew & Sørheim, 2004). In 8<sup>th</sup> and 9<sup>th</sup> grade, they had recently started using new course books though 10<sup>th</sup> grade was still using the old ones. The new course books are Stages 8 and 9. These books have several English texts, with different tasks and grammar pages. On the grammar pages, they use the L1 to present grammar and give examples.

## **3.5 Observation**

By using observation as a method, the researcher can gather “live” data from naturally occurring social situations (Cohen et al., 2007). Therefore, observation may provide more authentic data than other research methods. Furthermore, Cohen et al. (2007) argue that what participants say they do, may differ from their actual practice. Due to Cohen et al.'s (2007) argument, the observation was conducted prior to the interviews, in order to connect the participants' actual classroom practice to their opinions and beliefs and to attempt to find out the explanations or reasons for the participants' practice.

During the classroom observations, the researcher sat in the back of the classroom and observed the teacher for the whole lesson. This was done in order to collect data from various parts of the English subject (see section 3.5.1). The participants had been informed that they would be observed for three lessons, to observe if there are any patterns in the use of language. One criterion for the observation was that the participants had to be orally active during the lessons in order to collect enough data on their language use. There were no further restraints on how they should conduct their lessons. Each lesson lasted 45 minutes, and the observations were mainly completed during January-February. However, the observation of Teacher 2 was completed in April. The topics of each lesson are presented in section 3.5.3.

### *3.5.1 Observation Form and Categories*

The observation form (Appendix 3A) and observation categories (Appendix 3B) used in the study were inspired by Hoff's (2013) observation categories. They include several researchers' perspectives on the use of L1 (see section 2.2.8).

The different categories in the observation form are:

- Task instruction and teaching
- Give feedback/correct errors/answer pupils
- Translation
- Solidarity
- Classroom management/discipline
- Grammar instruction

Task instructions and teaching: the teacher uses the L1 to give instructions for a task or an activity and to go through the task afterwards. This category also includes when the teacher presents or explains a new topic or talks about a subject-related matter.

Give feedback/correct errors/answer pupils: the teacher uses the L1 to give pupils feedback on, for example, something they said, a task they are working with or have

completed, correcting errors they make, or answering pupil questions. This category includes general questions or comments made to the class or individual pupils.

Translation: the teacher uses the L1 to give translations of a word or expression, without asking the pupils for a translation or to check comprehension. This category mostly conforms to plain translations, particularly single words, with and without equivalents in the L2. Whole utterances can also be coded as translations when the purpose of the L1 is the translation itself.

Solidarity: the teacher uses the L1 as a sense of closeness with pupils to show understanding or to create friendly support. The category includes formal or informal chatting with pupils as individuals or as a group, and also checking comprehension.

Classroom management/discipline: the teacher uses the L1 to deal with unwanted and unnecessary noise or behavior in the classroom, the pupils' lack of concentration, etc.

Grammar instruction: the teacher uses the L1 to go through or explain grammar.

### *3.5.2 Observation Procedure*

When observing, notes were written down on a structured observation form (Appendix 3A) which included several categories, or parts of the lesson, such as classroom management, feedback, and instructions. Further, it was noted if the teacher used the L1 or L2. The form was filled out on a computer while observing. It was easier and quicker to take notes on a computer rather than writing by hand. Another advantage of taking notes on a computer was that the researcher could write as much as needed without the concern of running out of space in the form.

### *3.5.3 The Topics of the Observed Lessons*

#### *3.5.3.1 Teacher 1's lessons.*

In Teacher 1's first and second lessons, the class had seen the movie "The Life of Walter Mitty", and they started to work with tasks related to the movie. In the second lesson, the pupils started writing a film review. The teacher used a word document on the smartboard to show them how to write the review, and which terms they should use and work with. In the

third lesson, Teacher 1 talked about vikings and the TV series Vikings, and the class listened to a text related to the topic. The teacher also explained vocabulary from the text.

#### 3.5.3.2 Teacher 2's lessons.

In the first lesson, the topic was first aid. The teacher explained what first aid is and gave instructions on what the pupils were going to do. The lesson was cut short because they had gym in the lesson prior to the English lesson. Therefore, the lesson lasted approximately 35 minutes. In the second and third lesson the topic was the USA, Jamaica, and Canada. The class started a project about an English-speaking country, and Teacher 2 talked about the different texts in the book chapter related to the three countries. Next, he organized the class into several groups.

#### 3.5.3.3 Teacher 3's lessons.

In the first lesson, the teacher presented a new topic. Secondly, she played a text out loud and went through vocabulary. Finally, the pupils worked with tasks that were later reviewed by the teacher. In the second lesson, the class discussed their homework, and they started a new project about an English-speaking country. When working with the homework, the teacher discussed the history of Ireland with the pupils, and they discussed terms such as “The Troubles” and “the IRA”. Since the class started a project, the third lesson consisted of parts of several lessons. Some parts were from lessons where they worked with the project, and some parts were from a lesson where a pupil presented his project, and the rest of the lesson included the teacher planning the weeks ahead.

### **3.6 Interviews**

After the observations were completed, the participants were interviewed individually. Interviews are one of the most common types of data collection in qualitative research (Riazi, 2016). Teacher interviews were used to collect data on the teachers' perceptions of the use of L1 in the EFL classroom and to gain knowledge of the teachers' language use. The answers from the interviews might help explain which factors teachers recognize as affecting their language use in class. Interviews are often modeled after a normal conversation rather than a

formal question-and-answer exchange (Taylor et al., 2015), and that was taken into considerations when making the interview guide, and when conducting the interviews.

Semi-structured interviews are time-consuming, labor-intensive, and require interviewer sophistication (Adams, 2015, p. 493). However, SSI's are suited for several valuable tasks. According to Adams (2015), SSI's are a valuable method when needed "to ask probing, open-ended questions and want to know the independent thoughts of each individual in a group" (p. 494). One difficult aspect of interviews is how long they will last (Adams, 2015). The participants would probably like to know how much time it will take for them to be interviewed. Proposing too much time can make the participants refuse to participate. In contrast, proposing too little time, the participants may want to withdraw after the allotted time, even if the interview is not finished (Adams, 2015). This aspect will be discussed further in section 3.8.

### *3.6.1 Interview Guide*

The interview guide can be found in both English and Norwegian in Appendix 4A and 4B. When making an interview guide, Adams (2015) suggests that the researcher needs enough time to draft, edit, and polish the interview questions. Furthermore, there should not be too many ideas in one agenda. The interview guide is divided in two parts, which are further divided into different categories. The first part consists of both structured questions, and more open-ended questions, regarding the teachers' educational background, school politics, the teachers' perceptions of the pupils' English skills, and the use of L1 and L2. The interview started with structured questions such as:

- How much education do you have?
- How long have you taught English as a subject?

The interview then switched to open questions, such as:

- How would you describe your oral language skills in English?
- How would you describe your pupils' language skills in English, both written and oral?

The second part of the interview consisted of questions where the observation data was connected to the teachers' perceptions and preferences towards the use of L1, such as:

- You used Norwegian a lot when you walked around the classroom conversing with the pupils about the topic of the lesson, but also about private matters.
  - Do you do this consistently?



- In one of the lessons, the pupils listened to a text, and then you explained what the text was about in Norwegian.
  - Is this something you normally do?
  - Do you do this because you believe your pupils will not understand if you speak English?

By asking follow-up questions based on the teachers' practice, it was attempted to find their reasons behind their practice. The interview questions were inspired by Hoff's (2013) interview guide. In her master thesis, she aimed to examine how the first language was used in EFL instruction in lower and upper secondary schools and examine the explanations of the variations in L1 use. Her teacher interviews offered an understanding of potential explanatory factors that may influence the teachers' use of L1 (Hoff, 2013).

### *3.6.2 Teacher Interview Procedure*

The interviews were conducted after the observations. They were all conducted at the school, and only the interviewer and the participant were present during the interviews. The participants were interviewed in Norwegian because it felt more relaxing, and it allowed the participants to speak more freely and elaborate on the different topics. The interviews lasted approximately 20 minutes each, and all three interviews were recorded using the Diktafon app for iPhone. To use the app, the project was registered in *Nettskjema*, where the interviews were stored. It was not possible to play the recorded interviews on the iPhone afterwards due to security measures. The Diktafon app was used to keep personal information anonymous, to make it easier to analyze the collected data, and to have accurate testaments of what was said during the interviews.

### *3.6.3 Data Analysis*

Before analyzing the collected data, it had to be managed. This means that the raw data had to be checked to establish whether there were any obvious flaws (Bryman, 2012). When analyzing the data from both the observations and the interviews, the researcher had to do a thematic analysis, which means examining the data to extract core themes (Bryman, 2012). In

the interview guide, there were nine themes, or categories, related to the participants personal information, their opinions on L1 use, their perceptions of their pupils' level of proficiency, and their actual use of L1, etc. To be able to identify the themes in the collected data, the data were coded. When analyzing qualitative data, coding is a process where the data are broken down into parts and given labels (Bryman, 2012). Coding was necessary in this study in order to make the data more accessible, rather than, for example, listening to the interviews over and over. Therefore, the audio-recorded interviews were listened to and transcribed. However, the researcher had to be alert to possible hearing mistakes that could have affected the meaning of the participants' replies. The interviews were transcribed in Microsoft Word the same day they were conducted.

Before analyzing the data from the observations as shown in 3.5.1, the data were categorized into the specific functions for which L1 was used. Further, a summary of each teacher's use of L1 related to each category was written. By writing a summary of each participant, it was easier to have an overview of their use of L1, which again made it easier to compare their L1 use. The data collected from the observation was analyzed and then used in part two of the interview questions. As a result, the collected data allowed the participants to reflect on their own language practice and possible reasons for their choices of language.

### **3.7 Ethical Considerations**

Diener and Cradall (1978) highlight four areas of ethical principles; whether there is harm to participants, lack of informed consent, invasion of privacy, and whether deception is involved (as cited in Bryman, 2012). By using observations and recorded interviews as research methods, approval from NSD was necessary (Appendix 1). After the project was approved, all three teachers were asked face to face to participate by receiving oral information about the project. To be able to participate, the teachers signed a consent form (Appendix 2). In the form, it was stated that they were aware of what it involved participating in the project and that they allowed the researcher to use the collected data from the observation and interview in the thesis. The consent form contained information about the participants' rights and information that the data would be deleted prior to the thesis' submission date of June 2022. One of the participants' rights was to be able to withdraw from the project at any time. The participants were promised that their identity would be anonymized and not recognizable

from any information given in the thesis. Therefore, the name of the school was not included, and the teachers were assigned aliases; Teacher 1, 2, and 3. The researcher acknowledged that this research might have seemed intrusive on the participants, by observing their teaching practice. By observing them first, and then questioning their practice in the interviews, they might have felt violated to some extent or stressed by the situation. However, the participants were informed, and aware, that they would be observed and interviewed.

### **3.8 Reliability and Validity**

Qualitative researchers emphasize the meaningfulness of their studies, or validity, while quantitative researchers may emphasize reliability and replicability (Taylor et al., 2015). Reliability refers to the accuracy and consistency of information obtained in the study and is concerned with the question of whether the results of the study are repeatable (Bryman, 2012; Polit & Beck, 2010). The concept of reliability in research has two applications: The reliability of the instruments used to collect data, and the reliability of the research reported (Riazi, 2016). The data will be unreliable if the instruments for data collection are inconsistent, which will make it difficult to draw meaningful conclusions from the data (Riazi, 2016). Riazi (2016) further highlights another way to refer to reliability. The research process needs to be explained in detail, so readers can judge the plausibility of the conclusions themselves.

A major concern in research is bias (Polit & Beck, 2010). Polit and Beck (2010) describe bias as an influence that can produce an error in an estimate or an inference, and it can affect the quality of evidence in research. Therefore, it can threaten the study's validity and trustworthiness (Polit & Beck, 2010). Trustworthiness is proposed as a criterion of how good a qualitative study is (Bryman, 2012). Bias can result from several factors, such as the "participants' lack of candor or desire to please, researchers' preconceptions, or faulty methods of collecting data" (Polit & Beck, 2010, p. 107). There are different strategies to address bias, and triangulation is one of them. This will be described in more detail later in this section.

Reliability can be affected by the observer effect which happens "when people being observed behave differently just because they are being observed" (Ary et al., 2010, p. 219). Therefore, it was important to have the interviews after the observation, so the participants did not know they were observed for their L1 use. If the participants knew the researcher was

observing their L1 use, they could consciously use the L2 more than they normally would, which would affect the results significantly. However, it was informed in the consent forms that the topic of the study was “The functional uses of L1 in the EFL classroom”. In addition, Ary et al. (2010) propose that the subjects that are observed will often adjust their normal behavior again if the researcher operates unobtrusively (p. 219). Since the researcher works as a teacher at the school, the participants and their pupils are used to the researcher joining them in class. Therefore, the pupils did not react to the researcher being in the classroom during the observations, and neither did the participants.

Replication is one criterion of research, and it relates to the term reliability (Bryman, 2012). Some researchers might choose to replicate the findings of other researchers. In order to do so, the study must be replicable. This means that the methods and the procedure used in the study need to be explained in detail. To assess the reliability of a measure of a concept, the procedures that constitute that measure must be replicable by other researchers (Bryman, 2012).

Researchers posit that validity, as for reliability, is an important criterion in research to evaluate methods to measure variables (Bryman, 2012; Polit & Beck, 2010). Ary et al. (2010) define validity as “the most important consideration in developing and evaluating measuring instruments” (p. 225). However, validity has several definitions, and Gipps (2011) explains it as “the traditional definition of validity is the extent to which a test measures what it was designed to measure” (p. 49). Riazi (2016) pointed out that the validity of any conclusions in a study will be higher the stronger or more comprehensible the evidence is because the interpretation of the evidence will be more valid. There are several types of validity, and those relevant for this study will be mentioned below.

According to Ary et al. (2010), there is one source of bias that can affect the validity of observations: the observer bias. If a researcher is influenced by their own beliefs or perceptions, their interpretations of behavior during the observations can result in an inaccurate representation of the observation (Ary et al., 2010). Ary et al. (2010) suggest that having several observers can reduce the effects the researcher’s beliefs and perceptions might have on the results though this was not possible in this study. To avoid observer bias, the researcher consciously attempted to avoid integrating one’s own beliefs and perceptions during the observations. One factor that made this easier, was to have the categories of the observation defined as precisely as possible before the observation began. The definitions of the categories were used while observing, in order to make it easier to categorize the observations. However, there were situations where the language use was not always easy to

place into one specific category, so a lot of time was used after the observation to re-read the observation notes. Some of the situations may therefore have been affected by the researcher's personal views.

Another limitation is that one may only observe the settings and situations that are accessible (Creswell, 2008). Bryman (2012) explains this as ecological validity. Cicourel (1982, p. 15) points out: “Do the instruments capture the daily life conditions, opinions, values, attitudes, and knowledge base of those we study as expressed in their natural habitat?” (as cited in Bryman, 2012). There was no guarantee that the observations would represent everyday behavior, and since the participants were informed that the title of this thesis is “The Functional uses of L1”, they might have behaved differently than they normally would. When the participants change their behavior because they know they are being observed, it is referred to as the “reactive effect” (Bryman, 2012).

Due to the timeframe, it was not possible to observe lessons that included every part of the English subject. In all three classes, a project delayed the data collection. Therefore, parts of the observation were monotonous, and some areas of the English subject, such as grammar, were not observed. However, one aspect of grammar was mentioned briefly in one of the lessons, but not enough to collect valuable data. In the interviews, the aim, as mentioned in section 3.6, was to conduct them as a conversation. However, the actual interview process was formed rather as questions from the interviewer, followed by answers from the participants. This may have influenced the participants and resulted in shorter and less elaborated answers. As mentioned earlier, by working at the school, the participants know who the researcher is. This may or may not have had an impact on the interviews. The participants might have held back information they thought the researcher already knew, or they might have expressed more. Despite this, the school was easily accessible, and several teachers could participate.

Another factor that could affect the findings in the interviews, is time. If the participants are in a hurry, they might give short answers in order to finish the interview as quickly as possible. They might even withdraw from the interview if they feel like they have to (Adams, 2015). Therefore, the researcher conducted a test interview on an acquaintance to test the questions and the time. The participants were able to choose when they had the time to be interviewed to make sure they had enough time to finish without any stress.

A concern that could raise questions about the reliability and the validity of the study, was the sample size. The participants represent different teacher personalities because of different backgrounds, and different experiences with teaching, both as learners and as

teachers. Since using both observation and interviews as methods, the research is time-consuming which consequently limits the sample size. A more representative sample of teachers could have been chosen, however, there were not too many English teachers at the school that were able and willing to participate. It would be beneficial to invite participants from different parts of the country in the study, but this would have been difficult due to practical reasons. It would be possible to include several schools in a limited area, however, because of the Covid-19 pandemic and the time frame, it seemed more appropriate to only conduct the research at one school.

External validity concerns whether the results of a study can be generalized beyond the specific research context (Bryman, 2012). As a result of the small sample size, it is difficult to generalize their use of L1 during these few weeks, to other teachers, and the findings of the study do not show generalizable tendencies among EFL teachers. However, it provides an insight into three English teachers' perceptions and beliefs about their teaching practice, and their use of L1 in their EFL classroom. The results can provide an explanation of what may influence their practice in the classroom and can help suggest what other teachers can be influenced by as well.

Since the three participants were observed teaching different grades, this may not show an accurate picture of how they generally teach. The participant teaching the 8<sup>th</sup> grade may use the L1 differently than if they taught the 9<sup>th</sup> or 10<sup>th</sup> grade. In contrast, one of the other participants may use the same amount of L1 regardless of which grade they are teaching. Therefore, comparing the L1 use across grades when three different participants are teaching, may not show an accurate picture of how the L1 is used in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades, but rather how the individual participants use L1 while teaching. Internal validity is described as if it is suggested that x causes y, can the researcher be sure that it is x that is responsible for the variation in y and not something else? (Bryman, 2012). This can be connected to the current study where the use of L1 is the y, and any factor that may or may not affect the use of L1 is the x. That is why it was difficult to know for sure if the different factors described in the discussion chapter, certainly were the ones that affected the use of the L1.

In this thesis, an attempt was made to increase the validity of the results through triangulation. Triangulation is the use of multiple sources to draw conclusions, and one approach to establish credibility (Polit & Beck, 2010). Ary et al. (2010), explain the term as "confirming data by using multiple data-gathering procedures, multiple sources of data or multiple observers" (p. 652). In a qualitative study, triangulation can involve trying to understand the full complexity of a poorly understood phenomenon by using multiple means

of data collection to converge on the truth, for example by having in-depth discussions with participants, or observing them in their natural behavior (Polit & Beck, 2010). An attempt was made in order to strengthen the validity, by conducting the interviews after the observation was finished. By doing so, it would prevent the participants from finding out the topic of the interviews. In contrast, it could have affected their classroom practice during the observations if done otherwise. By using observation and interviews as research methods, one could find patterns in the participants' L1 use and attempt to find out their reasons for using it. Therefore, by using two data collection methods, the participants' views in the interviews both controlled and confirmed the observation data.

## 4. Results

### 4.1 Introduction

The current study investigates how three lower secondary English teachers use the L1 in the EFL classroom, and if there are any factors they recognize as affecting their use of L1.

This chapter presents the data collected from the classroom observations and the teacher interviews, focusing on the quantity, the contexts of the L1 use, and the teachers' corresponding opinions. The findings from the observations are presented first, followed by the analysis of the teachers' interview data. The findings are further discussed in chapter 5, in light of theory and previous research.

### 4.2 Results from the Observations

#### *4.2.1 The Functions of the Participants' L1 Use*

In this section, the results from the observations of Teacher 1, Teacher 2, and Teacher 3 are presented. Under the section of each teacher, the results are presented with a focus on each observation category or function.

#### *4.2.2 Teacher 1*

Teacher 1 mainly used the L2 during her English lessons, especially when giving instructions and explaining how tasks are to be completed. In the third lesson, she also explained the homework in the L2. However, there were situations where the L1 was used. When explaining words and Norwegian names, the L1 was used. She used it when introducing new vocabulary, and in the third lesson, she used the L1 to explain how Christianity came to Norway. The L2 was mostly used when giving feedback and answering pupils' questions. The L1 was used in cases where she repeated glossaries the pupils articulated. There were situations where she answered in the L1 if addressed in the L1; however, she mainly replied in



the L2. One example where she switched from the L2 to the L1 was when a pupil explained the difference between raiding and raging in the L2, and Teacher 1 answered “Men du snakker på gamingspråk som jeg ikke skjønner”.

Teacher 1 used code-switching to a certain degree, where she often used the L2 but repeated or translated words throughout the lesson in L1. In some cases, she automatically translated words from the L2 to the L1. An example is when she explained to the class how to highlight important parts of their word document: “You can make this line stand out, FET, as they call it”, and when referring to “Topptekst og bunntekst” in the word document, she used both the Norwegian and English terms. In the observed lessons, Teacher 1 used the L2 before the lesson started and mostly used the L2 to talk to the class, both in subject-related and non-subject-related matters. In some cases, she used the L1 when speaking to individual pupils. In addition, she gave a non-subject-related message to the class in L1.

Regarding classroom management, Teacher 1 mostly used the L2 but could switch to the L1 in more serious situations. Often, she corrected behavior in the L2 by saying “quiet”, or “boys in the back, pay attention”. However, in one lesson, after trying to correct the noisy boys in the back row several times without any luck, she switched to the L1. In another situation, Teacher 1 had a behavior-related discussion with a pupil, where she started the discussion in L2, but after a few comments, she switched to the L1. After trying to calm down the boys in the back, she warned them in the L2, about switching seats. However, one of the pupils tried to argue that they had just switched seats and therefore cannot switch once more. The boys in the back continued making too much noise, so Teacher 1 switched to the L1: “Gutter på bakerste rad, dette er siste advarsel, nå gir jeg snart beskjed til (name of their contact teacher). The use of names was also a common strategy used to correct behavior.

#### *4.2.3 Teacher 2*

Teacher 2 used the L2 often when introducing the lesson, giving task instructions, and explaining the topic of the lesson. One example is that he used the L2 to explain and talk about first aid and recovery position. However, the L1 was used to repeat important parts of the instructions. In the instruction of the first task, Teacher 2 added: “You are not allowed to speak Norwegian”. Regarding feedback and answering pupils, the L1 was used to praise. One example is “Nå er dere jo faktisk litt gode”. Code-switching was used in several cases where he often used both the L1 and L2 in the same sentence or message, for example: “This is not

right, bytt og se om hun kan gjør det bedre.” In some cases, he automatically translated important terms and repeated explanations in the L1, and one example is “Recovery position, det er sideleie”. In the observed lessons, Teacher 2 used the L1 before the lesson started, and when talking with pupils about non-subject-related matters. In several cases, he used the L1 when answering pupils, especially if addressed in the L1. One example of a conversation where he switched from the L2 to the L1 is:

Teacher 2: ... because it is two different things.

Pupil: Jammen hæ?

Teacher 2: Ja dette må du kunne, dette blir du testet på i trafikken hvor du får karakter.

In the first lesson, he used the L1 to ask a pupil for permission to use him as an example to show the class how to properly conduct first aid. In a different situation, he switched to the L1 after a pupil showed a lack of understanding. The L1 was used to check comprehension several times when he asked “Skjønnte dere dette?» Regarding classroom management, the L1 was used a lot. Phrases like “Følg med nå!”, and “Sett i gang! In English” were used. However, the L2 was used to some extent, such as “Back to your places” and “Okay, be quiet”. The use of names was a common strategy used to correct unwanted behavior.

#### *4.2.4 Teacher 3*

Teacher 3 often used the L2 when giving task instructions and talking about a new topic. One example is that she used the L2 when explaining the differences between British and American English. However, the L1 was used in cases where the teacher repeated words or phrases from the instructions, such as page numbers. The L1 was used in situations where the teacher had read a text in the L2 and then used the L1 to explain the story and connect it to different topics or historic events. When giving instructions, the teacher would sometimes start in the L2, but continue the instruction in the L1. An example is: “Please find your workbooks and open them on page 96. We are going to do exercise 17. You can fill in the gaps. Dere kan få lov å skrive med blyant i boka. Fill in the gaps, page 96.»

The L1 was used a lot when giving feedback, answering pupils, or correcting pupils’ errors. If one or several pupils asked what they were supposed to do, or how to do a task, Teacher 3 often used the L1 to explain. Examples are “Bruk blyant, i boka di”, and “Se

tilbake i tekstboka di». There were cases where the teacher mixed the L1 and L2 when a pupil asked for help, or when she answered a pupil. An example is: «(Pupil's name) if you need help, look at page 87 in your textbook. Så du på den? Nei, det tror jeg ikke du gjorde». When working with vocabulary in class, the L2 was mainly used. However, the L1 was used in some cases, but mostly as a scaffolding tool to add to the explanations of the different glossaries. The L1 was used to a less extent when repeating vocabulary the pupils had for homework, in contrast to going through new vocabulary.

In the observed lessons, Teacher 3 used the L1 both before and after the lesson. When walking around the classroom, she often chatted with the pupils in L1. Examples are when asking pupils if they are done with the task/project, asking if they need help, or commenting on their work speed; “Er du ferdig (pupil's name)? Nei, men da må du bli ferdig”. The L1 was used when the teacher asked the pupils to choose a country for their project, and when conversing with pupils about topics that were not school-related, for example when she talked about Covid-19 with a pupil. However, when checking comprehension, or asking pupils if they had done a specific task, the L2 was used.

The L1 was used in most cases where the teacher tried to maintain silence and work peace. The use of names was the most common strategy used to correct behavior and was often connected to a phrase related to the unwanted behavior. Examples include: “(Pupil's name) kan du snurre deg tilbake?”, and «Sånn, kom igjen, vi har noen minutter igjen». From the observations, Teacher 3 went through some grammar, however, not much. She went through a few grammatical errors from an English test they had recently and used the L2 to mention the mistakes. The L1 was used to explain the grammatical aspects, and Norwegian terms were used, such as *samsvar*.

## **4.3 Results from the Teacher Interviews**

### *4.3.1 Presenting the Interview Findings*

In this section, the results from the teacher interviews are presented, starting with their opinions about L1 and L2 use, their perceptions of their pupils' L2 skills, and perceptions of their own practice of L1 and L2. In the last part of the interview, the participants' practice of L1 is questioned to find out if there are any factors they recognize as affecting their use of L1

in the EFL classroom. The participants' background and school politics are presented in section 3.4.2 where the participants are described in detail.

### *4.3.2 The Teachers' Opinions on L1 Use in the EFL Classroom*

#### 4.3.2.1 Teacher 1.

When asked if there are situations where the teacher should or should not use the L1, Teacher 1 answered that she often uses the L1 when correcting pupils and explaining grammar.

##### *Extract 1: Correcting low-level pupils' mistakes in Norwegian*

Teacher 1: ... if there are pupils that are at a low level in English, then I have to correct them in Norwegian, or else I feel like the pupils won't listen because if I still speak English, then they are still in the subject so then they won't understand when I yell at them, kind of. But if it is smaller corrections, like "put your feet down from the desk" ... then I can say it in English. But if it regards behavior then I have to use Norwegian to show it is serious.<sup>6</sup>

Regarding grammar, Teacher 1 explained that the L1 is used to explain grammar rules and grammatical terms to make sure every pupil understands. According to Teacher 1, it can be difficult for pupils to learn new grammar terms when they barely know them in Norwegian. Furthermore, Teacher 1 pointed out that the use of L1 often depends on the pupils.:

##### *Extract 2: Having to use Norwegian for learner engagement*

Teacher 1: They have to understand, so if a pupil has poor vocabulary and understanding, then I have to use Norwegian to ensure they keep up.<sup>7</sup>

She also pointed out that the pupils are supposed to find learning English fun, so by only using the L2, some of the pupils at lower levels of proficiency in English will eventually not be able to keep up with the rest of the class. The pupils at higher proficiency levels, however,

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<sup>6</sup> Translated to English.

<sup>7</sup> Translated to English.

would benefit from the L2 only. When asked if any factors make her feel like she has to use Norwegian, she said:

*Extract 3: Using Norwegian considering pupil proficiency*

Teacher 1: It depends on the pupils, which level of proficiency they are at, to make sure everyone can understand what is being said.<sup>8</sup>

#### 4.3.2.2 Teacher 2.

Regarding the question about if teachers should use the L1 when teaching English, Teacher 2 answered that from his experience, it can be beneficial to use the L1 when teaching grammar. Further, he explained that it is easier for pupils with low-level proficiency to follow the teacher if he or she uses the L1 to go through grammar, and rather use the L2 to repeat important terms afterwards. In addition, he explained that he often uses the L2 in the beginning, and then translates it to the L1 if some pupils do not follow. When asked if any factors make him feel like he needs to use Norwegian, he answered grammar and pupils at low levels of proficiency can affect his use of L1.

#### 4.3.2.3 Teacher 3.

Teacher 3 pointed out that one should strive to use as much English as possible, but that she always uses the L1 when teaching grammar. However, she says that the examples written on the smartboard are in English, but the explanations are in Norwegian. Further, she said:

*Extract 4: Using English to maximize exposure*

Teacher 3: Then I try to, when reading texts and those kinds of things, to use as much English as possible.<sup>9</sup>

When asked if any factors make her feel like she has to use Norwegian, she said:

*Extract 5: Having to use Norwegian for translations*

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<sup>8</sup> Translated to English.

<sup>9</sup> Translated to English.

Teacher 3: Not really... but if I use a word that I don't expect the class to know, I use Norwegian to translate words. Either translate or say it differently. But the pupils are good at English, so I don't really think about it. I am only consistent in using the L1 when I teach grammar.<sup>10</sup>

### *4.3.3 Use of L2 in the EFL Classroom*

#### 4.3.3.1 Teacher 1.

When asked to describe her oral skills in English, she pointed out that she has lived in America, and therefore the English language comes naturally. Further, she said that it is not a problem to use English in class and that she is comfortable teaching in English.

#### 4.3.3.2 Teacher 2.

When asked to describe his oral skills in English, Teacher 2 said his oral skills in English are good. He enjoys speaking English, and he often travels to England. Further, he said he is comfortable using English to teach English.

#### 4.3.3.3 Teacher 3.

When asked to describe her oral skills in English, Teacher 3 mentions that she feels a bit rusty and that she would like to “freshen up” her oral skills, by, for example, traveling to England. Since she mostly has been teaching German, she explains that it makes it more difficult to go into the EFL classroom and the English mindset. However, Teacher 3 is comfortable teaching in English, but she has to focus and think more about what she is going to say during the lessons, in contrast to teaching in Norwegian.

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<sup>10</sup> Translated to English.

### 4.3.4 Perceptions about the Pupils' English Skills

#### 4.3.4.1 Teacher 1.

When asked how well she thinks her pupils understand her in class when she uses the L2, she answered that she hopes they understand. To make it easier for them to understand, she often:

*Extract 6: Rephrasing messages or sentences*

Teacher 1: Say the same thing in two or three different ways sometimes or uses easier words.<sup>11</sup>

If she believes they do not understand, she either asks them to translate, write words/messages on the whiteboard, or switch to Norwegian. She added that often one pupil explains it to the rest of the class as well.

#### 4.3.4.2 Teacher 2.

Teacher 2 described his class' oral skills in English as varying.

*Extract 7: Describing pupil proficiency*

Teacher 2: They are better orally than in writing, mostly because they are the computer generation where they watch YouTube, are online, watch movies, music, and all that...<sup>12</sup>

Further, he reflected on the number of English lessons in 9<sup>th</sup> grade, where he wished there were more English lessons. He believes his pupils understand him to a certain degree. However, this varies from class to class. If he notices that his class does not follow, he said that he normally switches to the L1.

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<sup>11</sup> Translated to English.

<sup>12</sup> Translated to English.

#### 4.3.4.3 Teacher 3.

Teacher 3 described her class' oral skills in English as strong. They are good at talking, and they understand English well. When asked how well she thinks her pupils understand her in class when she uses the L2, she answered that she believes they understand her. Further, she pointed out that she tries to speak loud and clear because of pupils with a hearing disability. If she believes that they do not understand her, she either uses Norwegian or tries to rephrase it. If she uses words that she thinks the pupils do not understand, she answered:

*Extract 8: Rephrasing messages or sentences*

Teacher 3: I say them in Norwegian, or try to use a similar word, a synonym, or say it again in a different way<sup>13</sup>.

#### 4.3.5 Perceptions about the Teacher's Practice

##### 4.3.5.1 Teacher 1.

Teacher 1 believes she adjusts her language use to match her pupils' proficiency, however, it is difficult because of the uneven levels in class. Further, she added that she believes her distribution of English and Norwegian use is 80/20. Teacher 1 said she is aware that she often switches to the L1 when correcting unwanted behavior, especially when yelling, or if there is an important message that every pupil has to understand. She added that she might say the message in the L2 first, and then repeat it in the L1. When asked if there are any situations or areas of the English language where she uses the L1 often or always, she answered grammar.

*Extract 9: Using Norwegian to teach grammar*

Teacher 1: I often use Norwegian to talk about grammar, for example when teaching them about different terms and what they are called in English. One problem is talking about terms in English, then they don't know what they are in Norwegian.<sup>14</sup>

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<sup>13</sup> Translated to English.

<sup>14</sup> Translated to English.



#### 4.3.5.2 Teacher 2.

Teacher 2 believes that he adjusts his use of Norwegian and English according to his pupils' proficiency. However, he reflected on if he should use more English than he does now. Further, he does not have a percentage of his distribution of English and Norwegian, but believes he uses more English than Norwegian. However, he switches to Norwegian easily in some cases. When asked if any factors make him switch between the L1 and L2, he answered the pupils' level of proficiency. In addition, he said:

*Extract 10: Using Norwegian to teach grammar*

Teacher 2: I often use Norwegian when talking about grammar and going through grammar in class.

#### 4.3.5.3 Teacher 3.

Teacher 3 believes she adjusts her Norwegian and English use to match her pupils' proficiency. She believes that you automatically adjust your language according to other people's language levels. Further, she pointed out that she tries to use as much English as possible, but that she has noticed that she often forgets. Therefore, she hoped her distribution of English and Norwegian use in class is 50/50. When asked if any factors make her switch between the L1 and L2, she answered:

*Extract 11: Factors influencing the English use*

Teacher 3: Yes, if we read a text in class, not just to read a text, but because of the content, I often talk about the theme in Norwegian, or repeat it in Norwegian. Then we don't just use it as language training or to learn new words, but because of the theme. Then I have to make sure they understand the message or any details.<sup>15</sup>

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<sup>15</sup> Translated to English.

### 4.3.6 Comparing Grades

#### 4.3.6.1 Teacher 1.

When asked if she uses Norwegian differently across grades, she said she believes she uses the same amount of L1, but it depends more on the pupils. If the pupils are at a low level of proficiency, she uses more of the L1 to make sure they understand.

#### 4.3.6.2 Teacher 2.

When asked if he uses Norwegian differently across grades, he answered:

*Extract 12: English use across grades*

Teacher 2: Yes, I probably do. 10<sup>th</sup> graders are more confident in using English. It is nice to teach them all three years, because you use most of the 8<sup>th</sup> grade to make them more confident in using the language. So, there is more English in the 10<sup>th</sup> grade.

#### 4.3.6.3 Teacher 3.

When asked if she uses Norwegian differently across grades, Teacher 3 said she does not believe that she uses the L1 differently across grades. Further, she said:

*Extract 13: English use across grades*

Teacher 3: No, I don't think so. I think it is quite the same, because I have learned a way to do it [teach], so it depends more on the level, that I use different words in the 10<sup>th</sup> grade than I would otherwise. But it also depends on which class too, which pupils you have, if they are weak or strong. But I think I unconsciously am on a lower level when teaching the 8<sup>th</sup> grade than in 10<sup>th</sup> grade.<sup>16</sup>

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<sup>16</sup> Translated to English.

### 4.3.7 The Teachers' Opinions on the Use of L1

In this category, the question the participants answered was “Research says that maximizing pupil’s exposure to English (L2) is an advantage, but using Norwegian in some situations can be a benefit – Would you agree/disagree? In that case, why?”

#### 4.3.7.1 Teacher 1.

Teacher 1 agreed to the statement and reflected on how it would affect her if she was a pupil that did not understand when the teacher used the L2. Further, she said it would give her motivation and strengthen her learning outcome if the teacher would adjust the L1 and L2 use according to the pupils’ level of proficiency.

#### *Extract 14: Maximizing the exposure to English*

Teacher 1: The more you hear, the more you learn. So, if you don’t understand the word, you might understand it from the context, so it is good to be exposed to the language, but they also need to be challenged and figure things out themselves.<sup>17</sup>

#### 4.3.7.2 Teacher 2.

Teacher 2 agreed to the statement and further pointed out that his goal is to use as much English as possible in class.

#### 4.3.7.3 Teacher 3.

Teacher 3 agreed with the statement and said:

#### *Extract 15: Maximizing the exposure to English*

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<sup>17</sup> Translated to English.

Teacher 3: There's no point in using English if you can't convey your message and feel like your pupils understand, because if half of the class do not follow, then it is better to use a bit of Norwegian as well.<sup>18</sup>

#### 4.3.8 *The Teachers' Practice of L1*

In this category, each teacher was asked questions made for them specifically. The questions asked, were formed by the data from the observation. By asking follow-up questions based on the teachers' practice of L1, it was attempted to find the reasons behind their practice.

##### 4.3.8.1 Teacher 1.

The first question Teacher 1 was asked was regarding her use of L1, and if she uses it consequently. In her lessons, she mainly uses the L2 but uses the L1 in some cases, for example when translating words and terms, going through vocabulary, and talking about a topic.

##### *Extract 16: Unplanned use of L1*

Teacher 1: It is never planned, but I have a thought that in English lessons, we speak English. You can't expect them to talk English if they're not used to using it in class. However, there will be used Norwegian where it is natural.<sup>19</sup>

The second question regarded the use of L1 when answering a pupil, especially if the question was asked in the L1. She answered that which language she uses in her reply, depends on which pupil asks the question. If the pupil is at a higher level of proficiency, the reply will be in the L2. Further, she reflects on if this is just an aim she has, or if it is executed in practice.

The third question regarded the translation of words and sentences. She answered that she does not usually translate words or sentences automatically consequently, but she often focuses on repeating words and messages to make sure her pupils follow. Further, she reflects on how this could be done differently, for example by asking a pupil to repeat. The fourth question was about correcting unwanted behavior. When asked if she consequently uses the

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<sup>18</sup> Translated to English.

<sup>19</sup> Translated to English.

L2 when correcting behavior, she answered yes. She uses the L2 to stay in the “English bubble”, and for them to increase their vocabulary. However, she reflects on the effect the correction will have in Norwegian, and that several pupils will have to be corrected in Norwegian, or else it would not have the wanted effect. She highlights that the severity of the situation, and the pupil, can affect the language she uses. The fifth question regarded the use of L1 when teaching grammar. She mainly uses Norwegian when teaching grammar, however, she uses English terms and translates them into Norwegian. One problem with using the L2 when teaching grammar is that the pupils will not follow. Further, she said that the pupils often struggle with the Norwegian grammatical terms, so using the English ones will be even more difficult for them to use and learn.

#### 4.3.8.2 Teacher 2.

The first question Teacher 2 was asked, regarded his repetition of parts of task instructions and explanations in the L1 after using the L2 first. To explain this, he answered that he usually does this consistently, because he often has to explain the task several times if he only uses the L2.

The second question was “In some cases, you used Norwegian when you answered pupils, especially if they were using the L1 first. Do you do this consistently?” He reflected on his use of L1 in class where he thought he might use too much of the L1 in some cases. The third question regarded his translation of important terms from the L2 to the L1 without any pupils asking for a translation. He answered that he usually translates new important words and terms automatically, in order for the pupils to understand. The fourth question was about code-switching and if he does this consistently. In some cases, he used both the L2 and L1 in the same message or sentence. One example is: “this is not right, bytt og se om ho kan gjør det bedre”. He did not have an explanation for this, however, he said:

*Extract 17: Teacher 2's perception of code-switching*

Teacher 2: Sometimes yes, but it is nice to be made aware of it, because I may do it automatically after all these years of teaching.<sup>20</sup>

In the fifth question, he was asked if he uses the L1 consistently to check comprehension.

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<sup>20</sup> Translated to English.

*Extract 18: Using the L1 to check comprehension*

Teacher 2: In some cases, I do it consistently in English, but in other cases, I do it like you described [check comprehension in L1]. So, it varies from time to time.<sup>21</sup>

The sixth question regarded using the L1 to correct unwanted behavior, and he was asked if he believes the effect of classroom management would be different in the L1 than the L2.

*Extract 19: Using Norwegian to correct unwanted behavior*

Teacher 2: I don't think it would have a different effect in English. If I ask a pupil to be quiet, I think the message would have the same effect in both languages.<sup>22</sup>

The seventh, and final question, regarded the use of L1 when teaching grammar. From the observation, grammar was not observed. However, he was asked to describe his own grammar lessons.

*Extract 20: Using Norwegian to teach grammar*

Teacher 2: I mainly go through it [grammar] by good old-fashioned blackboard teaching, with explanations and terms in Norwegian. Then, I want them to solve a task and show it to me. This is now standard. In the beginning, when everything is new, then everything is in Norwegian. Then, I would rather switch to English when going through tasks and such.

Interviewer: Would you use more English terms in 10<sup>th</sup> grade vs. 8<sup>th</sup>?

Teacher 2: Not with new grammar, I think. When teaching new grammar, I consistently use Norwegian, so they understand as much as possible. But it might work in English as well as in Norwegian. It's just that I have experienced that using Norwegian works well.

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<sup>21</sup> Translated to English.

<sup>22</sup> Translated to English.

#### 4.3.8.3 Teacher 3.

The first question Teacher 3 was asked, was if she uses the L1 often when she talks about a text that the pupils have read or heard, and why she uses the L1 in this setting.

*Extract 21: Using Norwegian to talk about texts*

Teacher 3: It is probably to rub the content in, I do it sometimes. Because if there is content that I think the pupils need to learn, I probably use Norwegian sometimes. Especially content that might be used in an oral exam. I don't think about this normally, I'm unaware of much of it.<sup>23</sup>

The second question was about giving feedback, answering pupils, or correcting their behavior in Norwegian, and if this was done consequently.

*Extract 22: Using Norwegian to give feedback, correct behavior, and converse*

Teacher 3: No, it is just comments that slip out. I forget, those messages could have been given in English, I just forget. It could have been a part of the English lesson. Further, she said that it would have a different effect if she corrected their behavior in English and not Norwegian.<sup>24</sup>

The third question regarded glossary or vocabulary, and Teacher 3 mainly used the L2, but often gave an explanation or a translation to the word in the L1. She answered that, again, this was not done consequently, and it just happens. Further, she mentions that she's not sure if it is a benefit or not to do it her way. The fourth question was if she consequently used the L1 when walking around the classroom and conversing with her pupils. First, she answered that it probably just happens without her thinking about it, and secondly, she reflects on the issue that it might have been different if she was not in her own classroom with her own pupils. The fifth, and final question, regarded the use of L1 when teaching grammar.

*Extract 23: Using Norwegian to teach grammar*

Teacher 3: I use Norwegian consequently. All the examples are in English, and I use grammatical terms in English, but I also translate them. I say them in

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<sup>23</sup> Translated to English.

<sup>24</sup> Translated to English.

Norwegian and talk about English grammar in Norwegian. I do this in all three grades. I normally follow the grammar chapters in the coursebooks, so there is some grammar in each book chapter. I often use exercises that are available online, and I print them out. The grammar in 10<sup>th</sup> grade is often a repetition of what they have worked with earlier.<sup>25</sup>

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<sup>25</sup> Translated to English.



## **5. Discussion**

### **5.1 Introduction**

After investigating the topic of L1 and L2 use, it is clear that different teaching methods and theories have dominated in the EFL classroom. Several researchers have argued towards maximizing the use of L2, while others argue that using the L1 might have several benefits for the process of foreign language learning. Recognizing this issue, this study investigates how EFL teachers use languages in their classroom in the Norwegian context. The purpose of this study was to investigate the functional uses of L1 in the EFL classroom and attempt to find out which factors teachers recognize as affecting their language use. There was also an interest in the teachers' perceptions of when the L1 should or should not be used in the EFL classroom. The study compared the teachers' use of L1 with their thoughts and perceptions of it. In this chapter, the research findings will be discussed and compared with relevant literature.

### **5.2 Discussion of the Results from the Observations**

The first research question concerned how the L1 was used in the EFL classroom by lower secondary teachers. To provide an answer to this question, classroom observation was used as a data collection method. The observations showed variations in both quantity of L1 use, and the context of the L1. The participants' variations in L1 use can have several explanations. The L1 use may be influenced by individual differences or random ones. It is important to emphasize that due to the small sample size, the results and discussion will describe the participants' use of L1 and their pedagogical views including thoughts and beliefs which might not be generalizable to other English teachers. The following discussion will suggest several factors that might affect the teachers' use of L1, but the researcher cannot rule out that there can also be other factors or variables which might explain their L1 use.

## *5.2.1 Patterns of L1 Use at the Lower Secondary Level*

### *5.2.1.1 Similarities in the use of L1 among the participants.*

Kerr (2019) pointed out that most teachers use some degree of the L1 in several contexts, as a part of their everyday classroom practice, and this was seen in the current study as well.

Functions of L1 use by teachers can be divided into two categories: core functions and social functions. Core functions concern explaining grammar and vocabulary, and checking understanding of grammar, while social functions concern managing personal relationships, giving instructions, and dealing with administrative matters. Therefore, several of these functions are included as observation categories.

There were patterns of L1 use among all three teachers that could be found in similar studies of L1 use in the EFL classroom (Alavi & Mohebbi, 2014; Blackman, 2014; Brevik & Rindal, 2020; Hoff, 2013; Jingxia, 2010; Kohi & Lakshmi, 2021; Rye, 2014; Tang, 2002). In these studies, results showed that the use of language was mostly teacher-dependent, and the L1 was used when providing terminology with explanations, to express content, and for non-academic purposes, as well to provide feedback, teach new vocabulary, explain grammar, manage the class, explain content, give individual help to learners, and make the lesson more effective (Brevik & Rindal, 2020; Alavi and Mohebbi, 2014; Kohi and Lakshmi, 2021). Further, findings showed that there was a correlation between the use of L1 and the competence level of the learners (Kohi & Lakshmi, 2021).

According to Brevik and Rindal (2020), Kohi and Lakshmi (2021), and Tang (2002), the most frequently identified functions of the L1 are to support language teaching purposes, and scaffolding, which was commonly used to make sure the pupils understood what was being said. When scaffolding, the teacher typically translated supplementary information for a few pupils or the entire class. Furthermore, studies show that teachers often used the L1 both for language, and non-language purposes, for example teaching new vocabulary, as well as for interpersonal reasons to motivate learners, give feedback, and classroom management.

In the current study, all three teachers used the L1 to go through new vocabulary, scaffolding, classroom management, and converse with pupils, both in subject-related and non-subject-related matters. Another common function of the L1 that was observed, was translation. Teacher 1 and 3 stated in their interviews that they consistently try to avoid direct translation and try to rephrase what they said in the L2. However, the observation data

showed otherwise. The high use of translation during the lessons might indicate that the participants do not always adjust their L2 use while teaching. Teacher 2 often explained terms and vocabulary in the L2 but used the L1 to repeat. According to Atkinson (1987), translation techniques are one of the most significant and judicious uses of L1. Translation can be used as support in learning a FL (Cameron, 2001), and McMillan and Turnbull (2009) suggest that in situations where translation may be applicable, code-switching may be a valuable teaching strategy.

Code-switching was observed in all three classes. All three teachers used code-switching to a certain degree, especially in classroom management and when giving feedback. In some situations, the pupils' L1 use seemed to influence the teachers' language use when responding. An example is when Teacher 3 introduced a new task in the L2, and a pupil asked in his L1 if they were to do the task in pairs or individually. Teacher 3 responded "En og en. Individually". Another function of L1 that was observed in all three classes, was using the L1 to scaffold. This was done by adding information in the L1 after explaining a task, repeat an instruction, add explanations to vocabulary etc. In addition, in one of Teacher 1's lessons, she used the L1 to give the class a message that their swimming lessons the next day were cancelled. According to Teacher 1, a reason for using the L1 in these situations is to ensure the message is comprehensible for the pupils.

In Yıltanlılar and Çağanağa's (2015) study, results showed that code-switching is important in classroom management such as using the L1 to warn pupils to stop their unwanted behavior. According to one of the participants in their study, the pupils did not listen to warnings in the L2, only in the L1 (Yıltanlılar & Çağanağa, 2015). It was expressed by Teacher 1 in the interviews as well, that the L1 was used consequently to correct certain unwanted behavior, due to pupils not taking her strictness seriously in the L2. Teacher 2 often used code-switching to check comprehension. Therefore, one might argue that the teachers' use of code-switching is influenced by the importance of a message, as well as checking comprehension.

Hoff's (2013) findings showed variations in L1 use in terms of quantity and functions, which was also observed in the current study. Each participants' use of L1 showed variations from lesson to lesson. There are several factors that can influence the use of L1 during a lesson, and one factor that might influence the participants' use of L1, are the structure of the lesson (Blyth, 1995). In Polio and Duff's (1994) study, their results showed that some activities seem to facilitate more L1 use, for example grammar, and new vocabulary. Since there was no observation of grammar instruction, it is difficult to indicate how the participants

use language during grammar instruction. However, all three participants expressed in their interviews that they use the L1 to teach grammar. The observation showed that different activities seemed to influence the use of L1. When starting a new project, the teachers seemed to prefer using the L1 to explain the task, organize groups and choosing topics for the groups. High L1 usage was also observed when the teacher talked about a text or a topic. The use of L1 during grammar instruction will be further discussed in section 5.3.

#### 5.2.1.2 Differences in the use of L1 among the participants.

From observing the three teachers, several differences in L1 use were observed. Their L1 use may be influenced by individual differences or random ones. Their variations in L1 use can have several explanations, which will be explained further throughout this chapter.

One difference that was quite obvious from the observations, was the amount of L1 used. When comparing the use of L1 among the three teachers, Teacher 3 used the most L1, secondly Teacher 2, and then Teacher 1. Whereas Teacher 1 mainly used the L2 throughout all three lessons, Teacher 3 used the L1 to a great extent.

Teacher 1 mainly used the L2 in all the observation categories: task instructions, feedback, translation, solidarity, and classroom management. It is argued that only using the TL, maximizes the pupils' exposure to the language (Cameron, 2001), and the time pupils spend using and listening to the L1, is time spent not using the L2. If a teacher chooses to only use the TL in class, the pupils would be more exposed to the FL, and it will give them more examples of how to use it. In contrast, using the L1 deprives them of valuable learning opportunities (Cameron, 2001). By only using the L2 in the content of the lesson, it can give pupils the idea that the FL is only a "subject of study" and not a means of communication which can negatively affect the pupils' communication skills. This is referred to as *evaluation* (Cameron, 2001).

In contrast to Teacher 1, both Teacher 2 and Teacher 3 used the L1 quite a lot to correct unwanted behavior, converse with pupils, and give feedback. Using the L1 can *emphasize* the importance of what is said. Therefore, choosing to correct unwanted behavior in the L1 can be justified as more effective and less time consuming in larger classes if the classroom is noisy (Kerr, 2019; Tang, 2002). In addition, using the L1 to answer or give feedback to pupils, can also work as a way of softening negative statements (Cameron, 2001).

Further, Teacher 2 used the L1 to praise his pupils and to check comprehension which Atkinson (1987) argues, is more “foolproof and quicker”, than other inductive techniques.

Further, Teacher 3 used the L1 more often than the other two teachers when explaining a topic, repeating parts of instructions if pupils asked for it, and when giving feedback. Therefore, by using the L1, Teacher 3 can compensate for problems she may perceive with her pupils’ language level or understanding, with discipline, organization, and motivation (Cook, 2001). Cook (2001) acknowledged that using the L1, can make teaching more effective and natural, and seem more relevant for the pupils (Cook, 2001). This can be seen in the classroom, where teachers resort to their L1 when explaining grammar, maintaining discipline, organizing activities, conveying the meaning of words or utterances, and when bonding and gaining contact with pupils (Cook, 2001). All three teachers used the L1 to converse with pupils, however, Teacher 1 used the L1 to a less extent. In contrast, using the L1 in the EFL classroom could negatively influence the standard of L2 teaching and the achievement of “proper” native-like competence (Brooks-Lewis, 2009; Widdowson, 2003, as cited in Otwinowska-Kasztelanic, 2017), and if a little L1 is allowed, more may creep in (Kerr, 2019).

According to Kerr (2019), when a new task is introduced, the teacher can switch to the L1 to allow learners to engage more, make changes in activities go quickly. However, it was observed that all three teachers used the L2 when giving task instructions, but they would rather repeat the instructions in the L1. This pattern of L1 and L2 use during instructions often occurred in Teacher 2’s class. As explained in an example in section 2.2.5, a teacher gave instructions in English and repeated parts of the instruction in the L1. Due to the teacher always giving instructions and then translating, the pupils started recognizing the pattern. As a result, the pupils stopped focusing on what the teacher said in the L2 because they knew the teacher would repeat it in the L1 afterwards (Cameron, 2001). Instead of Teacher 2 translating the instructions, one way of making sure the pupils are getting enough exposure to the FL and are following his instructions, he could choose not to repeat the instruction in L1, but instead ask a pupil to translate.

Research shows that informal talk in the L1 occurs frequently between teachers and pupils (Cameron, 2001), which was observed as a function of L1 use in all three classes. Using the L1 to express solidarity can be beneficial because of authenticity and personal contact (Cook, 2001). In these situations, the teacher uses the L1 to show understanding, as friendly support, or to show closeness with the pupils. Choosing to use the L1 to distance themselves from the pupils, or to show support, is referred to as *alignment* (Cameron, 2001).

Cook (2001) states that teachers build rapport with pupils through L1 use and not through the L2. So, if the teacher uses the L2, this may emphasize the distance between the pupils and the teacher as the competent one. Teacher 2 and 3 showed high use of L1 when conversing with pupils, and Teacher 3 explained that she often converses with pupils in the L1 if it feels natural and informal, and not as a part of the lesson. In contrast, Teacher 1 used the L1 to a certain degree, but explained in her interview that she often considers the pupil's level of proficiency before choosing to converse in the L1 or the L2. Therefore, Teacher 1 showed awareness of her own language use when expressing solidarity.

### 5.2.1.3 Discussion of the effects of L1 and L2 use.

In the 19<sup>th</sup> century, there were great changes in language teaching. Throughout this period, several teachers were inspired to engage in new levels of creativity and to find the “best” method to teach a foreign language (Wheeler, 2013). One method was the grammar-translation method, which had low focus on the teacher and their language use. Wheeler (2013) pointed out that this method includes studying grammar rules, translating out-of-context sentences, and memorization, and the learners did not listen to or speak English at all. Later, the direct method was implemented at schools, and it had more focus on using the FL. Instead of being taught by translating or memorizing, the idea was to expose them to as much of the L2 as possible by teacher monologues and repetition (Toprak, 2019). What this meant for teachers was to aim to speak English all the time (Munden, 2014). During World War II, a new method was developed. Learners sat in language labs listening to cassettes, repeating what they heard (Munden, 2014).

The point is, that in Norway today, there is no consensus on which language teaching method is best (Munden, 2014). As mentioned earlier, the new curriculum, Kunnskapsløftet 2020, does not specify the preferred language for teaching English. As a result, teachers can use languages as they prefer, and use a mix of different methods. However, researchers argue on what the benefits are of using the L1 and the L2. Researchers argue that input is considered the most valuable element in language learning, and how much the learners are exposed to the L2 is determined by the amount of input the learners receive (Cameron, 2001; Cummins, 1979; Grim, 2010; Krashen, 1982). Therefore, one might argue that EFL teachers *should* maximize the pupils' exposure to the TL in order to learn as much as possible. Still, the three participants expressed that they often switch to the L1 due to pupils with low level of proficiency, even though Krashen (1982) argue that learners acquire language when they

understand language that contains a structure that is a little beyond their current level of competence. In this research context, it might be the case that some abstract concepts are hard to acquire only by exposure, and further explanations in the L1 is needed, which might have urged the teachers to use L1 to make the input comprehensible.

All three teachers used the L1 when presenting new vocabulary. As a result, the pupils are less exposed to the L2, and miss an opportunity to negotiate meaning through L2 interaction (Polio & Duff, 1994). The pupils might lose motivation and their need to negotiate meaning of the words if the teacher uses the L1 (Cameron, 2001).

In contrast, Grim (2010) proposed that having the L1 present in a learner's mind might have positive effects on learning and teaching as a way of conveying L2 meaning, a short-cut for explaining tasks, tests, etc., a way of explaining grammar, and practicing L2 uses such as code-switching (p. 194). Sharing an L1 with the teacher can be a valuable tool in the learning process, since they might already know something about the current topic in their L1. Therefore, it would make little sense to exclude the L1 from the classroom. As seen in the observations, all three teachers used the L1 to add explanations to task instructions, explain a topic, explain grammar, and code-switch. As a result, one might argue that the three teachers' use of L1 might be beneficial for the pupils in these situations.

### **5.3 Discussion of the Results from the Teacher Interviews**

The second research question concerned which factors the teachers recognize as affecting their use of L1 in the EFL classroom at the lower secondary level. To provide an answer to this question, semi-structured interviews were used as a data collection method. Due to the small sample size, the current study attempts to find out which factors the teachers recognize as affecting their L1 use, and therefore, the discussion will suggest factors that might have influenced their L1 use. As a result, it is difficult to rule out other variables that might have influenced the L1 use as well.

#### *5.3.1 What Can Explain the Variation in L1 Use?*

As pointed out in section 1.1, the new curriculum, Kunnskapsløftet 2020, does not specify the preferred language for teaching English. Consequently, the teacher has the freedom or

“power” to choose between using the L1 and L2, however, this “power” implies a large responsibility. The teacher can switch between languages but is also responsible to use the language that maximizes the pupil’s FL learning (Cameron, 2001). In the interviews, all three teachers pointed out that the school does not have any guidelines regarding language use in FL classes. Therefore, in the observations and interviews, it became clear that each of the three teachers uses different methods when teaching English because of personal matters. Teachers’ beliefs and perceptions regarding L1 use, can be considered as the philosophy behind their practices in the L2 classroom. What teachers think, know, and believe is important in shaping their classroom practice (Alavi & Mohebbi, 2014).

#### 5.3.1.1 The teachers’ opinions on L1 use.

When asked if there are any situations where teachers should use the L1, all three teachers answered that they use Norwegian to teach grammar. Cook (2001) argues that the advantage of using the L1 to teach grammar is greater comprehension among pupils, but also efficiency for the teachers. Further, he argues that several grammatical terms in English will make little sense if they differ from the pupils’ L1. Teacher 2’s explanation of why he uses L1 to teach grammar, matches Cook’s (2001) argumentation. In his interview, he explained how beneficial it can be to teach English grammar in Norwegian. He reasoned that it is easier for all pupils to understand and follow the teacher if they learn it in their L1. However, Teacher 3 teaches grammar in Norwegian, but all the examples she uses are in English. Teacher 3 further explained that she might translate some words into Norwegian if she does not expect the class to know them.

#### 5.3.1.2 The teachers’ perceptions of their own practice.

As presented in section 2.2.11, a big part of the world’s population is bilingual, and bilingualism is present in practically every country in the world today (Gardner-Chloros, 2009). Norwegian teachers teaching FL are a part of this bilingual group, and according to the three teachers, there are no guidelines as to which language to speak in their EFL classrooms. As a result, Norwegian teachers must select a code whenever they choose to speak, and they may even switch between codes or mix them. Code-switching and code-mixing are two phenomena observed in all three classes.



According to Brown (2014), if one is stuck or not able to use a language correctly, code-switching is the act of inserting words or phrases of one language into the other. As seen in the observations, all three teachers used code-switching to a certain extent, but if they used code-switching because they were stuck, or not able to use the language correctly, is difficult to say. Several researchers argue that code-switching should not be looked upon as a handicap but as an opportunity for the pupils' language development (Simasiku et al., 2015). Rye's (2014) findings showed that teachers were not aware of their L1 use, that teaching happens automatically, and that teachers do not think about their language use or their reasons for code-switching. Similar results were found in the current study. In the interview, Teacher 2 was made aware of his use of code-switching, and according to him, he was not aware he often used both L1 and L2 in the same sentences. Further, he argued that he might code-switch automatically after 25 years of teaching. Whether code-switching has a positive effect on the pupils in Teacher 2's class is difficult to conclude. He further reflected on his use of L1 and concluded that he might have to strive to use more English than he did at the time of the interview. All three teachers believe they adjust their language use to match their pupils' proficiency. However, Teacher 1 pointed out that it is difficult to adjust her L2 use to match her pupils' proficiency because of the uneven levels among the pupils. Teacher 3 pointed out that she often notices that she forgets to use the L2 in class. To conclude, the three teachers expressed that they are not always aware of their own language use and that it is a challenge to adjust their L2 use.

### *5.3.2 Factors that Might Explain the Variation in L1 Use*

As mentioned above, the variation in L1 use among the three teachers can have several explanations. From the results, the variation in L1 use seems to be a mix of teacher-centered and pupil-centered factors.

#### *5.3.2.1 Teachers' background and proficiency level.*

In earlier studies, teachers' competence and proficiency levels have been investigated. However, a relationship between the amount of L1 used and a teacher's proficiency level has not been found (Duff & Polio, 1990; Grim, 2010). Cameron (2001) pointed out that in

Pennington's (1995) study, the amount of L1 used was not dependent on teachers' proficiency; however, the difference seemed more dependent on teachers' perceptions of their pupils' proficiency and the status of the school. In contrast, these factors have been suggested in earlier studies (Hoff, 2013; Polio & Duff, 1994) as factors affecting the use of L1. According to Cameron (2001), some teachers are not confident enough or they lack the competence to be able to only use the L2. The teacher is required to have the vocabulary for classroom management, giving feedback, and talking about the TL in order to only use the TL. Therefore, the teachers' competence and proficiency level might affect the amount of L1 use.

As described in 3.4.2, all three participants are educated teachers and have studied English as a subject. Teacher 2 diverges from the rest of the sample with his 25 years long experience of teaching English, while Teacher 1 and 3 have 13 and nine years of English-teaching experience respectively. Comparing the three teachers' use of L1 to their English-teaching experience, educational background, and proficiency, they all appear competent enough to use the L2 throughout the English lessons. On the one hand, the longer they have taught, the more experience they have, and the more competent they should be in adjusting their language use to the extent that it is the most beneficial for the pupils. On the other hand, teaching experience does not seem to have a visible effect on the teachers' language use, comparing the quantity of L1 use between Teacher 1 and Teacher 2 with their 13- and 25-year teaching experience.

From the interviews, all three teachers express that they are comfortable in teaching English and that their oral skills are good. However, Teacher 3 feels a bit rusty and pointed out she has to think about her language use when teaching English. She teaches German as well, which might affect her use of L1, whereas it might be easier to switch to the L1 rather than using time to think about her L2 use.

To conclude, it is difficult to decide to which extent the teachers' educational background, their teaching experience, and their proficiency are factors affecting their use of L1. However, comparing Teacher 1 and Teacher 2 against Teacher 3, Teacher 3's reflection on her English language use appears to be a factor affecting her language use in the EFL classroom. In addition, comparing the teachers' English-teaching experience towards their L1 use, show that teaching experience is not a dominant factor influencing these teachers' language use.

### 5.3.2.2 Teacher attitudes towards L1 use.

In the interviews, the participants answered the question: “Research says that maximizing pupil’s exposure to English (L2) is an advantage, but using Norwegian in some situations can be a benefit – Would you agree/disagree? In that case, why?” All three teachers agreed to the statement and seemed positive towards using the L1 in their EFL teaching. However, they expressed that they strive to use as much of the L2 as possible, but in some situations, using the L1 might seem to be a better option. For example, Teacher 1 expressed a need to use the L1 to correct behavior effectively and to teach grammar. Further, she reflected on how pupils can lose motivation and interest in the subject if they are at a low proficiency level, and the teacher only uses the L2. In addition, she reflected on how important it is to adjust one’s language use, and that pupils learn more when exposed to the language as well.

Cameron (2001) and Kerr (2019) highlighted the important decisions FL teachers must make on language use and teaching methods in the classroom, and that FL teachers’ attitudes towards the use of L1 are reflected in their teaching practices. Teacher 1’s attitude towards the use of L1 and her low use of L1 might be related. She is positive towards maximizing the use of L2 but also expresses the importance of using the L1 whenever needed. Her teaching practice showed high usage of L2 throughout each lesson, whereas the L1 was used in a few situations.

Research shows that teachers use the L1 to a much greater extent than what their attitudes would seem to indicate (Kerr, 2019). From Teacher 3’s interview, she expressed positivity towards maximizing the use of L2. However, her teaching practice showed a lower use of L2 compared to Teacher 1. Furthermore, the researcher believes Teacher 3 is aware of her L1 use to a certain extent, due to her belief that her distribution of L1 and L2 are 50/50.

In Polio and Duff’s (1994) study, one of their main findings relates to consciousness-raising among teachers since they may not realize how much L1 they are using. This can be supported by Teacher 2’s comment on how he was not aware of his own code-switching, even though he once mentioned that he only uses the L2 during his lessons. However, Cook (2001) argues that it is almost impossible to obtain monolingual teaching, and that teachers can easily code-switch despite their contrasting intentions.

From the researcher's perspective, all three teachers reflected on their own use of L1 in the interviews and expressed that what they said in the interview about their own teaching practice may not match their actual practice. When presented with several examples of their L1 use, they often seemed surprised, and were in some cases unable to explain why they used

the L1 in these situations, which was also concluded in Rye's (2014) study. Therefore, the lack of awareness regarding L1 use can indicate that it is coincidental, and not a choice the teacher made consciously. As a result of the participants being unaware of their L1 use, to a certain extent, complicates the further discussion on which factor or factors affect(s) their L1 use while teaching English.

### 5.3.2.3 The teachers' perceptions of the pupils' proficiency level.

As mentioned earlier, Pennington's (1995) study showed that the amount of L1 used was not dependent on the teachers' proficiency; however, the difference seemed more dependent on the teachers' perceptions of their pupils' proficiency and the status of the school. Studies reveal that teachers use the L1 because they think their pupils will not understand what is being said (Blackman, 2014; Hoff; 2013; Rye, 2014; Tang, 2002), which is supported by all three teachers in their interviews. They expressed that they often feel a need to use the L1 to ensure that the pupils understand what is said during the lesson.

Both Teacher 1 and 2 describe their classes' proficiency as varying, but the pupils are better orally than in writing. However, Teacher 1's and Teacher 2's quantity of L1 use is different. Teacher 2 showed higher use of L1 than Teacher 1. As expressed in the interview, Teacher 2 pointed out that he often uses the L2 but repeats in the L1 to ensure his pupils follow, and to avoid repeating instructions to everyone individually afterwards. This might help avoid unnecessary repetition; however, Grim (2010) argues that by spontaneous translation of words or phrases deprives the pupils of the ability to show that they actually comprehend what the teacher is saying (p. 206). Teacher 2 also reflected on his use of L1 where he concluded that he easily switches to the L1 and that his pupils' proficiency is one factor that urges him to switch from the L2 to the L1.

In contrast to Teacher 1 and Teacher 2, Teacher 3 described her pupils' proficiency as high, and they understand English well. She showed higher use of L1 than both Teacher 1 and Teacher 2. Therefore, one might argue that her pupils' proficiency does not appear to be a factor affecting her L1 use. However, when asked if any factors make her feel like she has to use Norwegian, she pointed out that her pupils are good in English, so she does not consider using the L1. In another question, she expressed that if she believes they do not understand her, she either adjusts her L2 use or switch to the L1. All three of them believe their pupils understand them to a certain degree; however, the pupils' level of proficiency is one of the

main reasons that urged all three teachers to switch to Norwegian during their lessons. This was also reflected in the observations where they switched to the L1 to check comprehension, to repeat instructions, or introduce new vocabulary. To conclude, all three teachers' perceptions of the pupils' proficiency appear to be one key factor the teachers recognize as affecting their L1 use, even though Teacher 3 argued that her pupils are more than competent enough for her to only use the L2.

#### 5.3.2.4 Differences in L1 use between 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade.

As stated in chapter 4, there was similar use of the L1 among all three teachers. However, the amount of L1 used differed among them. According to Kerr (2019), the L1 is most commonly used between 20% and 40% of the time when the teacher and pupils share an L1. Teacher 1, who teaches the 8<sup>th</sup> grade, mainly used the L2 during her English lessons. She stated in the interview that she believed her distribution of L2 and L1 use is 80/20. In contrast, Teacher 3, who teaches the 10<sup>th</sup> grade, believed her distribution of L2 and L1 is 50/50, which is of higher percentage than the "most commonly use of L1" according to Kerr (2019).

Teachers believe they would use less L1 if their pupils are at advanced levels (Kohi & Lakshmi, 2021; Tang, 2002), which is supported by the data from Teacher 2, where he stated that he usually uses more L2 when teaching a 10<sup>th</sup> grade class versus an 8<sup>th</sup> grade class. Teachers 1 and 3, on the other hand, stated that they believe they use the same amount across grades, but their language use is more dependent on the pupils' level of proficiency, thereby adjusting their language use to match the pupils' levels.

#### 5.3.2.6 Discussion of factors affecting a teachers' L1 use.

According to Grim (2010), Duff and Polio's (1994) study found that factors determining the different amounts of L1 and L2 were the teacher's language origin, the lesson content, departmental policy, guidelines, and a lack of pedagogical training. The teacher's proficiency level, however, was not a variable in the amount of L1 and L2 use. The teacher's years of experience did not appear to make a difference in the amount of L1 used. Other variables influencing the language use as found in Duff and Polio's (1994) study was classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, and lack of vocabulary and comprehension (Duff & Polio, 1994, as cited

in Grim, 2010). In the current study, teaching experience does not seem to have a visible effect on the teachers' language use, as concluded in Duff and Polio's (1994) study as well.

Kunnskapsløftet 2020, does not specify a particular language for teaching English. Consequently, the teachers have the freedom to choose whether to use the L1 or not, and in choosing which language to use, the teachers' choice may be affected by previous choices. In Blackman's (2014) study, grammar and vocabulary were cited as reasons for using the L1. Several participants in the study thought there are significant grammatical differences between the pupils' L1 and L2. In similarity to Blackman's (2014) study, the participants in the current study all expressed that they use the L1 to teach grammar as well. Teacher 1 also pointed out a need to use the L1 to correct behavior effectively.

In contrast to Brevik and Rindal's (2020) findings, the current study showed that the teachers' language use seems more dependent on the pupils rather than themselves. From the interviews, all three teachers express that they are comfortable with teaching English and that their oral skills in English are good. However, Teacher 3 mentioned she needs to think about her language use when entering her classroom because she also teaches German. This might affect her use of L1, whereas it might be easier to switch to the L1.

To conclude, it is difficult to decide to which extent the teachers' educational background, their teaching experience, and their proficiency are factors affecting their use of L1. However, comparing Teacher 1 and Teacher 2 to Teacher 3, Teacher 3's reflection on her L2 use appears to be a factor affecting her language use in the EFL classroom. The teacher participants did, however, reflect critically on their use of L1. Secondly, all three teachers' perceptions of the pupils' proficiency appear to be one important factor the teachers recognize as affecting their L1 use. Finally, they all expressed that they are not always aware of their own language use and that it is a challenge to adjust their L2 use.

## **6. Conclusion**

### **6.1 Introduction**

The current study investigated the functional uses of L1 in the EFL classroom and attempted to find out which factors teachers recognize as affecting their language use. There was also an interest in the teachers' perceptions of when the L1 should or should not be used in the EFL classroom. The study compared three teachers' use of L1 with their thoughts and perceptions of it. In the following sections, implications of the findings of the study will be presented, as well as a summary and a conclusion, limitations and delimitations of the study, and suggestions for future research.

### **6.2 Implications of Findings**

In the current study, the functional uses of L1 by three teachers at the lower secondary school were investigated as well as the factors they recognized as affecting their L1 use. The findings indicate that several factors may influence their L1 use in the EFL classroom. The findings of this study, have several implications for future teaching.

First, factors that are related to the quantity of L1 use seem to be a mix of teacher-centered and pupil-centered factors. The perceptions of the pupils' level of proficiency and comprehension level, grammar teaching, the teachers' attitudes towards the L1 and L2, correcting unwanted behavior, and the importance of the message seem to be factors influencing the teachers' language use. The teachers' proficiency and competence seem to have little effect on the L1 use, except for Teacher 3, where her "rusty" oral skills might affect her use of L1. All three teachers seem competent enough to only use the L2 if that is their goal.

Secondly, the variations in L1 use seem to be explained as pupil-centered factors. The L1 was used to explain words or instructions, praise, give feedback, check comprehension, converse with pupils, introduce new vocabulary, code-switch, translate or explain new words and topics, and execute effective classroom management. From the answers in the interviews,

all three teachers indicated that their L1 use is driven by being understood by their pupils and avoiding any extra unnecessary explanations afterwards.

As mentioned in chapter 5, the interviews show that the participants are not always aware of their own language use. Therefore, the study can raise teachers' awareness of how they use languages in the EFL classroom. It is important to raise awareness among teachers because they may not realize to what extent they use the L1 and L2. As Kerr (2019) pointed out, research shows that teachers use the L1 to a much greater extent than what their attitudes would seem to indicate. So even though the three teachers in this study were positive about maximizing the exposure to the TL, they all showed variation in the use of the L1. By conducting this study, the researcher observed that all three teachers reflected and became more critical of their own teaching practice and their language use in the EFL classroom. By observing the teachers and then interviewing them, the teachers became more aware of their own teaching practice, and they might as well have continued reflecting on their language use after the data collection process was completed. They could reflect and evaluate the appropriateness of their L1 use and feel more secure in their own teaching and revisit their reasons for including the L1 in their teaching practice.

Since the study shows that the participants' language use is a mix of teacher-centered and pupil-centered factors, the study might raise awareness among teachers to not only reflect on how they use the L1, but also the quantity of L1. Do the quantity and functions of L1 match their pupils' actual proficiency, or just the teachers' perceptions of their proficiency? However, how much pupils learn regarding their teacher's language use is beyond the scope of this study. In addition, the fact that the curriculum does not specify how to use language in the EFL classroom, might contribute to the amount of L1 use by teachers.

### **6.3 Summary and Major Findings**

In the current study, the two following research questions were formulated:

- How is the L1 used in the EFL classroom by lower secondary English teachers?
- Which factors do teachers recognize as affecting their use of L1 in the EFL classroom at the lower secondary level?



The three participants in the study expressed in their interviews that they strive to use as much L2 as possible to maximize the pupils' exposure to the language. However, they all expressed a need to rely on the L1 to a certain extent.

Regarding the first research question, the teachers used the L1 to introduce new vocabulary, grammar instruction, code-switch, scaffold by adding L1 explanations to words or topics, classroom management including praise and discipline remarks, solidarity, give feedback, repeat words and messages, and check comprehension. L1 use often occurred in informal situations where the teacher conversed with pupils. The extent to which the L1 was used in the classroom varied among the three participants, and from lesson to lesson. The variation in L1 use also seemed to be influenced by the type of activity or topic of the lesson. These activities were organizing group projects, talking about a text, and talking about a specific topic.

Regarding the second research question, the teachers' use of L1 can be affected by various factors and variables. Some of these factors are the pupils' proficiency and comprehension in English, the teachers' educational background, the teachers' proficiency and confidence in using the L2, the importance of the topic, the lesson content, departmental policy, guidelines, the teachers' teaching experience, and other variables such as introducing new vocabulary, instructing grammar, managing classroom, ensuring solidarity, delivering feedback, and to checking comprehension. From the interviews and observations, it was clear that code-switching was used both consistently and inconsistently by all three teachers. It was used consistently to avoid explaining tasks several times and to ensure comprehension. Teacher 2 expressed that he was not aware of his own code-switching especially when giving prompts or answering pupils. All in all, these factors and variables might affect the teachers' use of L1. However, only a few of them were recognized by the participants as affecting their L1 use. The factors the teachers themselves recognized as influencing their L1 use are the pupils' proficiency, the importance of a content, grammar instruction, important messages, classroom management and checking comprehension.

## **6.4 Limitations and Delimitations of the Study**

One possible limitation of the study was the observer effect, which happens "when people being observed behave differently just because they are being observed" (Ary et al., 2010, p. 219). Therefore, it was important to have the interviews after the observation, so the

participants did not know they were observed for their L1 use. If the participants knew the researcher was observing their language use, they could consciously use the L2 more than they normally would, which would affect the results significantly.

Another possible limitation was the observer bias (Ary et al., 2010). If a researcher is influenced by their own beliefs or perceptions, their interpretations of behavior during the observations can result in an inaccurate representation of the observation (Ary et al., 2010). Ary et al. (2010) suggest that having several observers can reduce the effects the researcher's beliefs and perceptions might have on the results; however, this was not possible in this study. Therefore, the researcher tried to prevent the observer bias by defining the categories before the observation in order to make it easier to categorize the observations. However, there were situations where the language use was not always easy to place into one specific category, so a lot of time was used after the observation to re-read the observation notes. Some of the situations may therefore have been affected by the researcher's personal views.

Another limitation is that one may only observe the settings and situations that are accessible (Creswell, 2008). There was no guarantee that the observations would represent everyday behavior, and since the participants were informed that the title of this thesis is "Norwegian EFL teachers' pedagogical views and functional uses of L1 in lower secondary level" they might have behaved differently than they normally would. In addition, due to the timeframe it was not possible to observe lessons that included every part of the English subject. In all three classes, a project delayed the data collection. Therefore, parts of the observation were monotonous, and some areas of the English subject, such as grammar, were not observed. Lastly, another limitation of the study is described as internal validity in section 3.8. This is described as if it is suggested that "x causes y", but can the researcher be sure that it is x that is responsible for the variation in y and not something else? (Bryman, 2012). This is connected to the current study where the use of L1 is the y, and any factor that may or may not affect the use of L1 is the x. That is why, it was difficult to know for sure if the different factors described in the discussion chapter were the ones that affected the use of the L1.

## **6.5 Suggestions for Future Research**

This study suggests other directions for further research. In section 3.8, several limitations were discussed, such as the sample size or the geographical limitation. First of all, due to this

being a smaller study, there were only three teachers who were observed and interviewed. As a result of the small sample size, the results are not generalizable to every other English teacher. However, one direction of research could be conducting a long-term study with a larger sample size, especially by observing several teachers in both 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades.

Since the three participants were observed teaching different grades, this may not show an accurate picture of how they generally teach. The participant teaching the 8<sup>th</sup> grade may use the L1 differently than if they taught the 9<sup>th</sup> or 10<sup>th</sup> grade. In contrast, one of the other participants might use the same amount of L1 regardless of which grade they are teaching. Therefore, comparing the L1 use across grades when three different participants are teaching may not show an accurate picture of how the L1 is used in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades, but rather how the individual participants teach. Therefore, observing the same teacher at different grades can show a clearer picture of how a teacher teaches at different grades.

By using a larger sample size, the results would be clearer, and more detailed than the current one, and the results would be more transferable to a larger extent. However, it would be time consuming and more difficult to execute. In addition, the results would be more generalizable by choosing a sample size that is more geographically spread. Another direction to research is how the use of languages in the EFL classroom affects the pupils, and what their perceptions are of the teachers' language use. Research could examine what the effects of language use would be over a longer period to find out whether the exposure to L2 only would be more beneficial than including the L1 use. However, this would be a large study that would be time consuming and difficult to execute.

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# Appendices

## Appendix 1 – NSD Approval

Meldeskjema for behandling av personopplysninger

01.12.2021, 13:19



### NSD sin vurdering

#### Prosjekttittel

The functional uses of L1 by EFL teachers in lower secondary level

#### Referansenummer

866443

#### Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

#### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Kenan Dikilitas, kenan.dikilitas@uis.no, tlf: 40759509

#### Type prosjekt

Studentprosjekt, masterstudium

#### Kontaktinformasjon, student

Isabel Frestad, isabel--f@hotmail.com, tlf: 93019924

#### Prosjektperiode

15.10.2021 - 03.06.2022

#### Vurdering (1)

##### 18.11.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg 18.11.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

#### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 03.06.2022.

#### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering

er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

#### PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

#### DE REGISTRERTES RETTIGHETER

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

#### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema> Du må vente på svar fra NSD før endringen gjennomføres.

#### OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet i tråd med den behandlingen som er dokumentert.

Kontaktperson hos NSD: Olav Rosness, rådgiver.

Lykke til med prosjektet!

## Appendix 2 – Participant Consent Form

**Are you interested in taking part in the research project  
“The functional uses of L1 by EFL teachers in lower  
secondary level”?**



**Purpose of the project and who is responsible?**

The project is a master thesis in English at the University of Stavanger. The thesis is conducted by Isabel Frestad. The aim of the project is to explore the use of L1 in the EFL classroom, and to find out more about which factors may or may not affect the teacher's language use.

The project will be conducted by Isabel and supervisor Kenan Dikilitas can be reached at [kenan.dikilitas@uis.no](mailto:kenan.dikilitas@uis.no).

**Why are you being asked to participate and what does participation involve for you?**

You are being asked to participate because you are teaching English at a lower secondary school. By participating you will be observed for three lessons (or more if needed) and participate in a recorded interview conducted by the researcher. The interview will include questions regarding your education and thoughts on the use of L1 in the EFL classroom. The participation is voluntary, and you have the choice and rights to withdraw your consent at any time without giving a reason. You can withdraw by giving the researcher an oral message, or a text at 93019924.

**The data collection – how the personal data will be stored**

The interviews will be recorded with the Diktafon app for iPhone. To use the app, the project is registered to *Nettskiema*. The interview will be recorded and sent to *Nettskiema*, and it will not be possible to play the recorded interviews on the iPhone afterwards because of security measures. The information given in the observations and interview will be coded, and your contribution will be confidential and anonymized. There will be no personal identification in the data collected. The collected data will be available only for the researcher and the supervisor, and it will be deleted as soon as the thesis is handed in in June 2022.

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### Your rights

By participating in the project, you have the rights to:

- Ask the researcher any questions you might have
- Withdraw at any time
- Access to the collected data
- Request that your personal data is deleted
- Request that incorrect personal data about you is corrected
- Receive a copy of your personal data and the Master thesis itself
- Send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

|

### Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- *Universitetet I Stavanger* via supervisor Kenan Dikilitas ([kenan.dikilitas@uis.no](mailto:kenan.dikilitas@uis.no)), or Isabel Frestad ([isabel-f@hotmail.com](mailto:isabel-f@hotmail.com) or 93019924)
- NSD – The Norwegian Centre for Research Data AS, by email: ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) or by telephone: +47 53 21 15 00.

Yours sincerely,

Isabel Frestad

By signing below, I am indicating my consent to participate in the research project. I understand that the collected data from my contribution will be used in a Master thesis.

**Signature of the participant**

**Date**

.....

...../...../.....

## Appendix 3 – Observation

### *Appendix 3A – Observation Form*

<b><u>Teacher's functional use of language:</u></b>	<b><u>L1 - Norwegian</u></b>	<b><u>L2 – English</u></b>	<b><u>Other comments:</u></b>
<b>Task instructions/ educating pupils</b>			
<b>Giving feedback/ correcting errors/ answering pupils</b>			
<b>Translation</b>			
<b>Solidarity</b>			
<b>Classroom management/ discipline</b>			
<b>Grammar instruction</b>			

## *Appendix 3B – Observation Categories*

Task instructions and teaching: the teacher uses the L1 to give instructions for a task or an activity and to go through the task afterwards. The category also includes when the teacher presents or explains a new topic or talks about a subject-related matter.

Give feedback/correct errors/answer pupils: the teacher uses the L1 to give pupils feedback on, for example, something they said, a task they are working with or have completed, correcting errors they make, or answering pupil questions. This category includes general questions or comments made to the class or individual pupils.

Translation: the teacher uses the L1 to give translations of a word or expression, without asking the pupils for a translation or to check comprehension. This category mostly conforms to plain translations, particularly single words, with and without equivalents in the L2. Whole utterances can also be coded as translations when the purpose of the L1 is the translation itself.

Solidarity: the teacher uses the L1 as a sense of closeness with pupils to show understanding or to create friendly support. The category includes formal or informal chatting with pupils as individuals or as a group, and also checking comprehension.

Classroom management/discipline: the teacher uses the L1 to deal with unwanted and unnecessary noise or behavior in the classroom, the pupils' lack of concentration, etc.

Grammar instruction: the teacher uses the L1 to go through or explain grammar.

## **Appendix 4 – Teacher Interview Guide Part One**

### *Appendix 4A – Teacher Interview Guide in English*

#### **Teacher background**

How much education do you have?

How long have you taught English as a subject?

Which levels have you taught (for example 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade)?

How well do you think your English education has prepared you for teaching English, especially oral English?

#### **School politics**

Does the school have any guidelines related to language use in teaching foreign languages?

#### **Use of Norwegian (L1) in the EFL classroom**

Should teachers use Norwegian when teaching English?

- Are there any appropriate situations to use Norwegian?
- Are there any non-appropriate situations to use Norwegian?

Are there any factors that may make you feel like you have to use Norwegian?

#### **Use of English (L2) in the EFL classroom**

How would you describe your oral language skills in English?

How would you describe how comfortable you are using English when teaching, versus using Norwegian?

#### **Perceptions about the pupils' English skills**

How would you describe your pupils' language skills in English, both written and oral?

When you use English in class, how well do you think your pupils understand you?

If you are teaching in English and think your pupils do not understand you, what do you normally do?

### **Perceptions of the teacher's practice**

Would you say you are adjusting your Norwegian and English use in class to match your pupil's proficiency?

- Is your use of languages related to the pupils' proficiency?

How would you describe your distribution of Norwegian and English in the EFL classroom?

Would you say you use too much Norwegian, or too much English related to your pupil's proficiency?

Are there any factors that can make you switch between languages (L1 and L2)?

Are there any situations or areas of the English subject where you always, or often use only Norwegian or English?

### **Comparing grades**

Have you experienced that you use the L1 differently when teaching different grades?

- Regarding quantity?
- Regarding function?

### **Opinions on the use of L1**

Research says that maximizing pupils' exposure to English (L2) is an advantage but using Norwegian in some situations can be a benefit.

- Would you agree/disagree? In that case, why?



## *Appendix 4B – Teacher Interview Guide in Norwegian*

### **Lærer bakgrunn**

Hvor mye utdanning har du?

Hvor lenge har du undervist i engelsk som fag?

Hvilke klassetrinn har du undervist på (f.eks. 8., 9., 10. klasse)?

Hvor bra føler du at engelskutdanningen din har forberedt deg på å undervise engelsk, spesielt muntlig engelsk?

### **Skolepolitikk**

Har skolen noen retningslinjer relatert til språkbruk når man underviser fremmedspråk?

### **Bruk av norsk (L1) i engelsktimene**

Burde lærere bruke norsk når man underviser i engelsk?

- Er det noen passende situasjoner å bruke norsk i?
- Er det noen upassende situasjoner å bruke norsk i?

Er det noen faktorer som får deg til å føle du må bruke norsk?

### **Bruk av engelsk (L2) i engelsktimene**

Hvordan ville du beskrevet de muntlige ferdighetene dine i engelsk?

Hvordan ville du beskrevet hvor komfortabel du er med å bruke engelsk når du underviser, i motsetning til å undervise på norsk?

### **Oppfatninger om elevenes språkferdigheter**

Hvordan ville du beskrevet dine elevers språkferdigheter i engelsk, både skriftlig og muntlig?

Når du bruker engelsk i timen, hvor bra tror du elevene dine forstår deg?

Hvis du underviser på engelsk og tror elevene dine ikke forstår deg, hva pleier du gjøre?

### **Oppfatninger av lærerens praksis**

Vil du si at du tilpasser norsk- og engelskbruken din i klassen for å tilpasse til elevenes ferdigheter?

- Er norsk og engelskbruken din relatert til elevenes språkferdigheter?

Hvordan vil du beskrive fordelingen av norsk- og engelskbruk i engelsktimene dine?

Vil du si at du bruker for mye norsk, eller for mye engelsk relatert til elevene dine ferdigheter?

Er det noen faktorer som gjør at du bytter mellom språk (L1 og L2)?

Er det noen situasjoner eller områder av engelskfaget der du alltid eller ofte bruker kun norsk eller engelsk?

### **Sammenligne trinn**

Har du erfart at du bruker norsk annerledes når du underviser på forskjellige trinn?

- Med tanke på kvantitet?
- Med tanke på funksjon?

### **Meninger om bruken av L1**

Forskning sier at å maksimere elevenes eksponering til engelsk er en fordel, men at å bruke norsk i noen situasjoner kan være fordelaktig.

- Ville du sakt deg enig/uenig? I så fall, hvorfor?

## **Appendix 5 – Interview Guide Part Two**

### *Appendix 5A - Teacher 1's Interview Guide in English and Norwegian*

#### **Teacher's practice of L1 use**

From my observations, you usually use a lot of English in your lessons. You mainly use English while going through the theme of the lesson, and task instructions. You sometimes use Norwegian to explain some words. In the lesson you talked about Vikings, you explained some terms in Norwegian, you went through some vocabulary in Norwegian, and explained them in Norwegian.

- Do you do this consistently?
- Do you think your pupils would not understand if you only used English?

In some cases, you used Norwegian when answering a pupil, especially if the pupil spoke to you in Norwegian.

- Do you do this consistently?

In some cases, you said some sentences/words in English and translated them afterwards.

- Do you do this consistently?
- Would you say this is a better strategy than only in English/Norwegian?

You mostly use English when correcting unwanted behavior.

- Do you do this consistently?
- Do you think it would have a different effect in English vs. in Norwegian?

From the observations, I did not observe any grammar.

- How would you generally describe your language use when you go through grammar in class? Why do you do it in this way?

### **Lærerens praksis av L1 bruk**

Ut ifra mine observasjoner, bruker du veldig mye engelsk generelt i timene. Du bruker mest engelsk mens du går gjennom tema for timen, og instruksjoner til oppgaver. Du bruker av og til norsk til å forklare noen ord. Den ene timen du snakka om vikinger, forklarte du noen begreper på norsk, du gikk gjennom glosser på norsk og forklarte de på norsk.

- Gjøres dette konsekvent?
- Tror du elevene ikke ville forstått hvis du kun snakket engelsk?

I noen tilfeller brukte du norsk når du svarte en elev, spesielt hvis eleven snakket til deg på norsk.

- Gjøres dette konsekvent?

I noen tilfeller, sa du noen setninger/ord på engelsk, og oversatt de av deg selv rett etterpå.

- Gjøres dette konsekvent?
- Ville du sakt at dette er en bedre strategi enn kun engelsk/norsk?

Du bruker mest engelsk når du skal rette på uønska atferd.

- Gjøres dette konsekvent?
- Tror du det vil ha en annen effekt på engelsk vs på norsk?

Ut ifra observasjonene, fikk jeg ikke observert noe grammatikk.

- Hvordan vil du beskrive språkbruken din generelt når du pleier gå gjennom grammatikk i klassen? Hvorfor gjør du det på denne måten?

## *Appendix 5B – Teacher 2’s Interview Guide in English and Norwegian*

### **Teacher’s practice of L1 use**

From my observations, you use a lot of English, but in some cases, you often repeat parts of both task instructions, and explanations in Norwegian.

- Do you do this consistently?

In some cases, you used Norwegian when you answered pupils, especially if they were using the L1 first.

- Do you do this consistently?
- Do you feel like your pupils’ language use affect your own language use?

In some of the lessons, you translated important terms to Norwegian.

- Do you do this consistently?
- Do you think the pupils would understand you less if you only used English?

In some cases, you code-switched, i.e. using both Norwegian and English words in the same sentence/message. One example is: “this is not right, bytt og se om ho kan gjør det bedre”.

- Do you do this consistently?
- Which effect do you think the message has if you use both languages in the same sentence?

Norwegian was used in some cases where you checked comprehension.

- Do you do this consistently?

When you correct unwanted behavior in class, you used a lot of Norwegian.

- Do you do this consistently?
- Do you think this would have a different effect in English vs. in Norwegian?

From the observations, I did not observe any grammar.

- How would you describe your language use generally when teaching grammar in class?  
Why do you do it this way?

### **Lærerens praksis av L1 bruk**

Ut ifra mine observasjoner, bruker du mye engelsk, men i flere tilfeller repeterer du ofte deler av både instruksjoner til aktiviteter, og forklaringer på norsk.

- Gjøres dette konsekvent?

I en del tilfeller, brukte du norsk da du svarte elever, da spesielt hvis de snakket til deg på norsk.

- Gjøres dette konsekvent?
- Føler du at språket elevene bruker påvirker din egen språkbruk?

I noen av timene, oversatte du viktige faguttrykk til norsk, helt av deg selv.

- Gjøres dette konsekvent?
- Tror du elevene ville forstått deg dårligere hvis du ikke oversatte uttrykkene?

I noen tilfeller brukte du code-switching, altså at i samme setning/ beskjed, bruker du både norske og engelske ord. Et eksempel er “this is not right, bytt og se om ho kan gjør det bedre”.

- Gjøres dette konsekvent?
- Hvilken effekt tror du at beskjeden har hvis du bruker begge språk i samme setning?

Bruk av norsk ble og brukt i noen tilfeller der du sjekka forståelse.

- Gjøres dette konsekvent?

Når du retter på uønska atferd i klassen, brukte du mye på norsk.

- Gjøres dette konsekvent?
- Tror du det vil ha en annen effekt på engelsk vs på norsk?

Ut ifra observasjonene, fikk jeg ikke observert noe grammatikk.

- Hvordan vil du beskrive språkbruken din generelt når du pleier gå gjennom grammatikk i klassen? Hvorfor gjør du det på denne måten?

## *Appendix 5C – Teacher 3’s Interview Guide in English and Norwegian*

### **Teacher’s practice of L1 use**

In one of the lessons, the pupils listened to a text, and then you explained what the text was about in Norwegian.

- Is this something you normally do?
- Do you do this because you believe your pupils will not understand if you speak English?

From my observations, you used a lot of English when you gave feedback to the pupils, answered them, or corrected their behavior in class. Two examples are: “Sjå tebage I tekstboka di” and “bruk blyant, i boka di».

- Do you do this consistently?

In class, you used English a lot when you went through vocabulary but used Norwegian in some cases. Then you used it as scaffolding where you gave an extra Norwegian explanation to the word.

- Do you do this consistently?

You used Norwegian a lot when you walk around the classroom conversing with the pupils about the topic of the lesson, but also about private matters.

- Do you do this consistently?

Norwegian was used a lot when you tried to keep the pupils quiet and keep the work peace. You often use names to correct unwanted behavior. Examples are: «sett deg ned», «kan du snurre deg tilbake?», ofte i tillegg til navnet til eleven.

- Do you do this consistently?
- Do you think it would have a different effect in English vs Norwegian?

From the observations, I did not observe any grammar. In one of the lessons, you mentioned a few grammar mistakes that the pupils had during their mid-term. You started mentioning the mistakes in English but switched over to Norwegian to explain them in detail, and you used Norwegian terms such as “samsvar”.

- How would you describe your language use in general when you go through grammar in class?

## Lærerens praksis av L1 bruk

I den ene timen hørte elevene en tekst, så snakket du om hva teksten handlet om på norsk, er dette noe du ofte pleier å gjøre?

- Er det fordi du tror elevene ikke forstår deg om du snakker engelsk?

Ut ifra mine observasjoner så brukte du mye norsk når du ga tilbakemelding til elevene, svarte dem, eller rettet på oppførselen de sin i timene:

Eksempel: Lærer: sjå tebage i tekstboka di

Lærer: bruk blyant, i boka di

- Er dette noe du gjør konsekvent?

I timene så brukte du mye engelsk når du gikk gjennom gloser, men brukte norsk i noen tilfeller, men mest som scaffolding der du ga en ekstra norsk forklaring til glosen, spesielt hvis det var nye gloser.

- Er dette noe du gjør konsekvent?

Du bruker og mye norsk når du går rundt i klasserommet og snakker med elevene om temaet i timen, men og om andre private saker.

- Er dette noe du gjør konsekvent?

Norsk ble brukt mye når du prøvde å holde elevene stille og ha arbeidsro. Du bruker ofte navn til å rette på uønska oppførsel. Eksempler er: «sett deg ned», «kan du snurre deg tilbake?», ofte i tillegg til navnet til eleven.

- Gjør du dette konsekvent?
- Tror du det vil ha en annen effekt på engelsk vs på norsk?

Ut ifra observasjonene, fikk jeg ikke observert noe særlig med grammatikk. Du nevnte i den ene timen et par grammatikkfeil elevene hadde på tentamen. Da starta du å nevne disse grammatiske feilene på engelsk, men gikk over til norsk for å forklare dem mer, og du brukte norske faguttrykk som f.eks. «samsvar».

- Hvordan vil du beskrive språkbruken din generelt når du pleier gå gjennom grammatikk i klassen?