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A mixed methods study of Norwegian lower secondary EFL teachers' practices, attitudes, and beliefs about the use of L1 in the EFL classroom.

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Abstract

The present study is a mixed methods study, whose aim was to investigate the frequency and purposes of the Norwegian-speaking EFL teachers' first language (L1) use in the lower secondary EFL classroom, along with other factors influencing the teachers' decisions. Additionally, the study investigated the teachers' attitudes and beliefs regarding L1 use in class. Thus, the study aimed to answer the following three research questions: 1. Do the Norwegian lower secondary teachers purposely use L1 in the EFL classroom? If so, what extent and for what purpose(s)?; 2. What factors affect the teachers' use of L1 in the EFL classroom?; What are the teachers attitudes towards and beliefs about the use of L1 in the EFL classroom?

To answer the research questions above, an online questionnaire was conducted with 54 participants, and semi-structured interviews were conducted with three participants. All the participants were Norwegian-speaking lower secondary EFL teachers with varying years of teaching experience.

The findings from the study indicated that most of the Norwegian lower secondary teachers used L1 in the EFL classroom, employing it for various instructional purposes, especially for grammar teaching. Additionally, the teachers used L1 to ensure comprehension and understanding among students with differing levels of language proficiency. Concerning the factors influencing the teachers' use of L1, student proficiency level appeared as the most common factor. Furthermore, the teachers' past experiences as students were also commonly cited as factors influencing their language choices. Regarding the teachers' attitudes towards and beliefs about, participants from the study concurred. The teachers' were positive towards implementing L1 in the EFL classroom if it was done with a practical purpose for example in order to explain new and difficult grammatical material.

This study contributes to the field of L2 in the Norwegian context research by employing a mixed-method, teacher-centered perspective on the subject, i.e., L1 use in the EFL classroom. While there are related studies concerning the use of L1 by Norwegian-speaking EFL teachers, they predominantly adopt a qualitative perspective, as opposed to the present study, which employs a mixed method approach. The study expands on previous research, while also encouraging further exploration of the topic.

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1.0 Introduction

1.1 Study, Research Aims and Research Questions

This thesis seeks to examine Norwegian speaking lower secondary teachers' utilization of L1 in the EFL classroom. Specifically, it aims to explore the practical applications of L1 by teachers at the lower secondary level, including an investigation into the factors influencing their language use, alongside an examination of their attitudes and beliefs regarding its application. The thesis is guided by the following three research questions:

RQ1: Do the Norwegian lower secondary teachers purposely use L1 in the EFL classroom? If so, to what extent and for what purpose(s)?

RQ2: What factors affect the teachers' use of L1 in the EFL classroom?

RQ3: What are the teachers' attitudes towards and beliefs about the use of L1 in the EFL classroom?

The two first research questions aim to investigate the practices of Norwegian EFL teachers in lower secondary school concerning the use of L1 in the EFL classroom. The first research question seeks to determine whether the participating teachers use L1, to what extent, and for what purposes. The second research question aims to explore the factors influencing the teachers' use of L1. The final research question aims to explore the attitudes and beliefs of the teachers regarding the use of L1 in the EFL classroom.

The study consists of a questionnaire and three interviews. The questionnaire included responses from 54 Norwegian-speaking lower secondary EFL teachers, while the interviews involved three Norwegian-speaking EFL teachers currently teaching English in the 8th and 9th grades, with one participant having prior experience teaching in 10th grade.

English as a second language (ESL) and English as a foreign language (EFL) are frequently conflated, yet they denote distinct modes of English language acquisition. ESL pretrains to individuals using English as a means of communication within an environment where it is a second language. Conversely, EFL includes learners studying English in a setting where it is not the native language. ESL learners are usually situated in English-speaking environments and aim to acquire English for everyday communication purposes. On the other hand, EFL learners find themselves in non-English-speaking environments and are often driven by

academic or personal objectives (Kenny, 2024). In this thesis, the term “EFL” will be used, reflecting the context of Norwegian lower secondary students’ learning English as a foreign language. This choice is informed by the fact that English is not an official second language in Norway.

In this thesis, English will be denoted as “L2” to distinguish it from Norwegian, which is labeled as “L1”. While English may also serve as students’ third or even fourth language, “L2” is used in this thesis for the sake of simplicity in delineating the variances between the two languages.

1.2 Relevance

This thesis holds significance due to the lack of research employing a mixed-method approach within the Norwegian context, particularly regarding the use of L1 in the EFL classroom. While limited, previous studies have explored related areas, as discussed in subsequent sections of this thesis (Eikum, 2022, Følsvik, 2022, Gulli, 2022). This thesis holds relevance not only for myself but also for my colleagues who teach English at the lower secondary level. It addresses research questions aimed at enhancing the EFL teachers’ competence in utilizing L1 effectively.

1.2.1 Background of the Study

Based on my personal observations as a student witnessing numerous teachers exclusively using L1 in the EFL classroom in lower and upper secondary school, I became intrigued by the reasoning behind this practice. As I progressed through my studies in the teacher education program at the university and gained more exposure to teacher observations and practices, my curiosity about the factors influencing teachers’ L1 use grew even further. The primary motivation for delving into this topic is to enhance my skills as an English teacher and gain insights into the factors that drive teachers’ decision-making processes in the choice of L1 use.

There has been written an interesting master thesis on this exact matter by Frestad in 2022. In Section 6.5 “Suggestions for Future Research”, Frestad (2022) states that there were only three teachers who were observed and interviewed in her study. She states: “As a result of the small sample size, the results were not generalizable to every other English teacher. One

direction of research could be conducting a study with a larger sample size.” Frestad (2022) also states that: “Since three participants were observed teaching different grades, this may not show an accurate picture of how they generally teach.” Using a larger sample size with a quantitative data collection method will increase the clarity of the results being collected. This suggestion for future research piqued my interest in conducting a mixed-method study involving a larger number of participants to strengthen the credibility of the study findings.

1.2.2 History of the English Subject in the Norwegian School

With increasing globalization, training in the world language English has become highly important in Norway. English has gained prevalence in a culture and the workplace, approaching the status of a second language (Rindal, 2013, 2019, Simensen, 2007, 2019). This development has led to English becoming an increasingly larger and more central subject in Norwegian schools. English as an optional subject was initially introduced in primary schools in the southeast of Norway around the 1870s, primarily to equip young people entering shipping and trade with language skills. However, this focus gradually shifted as other subjects, such as natural science, gained prominence. The school laws of 1936 standardized the teaching of English across the country, although local authorities retained the discretion to determine its compulsory status. Despite English being offered in schools from 1936 onward, it remained primarily taught in urban schools. It was not until 1969, following discussions about democracy in education during the 1950s, that English became a mandatory subject for all students in Norway (Fenner & Skulstad, 2022, pp. 22-24).

English is now an obligatory foreign language in the Norwegian school, and Norwegian students start their English classes lectures in the 1st grade. The latter statement suggests that while students start having Norwegian and English classes simultaneously upon starting school, the majority have predominantly started talking Norwegian prior to their enrollment. Despite starting to learn both languages in the 1st grade, students receive a greater amount of instruction in Norwegian throughout their compulsory schooling from 1st to 13th grade. Specifically, Norwegian 1st-4th graders have 931 hours of Norwegian per school year, while they only have 138 hours of English. Similarly, 8th-10th graders have 398 hours of Norwegian per school year compared to 222 hours of English (the Directorate of Education, 2023, p.8).

1.3 Thesis Outline

The current chapter has provided a background to the study, its aims, research questions, and relevance. Chapter 2 delves into the theories behind this study. Following that, Chapter 3 reviews previous research, first focusing on studies in Norway and then expanding to the international context. Chapter 4 outlines the research methods used, including the design of the questionnaire and interviews. In Chapter 5, findings from the questionnaire and the interviews are presented. Chapter 6 discusses the findings in the context of the theory and research presented earlier in the thesis. Finally, Chapter 7 draws a conclusion and suggestions for teaching and further research.

2.0 Theoretical Framework

2.1 Introduction

This chapter explores different theoretical perspectives that form the foundation of this research, providing an understanding of second language acquisition (SLA), second language (L2) pragmatics, communicative competence, and the functions of the first language (L1) in the EFL classroom. This chapter also focuses on teacher beliefs and pedagogical uses of L1 in the EFL classroom. The chapter addresses key concepts, models and studies that structure the understanding of L2 learning and teaching. This chapter also presents previous studies related to the topic of the present thesis.

2.2 Second Language Acquisition

The term “Second Language Acquisition” (SLA) refers to a process where the goal is the description and explanation of the learner’s linguistic or communicative competence. SLA is a complex, multifaceted phenomenon, and it is not surprising that it has come to mean different things to different people (Ellis, 1994, p.15).

Krashen (1982, p.19) explains that language acquisition is a subconscious process. Language learners are not usually aware of the fact that they are using the language for communication (Krashen, 1982, p.10). Krashen (1982, p.10) presents five hypotheses about SLA. 1. The acquisition-learning distinction, 2. The natural order hypothesis, 3. The monitor hypothesis, 4. The input hypothesis, and 5. The affective filter hypothesis. He presents his SLA theory, entitled “Monitor Model Theory”, which emphasizes factors influencing success in SLA.

The natural order hypothesis is according to Krashen (1982, p.12) one of the most fascinating revelations in language acquisition research. He describes it as the discovery that the acquisition of grammatical structures follow a consistent pattern. Learners of a particular language tend to acquire certain grammatical structures earlier than others, with notable similarities observed among individuals.

According to Krashen (1982, p.15), the monitor hypothesis suggests that acquisition and learning operate in distinct manners. Typically, acquisition leads our speech in a second language and contributes to our fluency. Learning, on the other hand, serves solely as a monitor. Its role is to intervene in the structure of our speech after it has been generated by the

acquired system. This intervention can occur before we speak or write. Krashen (1982, p.16) outlines that according to the monitor hypothesis, conscious learning or formal rules play a limited role in L2 performance. Recent research highlights certain conditions necessary for the effective utilization of conscious rules by L2 learners. However, meeting these conditions does not guarantee full utilization of conscious grammar. These conditions include:

1. Time: Second language performers require adequate time to contemplate and apply conscious rules effectively.
2. Focus on form: In addition to time, performers must also focus on form or prioritize correctness to effectively use the monitor.
3. Knowledge of the rule: Meeting this condition is particularly challenging, as the structure of language is exceedingly complex, and linguists have only scratched the surface in describing it for the most well-known languages.

The use of the conscious monitor enables performers to provide elements that have not yet been acquired. The effectiveness of the monitor varies depending on the type of a grammar rule being applied. To summarize the concept, the monitor hypothesis proposes that while learners may consciously apply learned grammar rules to their language production, fluency and natural communication are primarily driven by subconscious acquisition of language through exposure to meaningful input. (Krashen, 1982, p.18).

The input hypothesis, which may be the most important concept in SLA, addresses the fundamental question of language acquisition. Krashen's theory posits that extensive use of grammatical rules is not essential for learning the target language: instead, meaningful interactions in the language are crucial. Competence is acquired through comprehensible input without formal instruction, grammar training, or reading the language (Krashen, 1982, p.20). Krashen (1982, p.21) suggests that we learn new language structures when we encounter language that is slightly more advanced than what we already know.

One of the most fascinating revelations in language acquisition research is the discovery that the acquisition of grammatical structures follows an apparent pattern. Language learners often acquire specific grammatical structures early on, followed by others at later stages. While individual learners may not always agree entirely, there are clear and statistically significant similarities in this process (Krashen, 1982, p.20).

2.3. Communicative Competence

Kiessling and Fabry (2021) explain that the term “communicative competence” is difficult to define, but they suggest the following definition of the term: “Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e., it includes the ability to select and apply skills that are appropriate and effective in the respective context” (Kiessling & Fabry, 2022). They state that the process of acquiring communicative competence involves activities coordinated in a sequence that require appropriate timing and control. The process of acquiring communicative competence is affected by the other person or the context of the situation.

Hannawa and Spitzberg (2015, p.19) state that scholars and teachers have provided a variety of definitions of communicative competence and related terms, such as interpersonal competence, functional competence, and social competence. Wiemann (1997, p.195, as cited in Hannawa & Spitzberg, 2015, pp.20-21) expresses the idea that communication competence can be defined as “the ability of an interactant to choose among available communicative behaviors in order that he may successfully accomplish his own interpersonal goals, while maintaining the face and line of his fellow interactants within the constraints of the situation”. Soler and Flor (2008, p.5) explain that communicative competence is not only achieved by improving learners’ grammatical knowledge, but it also concerns the development of discourse and pragmatic competences.

2.3.1 Canale and Swain’s (1980) Concept of Communicative Competence

Canale and Swain (1980) aim their focus towards describing the terms “competence” and “performance”. These terms are used differently by several researchers and signal important distinctions for the purposes of second language teaching (Canale & Swain, 1980, p.3). Chomsky (1965) brought the terms “competence” and “performance” into modern linguistics. He did so by emphasizing the methodological need to investigate language using idealized abstractions and by dismissing what may appear as irrelevant details for language behavior (Canale & Swain, 1980, p.3). Chomsky (1965, as cited in Canale & Swain, 1980, p.3) distinguishes between competence, which pertains to the linguistic system, and performance, which contains psychological factors in speech perception and production. Competence theory concerns linguistic rules generating grammatical sentences, while performance theory

focuses on the interaction between grammar and non-grammatical factors affecting language use.

Canale and Swain (1980, p.27) provide a set of fundamental principles for implementing a communicative approach in L2 teaching. They also explain a theory of communicative competence that supports this approach, while outlining some of the teaching implications acquired from the theory. They continue to state that communicative competence is combined minimally of grammatical competence, sociolinguistic competence, and communication strategies. There is no compelling theoretical or empirical motivation for considering grammatical competence as any less crucial to successful communication than sociolinguistic competence or strategic competence. The main objective of a communicative approach should be to help learners integrate these various forms of knowledge, and this goal is unlikely to be achieved by excessively prioritizing one form of competence over the others throughout a second language program (Canale & Swain, 1980, p.27).

Furthermore, Canale and Swain (1980, p.27) state that: “A communicative approach must be based on and respond to the learner’s communication needs. These must be specified with respect to grammatical competence, sociolinguistic competence, and strategic competence” (Canale & Swain, 1980, p.27). They also emphasize that the second language learner needs to have the opportunity to take part in communicative interactions that are meaningful to them whilst conversing with highly competent speakers of the language. L2 learners respond to genuine communicative needs in a realistic second language situation.

2.3.2 Grammatical, Sociolinguistic, and Strategic Competence

Canale and Swain (1980, p.29) clarify that grammatical competence encompasses understanding lexical items and the rules of morphology, syntax, sentence-grammar semantics, and phonology. Currently, there is no favorite theory explaining grammar for defining grammatical skills, and it is not clear how any theory of grammar directly connects to teaching a second language (Canale & Swain, 1980, p.29). Grammatical competence will be important for any communicative approach where the goal is to provide learners with the knowledge of how to express themselves accurately.

Sociolinguistic competence comprises two sets of rules, namely sociocultural rules of use and rules of discourse. Understanding these rules is essential for interpreting statements in social

context, especially when there is a limited clarity between the literal meaning of a statement and the speaker's intention (Canale & Swain, 1980, p.30). The primary focus of sociocultural competence is to understand the extent to which certain propositions and communicative functions are appropriate within a given sociocultural setting depending on circumstantial factors such as topic, participants, setting, and norm of interaction. Sociocultural competence primarily centers on evaluating the appropriateness of different statements and communicative actions within a specific sociocultural setting. This evaluation is based on contextual factors such as the subject matter, individuals involved, and interaction norms (Canale & Swain, 1980, p.30).

Strategic competence, as defined by Canale and Swain (1980, p.30), consists of verbal and non-verbal communication strategies that can be employed to address communication breakdowns resulting from performance variables or insufficient competence.

2.3.3 Strategic Competence

Dörnyei and Thurrell (1991, p.16) emphasize the vital yet overlooked aspect of strategic competence in communicative language skills. Strategic competence involves the skill to communicate effectively even when faced with challenges or limited language proficiency. The reason why students often struggle to speak fluently or engage in conversations is mostly because they have not fully developed their ability to use strategies effectively.

Strategic competence was defined by Canale and Swain (1980, p.30, as cited in Dörnyei & Thurrell, 1991, p.17) as “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”. In other words, strategic competence is the capability to successfully convey one's intended meaning to communication partners, particularly when difficulties occur in the communication process (Dörnyei & Thurrell, 1991, p.17). Strategic competence means using tactics when communication is tough, and it is vital for language learners. Students who have good vocabulary and grammar skills but lack strategic competence may find themselves in situations where they struggle to express themselves clearly. Some students, even if they do not have perfect language skills, can still communicate well because they can rely on their strategic competence.

The study of communication strategies has gained more attention in the last decades (see, for example, Varadi, 1980, Corder, 1981, Faerch and Kasper, 1983, Scholfield, 1987, Rubin, 1987, Tarone and Yule, 1989, as cited in Dörnyei & Thurrell, 1991, p.17). Paribakht (1985, as cited in Dörnyei & Thurrell, 1991, p.17) discovered that the strategic skills someone has in L1 can be useful in L2 learning. Therefore, adults often start learning a new language with reasonably well-developed strategic competence. Canale and Swain (2002, p.31) suggest that the knowledge of how to use strategic competence may be particularly helpful at the beginning stages of second language learning.

Fillers are important for learners' strategic competence because they help them keep a conversation going when it is tough by giving them time to think or hesitate. Without them, language learners might feel increasingly desperate and would likely come to a standstill in conversation. Examples of fillers range from short structures (“well”, “I mean”, “actually”, “you know”) to longer phrases (as a matter of fact, to be quite honest, now let me think, I see what you mean, etc.). An essential aspect of strategic competence involves the skill to smoothly steer away from a topic when you do not want to or cannot answer a question directly. If students can learn how to avoid providing a direct answer or guide the conversation in a preferred direction, it enhances their confidence, allowing them to feel more control of the conversation (Dörnyei & Thurrell, 1991, p.20).

Canale (1983) introduced the concept of discourse competence, which was later formally outlined by Canale (1983). According to Canale (1983, as cited in Fenner and Skulstad, 2020, p.46), discourse competence involves the skill to bring together grammatical forms and meanings to create a cohesive spoken or written text in a particular style or genre.

2.3.4 Pragmatic Competence

Taguchi (2022, p.8) defines the construct of pragmatic competence as follows: “pragmatic competence involves two types of knowledge: functional knowledge and sociolinguistic knowledge.” The first part is knowing the right linguistic forms for communicating a message (e.g., saying “talk to you later” at the end of a call). The second part is selecting the appropriate words based on the situation, (e.g., deciding how to end a phone call with a friend vs how to end it with a customer). The first part refers to linguistic resources for performing a communicative act, while the second involves knowledge of sociocultural norms associated with the act (Taguchi, 2022, p.8).

Taguchi (2009, p.1) defines pragmatic competence as the ability to use language appropriately in a social context, which has become an object of inquiry in a wide range of disciplines including linguistics, applied linguistics, anthropology, sociology, psychology, communication research, and cross-cultural studies. She continues to state that the importance of pragmatic competence has been articulated both in theory and practice. Models (Young & He, 1998, Kramsch & Whiteside, 2008) have provided framework for studying pragmatic competence through empirical research. To understand how people use language for different purposes and in social situations, researchers needed to find ways to measure and study this ability. They explored different tasks, methods, and techniques to do this effectively (Taguchi, 2009, p.2).

2.3.5 Second Language Pragmatics

Second language (L2) pragmatics explores how individuals acquiring a second language develop the capacity to convey meaning in a socially suitable manner and examines the evolution of this ability over time (Taguchi, 2022, p.7).

The fundamental question in L2 pragmatics research is what makes someone pragmatically competent (Taguchi, 2022, p.8). Taguchi (2022, p.8) states that the early stage of the pragmatics field used theoretical models of communicative competence to evaluate pragmatic competence. Taguchi (2022, p.8) points out that: “The original definition goes back to theoretical models of communicative competence, which situated pragmatic competence as a fundamental and distinct component of L2 ability” (Bachman & Palmer, p.8, as cited in Taguchi, 2022). Soler and Flor (2008, p.4) explain that different scholars in the field of applied linguistics have attempted to describe the construct of communicative competence by identifying its various components, one of them being the pragmatic component. In Canale and Swain’s (1980) and Canale’s (1983) model, the sociolinguistic parts cover pragmatics. It includes rules for how language is used in conversation and the overall rules for using language. When talking about the rules of discourse, they refer to how sentences stick together logically. The rules of use, on the other hand, can be thought of as part of pragmatics, meaning they deal with expressing things appropriately for a particular situation (Taguchi, 2022, p.5).

2.4 Borg's Theory on Teacher Cognition

Borg (2003, p.81) uses the term teacher cognition to refer to the unobservable cognitive dimension of teaching and defines it as what teachers know, believe, and think. He asserts that over the past 25 years, mainstream educational research has acknowledged the influence of teacher cognition on the professional lives of teachers, leading to the development of a significant body of research. Several reviews of this work have been undertaken (Calderhead, 1996; Carter, 1990; Clark & Peterson, 1986; Fenstermacher, 1994; Richardson, 1996; Verloop, Van Drie; & Meijer; 2001). The basic ideas are widely agreed upon and not heavily debated, teachers actively decide on how to teach based on their own intricate, practical, individualized, and context-specific understanding, thoughts, and beliefs (Borg, 2003, p.81). Borg (2003, p.81) states four key questions addressed in teacher cognition research: 1. What do teachers have cognitions about? 2. How do these cognitions develop? 3. How do they interact with teacher learning? 4. How do they interact with classroom practice?

Figure 1 summarizes the responses to these four questions, revealing that teachers hold cognitions about every facet of their profession. The figure also shows the common labels used to describe the various psychological concepts referred to collectively as teacher cognition by Borg (2003, p.81).

Figure 1: Teacher cognition, schooling, professional education, and classroom practice.

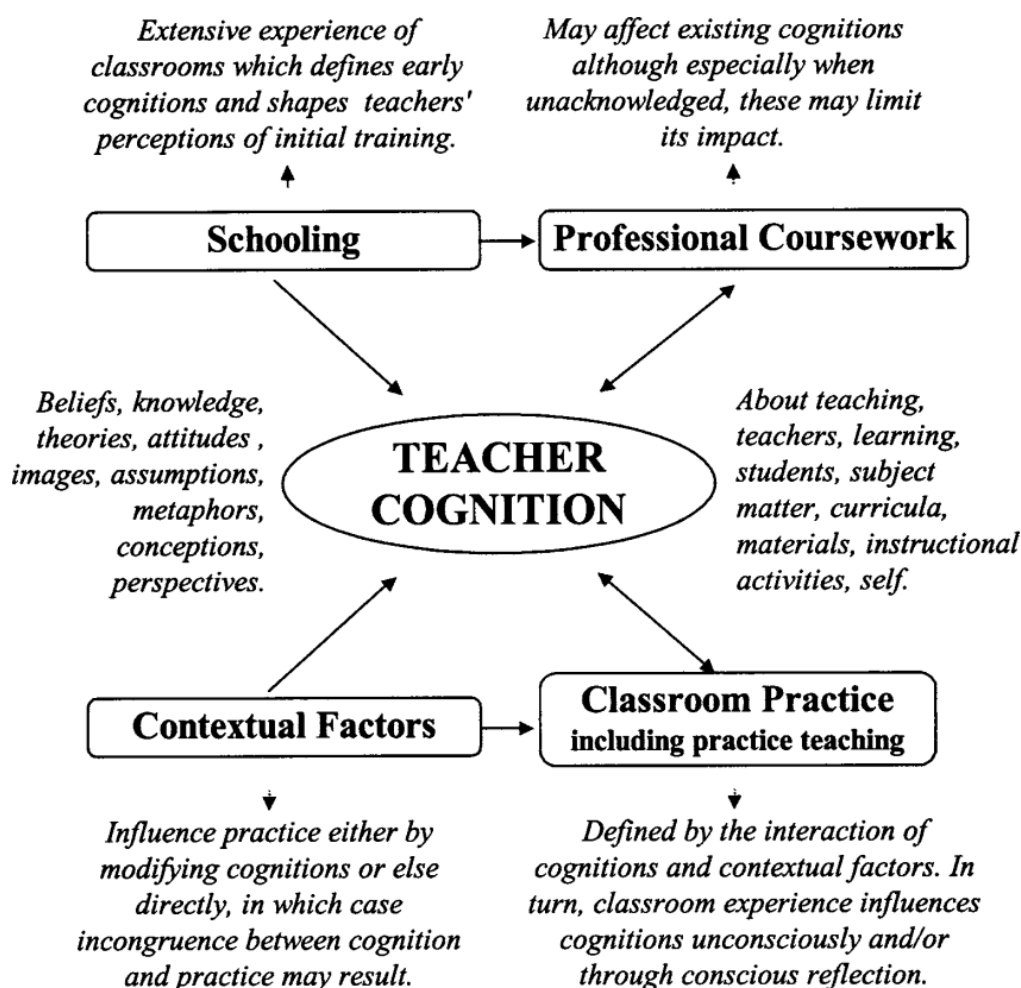


Figure 1 outlines connections proposed by predominant educational research among teacher cognition, teacher learning, and classroom practice. Substantiated by ample evidence, it is affirmed that teachers' experiences as learners can shape their cognitions about teaching and learning. These cognitions, in turn, persistently impact teachers throughout their careers.

In Borg's (2003, p.86) examination of teacher cognition and their past language learning encounters, it is highlighted that beliefs formed in early life tend to persist despite contradictory evidence (Nisbett & Ross, 1980, as cited in Borg, 2003, p.86). These beliefs are formed based on significant events in individuals' personal experiences, stores as episodic memories. Therefore, teachers gain valuable insights into teaching through their extensive experience as learners.

2.4.1 Teacher Cognition in Grammar Teaching

Borg (2015, p.158) explains that the exploration of what teachers know, believe, and practice concerning grammar and grammar teaching has been approached through various substantive,

methodological, and conceptual lenses. Teachers' grasp of grammar has often been assessed using tests of explicit metalinguistic knowledge, revealing fundamental gaps in prospective teachers' understanding of grammar. Additionally, differences between teacher and student views on formal instruction have been highlighted, especially when students show positive attitudes towards these aspects of language learning.

For more than 25 years, the primary source of knowledge into grammar teaching derived from studies of SLA, which concentrated on learners and their outcomes. However, the studies reviewed illustrate a theoretical shift, recognizing teacher cognition as a crucial source of information for comprehending formal instruction. Existing research, both within and outside the language teaching domain, underscores that subject-matter knowledge is just one facet of the multifaceted knowledge teachers must tap into. (Borg, 2015, pp.158-159).

Borg (2015, p.138) shares several key insights regarding teachers' beliefs about grammar teaching. He notes that there is no indication of a decline in formal grammar instruction within the EFL classrooms. Teachers generally express a value for and promotion of attention to grammar in their teaching. Additionally, Borg highlights that teachers often draw upon their own learning experiences, which can significantly shape their views. Lastly, he observes that disparities between teachers' and students' perspectives on grammar instruction may exist, potentially hindering the effectiveness of formal instruction provided by teachers (Borg, 2015, p.138)

Furthermore, Borg (2015, p.158) concludes the discussion on teacher cognition in grammar teaching by stating that research on teacher cognition in grammar teaching faces a notable gap, a deficiency also prevalent in language teacher cognition as a whole: the intricate connections among teacher cognition, classroom practice, and learning remain unexplored. To address this gap, it is important to integrate previously isolated inquiries into teacher cognition and SLA.

2.4.2 Teacher Cognition in Literacy Instruction

Considering the fundamental role of L1 reading to learn generally, it is not surprising that a substantial body of research on teacher cognition in reading instruction has accumulated over the past 30 years (Borg, 2015, p.160). The extensive research in this area has primarily taken

place in the United States. A prevalent theme in these studies revolves around teachers' theoretical orientations, as proposed by Harste and Burke (1977, as cited in Borg, 2015, p.161), encompasses the knowledge, beliefs, and philosophical principles that shape teachers' expectations and decisions in reading instruction. They argue that is likely to pinpoint the theoretical orientations adopted by teachers, asserting that these orientations form the foundation for the practical approach teachers take in reading instruction.

2.4.3 Functions of L1 in the EFL Classroom

In the realm of English Language teaching, the role of L1 in the EFL classroom appears to be a key area of exploration. This section aims to explore the functions of L1, and how it is strategically used to enhance the language learning experience in the EFL classroom. The functional use of L1 in the EFL classroom varies from classroom to classroom. Some EFL classrooms use L1 most of the time, while some never use it at all (Cameron, 2011, p.201). For EFL learners, L1 can be both a linguistic safety net and a valuable resource. L1 serves as a versatile tool in the EFL classroom, and this section will explore the functions of it.

Cameron (2001, p.199) states that teachers are often required to use only L2 in their foreign language classes, or they express the feeling that they must use L2 only. She continues to clarify that in practice, research and anecdotal evidence suggest that most teachers who share their students' mother tongue, use a mixture of the foreign language and the mother tongue. If students are required to use the foreign language, it puts a greater demand on them than just understanding that appropriate support will be needed (Cameron, 2001, p.199).

Nitisakunwut et al., (2023, p.75) proclaim that using L1 in the EFL classroom may help students' cognitive development by supporting them as they analyze language data and deal with tasks that call for a higher level of cognitive activity. Furthermore, they state that certain tasks often require a more complex cognitive process, and that students may need assistance to do those cognitively challenging tasks in the target language (Anton & DiCamilla, 1998; Brook & Donato, 1994; Swain & Lapkin, 2000, as cited in Nitisakunwut et al., 2003, p.75).

Moreover, according to Cameron (2001, pp.200-201) policies that insist on target language only, wherein all foreign language classes are conducted in the foreign language, are typically justified with the aim of maximizing learners' exposure to the language. The assumption here, is that the more language the students hear, the better they will be at it. In cases where the

foreign language is not heard outside the classroom, it is crucial that children hear it as much as possible when they are in class. As explained by Cameron (2001, p.200), suggesting a straightforward linear connection between language exposure and learning oversimplifies the difficulties of teaching and learning. It disregards the potential contribution of specific uses of a shared mother tongue to the process of foreign language learning.

Additionally, acquiring vocabulary plays an important role in the process of FL learning. Nitisakunwut et al. (2023, p.75) elucidate that learners consistently rely on their L1 to comprehend the meaning and practical usage of the language they are studying. Among FL learners, utilizing L1 translation has proven to be the most effective method for vocabulary acquisition. The success of this approach can be attributed to the accuracy, succinctness, and familiarity of L1 translations, qualities that are essential for learning new terminology (Nitisakunwut et al., 2003, p.75).

2.5 Pedagogical Purposes for L1 Use

Cameron (2001 p.199) describes the “target language only” teaching strategy. All foreign language classes should be conducted in the foreign language. This strategy is typically justified in terms of maximizing learners’ exposure to the target language and increase their language opportunities. Donoso (2020, p.94) states that the guidelines from the Spanish Ministry of Education require using teaching methods that encourage natural methods of language acquisition and communicative approach. These guidelines also promote using only the target language in the classroom. Cameron (2001, p.199) expresses the importance of hearing the foreign language to a great extent in the classroom if it is not heard much outside of it.

Donoso (2020, p.95) claims that the use of L1 in the L2 classroom has both theoretical and empirical claims in its favor (Auerbach, 1993; Bozorgian & Fallahpour, 2015; Du, 2016; Harmer, 2001; Kayaoğlu, 2012; Khatai, 2011; Levine, 2014; Liao, 2006; Nation, 2003; Ostovar Namaghi & Norouzi, 2015; Yildiz & Yeşilyurt, 2016, as cited in Donoso 2020, p.95). Different reasonable uses of L1 during the teaching process: include the possibility to facilitate the understanding and learning of new vocabulary, be useful to perform contrasting analysis between both languages, explain and clarify L2 grammar rules explicitly, verify the understanding of contents, tasks, and activities, explain and correct errors and mistakes made

by the student, reduce anxiety levels in students, maintain the flow of the class by optimizing the times used to explain tasks and activities, contributing to the classroom management, enhance the autonomy of students during tasks and activities, and enhance the metacognitive processes involved when using both languages (Donoso, 2020, p.95).

Moreover, according to Cameron (2001, p.201), although the amount of L1 use varies, when L1 is used in classes, it is more likely to be used to manage classroom activity and behavior. While language choices may vary in different situations, it is apparent that the motivation behind each choice is influenced both by the immediate context and by established conventions or habits developed over time by the teacher and the class (Cameron, 2001, p.201). Donoso's (2020, p.95) article explores a study which indicates that overexposure to the mother tongue in foreign language classes can generate in the students a dependency on using only the L1, truncating the possibility to practice the L2. A matter to take into consideration is that the use of L1 is commonly linked to a lower level of L2 skills by the teacher. This can hinder the students' chances to have quality language input from their teacher ((Kovacic & Kirinic, 2011; Ostovar-Namaghi & Norouzi, 2015; Reimer, 2012, as cited in Cameron, 2001, p.96).

As explained by Pennington (1995, p.99), using L1 in teaching can be a way to make up for students' low motivation and discipline issues. This idea could also apply to cases where the L2 is used to compensate for a shortage of time or a teacher's limitations, such as a lack of knowledge, preparation, interest, or motivation in a particular topic of class. Donoso (2020, p.96) argues that the use of L1 shows benefits by encouraging and motivating students to learn English, consequently developing a pro-active participation of students and teachers (Bozorgian & Fallahpour, 2015; Kovacic & Kirinic, 2011; Mohebbi & Alavi, 2014; Schweers, 1999; Tang, 2002; Yildiz & Yeşilyurt, 2016, as cited in Donoso, 2020, p.96). Donoso (2020, p.96) also states that some research findings claim the use of L1 helps to teach students with low motivation and low mastery of the English language and to improve rapport between the teacher and student.

De la Campa and Nassaji (2009, as cited in Nitisakunwut, et al., 2023, p.77) examined the frequency, purposes, and reasons for L1 usage in German classes. The findings revealed variations in L1 practice between inexperienced and experienced teachers. In comparison to new teachers, who employed L1 more frequently than their experienced counterparts, L1 was

utilized in the FL classroom for several purposes, including: (1) translating L2 materials, (2) managing the classroom, (3) making personal comments, and (4) demonstrating the teacher's bilingualism.

2.6 Interpersonal Factors in Language Choice

Cameron (2001, pp.202-203) discusses how social factors influence language choice.

Exploring why people choose one language over another sheds light on its impact on specific groups. These choices are shaped by past experiences and the context in which they occur.

The language choice contributes to and establishes a learning environment for language acquisition. This learning context shapes the attitudes and values that students are prompted to adopt when learning a foreign language. Interpersonal factors can be seen as a blend of three sub factors: alignment, emphasis, and evaluation (Cameron, 2001, p.203, as cited in Graumann, 2009).

Alignment is the first of the three sub factors. The decision to use the first or foreign language for specific purposes can communicate to students whether their teacher is supportive and aligned with them or wishes to maintain a certain distance from the classroom. Using L1 in a foreign language classroom, for example, can create a sense of alignment with the students. This shared language use might highlight the "foreign-ness" of the target language. On a positive note, using the shared language can reassure students that the teacher understands their language learning challenges, emphasizing common language learning goals and values. Conversely, if the teacher uses the foreign language, it may accentuate the perceived distance between students, particularly beginners in the foreign language, and the teacher, who is seen as more proficient (Cameron, 2011, p. 203).

The second sub factor that Graumann (2009, as cited in Cameron, 2001, p.203) describes is emphasis. The selection between the first and foreign language can be a way to highlight the significance of the message conveyed. Utilizing the first language for control and discipline purposes may underscore the seriousness of the offence, whereas using the foreign language might downplay the importance, thus being effective primarily for less serious issues (Cameron, 2011, p.203).

The final sub factor that makes up the term “interpersonal factors” is evaluation. The decision regarding language choice conveys attitudes and values towards the learning of a foreign language. When a teacher exclusively uses the foreign language for the content of a class, without employing it for other purposes, it reinforces the notion that the foreign language is a “subject of study” rather than a tool for communication (Cameron, 2011, p.203).

2.7 Teacher Beliefs About and Attitudes Towards L1 Use

Diaku and Tsagri’s (2015, p.91) study shows that most teachers believe using L1 in the EFL classroom is important and necessary. The teachers’ believe that L2 should be the primary means of communication in the EFL classroom, and L1 should only be used when it is necessary. There will always be different perceptions as regards the necessity of the use of L1 (Diaku & Tsagri, 2015, p.91). For example, one of the teachers in Diaku and Tsagri’s (2015, p.91) study believes that L1 is essential when teaching a foreign language, specifically vocabulary, while another teacher in the same study thinks educators should be encouraged to use L1 while teaching a foreign language. The latter teacher explains that she is one of the teachers who believe L1 should be used to explain things and clarify the meaning to the students, so teachers should not be afraid to use L1 when the need arises (Diaku & Tsagri’, 2015, pp.91-92).

Other studies suggest that opinions and attitudes towards the use and role of L1 in the EFL classroom vary according to the context and teaching experience (Taner & Balıkçı 2022, p.74). Taner and Balıkçı’s, (2022, p.86) study also discusses the concept of how teaching experience affects L1 use. Their study shows that the more experienced teachers are, the more tolerant they are towards using L1 in their classrooms.

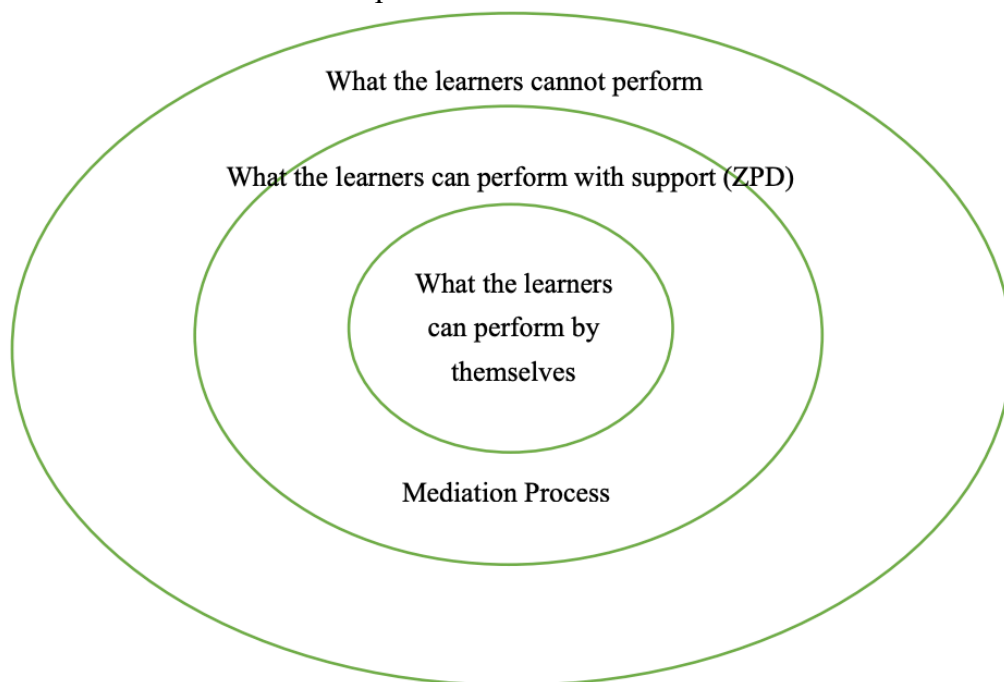
2.8 Sociocultural Perspectives on the Use of L1 in the EFL classroom

In the sociocultural view, language serves as a bridge between social situations and human thought processes. Vygotsky (1930, p.10) and his colleagues believed that children should acquire language through scaffolding and supportive procedures because it is normal and significant behavior (Nitisakunwut et al., 2023, pp.75-76).

Nitisakunwut et al. (2023, p.76) state that L1 functions as a mediator in the EFL classroom, guiding students in completing L2 assignments. Teachers can use L1 to elucidate complicated

language structures, employing it as a scaffolding technique aligned with the zone of proximal development (ZPD). ZPD is a central concept in Vygotsky's (1978) sociocultural theory and is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p.86). EFL instruction may guide students to utilize L1 as a tool for grasping the linguistic structure and system of L2, which is likely to contribute to the students' linguistics development within their ZPD. The following figure presents Nitisakunwut et al's., (2023, p.76) model of the zone of proximal development of the EFL learners.

Figure 2: Zone of Proximal Development of the EFL learners.



In a sociocultural context, the zone of ZPD is positioned between the performance levels of autonomous performance with support. The agreements between support systems and learners play a crucial role in maintaining consistency of the ZPD. Learning more and comprehending the complexity of the concepts and skills is facilitated by inconsistency. What learners previously achieved with support becomes attainable independently. To make a transition from their existing schema to the ZPD and the subsequent level of knowledge, learners depend on a diverse array of factors. Among these contributing variables are language, social interaction, culture, imitation, guidance, assistance, and scaffolding (Nitisakunwut et al., 2023, p.76)

Hall and Cook (2012, p.291) state that cognitive development, including language development, is a collaborative process “driven by social interaction” (Levine 2011 p.24, see also, for example, Vygotsky 1978; Lantolf 2000; Swain & Lapkin 2000, as cited in Hall & Cook, 2012, p.291). Own-language use by learners is regarded as a cognitive tool for learners through which learning is scaffolded. At the interpsychological level, Antón and DiCamilla found that learners use their own language for collaborative talk during talks, such as jointly explaining the nature of tasks, solving problems, and hand maintaining focus (Hall & Cook, 2021, p.291).

2.9 Summary Theoretical Framework

This chapter presented the theoretical foundations of the research, exploring key concepts in SLA, second language pragmatics, communicative competence, and the role of L1 in the EFL classroom. The chapter also explored teachers’ beliefs about L1 use and the pedagogical uses of L1 in the EFL classroom. The current chapter also presented various aspects such as teacher cognition, interpersonal factors, and sociocultural perspectives. The theoretical framework will be introduced in Chapter 6, where it will be used to analyze and interpret the study’s findings.

3.0 Literature Review

3.1 Introduction on L1 research

Chapter 3 presents an overview of relevant studies, exploring perspectives from both students and teachers'. The chapter starts with an examination of prior research on L1 use specifically in Norwegian EFL classrooms. Further, this chapter offers a detailed review of two studies addressing L1 use and attitudes to it within an international context.

3.3 The Norwegian context

3.3.1 The Use of L1 in the Norwegian Lower Secondary EFL Classroom

Gulli's (2022) mixed methods study investigated Norwegian lower secondary school students' attitudes towards the English subject and their perceptions of their own and their teacher's L1 use in the L2 classroom. One hundred and fifty-six Norwegian lower secondary students completed a questionnaire, and 15 Norwegian 10th grade students were interviewed. The interviews were semi structured. The objective of the interview was to collect information on the reason behind the language choices made by students during EFL classes.

The results from the questionnaires showed that L1 is commonly used in the EFL classroom by both the students and their teachers. Additionally, 56% of participants say they are often, very often or always corrected on their use of L1 by their teachers in the EFL classroom. The questionnaire also gave information about the students' perceptions of their teacher's use of L1 in the EFL classroom. The results showed that the teachers mostly used L1 when providing information not related to the English subject, and L1 is least frequently used when the teachers greeted the students at the beginning of class. Furthermore, 60% of the students perceived that their teachers used L1 often, viewing a Norwegian EFL classroom highly influenced by L1. The questionnaire showed that the most frequent times the students' teacher used L1 was when correcting their language, explaining a task and when introducing new vocabulary (Gulli, 2022, p.33).

Gulli (2022, p.31) asked the participants why they used Norwegian during EFL classes. The most common response was because it was easier to answer in L1. The second most common response was because they did not feel comfortable with their English pronunciation, and the third was because other students answered in Norwegian. Gulli (2022) continued to state that with an environment that does not feel natural, it is not surprising that students would opt for

L1 and find communicating in L2 unnatural as communication in their head largely happens in Norwegian. The students that were interviewed in Gulli's (2022) study considered grammar learning to be difficult without some guidance in L1.

The results from the interviews in Gulli's (2022) study, were categorized into different sections, 1. Students' attitudes towards English, 2. Students' oral participation in class, 3. Teachers' use of L1, and 4. The teachers' use of L2. Only three participants thought of English as one of their favorite subjects, while all the participants viewed the English subject as important to learn. Several students mention movies and TV series to be a fun way they can learn more English. All participants used Norwegian more frequently than English in the EFL classroom. A selection of the participants said they were more reluctant to answering in English, as they were more afraid of making mistakes. The participants said it was embarrassing to be corrected in front of the whole class (Gulli, 2022, pp.35-37).

All the participants reported an extensive use of Norwegian by the teachers in most EFL classes. The participants are supposed to work on tasks in English, while the most used language is Norwegian. Several participants said that there are students in class who rarely speak English, and they guaranteed that no one would use English unless the teacher set the standard first. The participants wished for English to be the more prominent language during English classes and acknowledge that they need to contribute themselves. (Gulli, 2022, pp.39-40).

Gulli's (2022) research findings indicated that students viewed factors like classroom atmosphere, peer influence, and anxiety about speaking as factors influencing their language choice in class. Interestingly, students seemed content with Norwegian being the main language of communication in the EFL classroom. The students in Gulli's (2022) study perceived a necessity for or found it natural to use Norwegian in the EFL classroom when: Teachers provide information not related to the English subject, teachers explain an assignment, they are introduced to new vocabulary, collaborating in pair or groups, and when they are being taught grammar.

3.3.2 Language Choices in Two Norwegian Primary and University EFL Classrooms

Eikum's (2022) study sought to delve into teachers' reasoning for language use in the EFL classroom. Eikum (2022) observed two Norwegian primary EFL classes and two university

classes for the study. The classes in elementary school were combined, where 3rd-4th graders and 5th-7th graders were joined. The study consists of a semi-structured pre-observation interview with two participants, as well as classroom observation. The goal of the study was to answer three research questions, 1. How much oral English occurs in these classrooms? 2. Who is speaking in these classrooms, and 3. When is Norwegian spoken?

English was mostly used for grammar teaching, answering questions, and providing instructions in the 5th-7th grades, and instructions and questions in 3rd-4th grade. The results show that the elementary class teacher spoke approximately the same amount of L1 in both classes. In turn, one of the two university teachers spoke L2 87% of the time, compared to the elementary class teacher who spoke L2 48% and 40% of the time. The second university teacher only spoke L2 in his classes, which made the students speak L2 during the whole class.

The study clearly indicated that university teachers and students speak L2 to a much larger extent than elementary teachers and students. This indicates that the frequency of L2 use can increase by age and skill level. The primary school teacher used L2 approximately 235 times in class compared to the university class where the teacher used L2 approximately 454 times.

Eikum (2022, p.43) added a topic to investigate related to the research question “When is Norwegian spoken?”, where they looked at the language of question-answer exchanges between teachers and students. Eikum (2022, p.44) aimed to find out if the students would follow their teacher’s lead and answer questions in the same language they were asked in, and the other way around. In the 3rd-4th grade group, the students followed the teacher’s language 22 out of 52 times. The students asked a total of 19 questions, and the teacher used the same language as the questions were asked 84% of the time.

Eikum’s (2022) study revealed that teachers find themselves facing tough decisions about L1 use in the EFL classroom. L1 use was extensive, teacher talk exceeded student talk, and teacher initiation of talk dominated. Thus, while English input was available for students, opportunities for output may be an area for improvement.

3.3.3 Norwegian EFL Teachers' Views and Uses of L1 in Lower Secondary School

Frestad's (2022) study aimed to explore the pedagogical perspectives and practical applications of L1 use among Norwegian EFL teachers at the lower secondary level. The research included classroom observations and interviews conducted with three lower secondary EFL teachers. The results from the study were divided into categories, where Frestad (2022) focused on the participants' opinions of L1 use in the EFL classroom, their use of L2 in the EFL classroom, perceptions about the students' L2 skills, perceptions about the teacher's practice, the teachers' opinions and practice of L1 use in the EFL classroom.

The first part of the results was from the observations. Frestad (2022, p.41) observed that one of the teachers mainly used L2 during her English classes, especially when giving instructions and explaining how tasks are to be completed. Furthermore, another teacher used L2 often when introducing the classes, giving task instructions, and explaining the topic of the classes. Finally, another teacher also used L2 when giving task instructions and talking about a new topic.

One of the teachers in Frestad's (2022, p.45) study explained that L1 was used to explain grammar rules and grammatical terms to make sure every student understands. Teacher 1 also pointed out that the use of L1 often depended on the pupil. Two other teachers from the study also explained that they preferred using L1 when teaching grammar. All the three teachers believed that they adjusted their language to match their students' proficiency, however, they found it difficult because of how uneven the students' levels were. Teacher 1 says that she uses L1 if there is an important message all the students need to understand (Frestad, 2022, p.49). Another teacher from Frestad's (2022) study explained that he used more L2 the older the students got. The 10th graders seemed more confident in using English compared to the 8th graders.

Frestad's (2022) findings indicated that several factors may influence teachers L1 use in the EFL classroom. The factors that were related to the amount of L1 use is a mix of teacher-centered and pupil-centered. The perceptions of the students' level of proficiency and comprehension level, grammar teaching, the teachers' attitudes towards the use of L1 in the EFL classroom, correcting unwanted behavior, and the importance of the message were factors influencing the teachers' language use. The teachers in Frestad's (2022) study used L1

to introduce new vocabulary, grammar instruction, code-switch, scaffold by adding L1 explanations to words or topics, classroom management, and check comprehension. Regarding what factors affect the teachers use of L1, some of the factors are students' proficiency and comprehension in English, the teachers' educational background, and the teachers' teaching experience.

3.4 The international context

3.4.1 The Use of L1 Among Cantonese-English Teachers

Pennington's (1995) study is a qualitative study conducted at the City University of Hong Kong. Pennington's (1995, p.80) study analyzed how eight Cantonese-English bilingual secondary teachers in Hong Kong use language in their English classes, including how they present lessons and conduct various classroom activities. The study explored common trends and differences among teachers and introduced a classification system for their language use, drawing on previous research in Hong Kong secondary classrooms (Johnson, and Lee, 1987, Lin, 1990). Pennington (1995, p.82) observed eight English teachers from a representative range of form levels in different schools in the Hong Kong area three times. This study is qualitative research, where observation is the chosen method. The teachers were observed by the research assistant Marie Cheung two times, and by the author one time. The research project was a funded project, which the teachers participated in voluntarily Six participating teachers are female and two are male (Pennington, 1995, p.82).

The findings of the study revealed that the functions of L1 vary from teacher to teacher. A key element found in the study was the difference in English skills among the participants.

Pennington (1995, pp.97-98) suggested that the level of English skills does not affect the participants' choices of L1 use. Pennington (1995, p.98) utters: "The observations of the present investigation provide no evidence that the teachers have any problems with speaking English or their (in)ability in English is related to their language use in the classroom". The study showed no clear differences in the participants' English competence, the most notable difference between them, was the academic level of their students. In a class with lower academic level students, the participant would use L1 more frequently. Pennington's (1995, p.98) study shows that teachers use L1 to a greater extent when the students' levels are lower. Pennington (1995, p.98) says:

“The minimal code-switching of Teacher C in contrast to Teacher D may be related to the higher academic level of her students. An explanation for use of the mother tongue based on the students’ low ability is consistent with the behavior of Teacher A, who, like Teacher C, taught at a prestigious school and reported making minimal use of L1 for particular purposes.”

Another finding indicated the compensatory motive for employing Cantonese could also encompass utilizing the mother tongue to offset students’ low motivation and disciplinary issues. This label might also be applied in instances where Cantonese is used to compensate for time constraints or teacher limitations, such as a teacher’s lack of subject matter knowledge, language proficiency, preparation, or interest and motivation in a specific topic, class, or teaching in general (Pennington, 1995, p.99).

Pennington (1995, pp.99-102) discussed the compensatory motives for utilizing the L1 in language bilingual classrooms, where the L2 serves as the primary medium of instruction. The following table present Pennington’s (1995, p.102) compensatory motives for mother tongue use in bilingual classrooms.

Table 1: Compensatory motives for mother tongue use in bilingual classrooms.

To compensate for:

A (perceived) shortcoming in the students, e.g.:	A (perceived) shortcoming the teacher, e.g.:	A (perceived) general constraint, e.g.:
Low language proficiency	Lack of knowledge of language	Lack of time to complete class activities or to cover syllabus.
Low academic ability	Lack of knowledge of subject matter	
Low motivation	Lack of preparation	
Poor discipline	Lack of interest or motivation	

Pennington (1995, pp.99-102) also presented strategic motives of language use in bilingual classrooms for the second language:

Table 2: Strategic motives of language use in bilingual classrooms.

For the second language:	For the mother tongue:
To be formal	To be informal
To present content	To negotiate content
To control classroom communication	To allow students to control classroom communication
To emphasize the teachers' authority	To interact
To stress social distance between teacher and students	To de-emphasize the teachers' authority
To establish discipline in a routine and perfunctory manner	To de-stress the social distance between teachers and students
To raise the level of challenge	To establish discipline in a way which stresses the students' responsibility or in serious cases
To gain students' immediate attention and response	To lower the level of challenge
	To gain students' long-term attention and response

In Pennington's study (1995, p.102), it was observed that teachers' compensatory use of L1 language in the classroom serves basic needs, such as addressing student's language issues or guiding the classes. Simultaneously, teachers made deliberate decisions to use the mother tongue for specific communication or relationship-building purposes. In these instances, the use of the native language has shifted from being a spontaneous response to immediate challenges to a more intentional and established practice, reflecting on the teacher's beliefs and values.

3.4.2 Classroom Beliefs and Attitudes Towards Students' L1 Use in Cyprus

Diaku and Tsagri's (2015) study delved into the impact of employing the first language in the classroom. Diaku and Tsagri (2015, p.96) asserted that the involvement of L1 in SLA has

sparked considerable debate and disagreement in recent decades. Numerous researchers, such as Cook (2001) and Macaro (2005), argue that L1 can have a positive impact on L2 performance and development. They highlighted the increasing methodological necessity for a systematic and careful incorporation of the L1 in the L2 classroom. The research explored the ongoing L1/L2 debate by investigating the classroom practices, beliefs, and attitudes of EFL students and teachers in two public schools in Cyprus regarding the use of students' L1. The study employed a mixed-method approach, utilizing a questionnaire distributed to 96 EFL students and conducting three teacher interviews.

The study consisted of five research questions; (A) what are students' and teachers' attitudes towards the use of L1 in the EFL school classrooms in Cyprus? (B) do teachers and students believe that the use of L1 by the teacher is necessary? If yes, on what occasions? (C) Which factors do teachers believe influence their use of L1 in the EFL classroom? (D) what is the frequency of L2 use in the EFL classroom as reported by teachers and students? (E) do teachers' and students' reported L1 use coincides with actual use in the EFL classroom? (Diaku & Tsagri, 2015, p.89).

Diaku and Tsagri (2015, p.90) explained that they employed both qualitative and quantitative methods to address their research inquiries. Quantitative data was gathered through a systematic examination of students' beliefs regarding the utilization of L1 in the EFL classroom. In addition, qualitative data was acquired to delve into a profound comprehension of teachers' attitudes and practices concerning L1 use, exploring the underlying reasons that influenced these attitudes. Consequently, semi-structured interviews were conducted with three EFL teachers to juxtapose and analyze teachers' perspectives alongside the responses obtained from students' questionnaires.

In Diaku and Tsagri's (2015, p.93) study, one of the findings in the teachers' interviews were that they could see that the teacher's decision as to if they should resort to L1 was heavily influenced by the students' L2 skills and proficiency level. The findings also showed that 76% of the students report that if teachers use more L2, students will communicate better in L2. 86% of the students agreed on that using L1 should be the last resort. Teachers 1 and 2 believe that L1 should be used very rarely. They explained that L2 should be the primary means of communication in the EFL classroom. Teacher 3 expressed a different view on the

matter. She says that L1 is essential when teaching a foreign language, especially vocabulary and that educators should be encouraged to do so (Diaku & Tsagri, 2015, pp.91-92).

Diaku and Tsagri (2015, p. 96) summarized the findings in line with previous research by Schweers (1999), Burden (2001), and Hopkins (1989). The results of the study indicated that students perceived a place for L1 in their monolingual EFL class, although they considered the use of the L2 to be greatly important. Students perceived L1 as a facilitator for learning, making them more confident. Additionally, they expressed a preference for their teachers to mostly use L2 over L1 to enhance their proficiency in the target language.

The results indicated that participants regarded L1 as a valuable tool for teaching various aspects, including introducing new vocabulary, explaining grammar rules, providing test instructions, and clarifying challenging concepts. These findings align with the conclusions of Burden (2001) and Levine (2003), where participants similarly expressed a preference for using L1 in teaching grammar and vocabulary, as well as for giving instructions and discussing tests and assignments (Diaku & Tsagri, 2015, p.96).

4.0 Methodology

4.1 Introduction

This chapter outlines the methodology employed in the study. To investigate Norwegian speaking English teachers in lower secondary schools' attitudes towards and awareness of using Norwegian in the EFL classroom, this thesis is a mixed methods study. I will start off by stating why this research design is suitable, moving on to explaining the mixed methods used in this study. I will explain quantitative methods first, as I have collected the quantitative data first. Following this, I will further focus on the qualitative methods as this is the second part of my data collection. Afterwards I will present my research design and sample. Lastly there will be a description of the methodological and ethical concerns regarding the study.

4.2 Choice of Methods

In order to address the research questions and contribute to the existing knowledge gap, I found it essential to incorporate both qualitative and quantitative methods. The quantitative data is collected through a questionnaire. The questionnaires were answered by Norwegian speaking English teachers working in lower secondary school. The qualitative data in this study was gathered from semi-structured teacher interviews. The interviews were designed based on the results gathered from the questionnaires. By integrating both quantitative and qualitative data, the study's validity and reliability are enhanced.

4.3 Mixed Methods Research

Creswell and Clark (2007) argue that mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. They acknowledge that the methodology involves philosophical assumptions that guide the direction of the data collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process (p. 5). While the term mixed methods might not be widely recognized among many scholars in the social, behavioral, and human sciences, its growing commonness can foster a broader acceptance of this approach as both a methodology and a method within an expanding scholarly community (p.6).

Mixed methods research includes collecting and analyzing both qualitative and quantitative research. Quantitative data includes closed-ended information such as information on attitudes, behavior, or performance. Qualitative data consist of open-ended information that

the researcher gathers through interviews with the participants. Creswell and Clark (2007) suggest that combining datasets allows researchers to gain a deeper understanding of the problem than what either dataset could offer individually. The mixing happens through three methods: merging or converging the two datasets by integrating them, linking the two datasets where one builds upon the other, or incorporating one dataset within the other so that one type of data provides a supportive role for the other dataset. It is not enough to incorporate both qualitative and quantitative methods, they need to be mixed in some way so they can form a more complete picture of the problem than they do when standing alone (Creswell & Clark, 2007, pp.7-9). Connecting the data to acquire a result is the variety of mixed methods most suitable for my study. Firstly, I collected quantitative data, and, secondly, I collected qualitative data based on the findings of the quantitative data. The combination of the two methods will allow me to gain information I would not if only one of the methods were used. Jick (1979) points out: “Mixed methods research provides strengths that offset the weakness of both quantitative and qualitative research. This has been the historical argument for mixed methods research for the last 25 years” (Jick, 1979, as cited in Creswell & Clark, 2007).

The questionnaire was conducted at the start of my study, including 54 qualified participants. The findings of my questionnaires are the base of my semi-structured teacher interviews. The interviews include three participants from the questionnaires. Creswell and Clark (2007, p.11) state: “A researcher collects data using a quantitative survey instrument and follows up with interviews with a few individuals who participated in the survey to learn more detail about their survey responses.” (Creswell & Clark, 2007, p.11). This statement explains the reasoning behind the sequencing of methods, explaining why the questionnaire was done first followed by the interviews.

4.4 Quantitative Methods

Creswell and Clark (2007, p.6) explain that quantitative data includes closed-ended information such as that found on attitudes, behavior, or performance instruments. Furthermore, they state that the analysis of quantitative data consists of statistically analyzing scores collected on instruments to answer research questions. Postholm and Jacobsen (2018, p.165) explain that the advantage of quantitative methods lies in their ability to focus enables the investigation of multiple units. Quantitative methods include different approaches, including questionnaires, observations, and analyses. By adopting a broad approach, one can

gain an overview of how many individuals perceive a particular issue, thereby gaining a more representative depiction of the majority's perspective.

4.4.1 Questionnaire

Questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Dörnyei, 2003, p.4, as cited in Brown, 2001, p.6). Dörnyei (2003, p.6) claims that the main strength of questionnaires is the ease of their construction. The questionnaire is a convenient format to understand, and one can reach out to more participants. The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources.

Dörnyei (2003, p.5) explains that questionnaires can yield three types of data about the respondent: factual, behavioral, and attitudinal.

1. **Factual questions:** are used to find out who the respondents are. They cover demographic characteristics, residential location, marital and socioeconomic status, level of education, religion, occupation, as well as any other background information that can be relevant to interpreting the finding of the survey.
2. **Behavioral questions:** are used to find out what the participants are doing or have done in the past. Actions, lifestyles, habits, and personal history. The most well-known question of this type in L2 studies are the items in language learning strategy inventories that ask about the frequency of the use of a particular strategy in the past.
3. **Attitudinal questions:** are used to find out what people think. This is a broad category that concerns attitude, opinions, beliefs, interests, and values.

All three types of data were collected through my questionnaire. Initially, participants provided demographic information such as age, gender, and teaching experience. Subsequently, they were asked questions about their attitudes towards the use of L1 in the EFL classroom. The last category of attitudinal questions is not always well defined in the literature. These elements are relevant for this study, as it deals with teachers' attitudes towards and awareness of the use of Norwegian in the EFL classroom. Attitudes are evaluative responses to a specific target. They are deeply embedded in the human mind and are very often not the product of rational deliberation of facts- they can be rooted back in our past or modeled by certain significant people around us. Opinions, like attitudes, are

subjective but often seen as more factually grounded and adaptable. People are constantly aware of their opinions, but they may not be fully aware of their attitudes (Dörnyei, 2003, p. 5, as cited in Aiken, 1996). Beliefs are more strongly supported by facts than opinions and typically involve determining whether something is true, false, or “right”. Interests are preferences for activities, whilst values on the other hand, concern preferences for “life goals” and “way of life” (Dörnyei, 2003, p. 5).

4.4.1.1 Convenience sampling

Dörnyei (2003, p.61) states that convenience sampling is the most common non-probability sampling type in L2 research. An important criterion of this sample collection is the convenience for the researcher. Members of the target population are selected for the purpose of the study, and they can participate if they meet a certain criterion. I have used this way of sampling as this is the way to acquire most qualified participants in the shortest period. Dörnyei (2003, p.61) concludes: “To be fair, convenience samples are rarely completely convenience-based but are usually partially purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the investigation” (Dörnyei, 2003, p.61).

The participants were recruited by emailing different lower secondary schools in the area, posting the questionnaire in different online groups for English teachers, and by contacting teachers I know.

4.4.2 Design and Conducting Questionnaires

The questionnaire used in this study is short and concise. Keeping the questionnaire short will increase the possibility of participants engaging and participating in the questionnaire. Dörnyei (2003, p.12) explains that the optimal length for a questionnaire is rather short. Teachers tend to have hectic lives, so making the questionnaire achievable for them was important. I kept the appearance of the questionnaire simple, so it would also look as short as it was. The beginning of the questionnaire contains a short instruction of how the answers are weighted. The questionnaires are anonymous, and the participants should not be recognized through their answers.

The questionnaires were designed with “Nettskjema” and distributed via email to lower secondary schools in the region. The questionnaire was intentionally designed to be brief, straightforward, and not time-consuming. The simplification is motivated by the aim to enhance teacher participation, considering their hectic workdays and limited free time. The questionnaire consists of nine close-ended questions where the participants mark their answers, and one open-ended question. A closed-ended question from the questionnaire: “Do you use L1 in the EFL classroom” where the answer options were “yes” and “no”. The open-ended question from the questionnaire: “What are your attitudes towards the use of Norwegian in the EFL classroom? Do you have any opinions on the use of L1 in the EFL classroom in conjunction with the questions above? Do you prefer using it, do you not prefer using it? If so why/why not?” Dörnyei (2003, p.26) describes closed-ended questionnaire items as the most frequent question type. He continues to state that although this category subsumes several very different item types, these all share the fact that the respondent is provided with ready-made response options to choose from, normally by encircling or ticking one of them. I found closed-ended questions the most efficient for my study, as it is less time consuming, and the straightforwardness in the coding leaves no room for subjectivity. See Appendix 2 for the questionnaire.

The participants were provided with a clarification of the various percentages for question six in the questionnaire. This step aimed to reduce any potential confusion and ensure the acquisition of the most reliable answers. The question was “to what extent do you use your L1 in the EFL classroom”, and the options were categorized and explained like this:

The use of your L1 (Norwegian) will vary from class to class but imagine your average English class when answering these questions.

Rarely= approx. 0-20% of the time during class

Some = approx. 20-30% of the time during class

To some extent = approx. 30-50% of the time during class

To a larger extent = approx. 50-90% of the time during class

I only use my L1 in class = approx. 100% of the class

4.5 Qualitative Methods

Postholm and Jacobsen (2018, p.113) argue that qualitative methods are primarily geared to collect data in the form of words, aimed at describing and understanding human actions and meaning making in their natural context. Researchers who use these methods often adopt a constructivist perspective on reality and knowledge. According to Creswell (2013, p.44), qualitative research begins with certain ideas and theories that guide the study of issues related to how individuals or groups understand social or human problems. Qualitative researchers use a flexible method for gathering information in a real-life setting. They analyze both by looking for patterns or themes using both inductive and deductive reasoning. Furthermore, the final report includes the opinions of the participants, the thoughts of the researcher, a detailed description and explanation of the problem, and how it adds to what is already known or suggests a need for change.

Creswell (2012, p.45) asserts different settings where the researcher can gather information from the participant. For this study, the researcher will work as a key instrument. “The qualitative researcher collect data themselves though interviewing participants”, the researcher may use an instrument, but it is one designed by the researcher using open-ended questions (Creswell. 2012, p.45). He also states that it is appropriate and necessary to use qualitative research when we have a problem or issue that needs to be explored. Qualitative research is used when we want to empower individuals to share their stories.

4.5.1 Teacher Interviews

Gorman and Clayton (2004, p.125) say that the most obvious way of finding information is to ask someone who may be able to help. According to Creswell and Clark (2007, p. 6), qualitative data consist of open-ended information that the researcher gathers through interviews with participants. The general open-ended questions asked during the interviews with participants allow the participants to supply answers in their own words. Teacher interviews are incorporated as a follow up strategy after analyzing my questionnaires, to explore more in-depth information and results.

An advantage of interviewing is that it gives you immediate response to a question, unlike other forms of data collection. Interviews allow both sides to explore the meaning of the questions and answers. Open-ended questions can lead to unexpected insights, compared to

close-ended questions in questionnaires. Additionally, Gorman and Clayton (2004, p.125) state that conducting interviews creates a friendlier and more personal emphasis to the data collection process.

4.5.2 Interview Participants

The approach to choosing participants for the semi-structured interview is called “stratification”. The participants are selected as a purposive sample. This deliberate selection aims to encompass representatives from the targeted group of teachers, incorporating diversity in terms of gender, age, and professional experience (Clayton & Gorman, 2004, p.129). This study includes three interview participants who are selected as a purposive sample. Another possible sampling method would be “convenience sampling”. Convenience sampling, as outlined by Clayton and Gorman (2004, p.129), involves selecting a sample based on its convenience and simplicity for the researcher. However, this sampling method was not employed in this study as there was a deliberate intention to include individuals of specific ages and varied teaching experience in the interviews. I used my private contacts to invite EFL teachers to participate in the interviews. All the interviewees had also taken part in the questionnaires.

4.5.2.1 Describing the Interview Participants

There were three teacher participants in the study, two male teachers and one female. All the participants taught English as the same lower secondary school. To ensure the participants’ anonymity, they were given the aliases: Teacher 1, 2 and 3. Table three will present information about the participants.

Table 3: Describing the interview participants.

	Teacher 1	Teacher 2	Teacher 3
Gender:	Male	Female	Male
Currently teaching:	The 9 th grade.	The 8 th , 9 th , and 10 th grades.	The 8 th grade.
Teaching experience:	Two years.	One year.	Seven years.
Educational background:	The 8 th -13 th grades teaching program.	The 8 th -13 th grades teaching program.	The 8 th -13 th grades teaching program.

	Masters in English literature and 60 credits in history and Nordics.	Masters in English Literacy and 60 credits in history.	Masters in history and 60 credits in English.
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4.5.3 Interview Design and Conducting Teacher Interviews

The structure of the teacher interview guide drew inspiration from the responses obtained in the questionnaires. The questionnaires provided initial insights into the thoughts and opinions of the participants, prompting a need for more in-depth exploration. A key point in the teacher interviews was understanding the factors influencing L1 use, particularly as it pre-trained to student skill levels, an aspect that emerged repeatedly in the questionnaires.

The questions in the interview needed to be directly related to something I wanted to find out or needed to know. I conducted a pilot interview with a participant who fit into the criteria of the participants. The reason for conducting a pilot interview, is to gain knowledge of how long the interview would take. Careful preparation helped ensure success in the interview process. The pilot interview gave me indications that I would receive the answers I hoped for. I did not make any changes from my pilot interview to the actual interviews.

4.6 Data Analysis Questionnaires

The questionnaires were analyzed using Nettskjema’s own result presentation. All the answers for each question were automatically made in to charts with an easy categorization of each answer. When analyzing the results from the questionnaire, the main aim was to highlight on the main tendencies regarding the participant’s attitudes towards and awareness of their use of L1 in the EFL classroom. The first questions of the questionnaire concern the participant’s age, gender, and years of experience. This information is gathered purposely so these factors can be used to discover possible vital differences in the participant’s answers. The rest of the questions are focused on the use of L1, and the teacher’s awareness and attitudes towards it. The last question is the only text box question where the participants can write their answers. The open-ended question was added to give the participants an opportunity to answer something they might have felt was missing in the other questions. The questionnaire results will be presented later in Chapter 4.

4.7 Data Analysis Teacher Interviews

The interviews were recorded with Nettskjema's "diktafon" app, where the recordings were safely stored on my Nettskjema profile and deleted after use. I recorded the interviews on my phone, and they were uploaded to Nettskjema where I could listen to them over again as many times as needed. Nettskjema has a transcribing tool, where it after best ability will transcribe the audio files.

The analysis was done by creating three categories where each research question was central. Under each section the relevant and important questions and answers from the different teachers are presented. The results will be presented later in Chapter 4.

4.8 Reliability and Validity

When presenting the findings in this study, it was important for the researcher to substantiate the validity of the process and results. Emphasizing the primary objective of the study is crucial in evaluating its validity and overall significance (Følsvik, 2022, p.18). The aim of the study was to delve into specific aspects, explore attitudes and the underlying reason for statements among Norwegian EFL teachers.

4.8.1 Reliability and Validity in Quantitative Research

Researchers view reliability and validity as essential concepts in measurement theory, relating to the reliability of measurement techniques and the accuracy of the data they generate. These concepts play a crucial role in ensuring the trustworthiness and effectiveness of the measurement process (Dörnyei, Z & Taguchi 2010, p.93). The reliability of a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement. Validity is the extent to which a psychometric instrument measures what it has been designed to measure (Dörnyei, Z & Taguchi, 2010, p.93).

“Questionnaires are scientific measurement instruments, and accordingly, they must be able to yield scores of adequate reliability and validity. Standardized questionnaires need to undergo rigorous validation and procedures for different populations, and the manuals usually present a variety of reliability and validity coefficients.” (Dörnyei & Taguchi, 2010, p.93).

To ensure validity, a pilot questionnaire was conducted. This step aimed to identify and address any potential issues that could impact the results of the main questionnaire. Four EFL lower secondary teachers participated in the pilot questionnaire, helping to ensure its user-friendliness and proper functionality. This phase also identified any misspellings, contributing to the overall appeal and professionalism of the questionnaire.

In measurement theory, scholars emphasize the significance of reliability and validity as fundamental concepts. Reliability pretrains to the consistency and stability of measurement techniques, while validity addresses the accuracy and relevance of the data obtained through these methods. These concepts are essential in ensuring the credibility and appropriateness of the measurement process. One should try for a questionnaire that has appropriate and well-documented reliability in at least one aspect: internal consistency. To meet internal consistency reliability requirements, a questionnaire must fulfill two conditions (Dörnyei & Taguchi, 2010, p.93):

- (a) Instead of single items, multi-item scales are to be used wherever it is possible.
- (b) Multi-item scales are only effective if the items work together in a homogeneous manner, that is, if they measure the same target area. (Anderson, 1985, as cited in Dörnyei & Taguchi, 2010, p.94).

There is no guarantee that participants will interpret the questions exactly as intended, and they may have different perceptions of the questions than I envisioned. To limit these issues, I designed a simple and straightforward questionnaire. The questionnaire's simplicity imposes constraints on the depth of participants' responses, unitary limitation is addressed by incorporating three teacher interviews into the study.

4.8.2 Reliability and Validity in Qualitative Research

Clayton and Gorman (2018, p.130) emphasize that the effectiveness of an interview greatly depends on the interviewer. In the role of an interviewer, the researcher's objective is to attentively listen and acquire knowledge, refraining from delivering lectures, offering praise, or passing judgement. Demonstrating sympathy, support, and understanding increases the likelihood of success in your interviews. Despite all the care you take to ensure reliability and validity in interviewing, it is always desirable to be cautious about the results.

(Clayton & Gorman, 2018, pp.130-131).

Clayton and Gorman (2018, p.131) suggest using “non-directive probes” to elicit additional information in the interview setting. These probes typically take the form of open-ended questions, for example:

- Is there anything else?
- In what way?
- Why do you think this happened?

These prompts maintain a “value-neutral” stance, refraining from implying any judgment about the information being shared. This approach aims to foster openness in respondents encouraging them to share more freely. The authors suggest incorporating a technique known as “reflective” listening during interviews. This involves summarizing or repeating the interviewee’s statements to confirm understanding and clarify any ambiguities. This not only ensures accurate comprehension but also assures the interviewee that their words have been attentively heard (Clayton & Gorman, 2018, p.131).

To ensure the validity of the study, a pilot interview was conducted. This initial interview served the purpose of identifying and addressing any potential issues that might affect the final interview guide’s validity. Moreover, the pilot interview was instrumental in confirming the usability of the interview guide by testing the clarity and conciseness of the questions (Tıraşın, 2023, p.35).

4.9 Methodological and Ethical Considerations

Different ethical considerations were considered in this study. In October 2023, the research proposal was examined and approved by the English section at the Department of Cultural Studies and Languages, while I further sent an application to SIKT. Approval for the research was granted by SIKT in November 2023. This study follows the SIKT guidelines concerning information requirements, consent procedures, anonymity preservations, and data usage. To safeguard respondent confidentiality, the survey was conducted completely anonymously, with the participants being informed about both the questionnaire’s and interview’s purpose and anonymity before participating.

This study has made sure to adhere to both SIKT requirements and the University of Stavanger's guidelines. Appropriate protocols were implemented to safeguard participants' anonymity and consent, and all collected data was securely maintained. This approach enhances the coherence and ethical foundation of the research methodology.

4.9.1 Methodological and Ethical Concerns in Questionnaires

The questionnaire was designed to be non-intrusive and as neutral as possible. The participants were informed of the survey's purpose and how the data would be managed. All participants were 24 years old or older. The participants did not have to include any information that could possibly make them traceable or non-anonymous.

Rye (2014, p.39) explains one potential challenge with the questionnaire, which lies in the uncertainty of how participants might react to the questions. It can be challenging for them to see themselves in a classroom situation, particularly when responding to questions during a hectic workday.

4.9.2 Methodological and Ethical Concerns in Teacher Interviews

All interview participants were informed about their anonymity before taking part in the project. The interviews were audio-recorded on the "Diktafon" app, and all the files were deleted when this study was submitted (May 8th, 2024). The files were stored on a private disk no one else but the researcher had access to.

All the teacher interviews took place at my current workplace, where the interviewees were already familiar with me. This prior knowledge might have influenced their responses. The extent and nature of this influence is hard to determine, but it could have made the interviewees feel more at ease, potentially encouraging them to share more openly. On the other hand, it might have led them to be more cautious and uncertain about the level of anonymity they could maintain. I decided to use this school for finding participants because of accessibility.

5.0 Results

5.1 Introduction

The current chapter presents the outcomes and findings of this study, which aimed to explore attitudes and awareness of lower secondary school EFL teachers in Norway regarding the use of L1 in the EFL classroom. The data collected from the questionnaire will be presented firstly, in relation to the three research questions that guided this study: *RQ1*: Do the Norwegian lower secondary teachers purposely use L1 in the EFL classroom? If so, to what extent and for what purpose(s)?, *RQ2*: What factors affect the teachers' use of L1 in the EFL classroom?. *RQ3*: What are the teachers' attitudes towards and beliefs about the use of L1 in the EFL classroom? Subsequently, the chapter will delve into the results of the teacher interviews, also presented in alignment with the research questions. The findings presented in this section are further discussed in Chapter 6, considering relevant theory and previous research.

5.2 Results From the Questionnaire

In this section, the results from the 54 teachers who participated in the questionnaire will be presented. The results will be presented under each research question, showing the most relevant answers for each question. The results are presented using Nettskjema's automatic report.

5.2.1 Background Information About the Questionnaire Participants

The three following tables will be presenting the questionnaire participants' gender, age and when they completed their teaching degree.

Table 4: The questionnaire participant's gender.

Gender	Male	Female
Number of participants	14	40

Table 4 illustrates a predominance of female participants.

Table 5: The questionnaire participant's age.

Age	24-34	35-45	46-60
Number of participants	30	9	15

Table 6: The year of the participant’s degree completion.

Year of degree completion	1980-2000	2000-2010	2010-2020	After 2020
Number of participants	9	9	21	15

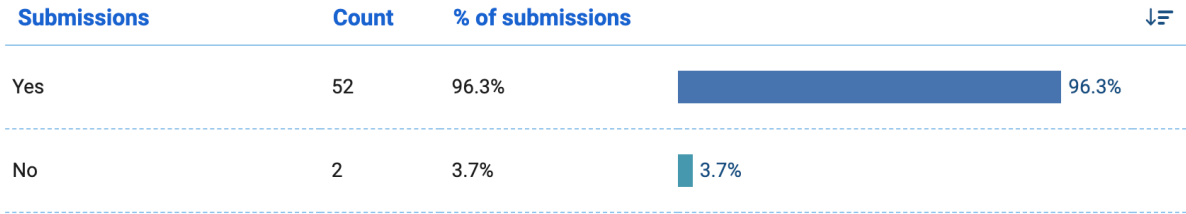
5.2.2 Research Question 1

The first research question being explored is if the participants use L1 in the EFL classroom. It was significant to get participants who use L1 in the EFL classroom to conduct the questionnaire. It is therefore important to check if the participants use L1 in their teaching, and not just assume.

Figure 3: Q5: The participants’ use L1 in the EFL classroom.

Do you use your L1 in the EFL classroom? ^

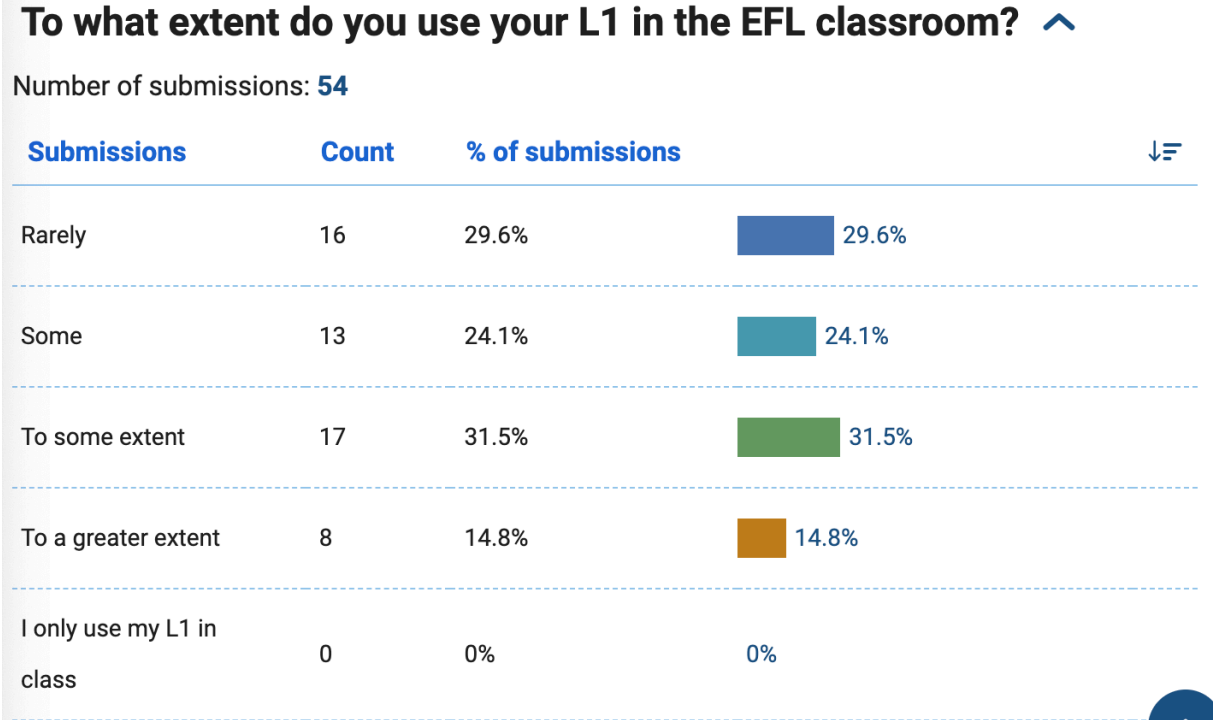
Number of submissions: 54



52 participants confirmed they used L1 in the EFL classroom, while 2 participants stated that they did not use it.

The second part of RQ1 elaborated on to what extent the participants use L1, as well as for what purposes it was used for. The first question asked to delve into this subject matter was to what extent the participants used L1 in the EFL classroom.

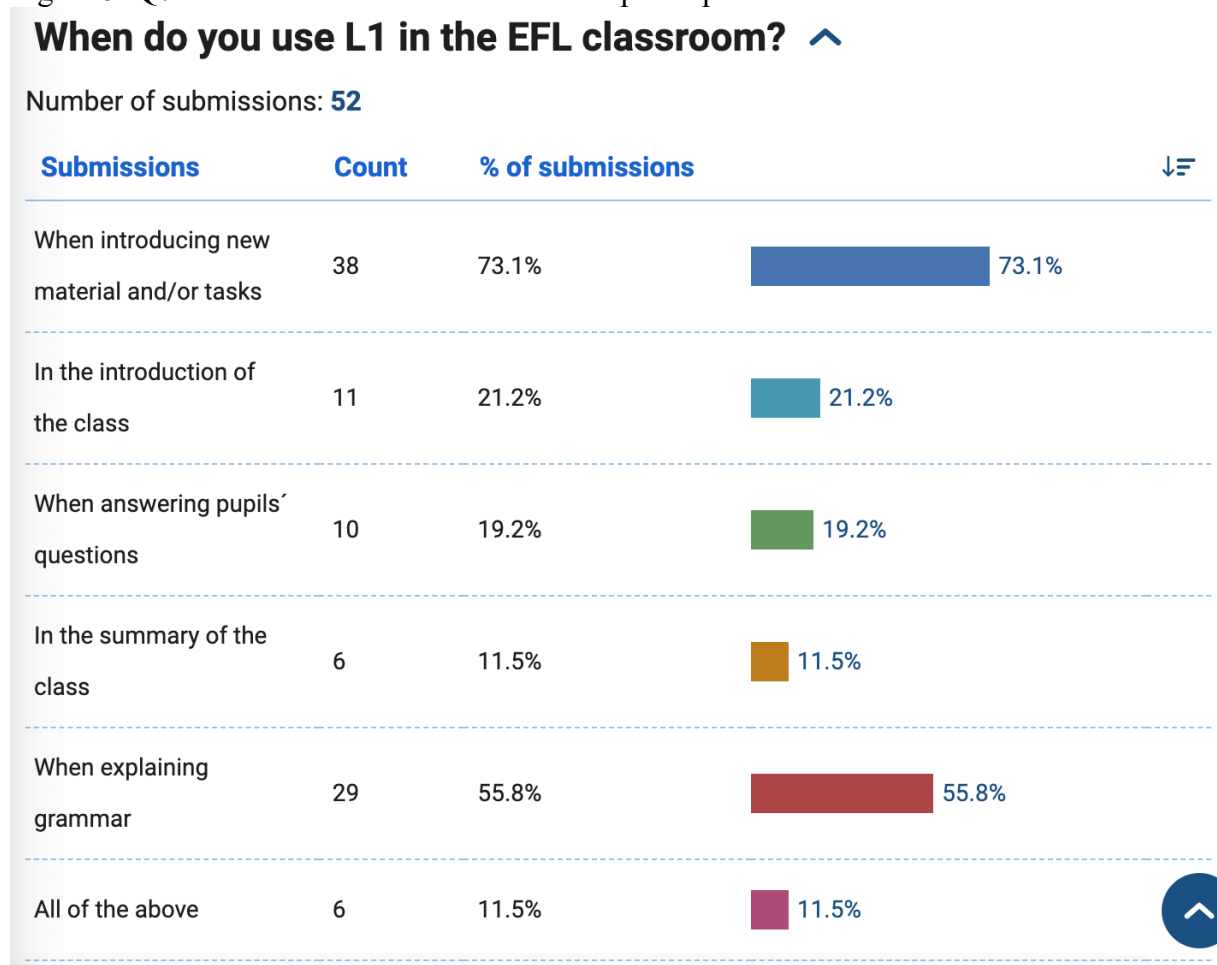
Figure 4: Q6: The extent of the participants L1 use in the EFL classroom.



The answers to Question 6 were distributed quite evenly among the various possible options. There were no participants who only used L1 in their class. The most common answer was that the participants used L1 to some extent and rarely.

The participants were also asked to choose classroom situations in which they used L1 in the EFL classroom. This question was a multiple choice one, so they could choose more than one answer, as presented in Figure 5.

Figure 5: Q7: Classroom situation in which the participants use L1 in the EFL classroom.



As can be seen in Figure 5, most of the participants use L1 when introducing new material and/or tasks (38) and when explaining grammar (29).

There was an option at the end of the questionnaire, where participants could write their attitudes towards the use of L1 in the EFL classroom. This was incorporated in the questionnaire so that the participants could share any opinions or thoughts they did not feel like they got to express by doing the other questions. The last question gave a lot of answers regarding when the participants used L1.

A questionnaire participant stated that; “I prefer using Norwegian when for example summing up their task or grammar rules etc. to make sure everybody understands what they are supposed to do. I think it is fine if you don’t only talk Norwegian when English and you are aware of it”. Another participant explained that even though it was important to speak English, it was just as important that the students understand what was said and what to do.

The participant continued to say that it could be beneficial for students of different levels of achievement to hear both English and Norwegian to get a better understanding of the information given. The majority of the participants agreed on the fact that it was important to speak English in the EFL classroom, but it was also important to make sure student sof all levels understand what is being said and the instructions they are given.

5.2.3 Research Question 2

The following research question aimed to investigate the various factors influencing the participants' use of L1 in the EFL classroom. As the questionnaire provided limited opportunities for participants to elaborate, this research question will be explored in greater depth during the interview results.

In Figure 3, examples of classroom situations when the participant would use L1 in the EFL classroom were depicted. The option receiving the highest number of responses was related to the introduction of new material and/or tasks, accounting for 73%. Insights into the factors influencing the teachers' use of L1 in the EFL classroom were gathered though responses on the final questionnaire item.

A questionnaire participant wrote: "Depending on the class level and situation, I find it important to make sure they understand the subject at hand and explain new words so they can add it to their own vocabulary. Explanation will be given in both English and Norwegian". Another questionnaire participant wrote: "The less, the better. I have to vary my use of L1 based on which grade I am teaching and the level of the students." Finally, one more questionnaire participant explained:

"I prefer using English when teaching EFL, but I also want my students to understand the tasks I'm giving them. Sometimes I give instructions in English and ask questions after to check their understanding. It depends on how efficiently I need the class to be. Other times I give them instructions in Norwegian and then continue the class in English. I would say it all comes down to the language comprehension in the class you are teaching, and your ability to read your students understanding. I also ask the pairs to translate my instructions from English to Norwegian when some of my students express difficulty in understanding the tasks given in English. I then give others the opportunity to develop their language, instead of just translating. I believe that if you

translate your English to Norwegian as a teacher, your students can avoid trying to understand themselves, because they know that the teacher will translate it for them eventually”.

The questionnaire answers gave a clear indication of that the participants’ would switch to L1 for instructions and at the start of a class. This was to ensure that all students were engaged and understood what was going on. This topic will be elaborated on during the presentation of the interview results.

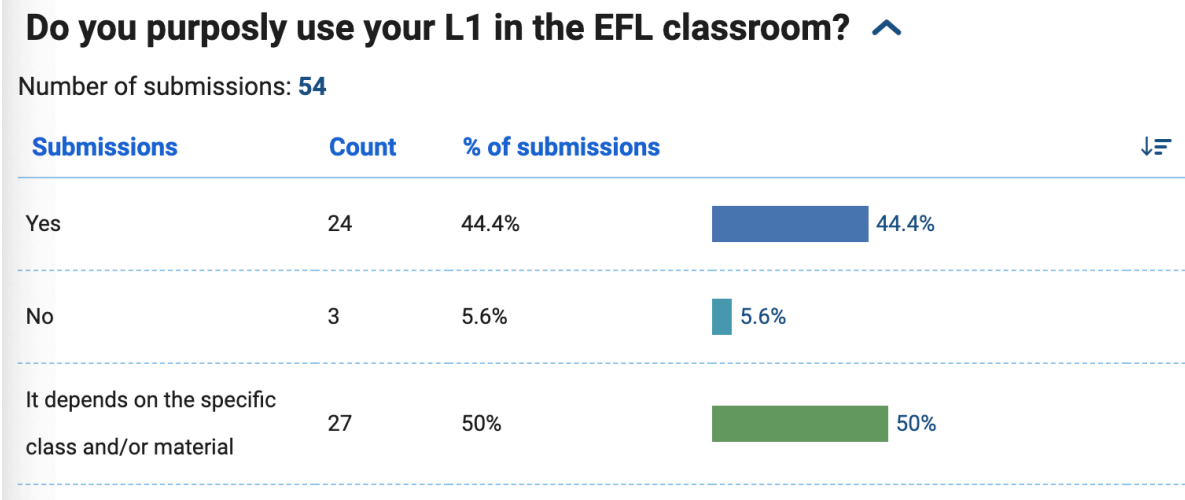
The responses from the questionnaire clearly indicated that participants turned to L1 for providing instruction and starting the class. This was to ensure that all students were engaged and shared an understanding of ongoing activities. Further elaboration on this topic will be provided in the interview results section.

5.2.4 Research Question 3

The final research question is centered around exploring the participants’ attitudes towards and beliefs about the use of L1 in the EFL classroom. The objective is to gain insights into most participants’ perspectives and their awareness of using L1.

The participants were asked if they were aware of their own use of L1 in the EFL classroom. 35 participants stated that they were entirely aware, while 15 stated they were aware to a larger extent. Only four participants were not aware or aware to some extent. The next question asks if the participants purposely use L1 in the EFL classroom.

Figure 6: Q9: Presenting data on whether the participants purposely use L1 in the EFL classroom or not.



Only three participants stated that they did not purposely use L1 in the EFL classroom. A questionnaire participant wrote: “I wish I did not have to use L1, but when I am teaching 8th grade, I have to use it. For example, after explaining a task in English, I repeat it in Norwegian as well because many of my students do not understand English that well. I often switch to only speaking English after Christmas because by then, I know them better”.

Another questionnaire participant stated: “When I teach 9th grade, I rarely use Norwegian in class because I am more familiar with their English level, and it is generally at a higher proficiency. The challenge arises when almost all my students ask questions in Norwegian. I try to encourage them to ask in English, but many of them just shake their heads, and this affects the interactions in class. I find this situation difficult”.

5.2.5 Summary Questionnaire Findings

Chapter 5 presented the outcomes and findings from the questionnaire. The questionnaire was completed by 54 teachers. Firstly, gender, age, and the year of the participants’ degree completion were presented, which indicated a predominance of female participants. Looking at RQ1, most of the participants confirmed using L1 in the EFL classroom, mainly for instructional purposes and explaining grammar. RQ2 explored factors influencing the participants’ use of L1 in the EFL classroom. The participants emphasized the importance of adapting instruction based on the students’ comprehension level. Questionnaire responses highlighted the necessity of using L1 for clarity and the challenges associated with

maintaining a balance between L1 and L2. Finally, RQ3 investigated the participants’ attitudes and beliefs about L1 use in the EFL classroom. Most of the participants indicated awareness of their own L1 use and acknowledged its intentional use. However, some expressed a desire to minimize L1 use as the students progressed to higher grades. The questionnaire responses provided insight into the extent, purposes of L1 use in the EFL classroom, as well as the factors influencing the participants’ decisions and their attitudes towards this practice. These findings will be further discussed in Chapter 6, alongside relevant theory, and previous research.

5.3 Results from the Teacher Interviews

5.3.1 Presenting the Interview Findings

In this section, the findings from the three teacher interviews will be presented. Firstly, the participants’ educational background and teaching experience will be explained. Subsequently, the results will be structured around the research questions, starting with exploring the teachers’ use of L1 in the EFL classroom, as well as to what extent and for what purpose it is used. Following this, an exploration into the factors influencing the participants’ decisions to use L1 in the EFL classroom. Finally, an investigation into the participants’ attitudes towards and beliefs about use of L1 in the EFL classroom will be undertaken.

The participants background and teaching experience have been presented in Section 3.4.2.1 with a detailed description of the three lower secondary EFL teachers who participated in the interviews.

5.3.2 Research Question 1

The participants were firstly asked if they used L1 in the EFL classroom, followed up with to what extent and for what purpose.

Table 7: Presenting the interview participants response to if they use L1 in the EFL classroom.

	Yes	No
Teacher 1	X	
Teacher 2	X	
Teacher 3	X	

Teacher 1 said that he mostly used L1 in the EFL classroom to make sure everybody understands what they are supposed to do, and that he mostly uses it for instructions. “I have some students who sometimes seem to not understand the instructions in English at all” (Teacher 1). He continued to state that L1 is used when introducing a new topic.

Additionally, Teacher 2 explained that she mostly used L1 when she was explaining the goal for the class, or what the students are supposed to do. She added that she uses L1 because she does not want the weaker students to fall behind. Lastly, Teacher 3 acknowledged a previous assumption that he needed to use L2 constantly in the EFL classroom. However, he has since realized the greater importance of adapting to the students’ needs. Teacher 3 said: “If you’re telling something about the subject or having a presentation where you explain a few things, L2 is used. Doing instructions, giving messages, for instance from other teachers if there is something, I think it is fine to use L1.” (Teacher 3).

5.3.3 Research Question 2

5.3.3.1 Teacher 1

Teacher 1 confirmed that it is mostly the students’ proficiency levels that influence his use of L1. “Using L1 is mostly for the weaker students not to single them out, even though I feel bad because I think we should be speaking more English in the classroom” (Teacher 1). He also explained that he can ask his students a question in English and get a response in Norwegian.

When asked if he believed there were any situations where only L1 should be used, Teacher 1’s response was no. “Ideally no, but I think given the circumstances and that they can’t sort of concentrate. So, it is easier to get the message across if it’s given in Norwegian” (Teacher 1). He said that he thinks about the weaker students more than the stronger students, which he feels bad about. He said that “The weaker students have a tendency to disturb more if they don’t know what is going on. It is a way to calm down the class environment.” (Teacher 1).

Teacher 1 is asked if he expects his students to have a higher level of English skills at this point. He answers that he expects them to try more, and he adds: “I feel like they are mostly afraid of making mistakes, which doesn’t make them apt to trying new things. I have an impression that they don’t feel very safe when it comes to making mistakes in the classroom in terms of pronunciation” (Teacher 1). When asked about his student’s English skills Teacher 1 said that some speak very well and write very good, but there are also some students barely

understand or speak English. Some students struggle a lot with vocabulary and basic sentence structure.

Teacher 1 had an impression that the students did not feel very safe when it came to making mistakes in the classroom in terms of pronunciation. He said that they take more chances and try more things when they write. He was asked if he believes this has something to do with the classroom environment and he answered yes. Teacher 1 made a comment about how classroom safety affects students in the EFL classroom: “I think people generally feel more unsafe in terms of psychological safety. They might be afraid of being bullied or that people are going to make fun of them for doing things incorrectly or saying things in an awkward way.” (Teacher 1).

Moreover, Teacher 1 was asked whether he has increased his use of L2 in the EFL classroom during the transition from 8th to 9th grade in the past year. He acknowledged an increased utilization of L2 compared to the previous year when his students were in 8th grade. When probed about the factors influencing this change, he attributes to the collective advancement of the students’ English skills as well as his own professional growth. He states that over the past year, he has developed as a teacher, which has bolstered his confidence and, consequently, led to an expanded use of L2 in the EFL classroom.

Teacher 1 is asked if he believes there is any connection between his current use of L1 in the EFL classroom and the English teachers he had when he was in school. His response was “No, my English teacher spoke mostly L2 in class, which I strive towards as well. I want to speak more L2. I feel bad because my teachers were very good at always using L2 in class” he says that he wants to live up to their expectations and the standards they set.

5.3.3.2 Teacher 2

When Teacher 2 was asked if she felt any factors were influencing her use of L1 in the EFL classroom she answered: “I think I use L1 when there is need for better comprehension of the things that are being taught in class. I have not thought about using L1 when it is regarding authority in class.” (Teacher 2).

When questioned about her students’ L2 proficiency, Teacher 2 states “I believe their English level is good. However, it is when they need to learn different terms that they often struggle.

That is when I feel like I need to use L1 a lot for the comprehension of terms.” (Teacher 2). She further noted using L1 to explain a deeper comprehension of concepts, especially when conveying the deeper meaning of new rods. Additionally, Teacher 2 acknowledged big differences in skill levels among her English classes. In response to whether she believes the students’ skill levels influence her use of L1, she affirmed, citing L1 as a crucial tool for facilitating the English learning process, particularly for students with weaker proficiency.

The next question being asked was when the students would be more motivated to respond and communicate in L2 during class. In response, Teacher 2 conveyed that the students show reluctance to speak English, even when interacting with their peers. She elaborated, stating that they might find it more comfortable to express themselves in L1, potentially feeling embarrassed about making mistakes in pronunciation or phrasing. She concluded by suggesting that the lack of frequent L2 communication might contribute to it feeling unnatural for them in the classroom setting.

Teacher 2 was asked if she felt her previous teachers had impacted her use of L1, she responded:

“I had teachers that used L2 all the time in class. I remember for myself that sometimes it was hard for me to catch on what we were going to do. Even though I knew English, I knew how to speak it, I could listen, sometimes you were distracted by the class environment. There is so much noise and other things happening. So, to just focus, sometimes you need to get your directions of what you are going to do in L1.” (Teacher 2).

Her previous experiences have made her more aware of her own L1 use in class.

5.3.3.3 Teacher 3

When asked about his students’ English skills, Teacher 3 said that it is very varied. Some classes are strong both written and orally, others present a more diverse skill set. Among the students, there are those who find most topics and tasks too easy, while others struggle to comprehend spoken English. Particularly in English specialization classes, Teacher 3 noted the necessity of using a lot of L1. In this setting, some students express difficulty understanding anything communicated in L2. He concludes by emphasizing that the extent of

L1 usage in class is predominantly influenced by the proficiency level of the lower-skilled students.

Teacher 3 is asked if there are any topics that he finds more challenging to teach, where he feels the need to use L1, he answered grammar. He said that for a lot of them, it does not make sense if you explain grammar in L2. Teacher 3 said that if he tries to explain vowels to a pupil, they can answer with: “what is a vowel?”, which makes it difficult for him to explain it in L2. He tries to use L1 in a way where he is comparing the matter in the students’ L1 and L2, because they do not do this automatically.

Teacher 3 elaborated on the topic of students speaking L2 in from of the class. He explained that it is different from student to pupil, but he has many students who never raise their hand or wants to speak L2 because they find it embarrassing. He said that he finds it strange considering the amount of L2 students are exposed to outside of the classroom. When asked if he sees a different in 8th and 10th grade regarding this issue, he answered no, but he added that starting with oral L2 tasks and assignments increases the number of students who are orally active in L2 in class. He also added that the students need to have an inner drive to learn a new language and shows some frustration that some students might be lacking that these days. He explained that one of the main issues with students not being interested in learning English, is that you do not need to in the same extent as you used to.

Teacher 3 is asked if he believed using L1 in the EFL classroom helps of hinders the language learning process. He said that it is complex. He said: “I think it helps by creating a reference point and maybe a more understanding for the weak students. The students who are quite strong don’t lose anything, but they might not gain as much, which is bad for them of course. I think it can help but I also think you lose something along the way. In a perfect world, we would only use L2, but we don’t live in a perfect world.” (Teacher 3).

Table 8: Presenting what factors affect the teachers’ use of L1 in the EFL classroom.

Factors affecting the participants L1 use:	Students’ proficiency levels	Students’ motivation	Past experiences as students	The specific topic being taught

Teacher 1	X	X	X	X
Teacher 2	X	X	X	
Teacher 3	X	X		X

The table above gives a clear indication that the participants have the same factors affecting their L1 use. Teacher 3 did not have any comments on how his previous experiences as a student has affected his use of L1.

5.3.4 Research Question 3

5.3.4.1 Teacher 1

When asked about his attitudes towards the use of L1 in the EFL classroom, Teacher 1 stated:

“I think it can be good, especially when it comes to linguistics and to explain how things work in English. I think it is better to use L1 and to compare how it differs from their native language. So, if it is to explain a grammatical feature, for instance, you could compare it to this feature we do not have in Norwegian and the other way around. I think that it is a good way of using L1 because you can contrast how things work and make it clearer. There was a big focus in university when I did Nordics.”

(Teacher 1)

Furthermore, he discussed that for the literature and cultural subject, using L2 enhances immersion. Conversely, in the matter of grammar and language, he believed the use of L1 in acceptable and useful. Emphasizing the importance of balance, he advocated for utilizing L1 as a tool when necessary. Regarding the potential challenges associated with L1 use in the EFL classroom, he suggested that it might make students less likely to respond in English. He ended his answer by stating that the effectiveness of language teaching depends on factors like class atmosphere, student numbers, their language skill, and their attitudes toward learning English.

In response to questions about his awareness of using L1 in the EFL classroom, Teacher 1 said he was fully aware of it. He added that he feels quite bad when resorting to L1.

Elaborating on this statement, he explained: “I think as an English teacher, you should strive towards speaking more English with your students. They are quite good when it comes to

listening to English, from Netflix and the internet, but they often struggle to respond in English. (Teacher 1). Further probing into specific circumstances that made him aware of his L1 use, he pointed to discussion tasks. Despite initiating discussions in English, he often observed that students struggle to keep up, making him shift to L1 for better comprehension.

5.3.4.2 Teacher 2

When Teacher 2 was asked about her awareness towards her use of L1 she said: “I am aware, and I know it is something I need to work on. I am very new to teaching still. For me, it is about getting to know the students, getting to know the teaching job before I use more and more L2 in class (Teacher 2). Subsequently, when asked if there were any specific moments in class that make her aware of using L1, she acknowledged that there were occasions when she explained something in L1 to the class and unintentionally forgets to switch back to L2.

5.3.4.3 Teacher 3

Teacher 3 acknowledged his awareness of using L1 in the EFL classroom, noting that while he aimed to incorporate as much L2 as possible, he has observed a gradual decrease in its usage over the past few years. In contrast, Teacher 2 expresses surprise, stating: “Actually, I thought it would be the other way around, but there are more and more kids who know less and less English, for some reason. A lot of people still know a lot of English, but there are more kids that don’t know English at all.” (Teacher 3). He expressed confusion about the diminishing English proficiency among students, especially considering the prevalence of exposure to the language in various forms.

When asked if any circumstances make him more aware of his own L1 use, he said sometimes when he tries to explain things and he sees the students getting confused. He then switched to L1 to make sure the students understood the information. Teacher 3 explained that he has increased his use of L2 as he has gotten to know his classes more. When he has followed a class from 8th to 10th grade, he has purposely increased the use of L2 as the students get older. He said that he starts with using L1, and gradually builds up the use of mostly L2. He added that he still uses different amounts of L2 depending on the class skill levels.

5.3.5 Summary Interview Findings

This section presented the findings from the interviews with three lower secondary EFL teachers. The section firstly explored RQ1, which included the teachers' use of L1 in the EFL classroom, investigating the extent and purposes of their use of L1. Additionally, it investigated the factors influencing their decisions regarding L1 use and their attitudes towards and beliefs about the use of L1 in the EFL classroom. All participants from the current study uses L1 for instructional purposes and to ensure comprehension. Teacher 3 emphasized using L1 to suit students' needs, gradually transitioning from L1 to more L2 as students progressed. Furthermore, RQ2 was explored, which included factors influencing L1 use included students' proficiency levels, motivation, past experiences, and the specific topic being taught. The interview participants generally recognized the benefit of L1 use but expressed concerns about overreliance and its potential to impact students L2 proficiency and classroom dynamics. Lastly, RQ3 was discussed, where the teachers' attitudes varied, some perceived L1 as beneficial for clarifying linguistic concepts, others viewed it as a hindrance to L2 language acquisition. Despite awareness of their L1 use, the teachers expressed a desire to increase L2, acknowledging the importance of maintaining a balanced approach.

6.0 Discussion

6.1 Introduction

In this chapter, the results of the present study gathered from both quantitative and qualitative data collection methods, namely questionnaires and interviews, will be discussed in light of the theoretical framework and previous research that have been presented in Chapters 2 and 3. The aim of this chapter is to discuss the results related to the research questions in the study:

RQ1: Do the Norwegian lower secondary teachers purposely use L1 in the EFL classroom? If so, to what extent and for what purpose(s)?

RQ2: What factors affect the teachers' use of L1 in the EFL classroom?

RQ3: What are the teachers' attitudes towards and beliefs about the use of L1 in the EFL classroom?

Section 6.3 will address the first research question by examining the extent of the Norwegian lower secondary EFL teachers' use of L1 in the EFL classroom, followed by an exploration of the purposes behind their L1 use. Subsequently, Section 6.4 will explore the second research question concerning the factors influencing the teachers' decision to use L1 in the EFL classroom. Finally, Section 6.5 will discuss the last research question and the findings regarding teachers' attitudes toward and beliefs about the use of L1 in the EFL classroom.

6.2 The Extent and Purposes of the Norwegian Lower Secondary EFL Teachers' L1 Use in the EFL Classroom

This study aimed to examine the use of L1 by lower secondary Norwegian EFL teachers. The investigation also explored the factors influencing teachers' choice of the use of L1, along with their attitudes and beliefs about it. First, this study aimed to examine the Norwegian lower secondary teachers' awareness of their L1 use in the EFL classroom and thus investigated whether the teachers used L1 on purpose, and, if so, to what extent and for what purposes. To examine the teachers' practices, a teacher questionnaire and teacher interviews were conducted. The questionnaire consisted of 54 participants, and three interviews were conducted as part of the research study. Both the questionnaire and interviews revealed that the teachers to a varying extent employed L1 in the EFL classroom.

The questionnaire conducted in this study revealed that 52 out of 54 participants used L1 in the EFL classroom. The participants were asked to what extent they use L1 in the EFL classroom, and the most common response with 17 participants was “to some extent = approximately 30-50% of the time during class”. The second most common response with 16 participants was “rarely = approximately 0-20% of the time in class”. Gulli’s (2022) study revealed that the 15 student participants reported an extensive use of L1 by their teachers in the EFL classroom. This aligns with the questionnaire findings of the current study, which indicate that the majority of participants use L1 in the EFL classroom.

Throughout the questionnaire and interviews, the most common response was that L1 was mostly used for grammar teaching and other instructional purposes. Thus, the questionnaire displayed that 38 out of 54 participants used L1 when introducing new material, and 29 participants used L1 when explaining grammar. A questionnaire participant said that they preferred using L1 when summing up tasks and teaching grammar rules. As supported by Auerbuch (1993, as cited in Nitisakunwut et al., 2023, p.75), the use of L1 for delivering instructions and presenting grammar rules is beneficial. In the interviews, Teachers 2 and 3 also associate their use of L1 with different instructional purposes. Similarly, Eikum’s (2022) study, revealed that L2 was mostly used for grammar teaching and different instructional purposes in both the 3rd-4th grades and 5th-7th grades. This suggests that the findings of the present study align with those of Eikum’s (2022) study, increasing the credibility of the results. These findings imply that this might be a pattern in Norwegian EFL classrooms.

Students’ understanding of L2 grammar is important for L2 acquisition and L1 can have a positive impact if used in the context of grammar teaching. This aligns with Canale and Swain’s (1980, p.29) statement about the importance of the development of grammatical competence for the promotion of communicative competence overall. The latter statement is also in accordance with Donoso’s (2020, p.95) beliefs about L1 use in L2 grammar teaching, which indicate that using L1 during the teaching process can facilitate better learning and understanding in different situations. In the present study, Teacher 3 said that the topic he found most difficult to teach in the English subject was grammar. He explained that for a lot of students it did not make sense if he explained grammar in English, which is the students’ L2. He thus used L1 to increase the students’ understanding of the L2 grammar rules. This can also be explained in the light of sociocultural theory and through the concept of ZPD. Grammar rules can include the use of difficult terms that are not familiar to the L2 learners,

for example “auxiliary”, “clause” and “gerund”. The use of L1 to facilitate the learners’ understanding of the difficult terms and rules serves as a bridge between the students’ actual learning level to their potential developmental learning. Therefore, L1 use seems to be beneficial in the context of grammar teaching.

Furthermore, Teacher 2 explained that he preferred to use L2 when teaching literature and cultural topics to immerse students more, whilst he used L1 for grammatical features so he could compare the differences in Norwegian and English. According to Borg (2015, p.138), teachers value grammar teaching in their classrooms. This indicates that teachers who use L1 for grammar teaching have made a conscious decision to do so, because they believe their students will benefit most from it. This corresponds with findings in Frestad’s (2022) study, where all three participants preferred to use L1 when explaining grammar rules and grammatical terms.

Moreover, Diaku and Tsagri’s (2015) study pointed out that L1 was a valuable tool for various teaching aspects, including explaining grammar rules and providing instructions. The findings from the study aligned with the conclusions of Burden’s (2001) and Levine’s (2003) studies, in which the participants similarly expressed a preference for using L1 in teaching grammar and vocabulary, as well as for giving instructions. This supports Teacher 2’s statement about using L1 for instructions as she stated that she used L1 for situations where the students needed to know exactly what to do. In Eikum’s (2022) study, L2 was mostly used for giving instructions in the 5th-7th grades. This result indicates that students may be used to getting their instructions in L1 from primary school, which will make them expect this way of being instructed further in lower secondary school. The three teachers who participated in the interviews in this study stated that they used L1 for instructional purposes when introducing the material for the class. The questionnaire revealed that 38 out of 54 participants used L1 when introducing new material and tasks. Gulli’s (2022) study indicated that Norwegian lower secondary EFL teachers used L1 least often when greeting students and at the beginning of a class. However, this contradicts with the findings in this study, which showed that both the questionnaire participants and interview participants used L1 most frequently when giving instructions and at the start of the class.

Furthermore, Eikum’s (2022) study revealed that teachers mostly used L1 when providing information not related to the English subject. This agrees with Teacher 3’s experience with

using L1 when giving announcements and messages to the students, for instance from other teachers. The latter statement also aligns with findings from Frestad's (2022, p.49) study, where Teacher 1 used L1 if there was an important message all the students need to understand.

In this section, we have explored RQ1, which examines the usage of the Norwegian lower secondary school teachers' L1 in the EFL classroom. Specifically, it delves into the frequency and purposes of the L1 use. The questionnaire of the current study revealed that 52 out of 54 participants used L1 in the EFL classroom. The questionnaire participants used L1 "to some extent" and "rarely" during these classes. Throughout the current study, the findings indicate that most of the participants use L1 for grammar teaching and other instructional purposes. This aligns with Auerbuch (1993, as cited in Nitisakunwut et al., 2023, p.75) statements on L1 being beneficial for delivering instructions and presenting grammar rules. Diaku and Tsagri's (2015) study also pointed out that L1 was a valuable tool for various teaching aspects, including explaining grammar rules and providing instructions. This section indicates that teachers use L1 in the EFL classroom for different purposes. Most commonly for instructional purposes and grammar teaching. Donoso (2020, p.95) indicates that using L1 during the teaching process can facilitate better learning and understanding.

6.3 Factors Influencing the EFL Teachers' L1 Use

RQ2 aimed to investigate the different factors influencing the teachers' use of L1 in the EFL classroom. In the questionnaire, the participants stated that they had to vary their use of L1 based on the language level of the students. In the interviews, the teachers also indicated their students' proficiency level as a major factor determining their L1 use.

Teacher 1 shared his impression that students were afraid of making mistakes while speaking L2 in class, which hindered them in showing their full oral potential. Krashen's (1982, p.19) theory on SLA suggests that learners need meaningful interactions in L2 to increase the subconscious process of language acquisition. Considering Krashen's (1982, p.15) monitor hypothesis, it becomes evident that the students' fluency and natural communication in second language acquisition are predominantly influenced by the subconscious acquisition of language facilitated by exposure to meaningful input. In turn, Teacher 1 explained that it was hard to get students to speak L2 in class, as they might be afraid of being bullied or made fun

of for making mistakes or saying things in an awkward way. If the students' are unable to participate in meaningful interactions, the language acquisition process can be a challenge.

Addressing the challenges posed by students who struggle to take part in meaningful interactions in L2 creates a dilemma for teachers when deciding the language to use for instruction. Drawing from Dörnyei and Thurell's (1991, p.20) theory on fillers, which includes giving the student time to think or hesitate, strategic competence involves the ability to smoothly redirect a conversation when they are unable to answer a question directly. Empowering students to guide conversations in their own direction can increase their confidence. Moreover, it is crucial for teachers to introduce students to the concept of fillers. Equipping students of all proficiency levels with fillers and teaching them how to incorporate them into conversations will increase their capacity to engage in meaningful L2 conversations, thereby facilitating second language acquisition.

According to Cameron's (2001, pp.202-203) theory on interpersonal factors in language choice, students' decision on which language they use is influenced by their past experiences. If a student has had bad experiences with speaking L2, they can quickly turn to L1 as a safer option. Similarly, in Gulli's (2022) study, the student participants used L1 in the Norwegian lower secondary EFL classroom because they did not feel comfortable with their English pronunciation and because the other students answered in L1. In turn, Pennington's (1995) study showed that the teachers used more L1 in classes with lower academic level among the students. This also aligns with Diaku and Tsagri's (2015) study whose findings indicated that the teachers' decision as to if they should resort to L1 was mostly influenced by the students L2 skills.

Although theory and previous studies show that students need to be having meaningful interactions in L2 to develop their language, the teacher participants in both the questionnaires and interviews expressed this as a challenge. For example, Teacher 3 explained that some of his students' had difficulty understanding anything in L2, which made him use more L1. He wanted to use more L2 in the EFL classroom and felt sorry for the students with higher language competence. He said that he did not have a perception of the higher skilled students' to be decreasing their L2 skills, but they were not learning as much as they could. Teacher 1 expressed a wish to use more L2 in the EFL classroom. The challenges as regards to maximizing L2 use in classes with weaker students are not taken into consideration by

Cameron (2001, pp.200-201), as she indicates that the more language the students hear, the better they will be at it. Frestad's (2022, p.45) study demonstrated that all the participants preferred to adjust their language to match their students' proficiency but found it difficult because of how uneven the students' proficiency levels are. This correlates with the result from the current study, where a questionnaire participant stated that they believed it was important to speak L2, but it was just as important that the students could understand what they were told to do. The participant added that it could be beneficial for students of different levels of achievement to hear both English and Norwegian to get a better understanding of the information given.

Teachers face a challenging dilemma: increasing their use of L2 could potentially encourage their students to speak more in L2, yet this approach becomes complex due to the diverse proficiency levels among students. As students' progress through school, their proficiency typically improves over time as they gain experience and knowledge. Teacher 2, as noted in Frestad's (2022, p.49) study, corroborates this observation by indicating that he uses more L2 in class with older students. According to Teacher 2, 10th graders are more confident in using English compared to students in 8th and 9th grades. The latter statement aligns with findings from Eikum's (2022) study, which revealed that the university teacher spoke L2 87% of the time in class, whereas the elementary teacher spoke L2 only 40% of the time. Consistently, Teacher 3, as indicated in the current study's interviews, reported a notably higher usage of L2 in 10th grade compared to 8th and 9th grades.

Teachers' previous schooling is according to Borg (2015, p.138) a factor influencing their cognition about language teaching. Teacher 1 had an English teacher who used mostly L2 in the EFL classroom, which inspired him to do the same. He felt bad about not being able to live up to his expectations. In accordance with Borg's (2015, p.138) theory on teacher cognition, teachers often draw upon their own learning experiences, which can significantly shape their views. Similarly, Teacher 2 had an English teacher who also used L2 most of the time, but that had a different effect on her. Her previous experience with teachers made her think about the situations in which it would be necessary to use L1 in the EFL classroom. She would not like her students to be confused or excluded in class, so she purposely chose to use L1 frequently in the EFL classroom. Teacher 2's preferences align with a questionnaire participant said that depending on the class level and situation, they found it important to make sure they understand the subject at hand and explain new words so they can add it to

their own vocabulary. Explanations will be given in both Norwegian and English. The latter statements correspond with Borg's theory on that teachers' experiences as learners can shape their cognitions about teaching. In addition, Nitisakunwut et al. (2023, p.76) state that L1 functions as a mediator in the EFL classroom, and that L1 can be used to elucidate complicated language structures employing it as a scaffolding tool aligned with ZPD. An extensive use of L1 is hardly likely to help students to promote their ZPD, and they are bound to stay in the zone of their actual development in such classrooms.

Teachers' professional experience is another factor influencing their use of L1 in the EFL classroom. Teacher 2, for instance, expressed that as a new teacher with limited experience, she recognized that she needs to gain more experience to increase her use of L1. This aligns with the findings from De la Campa and Nassaji's study (2009, as cited in Nitisakunwut, et al., 2023, p.77), which identified differences in L1 use patterns between inexperienced and experienced teachers. The study revealed that new teachers tend to use more L1 compared to their experienced counterparts.

Furthermore, Soler and Flor (2008, p.5) state that students need to use L2 orally in class to be able to develop discourse and pragmatic competences. Students' who are not comfortable with speaking L2 in the EFL classroom will hinder their development of communicative competence. Canale and Swain (1980, p.27) emphasize the importance of learners taking part in meaningful communicative interactions in realistic L2 language situations. Teacher 1 confirms that his students are afraid of making mistakes, which makes them not try new things in regards of using L2 orally in class. Students in Teacher 1's classroom seemed afraid of making mistakes related to pronunciation and grammar, which corresponded with Gulli's (2022) findings showing that participants were reluctant to speak L2 as they were afraid of making mistakes. There are also clear indications in Pennington's (1995, p.102) study that students tend to use L1 in the EFL classroom to compensate for low language proficiency, low academic ability, and low motivation. Pennington's (1995) study additionally shows that teachers will use L1 for the same reasons, which have not been a matter in either the questionnaires or in the teacher interviews.

The three teachers who participated in the interviews mentioned challenges in teaching situations with students' who had limited L2 proficiency and low strategic competence as a factor in choice of L1 use. In such situations, they may need to rely on L1 to ensure that all

students comprehend the material, even though the preference would be to use L2. Dörnyei and Thurrell (1991, p.16) explain strategic competence as the skill to communicate effectively even when faced with challenges, such as limited language proficiency. Teacher 1 said: “I have some students who do not understand the instructions in English at all”. Teacher 1 must use L1 frequently in class to make sure the students understand. Teacher 3 also mentions the importance of adapting to the students’ needs, which means using L1 in a lot of situations. The underdevelopment of students’ strategic competence affect the teachers L1 use. One of the questionnaire participants emphasized the importance of ensuring that all students comprehend the concepts taught in the classroom. They noted that varying levels of fluency and proficiency among students influence their decision to use L1. This aligns with the perspective of Dörnyei and Thurrell (1991, p.16), who suggest that the observed deficiency in fluency or conversational skills often reported by students can be largely attributed to the underdevelopment of strategic competence.

As well as being used for instruction and teaching grammar, L1 can serve as a tool to avoid breakdown in a classroom communication. Developing the ability to discern when L1 usage is suitable and essential is crucial for teachers. Canale and Swain’s (1980, p.30) definition of strategic competence focuses on verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication. Teachers can acquire the capability to successfully convey students’ intended meaning, particularly when difficulties arise in the communication. Furthermore, Krashen’s (1982, p.20) input hypothesis, we suggest that meaningful interactions in language are crucial. The input hypothesis posits that extensive use of grammatical rules is not essential for learning the target language, instead, meaningful interactions in the language is crucial. The three teachers who were interviewed struggled to teach students with lower language skills without impacting those who were more proficient. The wide range of language and communication abilities among students makes it challenging for teachers to determine when and why they should implement L1 in the EFL classroom.

The focus of this section has been several factors play a part in the current study’s participants’ L1 use in the EFL classroom. Considering Krashen’s (1982, p.19) theory on SLA and his monitor hypothesis, students need natural communication in the second language to increase the language acquisition process. Pennington’s (1995) study showed that the teachers used more L1 in classes with lower academic level among the students, which aligns

with the current study's interview participants' opinions. Participants in the current study struggled to balance L1 use in classrooms with varying student proficiency levels. The latter challenge creates a dilemma for teachers where increasing use of L2 could encourage their students to speak more in L2, but it could also hinder lower skilled students' understanding and comprehension in class. Previous schooling also affects the current study's participants use of L1 in the EFL classroom, which is in accordance with Borg's (2015, p.138) statement on factors influencing teachers' cognition about language teaching.

6.4 The Teachers' Attitudes Towards and Beliefs About Their L1 Use

The results from the questionnaire and the interviews showed that both the questionnaire participants and the three interview participants had the similar attitudes towards L1 use in the EFL classroom. The teachers agreed on the advantages of L1 use if it was used in a beneficial way. The advantages of using L1 in the EFL classroom have been discussed in the preceding sections. This also corresponds with the questionnaire results, where the participants supported the use of L1 in the EFL classroom if it was done purposefully and with caution. In Diaku and Tsagri's (2015, p.91) study, most teachers believed using L1 in the EFL classroom was important and necessary. Attitudes towards the use of L1 in the EFL classroom are likely to be different from teacher to teacher. In Diaku and Tsagri's (2015, p.91) study, one participant believed using L1 was essential when teaching L2 grammar and linguistics. This agrees with Teacher 2's attitude towards using L1 as a tool to make sure all skill leveled students are engaged. Teacher 1 had a positive attitude towards using L1 in the EFL classroom, especially when it comes to linguistics. Furthermore, he believed L2 was more efficient when teaching cultural subjects as it enhanced immersion.

One of the participants in Diaku and Tsagri's (2015, p.91) study asserted that teachers should not hesitate to use L1 when necessary. Both Teacher 1 and Teacher 2 from the current study expressed feelings of shame and embarrassment for resorting to L1 in the EFL classroom. Teacher 2 acknowledged the need to reduce her reliance on L1 in class, attributing this to being a new teacher. This observation aligned with the findings from Taner and Balıkcı's (2022, p.74) study, which indicated that opinions and attitudes towards the use of L1 in the EFL classroom vary based on contextual factors and teaching experience. Taner & Balıkcı's, (2022, p.86) study, demonstrated that the more experienced teachers are, the more tolerant they are towards using L1 in their classrooms. This corresponds with Teacher 3's attitudes

towards L1 use in the EFL classroom. Teacher 3 is the most experienced teacher amongst the three interviewees, and he does not mention shame or embarrassment towards implementing L1 in his classes. He mentions a structural method of L1 use, where he increases the use of L2 as students L2 experience and skills increase.

Considering Borg's (2003, p.81) definition of teacher cognition, which encompasses what teachers know, believe, and think, it becomes evident that teachers play an active role as decision-makers. Teachers' attitudes and beliefs towards various topics are shaped over time, influenced by multiple factors. Schooling, professional coursework, contextual factors and classrooms practice are all elements affecting teachers' cognition (Borg, 2003, p.81). Teacher 1 is highly affected by his previous schooling, as his attitude towards the use of L1 are inspired by his previous English teacher. He emphasizes the importance of balance and advocated for utilizing L1 as a tool when necessary. He wants to use L2 as much as possible and feels bad when he is not able to do it.

Throughout this section, we have looked at teachers' attitudes towards and beliefs about their L1 use. All the participants from the current study had similar attitudes towards L1 use in the EFL classroom. The participants believed using L1 had advantages if it was used in a beneficial way, which aligns with Diaku and Tsagri's (2015, p.91) study, where most teachers believed using L1 in the EFL classroom was important and necessary.

In this section, we have explored teachers' attitudes towards and beliefs about their L1 use in the EFL classroom. All the teachers from the current study shared similar attitudes towards using L1. They believed it could be helpful if used wisely, which aligns with findings from Diaku and Tsagiri's (2015) study, where most teachers saw L1 use as important and needed in EFL classes. Teacher 2 from the current study expressed that her short period of teaching experience influenced her L1 use, which correlates with the findings from Taner and Balıkcı's (2022, p.74) study, which indicated that opinions and attitudes towards the use of L1 in the EFL classroom vary based on contextual factors and teaching experience. Looking at Borg's (2003, p.81) definition of teacher cognition, teachers' previous experience as students have an influence on their attitudes and beliefs towards the decisions they make in the classroom, including their use of L1.

7.0 Conclusion

7.1 Introduction

The current study investigated the factors influencing the use of L1 in the Norwegian-speaking lower secondary EFL teachers' use of L1 in the EFL, along with examining the teachers' attitudes and beliefs on the matter. Additionally, the study aimed to ascertain whether the teachers intentionally employed L1 in the EFL classroom, and to what extent and for what purposes. The thus study examined the use of L1, its extent, factors influencing its use, and the attitudes towards and beliefs about its use in the EFL classroom among 54 questionnaire participants and three interview participants. This chapter presents a summary of the research findings in order to answer the research questions, as well as describing the limitations and contribution of the study, and suggestions for teaching and further research.

7.2 Summary of Research

The current section seeks to summarize the research findings in this study. The summary will be related to the three different research questions that have been investigated in this study.

The three research questions guiding this study were:

RQ1: Do the Norwegian lower secondary teachers purposely use L1 in the EFL classroom? If so, to what extent and for what purpose(s)?

RQ2: What factors affect the teachers' use of L1 in the EFL classroom?

RQ3: What are the teachers' attitudes towards and beliefs about the use of L1 in the EFL classroom?

Regarding the first research question, the findings of the current study reveal that the teachers intentionally utilized L1 in the EFL classroom. Both the questionnaire and interview participants employed L1 to ensure comprehensive understanding among all students and to clarify content in the English language. In terms of the extent to which teachers employed L1 in the EFL classroom, the questionnaire results indicated that the most prevalent response, provided by 17 out of 54 participants, was "to some extent", representing approximately 30-50% of class time. Following closely, the second most common response, provided by 16 participants, was "rarely", accounting for approximately 0-20% of class time. L1 was used in the EFL classroom for various instructional purposes, such as teaching grammar, and ensuring understanding across students with varying levels of L2 proficiency. For example, Teacher 1

from the interviews preferred to use L2 when teaching literature and cultural topics to immerse students more, whilst he used L1 for explaining grammatical features.

When exploring the second research question pertaining to the factors impacting the participants' utilization of L1 in the EFL classroom, several factors emerged. The most common factor among the current study's participants in the current study and previous research was the proficiency level of the students. Teachers devoted considerable thought to accommodating students of varying proficiency levels, which often resulted in the use of L1. Additionally, participants' past experiences as students emerged as a significant factor affecting their use of L1. These prior experiences can influence the teachers' teaching cognition, including their language choices. For instance, Teacher 1 from the current study, frequently reflected on his previous English teachers' practices, willing to live up to them. He stated feelings of guilt when he perceived himself falling short of these standards. Similarly, students' past negative experiences with using L2 in the classroom can decrease their confidence and proficiency, making it challenging for them to speak L2 in class.

Regarding the final research question, the teachers' attitudes towards and beliefs about the use of L1 were found to be quite similar. The teachers seemed positive towards using L1 in the EFL classroom, if it was employed purposefully and with good intentions. However, both the interview and questionnaire participants worked towards using as much L2 as possible. The teachers strove for a balance in language teaching, so that they could use enough L2 for the students to be able to develop language skills, while ensuring the lower-skilled students' inclusion and comprehension. Overall, the teachers in line with previous studies (e.g., Eikum, 2022; Følsvik, 2022; Gulli, 2022) agreed on L1 being a positive attribution to the EFL classroom if it was used with a purpose.

7.3 Limitations of the Study

A potential limitation of the study lies in the number of participants. The study aimed to expand research on a topic that had only been explored qualitatively within the Norwegian context. Thus, it includes a larger number of participants compared to prior studies on the subject. Nonetheless, with a longer time period to spend on the study, there would be a greater possibility to include a larger and more diverse range of participants.

In addition to increasing the sample size, the study could have benefited from having a more diverse interview sample. Expanding the sampling of the interview participants could possibly reveal different attitudes towards and beliefs about the use of L1 in the EFL classroom.

7.4 Contribution of the Study

The current study contributed to the field by adopting a mixed-methods approach to investigate the use of L1 among Norwegian speaking lower secondary EFL teachers. This methodological approach increases the depth of the findings by combining quantitative data from the questionnaire with qualitative data from the semi-structured interviews. The study also gives insight into the teacher's L1 use, providing valuable insights into the L1 use patterns of the teachers. The current study also identifies key factors influencing teachers' decisions regarding L1 use in the EFL classroom. Furthermore, the study explores teachers' attitudes and beliefs about L1 use in the EFL classroom, contributing to this area of the field. This study further contributes to the field of L2 research in the Norwegian context by offering an examination of L1 use in the EFL classroom.

7.5 Suggestions for Teaching and Further Research

Research on the use of L1 by Norwegian EFL teachers has greatly increased in the recent years. However, despite this increase, most of the studies conducted are quantitative. The current study was conducted with 54 questionnaire participants and three interview participants, where all the participants were Norwegian-speaking lower secondary EFL teachers. To be sure that the findings apply to many Norwegian teachers in general, further research using a larger sample size is necessary. The questionnaire could preferably consist of more participants, to increase the credibility of the findings.

The current study adopts a teacher-centric approach. However, exploring the topic from the students' perspective could also offer valuable information. While previous studies have incorporated both teachers and students, enhancing the sample size would be necessary to increase the credibility of the findings. Incorporating student-related findings from the current study into a student-centric approach would be interesting to see if the findings align with the students' actual perceptions and experiences.

There were found implications for teaching based on the current study. It was important to use L1 from time to time in classes focusing on grammar issues as some students may not fully understand the grammar rules and terms in L1. At the same time, there should not be a lot of L1 use in the EFL classroom if the teachers aim to promote their students' L2 skills. This creates a dilemma among the teachers, making it important to maintain a good balance between L1 and L2 use.

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Appendices

Appendix 1 - Approval from SIKT



Vurdering av behandling av personopplysninger

Referansenummer
271384

Vurderingstype
Standard

Dato
17.11.2023

Tittel

A mixed method study of the L1 use among Norwegian EFL teachers in lower secondary level.

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig

Dina Lialikhova

Student

Lotte Vik Karlsen

Prosjektperiode

04.09.2023 - 08.05.2024

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 08.05.2024.

[Meldeskjema](#)

Kommentar

ABOUT OUR ASSESSMENT

Data Protection Services has an agreement with the institution where you are a student or a researcher. As part of this agreement, we provide guidance so that the processing of personal data in your project is lawful and complies with data protection legislation. We have now assessed that you have legal basis to process the personal data.

FOLLOW YOUR INSTITUTION'S GUIDELINES

You must store, send and secure the collected data in accordance with your institution's guidelines. This means that you must use data processors (and the like) that your institution has an agreement with (i.e. cloud storage, online survey, and video conferencing providers).

Our assessment presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

NOTIFY CHANGES

If you intend to make changes to the processing of personal data in this project, it may be necessary to notify us. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes: <https://sikt.no/en/notify-changes-notification-form>

FOLLOW-UP OF THE PROJECT

We will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Appendix 2 - Teacher Questionnaire



To some extent = approx. 30-50% of the time during class
To a larger extent = approx. 50-90% of the time during class
I only use my L1 in class = approx. 100% of the class

- Rarely
- Some
- To some extent
- To a greater extent
- I only use my L1 in class

When do you use L1 in the EFL classroom?

- When introducing new material and/or tasks
- In the introduction of the class
- When answering pupils' questions
- In the summary of the class
- When explaining grammar
- All of the above

Are you aware of your use of your L1 in the EFL classroom?

To what extent are you aware of your own use of Norwegian during English lessons in the EFL classroom?

- I am not aware
- To some extent
- To a larger extent
- I am entirely aware

Do you purposely use your L1 in the EFL classroom?

Do you plan your use of L1 in the EFL classroom beforehand? If you, for example, know the class needs an explanation in Norwegian to understand a certain task. (Seen that their L1 is Norwegian).

- Yes
- No
- It depends on the specific class and/or material

What is your attitudes towards the use of Norwegian in the EFL classroom?

Do you have any opinions on the use of L1 in the EFL classroom in conjunction with the questions above? Do you prefer using it, do you not prefer using it? If so why/why not?

The use of L1 in the EFL classroom

Thank you for taking the time to answer this questionnaire for my master thesis! The questionnaire will be in English.

L1= your native language, in this case Norwegian
EFL= English as a Foreign Language
EFL Classroom= English class in a Norwegian speaking school

By taking part in this questionnaire, you automatically accept the usage of the data collected in the form.

Age

- 24-34
- 35-45
- 46-60

Gender

- Male
- Female
- Other

When did you finish your teaching degree?

- 1980-2000
- 2000-2010
- 2010-2020
- After 2020

How long have you been working as an English teacher?

- Since
- Before 2000
 - 2000-2010
 - 2010-2015
 - 2015-2020
 - After 2020

Do you use your L1 in the EFL classroom?

Do you ever use Norwegian when teaching English in the English as a Foreign Language classroom?

- Yes
- No

To what extent do you use your L1 in the EFL classroom?

The use of your L1 (Norwegian) will vary from class to class, but imagine your average English lesson when answering these questions.

Rarely= approx. 0-20% of the time during class
Some = approx. 20-30% of the time during class

Teacher Interview Guide

Introduction:

1. Thank the participant for doing the interview. Provide a brief overview of the interview's purpose, specifying that it is a semi-structured interview and indicating the estimated duration.
2. Clarify the participant's anonymity and detail the confidentiality measures for handling the data. Emphasize the participation is entirely voluntary, and the participant can opt to conclude the interview at any point.
3. Invite the participant to ask any questions they may have.

Teacher Background

What is your educational background?

How many years of teaching experience do you have?

How long have you been teaching English?

Which English levels have you taught in the past? (grade)

Currently, which level(s) are you teaching?

Use of L1 in the EFL classroom

Do you incorporate L1 in the EFL classroom?

In what situations do you find yourself using L1 the most?

What factors influence your decision to use L1?

Are there specific situations where you believe only L2 should be used?

Awareness on the use of L1

Are you aware of your use of L1 in the EFL classroom?

What circumstances make you aware of your L1 use?

Do you plan before class how much L1 you are going to use?

Is there any connection between your current use of L1 in the EFL classroom and the English teachers you had during your own schooling?

