

Language choices by English teachers

A qualitative study of language use and language comments during English lessons in five lower secondary school classrooms

Benedicte Blom Årvik



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Department of Teacher Education and School Research
Faculty of Educational Sciences
University of Oslo

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Institutt for lærerutdanning og skoleforskning
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Abstract

This study examines language use by English teachers in five lower secondary school classrooms and the language choices they make regarding the use of L1, Norwegian. Furthermore, the study has examined the function Norwegian has for the teachers and the degree of comments the teachers provide towards the students' language use.

I have investigated teachers' language use applying recordings from the research project Linking Instruction and Student Experiences (LISE) and the recordings have been transcribed and analysed through qualitative content analysis. The data consists of four lessons from each classroom. The codes applied for analysis have been created based on the data, inductive coding. In addition, codes on language functions, created by Brevik and Rindal (2020), have been applied for analysis as well, as deductive coding.

The findings in this study showed considerable variation in the degree Norwegian was applied by the teachers and the comments the teachers provided on the students' language use. Based on the findings the teachers were divided into three different language categories according to the amount of Norwegian applied. Within these language categories the teachers and students seemed to apply the same amount of Norwegian, and the teachers commented similarly on the students' language use. In all classes the students appeared to mirror their teachers' language use. The findings also indicated that the relation may not have been between the teachers' degree of comments towards the students' language use, but between the teachers' actual language use and the students' language use, it seemed as if the more Norwegian the teacher applied, the more Norwegian the students applied. Lastly, the findings showed variation in the function Norwegian had in the classroom, and that the more Norwegian was applied in the classroom, the more language functions were present.

Sammendrag

Denne studien undersøker språkbruk av engelsklærere i fem klasserom i ungdomsskolen og språkvalgene de tar angående bruk av førstespråket, norsk. I tillegg har studien undersøkt funksjonen norsk har for lærerne og graden av kommentarer lærerne gir angående elevenes språkbruk.

Jeg har undersøkt læreres språkbruk gjennom bruk av opptak fra forskningsprosjektet Linking Instruction and Student Experiences (LISE) og opptakene har blitt transkribert og analysert ved hjelp av kvalitativ innholdsanalyse. Dataene består av fire skoletimer fra hvert klasserom. Kodene som er brukt for å analysere dataene har blitt laget basert på dataene, som induktiv koding. I tillegg har koder som handler om språkfunksjoner, laget av Brevik og Rindal (2020), blitt anvendt i analyseprosessen, som deduktiv koding.

Funnene i denne studien viste betydelig variasjon i graden av norsk som ble brukt av lærerne og i grad av kommentarer lærerne ga elevene angående deres språkbruk. Basert på funnene ble lærerne delt inn i tre ulike språkkategorier i henhold til mengden norsk som ble brukt. Innenfor disse kategoriene virket både lærerne og elevene å bruke samme mengde norsk, og lærerne kommenterte relativt likt på studentenes språkbruk. I alle klassene virket elevene å speile lærernes språkbruk. Funnene indikerte også at relasjonen kanskje ikke var mellom graden av kommentarer lærerne ga elevene angående deres språkbruk, men mellom lærernes egen språkbruk og elevenes språkbruk. Det virket som at jo mer norsk læreren brukte, jo mer norsk brukte elevene også. Til slutt viste funnene variasjon i funksjonene norsk hadde i klasserommene, og jo mer norsk som ble brukt i klasserommet, jo mer språkfunksjoner var til stede.

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1 Introduction

The English subject has always been my favourite subject in school, and when having the opportunity to choose elective subjects in upper secondary school I chose to continue with learning English in Vg2 and Vg3. My favourite way to learn English was when the teacher spoke only English to us and did not apply Norwegian during the lessons. This was the way my teachers taught English during my time in lower and upper secondary school and was the only approach to teaching English I had been exposed to after the age of thirteen. This, I believe, has influenced my understanding of how to teach English to students. When beginning to examine what within the field of English didactics I wanted to study for my Master's (MA) thesis I learned that applying other languages in the classroom than the target language could benefit the students when learning a new language. Applying other languages than only English was therefore not only limited to benefitting students lacking knowledge of English. My own earlier views of only applying the target language when teaching was challenged because the research did not add up with my experiences as a student learning English. Furthermore, I had worked with teaching foreign students Norwegian for a year, where the school's language policy was to teach Norwegian only applying Norwegian, and to ignore the presence of English and other languages. This was very challenging when teaching because it did not let me, or the students, use our full language repertoires when communicating with each other. Realising that this was not the only way to teach a second or foreign language, I wanted to investigate which languages teachers apply when teaching English and which comments they provide the students based on their language use in the classroom. In this MA study I therefore investigate the language choices made by teachers in their English lessons, using video observation from five lower secondary classrooms.

1.1 English in Norway

English has become the global language in the world and billions of people are learners of English (Rindal, 2019; Sundqvist & Sylvén, 2016). The learners of English are increasing and English is more and more characterised by the people learning it as a second or foreign language than by the people using it as their first language (Rindal, 2019).

English has historically been categorised as either a first, second or a foreign language in countries where English is applied and taught (Rindal, 2019; Sundqvist & Sylvén, 2016). In the recent years there have been discussions whether the categories first, second or foreign language are still applicable in Norway today (Rindal, 2019; Sundqvist & Sylvén, 2016). Previously English was categorised as a foreign language in Norway because of its role in education, business, etc., while English has traditionally been categorised as a second language in post-colonial countries (Rindal, 2019). English is taught in Norwegian schools from grade 1, and Rindal (2019) argues that English has a special place in Norway because of the population's high proficiency in the language. Furthermore, English is also used increasingly more outside school by students as a mean of communication, for example in gaming, and is the language used when watching movies, reading, and watching TV-series (Rindal, 2019).

Previously, when students learned English it was the teacher controlling the students' input, and therefore all students received approximately the same input (Sundqvist & Sylvén, 2016). Furthermore, Sundqvist and Sylvén (2016) argue that the teacher used to be the main English role model for the students learning English. However, today the teacher is no longer the main role model of the students, and the degree the students apply English in their everyday lives vary because the students have access to English everywhere (Sundqvist & Sylvén, 2016). The students today learn English through reading, gaming, and watching movies in English etc. (Sundqvist & Sylvén, 2016). Using English outside school, both for communication and leisure, is categorised as *Extramural English* because it is applied outside the "walls of the school" and the direction of the teacher (Sundqvist & Sylvén, 2016).

1.2 The English subject curriculum

The English school subject in Norway consists of speaking and writing in English, and learning about history, culture, and English literature (Rindal, 2014). Of the components that the English school subject consist of it seems as if language learning is the most essential in lower and upper secondary schools in Norway (Rindal, 2014). This entails that students are supposed to learn to communicate in English, both orally and in written form.

In autumn 2020, a new curriculum in English was released by Utdanningsdirektoratet (Udir, 2020). In the core elements of English as a school subject one of the aspects of communication in English is that the students are to use "explore and describe some linguistic similarities and

differences between English and other languages he or she is familiar with and use this in his or her language learning” (Udir, 2020). This entails that the students are supposed to learn to understand the similarities and differences between English and other languages they know, and that Norwegian, and other languages, have an important role in the English classroom within the framework of the new curriculum. In the new curriculum other languages are emphasised, while in the former curriculum only Norwegian was mentioned in addition to English (Udir, 2013). The prior curriculum for English from eighth to 10th grade, which will be valid until autumn 2021, states that the students are supposed to use their mother tongue when learning English in school (Udir, 2013). The former curriculum states that the students are supposed to «identify significant linguistic similarities and differences between English and one’s native language and use this knowledge in one's own language learning” (Udir, 2013). Going from identify to explore and describe entails that the students within the new curriculum are supposed to understand the differences between English and the languages they know, not only identify the differences. While both the former and new curriculum states that the students are supposed to use their mother tongue, and in the new curriculum other languages they know, to learn the similarities and differences between these languages and English, it is not specified to which degree there should be use of other languages, and the degree the students, and teachers, are to use English (Udir, 2013; Udir, 2020). This entails that the decision of which language is applied in the classroom, and the degree, is left for the individual teacher to decide.

1.3 Research question

The English subject curriculum LK20 has changed regarding its focus from students applying English and their mother tongue to students applying their full repertoire in their English learning (Udir, 2020). However, the curriculums do not provide guidelines on the degree other languages than English should be applied, and this choice is left to the individual teacher (Udir, 2020). My own experiences as a student in English are that the teachers mostly apply English when teaching. As there are no guidelines for language use in the classroom, the fact that the students in Norwegian schools know Norwegian and English, and own experiences with monolingual aimed teaching practices, have all inspired me to investigate if and how the teachers apply Norwegian when teaching English in lower secondary school. To investigate teachers’ language use I have been invited to be a part of the LISE project (Brevik & Rindal, 2020), and will apply data provided by the LISE project. The research aim of this study will thus be to investigate if and how teachers in lower secondary school use or allow the use of

other languages than English when teaching English. Based on this research aim a research question has been created to answer it:

What characterises teachers' language choices during English lessons in five lower secondary classrooms?

To help answer this research question, two sub-research questions have been developed:

- 1. Do English teachers use Norwegian when teaching English, and if they do how do they use Norwegian?*
- 2. How do the English teachers respond to students using Norwegian in English lessons?*

What I expect to find in this study is that most teachers will apply a monolingual approach to teaching English, but after having read about the advantages the use of other languages may have I also expect to find some evidence on teachers applying other languages than only Norwegian. I also expect to find that some teachers will correct the students' use of Norwegian while others will not comment on the students' language use.

This study investigates teachers' language use and language choices by English teachers in five lower secondary classrooms. By language choices the author of this study interprets this to be teachers' language use in the classroom, but also the choices the English teachers make regarding the language the students are to use in class. This study does not investigate the intentional or unintentional choices the teachers make, but has included choices as a topic of investigation due to the fact that the study does not only investigate the teachers' language use in the classroom.

1.4 Structure

This MA thesis will consist of chapter 1-6. Chapter 2 will present theory and prior research relevant to this study, including prior MA theses that have inspired this study. Chapter 3 will present the methods applied when collecting and analysing data. Chapter 4 will present the main findings in this study and analysis of the data. Chapter 5 will discuss the findings considering theory and prior research presented in chapter 2. Lastly, chapter 6 will present the conclusion for this study, limitations of the study and suggestions for further research in the field of English didactics.

2 Theory and previous research

This chapter will present theory and previous research relevant for this study. Section 2.1 will present history of teaching English as a foreign language and how this has changed. Section 2.2 will present the use of the first language (L1) in second or additional language (L2) classrooms, codeswitching, the different language approaches monolingual, bilingual and multilingual approach, and language functions, created by Brevik and Rindal (2020). Section 2.3 will present theory on input and output in the classroom. Section 2.4 will present four prior MA studies which have inspired this study. Lastly, section 2.5 will explain the relevance of the theoretical perspectives and previous research to this study.

2.1 History of L1 use when teaching English

The approach to teaching English has since the 1800s mostly focused on ignoring the first language (L1), applying only the target language (L2) (V. Cook, 2001). When the L1 was first mentioned in the perspective of teaching the focus was on how to minimise the use of the L1 in teaching, not how to utilise it for learning the target language (V. Cook, 2001).

According to V. Cook (2001), teachers would discourage and ban students from using their L1 when learning a new language, and that after this practice was established, the practice has been the main way of teaching second and foreign languages during most of the 20th century. One of the reasons teachers were only using the L2 in the classroom was because early research on L2 learning was conducted in multilingual classrooms, and that the teachers applied only the target language was due to own convenience, because they did not know the different languages the students spoke (V. Cook, 1999). Later, in the nineteenth century, the grammar translation method was introduced and implemented in language teaching (Hall & G. Cook, 2012). The grammar translation method consisted of teaching students to translate accurately between the languages they knew and were to learn, and the goal was that the students in time would be able to read the literary works themselves independently (Hall & G. Cook, 2012). In the 1940's and 1950's there was an interest in the use of the L1 in language learning, and this was advocated using contrastive analysis (Hall & G. Cook, 2012). In contrastive analysis the L1 is applied to try to identify possible problem areas for different L's by comparing the different languages, and this is performed by identifying similarities and differences between the languages the students know and the target language (Hall & G. Cook, 2012). In the 1970's and 1980's

applying contrastive analysis in language teaching was removed and a monolingual approach was again the focus of language teaching (Hall & G. Cook, 2012). In the recent years it has become clearer that the beliefs that the L1 was hindering the learning of the L2 has little foundation in research (Gallagher, 2020). Still, some teachers feel guilty when using the L1 in teaching instead of applying only the target language, and many teachers still avoid using the L1 in the teaching environment (V. Cook, 2001).

When advocating for bilingual teaching of a new language today there is a recognition of learners needing to operate bilingually because they want to keep their L1 and their traditions (Hall & G. Cook, 2012). Furthermore, in today's society most learners will not operate in monolingual environments but will apply English as a lingua franca, and a nativelike knowledge of English is therefore no longer desired (Hall & G. Cook, 2012). A lingua franca is a language which is used as a language for communication where the speakers have a language in common where both are non-native speakers of the common language (Sundqvist & Sylvén, 2016). That English for many people is now used as a lingua franca entails that people who are non-natives use it as a language of communication, therefore English is not only applied as a means for communication with native speakers of English (Sundqvist & Sylvén, 2016).

2.2 L1 in L2 classrooms

Until recently the tradition of language teaching has been to teach in the target language, monolingually, while in recent years this has been more and more questioned (Hall & G. Cook, 2012). Now, this has in many ways changed in the world, but teaching only in the target language is still the norm in many places, and will, most likely, still be the norm (Hall & G. Cook, 2012). Applying the L1 in the L2 classroom is now viewed by more and more people as a resource and a valid teaching tool than it was previously (Gallagher, 2020).

2.2.1 Applying the L1 in teaching

V. Cook (1999) claims that in language classrooms students have traditionally been viewed as deficient native speakers, and that rating students on how close they are to being native users of a foreign language creates an unattainable goal for the students. V. Cook (1999) argues that learners of new languages should instead be viewed as multicompetent users of several

languages. A multicompetent user of languages is a speaker who has a competence of more than one language (V. Cook, 1999). In Norwegian schools where students learn English from grade 1, they would thus be defined as multicompetent users of languages. V. Cook (1999) suggests translation as a way of applying the L1 in the L2 classroom, for example, when the students are learning new words or grammar, they can learn this through the teacher providing a translation, or by looking the word or sentence up in a dictionary. V. Cook (1999) claims that the L1 should be seen as a positive factor in the teaching and not as a necessary evil in language teaching.

When deciding on which teaching approach to apply Brevik et. al. (2020) argue that the teacher needs to learn about the students' language proficiency when deciding on a language approach. Brevik et. al. (2020) writes that because many students have a high English proficiency, many may not have a problem with a teaching practice which entails only using the target language. Still, they argue that it is more important to encourage the use of the L2 opposed to banning the L1 from the classroom. Brevik et. al. (2020) claim that it can be beneficial to ask the students how using the L1 can benefit their learning, and one aspect can be learning to make connections between languages. To make connections between Norwegian and other languages the students know is, as presented in section 1.2, one of the competence goals in the new English curriculum for students in lower and upper secondary school in Norway (Udir, 2020). For students in Norway the comparison will in most cases be between English and Norwegian (Brevik et. al., 2020). Nevertheless, the teacher should include the use of other languages than the language of schooling, because not including other languages could feel marginalising for the students with other L1s (Brevik et. al., 2020).

2.2.2 Language approaches

There are different approaches to teaching languages in a classroom, and three recognised approaches are monolingual, bilingual, and multilingual approach (Brevik et. al., 2020). The monolingual approach assumes that the best way of learning a new language is to focus specifically on the target language (Hall & G. Cook, 2012). This approach does not allow the use of other languages in the classroom (Brevik et. al., 2020; Hall & G. Cook, 2012). The bilingual approach, on the other hand, allows for the target language and the language taught in school (Brevik et. al., 2020). The language taught in school in Norway is normally Norwegian, and is a language applied in school from grade 1 (Udir, 2017). The multilingual approach is

like the bilingual approach but allows other languages in addition to the language of schooling; the students can use their full language repertoire when learning a new language (Brevik et. al., 2020).

The monolingual approach is teaching a language without the use of other languages than the target language (Hall & G. Cook, 2012). Advocates of the approach argue that the most important when learning a new language is to maximise the use of the target language (Brevik et. al., 2020; Lee, 2016). People in favour of the monolingual approach believe that students do not need to understand everything being said in the classroom and that only speaking the target language enhances the students' inner language system (Macaro, 2001). Teaching languages monolingually stems most likely from the direct method, and this method aims for children to learn without using the L1 (Brevik, et. al., 2020; Lee, 2016). Brevik et. al. (2020) argue that the method does not specifically forbid the L1 but instead ignores the existence of it. One problem which occurs by relying on the monolingual approach is that usually the students speak a common language other than the target language, and some even believe that this method can suppress the learning process of the target language (Brevik et. al., 2020).

The bilingual approach allows for the use of the language of schooling and the target language (Brevik et. al., 2020). In Norway this is usually Norwegian and English. The language use of applying two languages can be both spontaneous and deliberate (Brevik et. al., 2020). A term used in this language approach is codeswitching and is when the students and the teacher apply both the target language and the language of schooling when communicating (Brevik et. al., 2020; V. Cook, 2001). More information on codeswitching will be presented in 2.2.3. An argument for the bilingual and multilingual approach is that bilingual and multilingual people do not, in general, separate their languages outside school (Brevik et. al., 2020; Lee, 2016). Another argument that suggests teaching bilingually could be benefitting the students is that research shows that the students do not prefer to ignore the L1 when learning a new language (Macaro & Lee, 2013). Furthermore, studies show that allowing for the use of the L1 in the language instruction does not hinder acquiring a new language, which was believed before, and that applying the L1 can lead to positive transfer between the L1 and the target language (Brevik et. al., 2020).

The multilingual approach is closely related to the bilingual approach but opens for the use of the students' and teachers' full language repertoire (Brevik et. al., 2020). Brevik et. al. (2020)

also claim that the teachers applying the multilingual approach try to build on the full linguistic knowledge the students have when teaching the target language. As in the bilingual approach there is a belief that separating the different languages is a disconnect between how the students use languages outside school (Brevik et. al., 2020; Lee, 2016).

2.2.3 Codeswitching

Codeswitching is, according to Brevik et. al. (2020) when a person is using two languages simultaneously, where the switching between the two languages can be spontaneous or applied for a purpose. An argument in favour of codeswitching is, as mentioned in section 2.2.2, that communication outside do not keep the languages they know separate (Brevik et. al., 2020; Lee, 2016). Brevik et. al. (2020) argue that a monolingual approach to teaching provides a disconnect for the students as it does not mirror how people use languages outside the classroom. According to Gallagher (2020) codeswitching has been viewed as being lazy, while now codeswitching is viewed as sophisticated use of language which shows a sensitivity and an awareness of the two languages applied. The use of codeswitching when communicating shows that bilingual students do not learn monolingually (Gallagher, 2020). Gallagher (2020) claims that there is no separation of the languages a person knows in the person's brain, and when speaking both languages are in active mode, the languages do not switch between being active. Codeswitching is especially normal when the learner is communicating with other people who know the same languages (V. Cook, 1999; Gallagher, 2020). In Norwegian schools where the language of schooling is Norwegian, it would be safe to assume that most students learning English also has competency of Norwegian to some degree and the students in Norwegian schools are thus recognised as bilinguals.

2.2.4 Language functions

Brevik and Rindal (2020) investigated language use in seven classrooms in lower secondary school as part of the LISE project, and analysed video recordings where they observed English teachers' and their students' language use in their respective classrooms. They created language codes to categorise the language practices and time stamped the language use to investigate the quantity of it. Four language codes were used for timestamping language use: Norwegian, English, both Norwegian and English, and other languages (Brevik & Rindal, 2020). Lastly, they analysed the use of Norwegian by creating language functions based on prior research and

the data material which showed how Norwegian was used in English lessons and coded how many seconds each language function was present in the classroom (Brevik & Rindal, 2020).

The language functions they created were divided into academic and non-academic functions (Brevik & Rindal, 2020). The academic functions were scaffolding, domain, terminology, task instruction and metalinguistic explanation (Brevik & Rindal, 2020), while the non-academic functions were practical information, classroom management and empathy/solidarity. Brevik and Rindal's (2020) findings showed three main patterns: The first finding was variation in the teachers' language use, which seemed to be more dependent on the teachers, not the students. The second main finding was that there was very little use of other languages than English and Norwegian, though there were a few references to linguistic repertoires. Their results showed the teachers used English 77% of the time and Norwegian 16% of the time, the remaining 7% were interchangeable use of both Norwegian and English, while there was very little use of other languages than these two (Brevik & Rindal, 2020). The last main finding in their study was that in the surveys they conducted the students reported that they believed the teachers' use of Norwegian was helpful (Brevik & Rindal, 2020). Furthermore, while their findings showed that all teachers encouraged students using English in class, it was the teachers who used the most Norwegian themselves who encouraged the students to use English the most (Brevik & Rindal, 2020).

The findings in their study, considering the percentage of language functions in the classrooms they investigated, were that scaffolding was the most applied, with 40% of all Norwegian applied for the function of scaffolding (Brevik & Rindal, 2020). The second most applied function were metalinguistic explanation, with 17% of the Norwegian applied for the function. The rest of the functions were distributed with 15% for task instruction, and practical information with 13% (Brevik & Rindal, 2020). In addition, what they have categorised as less frequent applied language functions are terminology with 6%, other domains with 3%, classroom management with 2% and lastly, empathy/solidarity with 2%, in addition 2% were categorised as other use (Brevik & Rindal, 2020).

2.3 Input and output

The input hypothesis suggests that humans acquire languages by receiving and comprehending messages and develop their language competency by understanding messages that are a little

outside their level of competence (Krashen, 1985). This entails that humans are for example capable to understand new grammar if there is context which helps with the comprehension (Krashen, 1985). This is understood as that students may understand words or grammar even though it is outside their range of competence if the context is comprehensible. An important part of language learning is the affective filter hypothesis, and it claims that only receiving input is not enough for comprehending, the learner also needs to be open to the input provided (Krashen, 1985). The affective filter is a form of blockage which comprises the students from understanding the input and can be a result of the students being concerned with failure in the language classroom (Krashen, 1985).

The output hypothesis suggests that even without receiving feedback on their output the students themselves may notice gaps in their knowledge when producing words and sentences in the L2 (Swain & Lapkin, 1995). Output gives the students the opportunity to realise problems, and to modify this output and thus lead them to understand what they do and do not know (Swain & Lapkin, 1995). Output is important in the learning context, for example when a student is aware of a linguistic problem that he or she might have, either by internal or external feedback provided by the teacher. This feedback may push the student to modify its output and therefore learn (Swain & Lapkin, 1995).

2.4 Prior MA theses

Four prior MA studies have inspired this study. They have all investigated languages in the English classroom in different ways, all concerned to which degree and how L1 Norwegian is applied in the L2 English classrooms by different teachers. The prior MA studies will be presented reversed chronologically with the newest theses first.

Tveiten (2019) studied two English teachers' reports on their own language practice regarding how they allow the L1 in the classroom. The study is part of the LISE project and investigated whether these reports coincided with their actual language practice. In addition, Tveiten (2019) wanted to explore whether this reflected a language ideal for the participating teachers. To investigate this he applied video recordings, audio-visual stimuli during interviews, and a qualitative questionnaire. The study's findings showed that the teachers were aware of their own language use in their classrooms, and, to a degree, what was influencing the choices they made. The participating teachers reported different language beliefs, and their reported

language beliefs coincided with the observed data in the study. Both teachers aimed to maximise the use of English. Tveiten (2019) discussed that how the teachers' language use coincided with the different language approaches, monolingual, bilingual and multilingual, was applied to investigate how they comply with a language ideal. The findings showed that in one of the two participants there was signs of data of a language ideal (Tveiten, 2019). Furthermore, Tveiten (2019) discussed the teachers' language approaches, and concluded with that a congruency with the reported language practices and the teachers' actual language could be considered evidence of awareness of the teachers' language practices.

Skram (2019) researched language use in the L2 classroom from the students' perspectives. The study was also a part of the LISE project and six students from two English classrooms participated in her study. The study had two goals: To increase knowledge about the students' language preferences and to investigate what the students' reported influenced their spoken language in their English classrooms (Skram, 2019). Her findings showed a difference in reported L1 use in research and what the students in Skram's (2019) study reported to prefer. The students' language preferences related to how the students reported that they learned English the best. Skram's (2019) findings showed that even in grammar the students seemed to prefer English instruction in favour of the L1. Furthermore, the students reported several influences on their language use and the most important was the teacher's language use (Skram, 2019).

Mehl (2014) investigated codeswitching between English and Norwegian in the classroom, and what attitudes and opinions could influence utilising or avoiding codeswitching. The methods applied to investigate this were observations and semi-structured interviews with three 10th grade teachers and three teachers from Vg1. In addition to interviews and observations, Mehl (2014) conducted two group interviews with Vg1 students for investigation of their opinions on the matter. The findings in her study demonstrated variation between the teachers' opinions, attitudes, and how the teachers implemented codeswitching in the classrooms. Furthermore, the variation seemed to be between the individual teachers and not between 10th grade and Vg1. Mehl (2014) argues that what influences the teachers' language choices is related to how they perceive their students' language proficiency, experiences they have as language teachers and own teaching philosophies regarding language use. Mehl (2014) argues that codeswitching can be helpful for the students' language learning, but it needs to be used correctly and systematically.

Hoff (2013) conducted a study where she investigated how the L1 was applied when teaching English in lower and upper secondary school. In addition, Hoff (2013) examined if there were any causes for the variation in observed L1 use. She investigated the quantity of the L1 in the classroom and in which situations there was evidence of the L1, and her findings showed variation in relation to both. She concludes with that the use of the L1 is inconsistent despite of the grade levels, and what is influencing use of the L1 are related to factors as own English proficiency, attitudes towards L1 and L2, how they are able to adjust the L2 while teaching and how the teachers perceive the students' L2 proficiency (Hoff, 2013). Hoff (2013) concludes with that the use of the L1 should be deliberate and critical to be helpful for the students' learning outcome.

2.5 Relevance to this study

This chapter has presented theoretical perspectives and prior research relevant to shed light on the research question presented in section 1.3. Parts of the theoretical framework will be revisited in chapter 5 when discussing the findings considering theory and prior research. This study investigates the language choices the teachers make when teaching, and the comments they provide for the students regarding their language use in the classroom. The goal of this chapter has been to present theory on the use of the L1 in the L2 classroom classrooms and the different language approaches teachers may choose to apply in their teaching (monolingual, bilingual and multilingual). The prior MA theses all investigate the use of the L1, Norwegian, in English lessons and have inspired the author when conducting this study. It is also interesting to see how the findings in this study varies or coincides with the findings in these four prior MA studies. The aim of this study is to investigate teachers' language choices, the comments they provide on students' language use and the function Norwegian has in the English classroom. Due to this being the aim of this study, important concepts introduced in this chapter that will be applied further in this thesis are: Codeswitching, input and output, monolingual, and bilingual approaches to teaching, L1 and L2 (first and second language), and language functions (Brevik & Rindal, 2020). Brevik and Rindal's (2020) language functions will be operationalised further in chapter 3.3.4 in how they have been applied in this study.

3 Methodology

In this chapter the research methods applied in this study will be presented, including how the data has been collected and analysed. The research design will be presented in section 3.1, including information of the LISE project, which this study belongs to, an overview of participants and the data applied in this study. Furthermore, section 3.2 will present the data collection and data handling, including the transcription process and data handling. Section 3.3 will present the analysis process and the codes that have been used and the development of these. Lastly, section 3.4 will discuss theory on validity, reliability, and research ethics relevant to this study and how this study has applied these theories to strive to ensure reliability, validity and research ethics.

3.1 Research Design

Research methods is the strategy used when forming research and solving problems (Everett & Furseth, 2019). As presented in section 1.3 the research question for this study is:

What characterises teachers' language choices during English lessons in five lower secondary classrooms?

To help answer this research question, two sub-research questions have been developed:

1. *Do English teachers use Norwegian when teaching English, and if they do how do they use Norwegian?*
2. *How do the English teachers respond to students using Norwegian in English lessons?*

To study this research question, a qualitative content analysis has been conducted through observation of video recordings from the LISE project (Brevik & Rindal, 2020). The difference between qualitative and quantitative research depends on whether the researcher wants to go in depth or breadth in their research (Dalland, 2018). Studying five teachers, and a substitute teacher, in their classrooms gives the opportunity to go in depth in how the teachers teach, and a qualitative approach is viewed as the most suited approach for this purpose, in this case qualitative content analysis. Qualitative content analysis is defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns» (Hsieh & Shannon, 2005, p. 1278). The

goal of content analysis is to “to provide knowledge and understanding of the phenomenon under study” (Hsieh & Shannon, 2005, p. 1278). To collect data for this study video observation has been applied from 5 different classrooms, where each classroom has one main teacher each. In addition, one substitute teacher is present in one lesson in one of the classrooms. This teacher has not been as thoroughly investigated as the five main teachers because the substitute teacher is only present in one lesson but has been included due to it being interesting to see if there is any difference in how the substitute teacher teaches in the same class as a main teacher. Themes and patterns have been identified and codes have been created during the analysis process. The reason for choosing video observation is wanting to research what the teachers do in the classroom, and not what they, for instance, intend to do or report to do. Video recordings from the classrooms give an opportunity to investigate what the teachers do by observing several lessons in each class. Everett and Furseth (2019) claim that the main reason for choosing a specific method is what helps answer the research question, and the author believes that applying qualitative content analysis with video recordings will help provide answers to what characterises teachers’ language choices when teaching.

3.1.1 The LISE project

This MA study is part of the Linking Instruction and Student Experiences (LISE) project (Brevik & Rindal, 2020). The project is designed by Professor Kirsti Klette and led by Associate Professor Lisbeth M. Brevik at the University of Oslo (University of Oslo, 2021). The goal of the LISE project is to generate new knowledge based on observations in the subjects: science, English, Norwegian, French, social science and mathematics (University of Oslo, 2021). There have been two rounds of collecting data in the LISE project (University of Oslo, 2021). This MA study is part of the second round, where the LISE team has collected data in social science classes and English classes in the tenth grade during the school year of 2019-2020 (University of Oslo, 2021). In this MA study, data from the LISE project has been transcribed and used as research material. The author in this MA study has not been a part of the data collection but has been given access to video recordings. This MA study is focusing on Norwegian use by English teachers in five English classes, totalling six teachers, five teachers with one class each, and one substitute teacher in one of the classes in one lesson.

3.1.2 Video observation data

The data applied in this study is video recordings of five classrooms. Video recordings have been applied because the focus is on language use in the classroom, and video recordings give the opportunity to investigate language use in the classroom. Using video recordings gave the opportunity to revisit the data if there was a need. According to Bryman (2012), revisiting the data is an advantage that video recordings provide, which other data does not in the same way. Because it gives the researcher the opportunity to re-watch the recordings the researcher does not have the same need for hurrying to a conclusion based on what is observed, which could be the case if the researcher were only observing the situations (Bryman, 2012).

A usual concern when using video recording for collecting data is that the participants may not behave naturally when being recorded (Blikstad-Balas, 2017; Bryman, 2012). According to Blikstad-Balas (2017) this is called the camera effect or reactivity. Blikstad-Balas (2017) defends using video recordings because she claims the reactivity is exaggerated and because all research will to a degree influence people's behaviour this is not limited to video recordings. According to her, participants in her studies seem to forget the presence of the camera after a short while and that the reactivity decreases over time. Using a camera for collecting data is one of the few research methods where it is possible to measure the influence the camera has on the participants depending on factors like participants commenting on the presence of the camera, if their behaviour changes when the camera is recording or if they seem to avoid the camera (Blikstad-Balas, 2017).

3.1.3 Applying secondary data

Data analysed by others than the person collecting the data is defined as secondary data (Bryman, 2012). The data used in this study has been provided through the LISE project where the author has not been a part of collecting the data, while the coding process has been conducted by the author of this study. Thus, the data applied in this study is considered secondary data. Bryman (2012) states that collecting data of good quality is a major concern when conducting research. Being a part of the LISE project gave access to data holding a higher standard than the author as an MA-student would be able to collect personally. Another advantage of using secondary data is that it saves time and resources and gives more time for data analysis (Bryman, 2012), though there are some disadvantages in using secondary data. According to Bryman (2012) one of the issues with using secondary data is that the researcher

lacks the insider understanding of the context the situation provides. To meet these challenges in this study, all data was watched throughout before transcribing all lessons in order to familiarise with the data.

3.2 The data collection and material

This section will describe how data has been collected, and how the data has been handled, including the transcription process. This section will include what the author believes is important for the reader to know about the data collection, the transcription process and an introduction of the material used in this study. This has been done to make the research as transparent as possible.

3.2.1 Data collection and data handling

The data has been collected by the LISE research team. Two cameras have been used when filming, one facing the teacher and one facing the class (Brevik & Rindal, 2020). Two microphones have been used, one is pinned to the teacher and one is in the middle of the classroom recording the students (Brevik & Rindal, 2020). This has made it possible to decide which camera to focus on while conducting the analysis, both when the teacher was teaching in front of the class or in communication with students. The author of this thesis was not present during the recording but has been given access to the recorded lessons for use as data in this study.

3.2.2 The transcription process

Five classrooms in five schools were recorded, in all 21 lessons, 16 lessons have been transcribed by the author of this study and five have been transcribed by other LISE team members. All lessons have been included in this study except lesson three from school 17 because of damaged audio recording. The recordings have been transcribed using Inqscribe. Inqscribe is a programme which makes the transcription process easier. It offers shortcuts and tags when transcribing and gives the researcher the opportunity to tag the person speaking by clicking a pre-set button and timestamps the uttering to the tenth decimal. It also gives the opportunity to click on the utterance and the recording will start on the time clicked. Before starting the process of transcribing all lessons were watched to familiarise with the data. When transcribing the data the focus was on the teacher speaking and when the students were speaking

to the teacher, or if the teacher was in close proximity to the students to hear what was said. This was done because the focus of this study is the teachers' language choices when teaching, and comments they provide regarding students' use of Norwegian and English. This is also the reason why when the students' speaking while the teacher was not present in class, has not been transcribed.

The final data material for this study consists of 20 lessons from five different classrooms and five main teachers, and one substitute teacher. These lessons have been transcribed and analysed and are the data material applied in this study. In the final data material four lessons have been included from each class.

3.3 Analysis

Data analysis is according to Boeije (2010) the process of searching the data material systematically to present the discoveries to other people. Analysing qualitative data entails looking for patterns in the collected data and interpreting them (Grønmo, 2004). To do this it is necessary for the researcher to simplify and summarize the data needed for the research before presenting them to the reader (Grønmo, 2004). The goal of this study was to investigate the teachers' use of Norwegian in the English classroom and this was the base of the research and what was initially investigated in the data. This part will present the steps made when analysing the material applied in this study. The material has been watched, transcribed, and analysed qualitatively using mostly inductive coding. Deductive coding has been applied to a part of the coding which includes language functions created by Brevik and Rindal (2020) to categorise the teachers' use of Norwegian. Inductive coding is labelling data using codes where the researcher is creating codes during analysis of the data based on the empirical evidence, while deductive coding is applying codes based on prior research (Grønmo, 2004). After transcribing the data, six themes were created, with codes to show the variation within each theme. This chapter will present the themes and codes and how they have been applied to the data for analysis.

3.3.1 Development of codes

According to Boeije (2010) researchers segment data, categorise it and separate it into meaningful parts, and this is done to determine the similarities and differences in the data. The

patterns that emerged in the data in this study was the background for the codes created. Coding is to discover patterns that occur in the data, and it is normal for the researcher to look through the data and form an impression of what is important in the data (Grønmo, 2004). When developing the codes, the transcriptions were read through in full to give an overall impression of what seemed interesting in the data. What seemed interesting was the use of Norwegian and English by the teacher, if the teacher commented or corrected the students' language use and to which degree there was use of translation in class. It was also interesting to see how the teachers applied Norwegian where there was evidence of Norwegian in class.

Grønmo (2004) claims that coding is important to get an overview of the important parts of the data, and the way to do this is to find keywords or short sentences to capture this. Open coding was mostly used during the coding process, including deductive coding when applying the language functions by Brevik and Rindal (2020). Open coding is when the important aspects of the data decide which codes to apply when analysing (Grønmo, 2004). The patterns that emerged in the data which referred to language use were written as different codes, for examples *teacher corrects students when they speak Norwegian*, *teacher asks students to translate*, and *teacher speaks almost only English*. More codes were created to show the differences in the language use by students and teachers. The different codes were systematised and merged within themes to show the variation in language use in the data. For example, *Teacher language use* was divided into four codes to show to which degree the teacher spoke English or Norwegian in class. The codes were created according to the differences found in the data, for example: *Teacher **always** corrects the students when they use Norwegian*, *teacher **sometimes** corrects the students when they use Norwegian*, and *teacher **never** corrects the students when they use Norwegian*. This was then done with all themes.

After the themes and codes were created additional codes were included in the form when necessary, to show the variation in the data. The main patterns were divided into six different themes, presented in Table 1, and the codes within the themes were applied to the data during the coding process, including open coding, which was the main form of coding. Deductive coding was applied by using Brevik and Rindal's (2020) language functions to the data. The language functions were applied to the data to investigate how the teachers applied Norwegian in class. The theme *Language functions* was created as an additional theme and the six language functions were categorised as six individual codes.

3.3.2 The coding process

Coding is, according to Grønmo (2004), naming fragments and data by giving them a label that summarises it. After the initial categories were created, all the recordings were re-watched to place the utterances within the correct analytical codes. The overall opinion of teachers' language use and students' language use was noted. This is in alignment with Grønmo (2004) who explains that it is normal to read through the data to get an overall impression of the data collected. The author believes that even though this study has not measured exact time or quantity of the use of Norwegian and English, it can say something about the overall opinion on teachers' and students' language use in the classroom. The coding was done systematically with finishing each teacher's classroom before coding a new classroom. This was done to gain an overall opinion of the language use in each classroom and to avoid confusion and opinions gained from one classroom to another. This may make it more difficult to compare the classes and teachers, and to try to prevent this a word document has been applied systematically to note what has been viewed as most important in each lesson to ease the comparison between lessons and teachers during the analysis process.

What was noted was:

- If there were any sign of Norwegian by the teacher or students, and to which degree.
- If the teacher commented, corrected, or gave specific instructions concerning the students' language use.
- If the teacher asked students to translate or if they translated for the students.
- If the teacher applied Norwegian, such instances were placed within a language function (Brevik & Rindal, 2020).

Several codes were colour coded by highlighting them with individual colours. This was done where the teacher commented on the students' language use or if the teacher translated to and from Norwegian or asked the students to translate. This was done to be able to relocate it in the transcriptions. In addition, the eight language functions were colour coded with different colours, and all Norwegian spoken by the teacher was assigned a colour according to which language function was suited and was also done for relocating the different functions in the data. This also made it easier to choose examples for the findings.

After all Norwegian was coded the data was reviewed one more time to see if any of the Norwegian use were suited to be placed under another category, or code, than the ones assigned, and to ensure the overall opinion of the language use had not changed. When selecting quotes for use as examples in the findings part of this study, all utterances have been corrected grammatically and linguistically if it does not interfere with the essence of the utterance for not to remove focus of what this study investigates. The utterances from the students have been included in the examples for the purpose of context to what the teachers are saying. For further description of each theme and code, see table 2.

3.3.3 Language functions

Brevik and Rindal (2020) in their study have measured the use of English in each lesson and how much of the lesson other languages has been applied, including Norwegian. They have done this by measuring how many minutes in each lesson there was evidence of English and Norwegian. This has not been done in this study. This study has only investigated whether there is evidence of Norwegian or not. Brevik and Rindal's (2020) language functions have been applied as a tool to categorise the Norwegian that is present, but this study has not measured the quantity of the languages used in the lessons. Even though the study does not measure the exact amount of Norwegian in the lessons in the same way as Brevik and Rindal (2020), the author believes that by watching the data and registering the overall impression of the language use this study can say something interesting about if there is evidence of Norwegian, and to what extent, even though it does not provide exact amounts of language use. Applying the language functions to the data and categorising the teachers' Norwegian use within the language functions have been done to give context to the use of Norwegian by the teachers. Each Norwegian utterance from the teachers were placed under one of eight language functions. When placing the Norwegian within the language functions the author of this study's understanding of each language function has been used. This can to some degree differ in how Brevik and Rindal (2020) have intended them to.

3.3.4 Operationalisation of language functions

When applying the language functions by Brevik and Rindal (2020) these were operationalised considering the author of this study's interpretation of them. The language functions are interpreted in the following way:

- **Terminology:** Has been interpreted to meaning when the teacher explains new terminology to students by giving the translation in Norwegian or explaining the meaning in Norwegian.
- **Scaffolding:** Has been interpreted to meaning when the teacher explains something for the students in Norwegian which they do not seem to understand, but also when explaining new terminology when it extends further than a translation or one sentence of explanation. For example, if the students do not understand something the teacher has explained in English and the teacher applies Norwegian for the student to understand.
- **Task instruction:** Has been interpreted to meaning when the teacher provides information on a task for the students or instructs the students on which task to do or how to do the task.
- **Domain:** Has been interpreted to meaning when the teacher applies knowledge from other subjects than the English subject to explain something.
- **Metalinguistic explanations:** Has been interpreted to meaning when the teacher explains grammar or linguistics to the students, for example if a verb should be singular or plural and why.
- **Practical information:** Has been interpreted to meaning when the teacher provides information that is not related to the subject, for example what time it is, when the next lesson starts.
- **Classroom management:** Has been interpreted to meaning when the teacher is correcting misbehaviour in class or when the teacher is trying to start the lesson and there is noise, and for example tells the students to be quiet or scolds them in Norwegian.
- **Empathy/solidarity:** Has been interpreted to meaning when the teacher speaks to the students on matters relevant to the students' private lives, for example music taste, how they are feeling or if they are okay.

3.3.5 The codes in this study

In this section the codes applied for analysing the data will be presented. Six themes emerged from the data during the analysis process. Each theme was named, and codes were created for each theme. The themes and codes are presented in table Table 1.

Table 1: Themes and codes for the analysis process

Themes	Codes
Teacher language use	Teacher uses Norwegian when speaking to the class and when communicating with students.
	Teacher uses both Norwegian and English when speaking in class and when communicating with students.
	Teacher uses mostly English, but Norwegian in some cases when speaking in class and when communicating with students.
	Teacher uses English when speaking in class and when communicating with students.
Language Functions by Brevik and Rindal (2020)	Scaffolding
	Metalinguistic explanation
	Task instruction
	Terminology
	Domain
	Practical information
	Classroom management
	Empathy/solidarity
Student language use	Students use only Norwegian when speaking in class and in communication with teacher.
	Students use both Norwegian and English when speaking in class and when communicating with teacher.
	Students use Norwegian in some cases in class and when communicating with teacher.
	Students use only English when speaking in class and when communicating with teacher.
Teacher commenting on students` language	Teacher always corrects the students when they use Norwegian.
	Teacher sometimes corrects the students when they use Norwegian.
	Teacher never corrects the students when they use Norwegian
Teacher specifying which language students should use	Tells students to use Norwegian/ English if they want.
	Tells students to try to use English.
	Tells the students to use English.
Translation	The teacher translates words to and from Norwegian to teach the students new terminology.
	The teacher gives the English word to the student who uses the Norwegian term
	The teacher asks students to translate to and from Norwegian.

These codes were used when analysing the data. The analysis of the data can be found in chapter 4, Findings.

3.4 Validity, reliability, and ethical considerations

Validity and reliability are considered two of the criteria for quality in research (Bryman, 2012; Tjora, 2010). Validity and reliability are about how the data is relevant to the research project

and if they are to be trusted (Everett & Furseth, 2019). This chapter will discuss validity, reliability, and research ethics in this MA thesis. 3.4.1 will present information on validity and how this study has tried to ensure it. Section 3.4.2 presents information on reliability and how it applies to this study. Lastly, in section 3.4.3 ethical considerations regarding this study will be discussed.

3.4.1 Validity

Johnson (2013) defines validity as the truthfulness of the results of the research. Furthermore, validity can be divided into two types, internal and external validity (Bryman, 2012). Internal validity refers to “whether there’s a good match between researchers’ observations and the theoretical ideas they develop” (Bryman, 2012, p. 390), while external validity refers to the degree of the research being generalisable (Bryman, 2012).

Bryman (2012) writes that internal validity can be established by adhering to good research practice. By having cooperation with the supervisor appointed by the university, by being part of the LISE project with access to the data they have gathered and by using multiple theoretical sources to create the research design for this study such as Boeje (2010), Bryman (2012), Dalland (2018), Everett and Furseth (2019), Johnson (2013), and Tjora (2010), the author has tried to adhere to good research practices to strengthen the internal validity of this study.

Having the researcher’s personal biases intrude as little as possible in the research process is important when doing content analysis (Bryman, 2012). Researcher bias is something which especially the social sciences try to prevent in their research (Bryman, 2012). Researcher bias is that the researcher’s opinions, values, and expectations can disturb the research (Bryman, 2012; Johnson, 2013). To prevent researcher bias it is important to strive for openness in the procedures of the research to let other researchers be able to replicate the research (Bryman, 2012; Tjora, 2010). Another important aspect of research is that it is anchored in prior research and within the framework of the subject (Tjora, 2010). As having read about how teachers use other languages than English in English lessons, the author had some expectations of finding evidence of this in the recordings. In order to prevent researcher bias the author tried to observe the recordings with an open mind and not create codes before the lessons were watched, but rather let the codes emerge from the data. However, some codes

were in fact created before the analysis, namely the language functions created by Brevik and Rindal (2020). Nevertheless, even though language functions by Brevik and Rindal (2020) were pre-set before the coding started, it was the patterns in the data on language use that made it interesting to apply the language functions. The language functions were applied to gain a better understanding of how the teachers applied Norwegian in the classroom. It is easier after finishing the research to evaluate the methods applied to conduct the research (Dalland, 2018). One aspect which may impair this study's internal validity is that it discusses the teachers' attitudes towards the L1 in the English subject classroom. Considering the methods applied in this study is observing video recordings, this does not necessarily provide valid answers on the teachers' attitudes. To try to ensure the internal validity no conclusion has been made towards the teachers' attitudes as it cannot be stated without speaking to the teachers.

External validity refers to how the results can be generalised for a population (Johnson, 2013). This can be a problem for qualitative research because the research is often conducted with small samples of the population (Bryman, 2012). Another way of describing external validity is transferability, if the results of the research can be transferred to other areas than only what has been researched (Bryman, 2012). This study investigates language use in five English classrooms by five main teachers and one substitute teacher and thus does not try to generalise to the teaching population in Norway. Though the research does not try to generalise, the author still believes that it is of interest as it shows how these six teachers use other languages when teaching English. This can give an insight in how these six teachers apply languages in their classroom as their language choices are observed in four different lessons and thorough description and analysis has been conducted on their language choices. According to Bryman (2012) providing what he calls thick descriptions is an advantage of qualitative research, and by providing thorough descriptions of the research this may give readers the opportunity to judge whether the results are transferable.

3.4.2 Reliability

Bryman (2012) defines reliability to be whether the measure is stable over time, that if other researchers were to conduct the same research, they would come to the same results, and is referred to as external reliability. Qualitative research is difficult to replicate as it is nearly impossible to replicate a social setting exactly the way it at the time of research (Bryman, 2012).

Additionally, in a qualitative study the researchers are interpreting the data (Bryman, 2012). This study is a qualitative study which has applied video recordings of five English classrooms in lower secondary school and their teachers. The data is provided through the LISE project and can only be accessed if one is researching as a part of this project. Since the data is not freely available and the data has been interpreted by the author this may weaken the reliability. On the other hand, since the data consists of video recordings that can be rewatched, and because of an in-depth description of the transcribing process and coding process, it can be possible to replicate this research to an extent if other researchers are given access to the data in the LISE project.

Measures taken to ensure reliability are that all recordings have been watched by the author of this MA thesis, and the majority of the transcribing process has been conducted by the author of this thesis. The transcriptions conducted by other students have been quality controlled with the recordings to ensure that the transcription is as accurate as possible. Since the author of this MA thesis has personally observed, transcribed, and coded most of the data used, the author is able to give in-depth descriptions of this part of the research process, thus strengthening the reliability of the study. Furthermore, the language codes applied to investigate for what the teachers apply Norwegian are based on Brevik and Rindal's (2020) language functions, which are also used to investigate teachers' language use in their research. According to Dalland (2018) there is a norm within research that it should be cumulative, meaning that the research should be building on prior research. Applying codes established by well-known researchers in the field of didactics is one way to ensure reliability in this study by building on existing research.

3.4.3 Research ethics

When conducting research, it is important to consider the ethical implications which it entails (Everett & Furseth, 2019). In 1978 a law of personal register was founded in Norway (Befring, 2016). One of the reasons this law was created was to protect participants in research, and includes demands for informed consent, anonymisation of participants, right of access for participants, duty of confidentiality for all working on the project and that all data is to be kept safe (Befring, 2016). The LISE project has been approved by Norsk Senter for Forskningsdata (NSD). The data must be stored safely to prevent losing it or that people who are not granted access can access it (Everett & Furseth, 2019). The data applied in this study has been stored

on safe servers at the Teaching Learning Video Lab (TLVlab) at the University of Oslo. The researchers and research assistants who have gathered the data have used equipment provided by the University of Oslo and have brought the data back for storage when the lessons were recorded.

The participants have provided names, age, where they work or go to school etc. It is important that the participants of any research do not risk injury because of involvement in research, either during or after (Everett & Furseth, 2019). All participating students and teachers have given their written informed consent to be a part of the research and have signed forms and given permission for the data to be used in MA theses as part of the LISE project. But due to it not being necessary information, and to ensure anonymity of the participants, the genders of the teachers have not been included in this thesis.

In the data used for this study students and teachers in 10th grade are participants. This entails that most students are 15-16 years old. The law says that children have a particular demand for and need of protection (Befring, 2016; Everett & Furseth, 2019). After they turn 15 children have the right to sign consent forms for research without the parents needing to co-sign (Befring, 2016). Because of the students' age, there is a greater demand of information before asking the students to consent to be a participant in a research project (Befring, 2016). The name of students and teachers have been anonymised during the transcription process. Furthermore, to be able to work on the LISE project the author was obliged to sign a confidentiality agreement. Both students and teachers have signed consent forms agreeing to be a part of the LISE project, but some students have not given permission to be included in the research and it is important ensure their anonymity and rights to not be a part of the project. To ensure this the cameras have been tilted away from these students and their voices have been edited out when speaking.

4 Findings

This chapter will present the findings in this study. The main finding is that there is considerable variation in the extent of Norwegian use by the teachers and the comments they provide on the students' language use. The sections in this chapter are based on the themes found in the data during the qualitative analysis presented in section 3.3. These themes have been merged into two sections, *language use* and *language comments*, and these two sections will help answer the two sub-research questions:

1. *Do English teachers use Norwegian when teaching English, and if they do how do they use Norwegian?*
2. *How do the English teachers respond to students using Norwegian in English lessons?*

Section 4.1 will present teachers' and students' language use in the classroom and provide examples of language use. Section 4.1 includes the themes *Teachers' language use* and *Students' language use* and explains how the teachers in this study apply Norwegian in class. In addition, the section includes which *Language functions* by Brevik and Rindal (2020) the teachers' Norwegian use is categorised within. Section 4.2 will present *Language comments* provided by the teachers aimed at students' language use. This section includes the themes *Teacher commenting on students' language*, *Teacher specifying which language students should use* and *Translation*. Translation includes both when the teacher translates to and from Norwegian and when the teacher is asking the students to translate to and from Norwegian themselves. In addition, section 4.2 includes to which degree the teacher corrects the students when speaking Norwegian or if the teacher is commenting on which language the students should use in class. Lastly, section 0 will provide a summary of the findings presented in the two prior sections and a comparison between the teachers and classes regarding language use and language comments.

4.1 Teachers' and students' language use

The findings show that all teachers and students in every class applied Norwegian to some extent, however, the amount of Norwegian varied between each class. Even though there was evidence of Norwegian in all classes, there was not evidence in every lesson. This section will present teachers' and students' language use. This section will help provide answers to the first

sub-research question: “Do English teachers use Norwegian when teaching English, and if they do how do they use Norwegian?”

4.1.1 Teachers’ use of English and Norwegian

This section will provide a table of teachers’ use of English and Norwegian in the classroom. In addition, each teacher’s language use and examples of the teachers’ language use will be presented one by one. Comparison between the teachers will be provided in section 0. Table 2 below gives an overview of the teachers’ language use in their classrooms, if they are speaking Norwegian and to which degree.

Table 2: An overview of teachers' language use

School	Lesson 01	Lesson 02	Lesson 03	Lesson 04
S07	Uses almost only English	Answers students in English when students speak Norwegian, speaks Norwegian a few times.	Uses almost only English, Norwegian just a few times	Uses almost only English. Norwegian just a few times. Answers students speaking Norwegian in English.
S09	Uses only English.	Uses almost only English, Norwegian in beginning of lesson and to student outside the classroom.	Uses only English, except when saying goodbye at the end of lesson.	Uses almost only English, Norwegian only a few times.
S17	Uses both Norwegian and English, both in whole class and with individual students, teacher changes language mid-sentence.	Uses both Norwegian and English, both in class and with students, changes language mid-sentence.	Uses both Norwegian and English, both in class and with students, changes language mid-sentence.	Uses both Norwegian and English, in class and with students, codeswitches mid-sentence, answers students’ Norwegian in Norwegian or English
S50	Uses mostly English, Norwegian in some cases.	Answers both in English and Norwegian when students ask in Norwegian.	Answers students sometimes in Norwegian and sometimes in English, uses mostly English when speaking to class, Norwegian on occasions.	Speaks almost only English in class, Norwegian and English with students.
S51	Uses mostly English. Substitute teacher uses English first in the lesson then almost just Norwegian.	Uses almost only English, just a few Norwegian words during lesson.	Answers students using Norwegian in English, uses Norwegian to translate words.	Uses mostly English, Norwegian in some cases with students and in class.

The findings show evidence of teachers applying Norwegian in all classes, however, not in every lesson. 20 lessons are included in the data and the findings show Norwegian was present to some extent in 19 of 20 lessons. Schools S07 and S09 have evidence of the teachers applying the least amount of Norwegian in their classes, with only English or almost only English when teaching. School S17 has evidence of the teacher applying the most amount of Norwegian, and the teacher codeswitches several times when speaking, and is speaking Norwegian on several occasions in every lesson included in this study. The teacher in school S51 applies Norwegian less than the teacher in school S17, however, there is evidence of Norwegian in a few cases in interaction with single students in lesson four, and a few Norwegian words during the other lessons. The teacher in school S50 uses more Norwegian than S07, S09 and S51, but less than S17. The teacher in S50 applies both Norwegian and English when answering students speaking Norwegian to the teacher, depending on which student is speaking.

School S07- almost only English

In school S07 there is only evidence of Norwegian in lesson two and three. The students are learning about South Africa and are discussing apartheid and the presidential elections from the 1940s to 2020. In example 1 the teacher applies Norwegian when providing translation of a new word:

Example 1, School S07, lesson 02:

Teacher: He's being put on some kind of trial

Student: In the cong- United State's congress

Teacher: A trial

Student: Riksrett

Teacher: Which we in Norwegian call riksrett. There is no way he's losing that case but they're trying to find out, has he done something illegal? So pay attention to what happens to Trump, but how did Trump enter this conversation."

In example 1 the teacher provides a translation in Norwegian for the new word *riksrett* for the students. After providing the translation the teacher continues the lesson in English.

School S09- almost only English

In school S09 the teacher is using Norwegian similarly to the teacher in school S07. The teacher in S09 rarely speaks Norwegian, and when doing so it is only a few words. In lesson two the teacher applies Norwegian almost only when beginning the lesson and when helping a student who is writing a midterm in a group room. The teacher in S09 begins lesson two by instructing the student who is having a midterm that lesson:

Example 2, School S09, lesson 02:

Teacher: Ja, da har jeg delt oppgaveheftet med dere. Der finner dere alle oppgavene. Dere svare på eh, én a, én b, og så velger dere på oppgave to. Eh, Send på mail. Jeg oppretter en mappe og så bare legger jeg det inn i den mappa. Jeg har ikke gjort det enda. Ja, du må dele hele oppgaven med meg når du er ferdig med å skrive den. Ja.

Student: Hvor lang tid får vi bruke?

Teacher: Dere får hele dagen, fram til klokka er kvart over to. Og hvis dere er ferdig tidlig, så har dere undervisning resten av dagen. Så dere får ikke gå hjem tidligere. Okei? Jepp. Flott.

After the teacher in S09 has explained the task, the lesson continues in English until the teacher is helping the student having the midterm.

School S17- both English and Norwegian

The teacher in school S17 applies both Norwegian and English in every lesson and is regularly codeswitching when speaking to the students. Example 3 shows codeswitching mid-sentence:

Example 3, School S17, lesson 04:

Teacher: "Eh. Og så går han da til vennene sine på stasjonen, bye now, Big Daddy. Og så hører vi lyden av et tog. Noise of train. Og så sier Tom; are you looking forward to it, Chris? Altså gå på college. Mm, the big break, the big world! We left home at last! We're free!"

In this example the teacher in S17 is reading a play for the students about two teenagers having a baby. The teacher is shifting between Norwegian and English when reading and when contextualising the events in the play for the students to comprehend. The teacher in S17 is shifting between Norwegian and English like this several times during the lessons before shifting to English and continuing the lesson.

School S50- mostly English

The teacher in S50 applies mostly English when teaching, however, the teacher speaks Norwegian on some occasions during the lessons. In S50 the students are learning about violence and abuse towards women, and they are working on a presentation about the topic. On several occasions the teacher in S50 explains in English and then asks the students to translate to Norwegian. In lesson one the teacher in S50 does this when asking the students if somebody can translate *accused* to Norwegian:

Example 4, School S50, lesson 01:

Teacher: Yes, I think it was between seven and nine percent. So, nine percent ... of accused... What does accuse mean? What does accused mean? In Norwegian? Can someone translate this word, accused. Ja!

Student: Siktet

Teacher: Siktet. Ja.. Siktet, anmeldt

Student: Beskyldt

Teacher: Beskyldt. Beskyldt/siktet/anmeldt. Det er i samme kategori. Så ni prosent av dem som blir siktet/beskyldt/anmeldt, de blir dømt. Nine per cent of accused uh.. rapists are... Hvordan skriver jeg dømt? What is the word I want to write?

In example 4, the teacher from school S50 is repeating the words in Norwegian the students are providing. The teacher does this on several occasions when asking the students to translate from English to Norwegian.

School S51- mostly English

The teacher from school S51 use mostly English when teaching, however, there is evidence of Norwegian on some occasions during the lessons. The teacher in school S51 applies Norwegian several times for translation, but rarely explains the definition in Norwegian. The teacher only normally provides the Norwegian translation and continues the lesson in English. In lesson four the students are instructed to translate sentences from Norwegian to English. Example 5 shows an example of this from lesson four:

Example 5, School S51, lesson 04:

*Teacher: Høydepunktet, *student*, under den kalde krigen var Cubakrisen, men symbolet var uten tvil Berlinmuren.*

Student: The highlight under the Cold War was the Cuba crisis, but the symbol was without a doubt the Berlin wall.

Teacher: The highlight, eller the main incident under the cold war, of course Cuba crisis, but the symbol was without doubt the Berlin wall. Veldig bra. Very good.

The teacher repeats the translation but corrects one or two words occasionally. The teacher praises the student in Norwegian and in English.

4.1.2 Language functions

This section will present Brevik and Rindal's (2020) language functions applied on the evidence of Norwegian in the classroom, as operationalised in section 3.3.4. When presenting the functions in the classroom the schools will be presented one by one. The findings show variation in which language functions are present in each lesson, however, in all except two lessons there are to some extent evidence of one or several language functions. Table 3 will show an overview of which language functions, by Brevik and Rindal (2020), are present in each class and lesson.

Table 3: Language functions present in class (based on Brevik & Rindal, 2020)

School number	Lesson numbers 01	Lesson numbers 02	Lesson numbers 03	Lesson numbers 04
School 07	Terminology	Scaffolding, terminology and empathy/solidarity,	Practical information and empathy/solidarity	Practical information, scaffolding, empathy/solidarity, terminology,
School 09		Task instruction, practical information, and scaffolding	Empathy/solidarity	Practical information and terminology
School 17*	Terminology, domain, scaffolding and task instruction,	Empathy/solidarity, scaffolding, practical information, task instruction, terminology, classroom management and domain,	Classroom management, scaffolding, terminology, empathy, practical information and task instruction,	Empathy, practical information, scaffolding, task instruction and classroom management,
School 50	Terminology, scaffolding, empathy and practical information,	Terminology, scaffolding, practical information, empathy, domain, task instruction and classroom management,	Task instruction, empathy, practical information, scaffolding, terminology and classroom management	Classroom management, scaffolding, terminology, practical information, metalinguistic explanation and empathy/solidarity
School 51	Practical information, task instruction <i>Substitute teacher:</i> practical information, empathy, classroom management, scaffolding and domain,	Task instruction, practical information, empathy/solidarity, and terminology	Scaffolding, empathy/solidarity, terminology, practical management, classroom management, and task instruction	Terminology, empathy/solidarity, classroom management, scaffolding and task instruction

Note: Grey areas show lessons with no evidence of Norwegian.

Table 3 shows language functions, created by Brevik and Rindal (2020), present in each lesson. The table shows which language functions were present in each lesson, however, it does not show the quantity of each function in the lessons (as in Brevik & Rindal, 2020). As presented in section 2.2.4, Brevik and Rindal's (2020) language functions are divided into academic and non-academic functions. All eight language functions were to some extent present in one or more lessons. The academic functions were scaffolding, terminology, domain, metalinguistic explanation, task instruction and metalinguistic explanations. Terminology was present in 14 lessons, scaffolding in 14 lessons. Task instruction was present in 11 lessons, domain was present in 4 lessons, while metalinguistic explanations was present in only 1 lesson. Of the non-academic functions there were practical information, classroom management and

empathy/solidarity. Empathy/solidarity was present in 15 lessons. Practical information was present in 14 lessons. Lastly, classroom management was present in 9 lessons. The three most occurring language functions in the classroom were empathy/solidarity, terminology and scaffolding.

School S07

In school seven the students are learning about the troubles in South Africa, Apartheid and the presidential elections from the 1960s to 2020. In this class there is evidence of terminology, scaffolding, and empathy/solidarity and practical information. An example from lesson two shows the teacher apologising to a student:

Example 6, School 07, lesson 02:

«Teacher: Unnskyld. Ja, ja, det var min feil. Ehm, sorry, yeah, no problem, you have two more minutes.»

This example has been categorised as empathy/solidarity because Norwegian is applied when the teacher in S07 is apologising to the student. After apologising, the teacher in S07 continues the lesson in English.

School S09

The class in school S09 has evidence of the lowest use of Norwegian by the teacher of all the classes. In lesson one there was no evidence of Norwegian. During lesson two, three and four the teacher applied Norwegian for task instruction, practical information, scaffolding, terminology, and empathy/solidarity. In lesson four the teacher is reading about a 13-year-old Hindu boy in England where his parents are planning his marriage. The students who want to read alone can leave the classroom.

Example 7, School S09, lesson 04:

“Teacher: How many of you would like to stay in the classroom to just listen when I read? Please raise your hand.

Teacher: Okay, good. Umm. The rest of you will eh. work outside uh. remember to work silently. And focused. okay?

*Student: Can we have the questions when *inaudible**

Teacher: I have also shared them with you, and I have not made more than eh. ten or twelve spare copies. I have also made copies of "læringsmål i naturfag" And I will put them here so you can eh. help yourself before you go out."

The teacher applies the Norwegian name of the subject *naturfag* and the Norwegian term *læringsmål* rather than translating it. In alignment with Brevik and Rindal's (2020) definition example 1 is defined as practical information because it is not relevant to the subject being taught at the time.

School S17

In the class in school 17 there are several language functions present: terminology, domain, scaffolding, task instruction, empathy/solidarity, practical information, and classroom management. The only language function there is no evidence of is metalinguistic explanation. The teacher applies Norwegian several times as terminology. The teacher introduces a new word in English and translates to Norwegian and explains in Norwegian for the students. In lesson one the students are learning about contraceptives:

Example 8, School S17, lesson 01:

Teacher: Condom. As you see, that's one of the week's words. Yes, condom. Condom. You all know what a condom is. It's a contraceptive. In English, altså prevensjonsmiddel...

In this example the teacher in S17 provides translation for the words contraceptives and condom. The example has been categorised as terminology because the teacher in S17 does not elaborate in Norwegian, only translates the terms and continues the lesson in English.

School S50

In the class in school S50 there is evidence of terminology, scaffolding, task instruction, empathy/solidarity, practical information, classroom management and metalinguistic explanations. All functions except domain is present in the classroom. In lesson one the students are learning about rape and abuse of women in South Africa. The teacher in school S50 is speaking about the percentage of men convicted of rape and abuse every year in South Africa:

Example 9, School S50, lesson 01:

«**Student:** *Hvor mange prosent av voldtekter som skjer liksom.. blir *unrecognisable**

Teacher:*ja. hvor mange av de som blir anmeldt, blir faktisk dømt. Det sa de noe om i den podcasten dere skulle høre på forrige uke. Er det noen som husker det, kanskje? Someone.. Does someone remember that percentage? Yes, *student**”

In this example the teacher seems to be applying Norwegian as scaffolding to help the students understand. Then the teacher asks a question first in Norwegian and then in English.

School S51

In school S51 the teacher applies Norwegian as terminology, scaffolding, task instruction, empathy/solidarity, classroom management and practical information. All language functions are to some extent applied in the classroom except domain and metalinguistic explanation. The substitute teacher applies Norwegian for practical information, empathy, classroom management, scaffolding and domain. The main teacher applies Norwegian most frequently when it is not relevant to the topic being taught. Therefore, examples included in this section will be non-academic language functions. In lesson four the teacher in S51 is asking about another student who is home sick:

Example 10, School S51, lesson 04:

Teacher: *How is *student*? Hvis du har veldig høy feber så drømmer du ganske rart.*

Teacher: *Det er ganske slitsomt*

In alignment with Brevik and Rindal’s (2020) language functions this example has been categorised as empathy/solidarity. The teacher in S51 applies Norwegian as empathy/solidarity on several occasions when speaking to the students. Almost every time the teacher in S51 is speaking with students on matters regarding their private lives the Norwegian is applied. Normally, the lesson continues in English.

4.1.3 Students’ language use

This section will present findings on the students’ language use in the classroom. This section will only provide a table presenting students’ language use and explanations of this table, it will not include examples of language use by the students because this study’s focus is on teachers’

language use. This section is included for contextual purposes to show how students use languages in context to the teachers' language use. Table 4 will give an overview of students' language use in the classroom, whether they only speak English or both English and Norwegian.

Table 4 An overview of students' language use

School number	Lesson number 01	Lesson number 02	Lesson number 03	Lesson number 04
S07	Students use almost only English.	Students speak almost only English, Norwegian only on occasions.	Students speak mostly English, Norwegian only a few times.	Students speak mostly English.
S09	Students almost speak only English, Norwegian just a few times	Students use mostly English.	Students speak mostly English, Norwegian only to each other (one time)	Students speak almost only English
S17	Students use both English as Norwegian in class and when communicating with teacher	Students use both Norwegian and English to teacher and to each other.	Students use both English and Norwegian when speaking with teacher and each other.	Students use both English and Norwegian when speaking with teacher and each other.
S50	Students use mostly English, Norwegian on occasions.	Students use both Norwegian and English when communicating with teacher.	Students use both Norwegian and English.	Students use both Norwegian and English.
S51	Students use mostly English. <i>Substitute teacher:</i> Students use almost only Norwegian.	Students speak mostly English, Norwegian on occasions.	Students use both English and Norwegian, just Norwegian to each other, very often Norwegian to teacher, almost only Norwegian other students.	Students use both English and Norwegian

In school S07 students apply either mostly English or almost only English. In all lessons there is evidence of Norwegian, however, only a few times each lesson. In school S09 the students speak mostly English or almost only English. In lesson three there is only evidence of a student applying Norwegian one time. In school S17 the students apply both English and Norwegian in all lessons, both in communication with the teacher and to each other. In school S50 the students apply both Norwegian and English in lesson two, three and four, and mostly English and Norwegian in some cases in lesson one. In school S51 students apply both Norwegian and English in lesson three and four students and speak almost only Norwegian to each other. In lesson two students apply mostly English, and Norwegian a few times. In lesson one there is a substitute teacher ten minutes in, in this lesson students apply almost only Norwegian.

4.2 Language comments

This section will present teachers' comments regarding the students' language use in the classroom. This section will provide answers to the second sub-research question: "How do the English teachers respond to students using Norwegian in English lessons?"

This section will include whether the teachers commented on or corrected the students' language use and to what extent. The teachers' language comments in class will be presented consecutively, beginning with S07, and ending with S51. Table 5 (on the next page) presents in which lessons there is evidence of specific language comments by the teacher. Language comments include comments regarding the language the students should or can use, if the teacher is encouraging use of English, but as well teachers forbidding Norwegian or if the teacher is telling the students to choose what they prefer.

Table 5: Overview of teachers commenting students' language use

School number	Lesson number 01	Lesson number 02	Lesson number 03	Lesson number 04
S07	Asks students to say something in English they have said in Norwegian.	Corrects students using Norwegian on occasions in class, not to individual students.		Does not comment on students' use of Norwegian. Instructs students once to perform a task in English.
S09	Instructs students to use English, corrects students using Norwegian on occasions.	Instructs students to use English.		
S17	Instructs students to "try to speak English", allows Norwegian if needed, instructs students to translate between English and Norwegian.	Instructs students to try to speak/ write in English, instructs students to translate between English and Norwegian.	Corrects class when using Norwegian on occasions if the teacher has already instructed them to use English, allows feedback from students in students' preferred language.	Instructs students to try to speak English, allows Norwegian if students prefer.
S50	Instructs students once to discuss in English, asks students to translate between English and Norwegian.	Instructs students to hold presentation in students' preferred language, instructs students to translate between English and Norwegian	Instructs students to translate from English to Norwegian.	
S51	Main teacher does not comment on language use. Substitute teacher comments students' language use.	Instructs students to translate to and from Norwegian		Instructs students to translate between Norwegian and English.

Note. Grey columns for no evidence of language comments by the teacher.

The findings show differences between schools in whether the teacher is commenting on students' use of Norwegian in class, to which degree and how they decide to comment it. The range is from the teacher not commenting the use of Norwegian to the teacher correcting all students' use of Norwegian. The teacher in school S07 corrects the students Norwegian use in lesson two and asks the students who apply Norwegian how they would say it in English. The teacher in school S09 tells the students to apply English in lesson one and two, and in lesson one the teacher in school S09 corrects the students using Norwegian. In lesson three and four there is no evidence of the teacher commenting on students' language use. The teacher in S17 comments on the students' language use on several occasions in every lesson and has most

evidence of the teacher correcting the students' use of Norwegian. As Table 5 presents, even though the teacher encourages the use of English the most, the teacher in S17 is also the one who allows most use of Norwegian in the classroom. The teacher in school S50 instructs the students to discuss in English in lesson 1, however, does not comment on students speaking Norwegian on other occasions. The teacher in S50 never corrects the students who apply Norwegian. The teacher in S50 asks students to translate from English to Norwegian in lesson two and three. In school S51 the teacher instructs the students to translate between Norwegian and English in lesson two and four. In lesson one and three the teacher in school S51 does not comment on language use. After ten minutes the teacher in school S51 leaves the class, and a substitute teacher takes over. The substitute teacher corrects and comments on students' applying Norwegian on several occasions.

School S07

The teacher in school S07 asks students to translate an utterance from Norwegian to English in lesson one. In lesson two the teacher in school S07 corrects the students applying Norwegian in whole class, but never corrects individual students. In lesson three there is no evidence of specific comments regarding the students' language use. In lesson four the teacher instructs the students once to perform a task in English. An example of specific language comment in school S07 is:

Example 11 S07, lesson 03:

Teacher: So, English please. English please.

In this example the teacher is walking around in the classroom while the students are discussing. The teacher in school S07 addresses the whole class and instructs them to discuss in English.

School S09

The teacher in school S09 corrects the students who speak Norwegian on several occasions. In lesson one the students are told to discuss which three qualities they look for in a potential partner and the teacher in school S09 is walking in class and corrects the students who apply Norwegian. In lesson two the teacher instructs the students to speak English as well. In lesson three and four there is no evidence of the teacher commenting on the students' language use. An example of the teacher correcting the students speaking English:

Example 12, School S09, lesson 01:

Teacher: No, three words. So, you have nine words together. And then you need to sum it up by using only three words.

Teacher: English.

Teacher: English.

Students: We are talking English.

Teacher: Yeah, we are speaking English.

Teacher: English.

Teacher: English, English, English, English, English.

This is a common way for the teacher in S09 to instruct the students to apply English when they are discussing. The teacher walks around in the classroom and kindly reminds the students that the teacher wants the students to speak English. This example is interpreted as a polite and kind way for the teacher to remind the students to speak English in class. Almost every time the teacher gives the impression of overhearing students speaking Norwegian, the students are corrected nicely.

School S17

In school S17 the teacher is commenting on the students' language use in every lesson. The teacher is instructing the students to try to speak English when they are discussing and when performing a task. Even though the teacher in S17 encourages English, the students are informed to apply Norwegian if needed. In lesson one the teacher in school S17 asks the students to translate from English to Norwegian several times. The teacher never corrects the students' use of Norwegian but encourages English. An example of a language comment is when the students are instructed discuss how many teenagers gave birth in 2017. The teacher instructs them explicitly to discuss in English:

Example 13, School S17, lesson one:

Teacher: Yes. Thirteen to nineteen. Teenagers- yes, tenåringer, teenagers. How many teenagers in this age group do you think gave birth in Norway in 2017? Talk to your neighbour. Have a guess.

Student: Hundre.

Teacher: Try to speak in English. Try to speak in English

The teacher in school S17 does not forbid the use of Norwegian but encourages the students to speak English. The teacher kindly instructs the students to try speaking in English.

School S50

The teacher in school S50 instructs the students to translate between Norwegian and English in lessons one, two and three. In lesson one the teacher instructs the students on one occasion to speak English and in lesson two the teacher instructs the students on a presentation and tells the students they can hold the presentation in the language they prefer. In lesson four there is no evidence of the teacher commenting on the students' language use. An example of the teacher in school S50 commenting on language use is:

Example 14, School S50, lesson three:

Teacher: You have one, you have two options. You can either do the presentation in English

Student: mm.

Teacher: Or you can do the presentation in Norwegian and then have a conversation with me in English. About your presentation.

Teacher: Or present for me in English, as well. So, you can choose.

*Student: Nei... okei, så hvis jeg tar engelsk, så trenger jeg ikke *inaudible**

Teacher: No. No, you have to present your presentation in class in Norwegian

Student: alright

The teacher gives the students the option to decide which language they are comfortable speaking in public and allows them to hold a presentation only for the teacher, in English.

School S51

The teacher in school S51 asks the students in lesson one two and four translate between Norwegian and English. In lesson three there is no evidence of the teacher commenting on the students' language use. In lesson one the main teacher does not comment on the students' language use; however, the substitute teacher comments on the students' use of Norwegian on several occasions. Example of the main teacher instructing the students to translate:

Example 15, School S51, lesson 02:

Teacher: Mute

Student: Taus

Teacher: In vain

Student: Forgjeves

In example 15 the teacher instructs the students to translate several words from English to Norwegian. When the students provide a translation, the teacher moves on to the next word.

4.3 Summary and comparison of teachers' and students' language use and language comments

This section will provide a summary of the findings presented in sections 4.1 and 4.2 and a comparison between the teachers' language, their language comments, and their students' language use. The main finding of the analysis is that there is considerable variation in the language use in each class, both by teachers and students. A summary of the findings will be presented beginning with school S17, which is the school with the most evidence of Norwegian, then schools 50 and 51 will be presented together. Lastly, schools S07 and S09 will be presented together, which are the schools with the least evidence of Norwegian. Table 6 will present a summary of Table 2, Table 3, Table 4 and Table 5 to show the language use and language comments in the different schools.

Table 6: Summary of teachers' language use, teachers' language comments and students' language use.

School number	Teachers' language use	Teachers' language comments	Students' language use
S07	Teacher uses either just English or almost only English, Norwegian just a few times. In two lessons teacher answers in English when students speak Norwegian.	Teacher tells students to translate between Norwegian and English. Tells a student once to perform a task in English. In one lesson there is no language comments.	Students use almost only or mostly English, Norwegian just a few times during lessons.
S09	Uses either just English or almost only English. Uses Norwegian just a few times.	Tells students to use English, corrects students using Norwegian sometimes. In two lessons there is no language comments.	Students use mostly or only English, Norwegian just a few times during lessons.
S17*	Uses both English and Norwegian in class. Teacher codeswitches mid-sentence several times.	Tells students to try to speak English several times, but to use Norwegian if needed. Tells students to translate between Norwegian and English.	Students use both English and Norwegian.
S50	Uses either mostly English or almost only English in two lessons. Answers individual students both in Norwegian and English.	Tells students on occasions to discuss in English, asks students to translate between English and Norwegian. Tells students to hold a presentation in preferred language. In one lesson there is no language comments.	Students use both Norwegian and English. Students use mostly English in one lesson.
S51	Uses mostly or almost only English. Uses Norwegian to translate words from English. Uses Norwegian on some occasions with individual students. Substitute teacher uses almost only Norwegian.	Asks students to translate to and from Norwegian. In two lessons there is no comments from main teacher. In one lesson there is a substitute teacher who comments on students' language use several times.	Students speak either mostly English or both English and Norwegian. In lesson with substitute teacher students speak almost only Norwegian.

As presented in section 4.1, the findings show that there is variation in the amount of Norwegian applied in the classrooms. All classrooms showed evidence of Norwegian applied but not in every lesson. Norwegian was applied in 19 of 20 lessons.

School S17

The teacher in S17 is the teacher who has applied the most Norwegian of the teachers in this study. This teacher applies Norwegian and English when teaching, both in whole class situations as well as in communication with students. The students in this class use both Norwegian and English. The teacher in S17 is the teacher who comments on students' language use the most. Furthermore, the teacher encourages the students to apply English, however, allows the use of Norwegian when needed.

School S50 and S51

School S50 and S51 are two classes with teachers using mostly English when teaching, however, they apply Norwegian on occasions when speaking to individual students and when explaining to the whole class. School 50 and 51 have three lessons with evidence of the teacher commenting on students' language use. In school S50 students use both Norwegian and English, and mostly English in one lesson. The students in school S50 switches between Norwegian and English, like the teacher in S50. The teacher in school S50 comments on students' language use on occasions when instructing the students to translate to and from English, and only in lesson one does the teacher in S50 instruct the students to discuss in English. In one lesson the teacher in school S50 explicitly instructs the students to hold a presentation in the language they prefer. In school 51 the students use both Norwegian and English in class and almost only Norwegian when speaking to each other. The teacher in school 51 does not correct students' language use, however, instructs the students on occasions to translate from English to Norwegian. In one lesson the students speak mostly English and in lesson one, with the substitute teacher present, the students speak almost only Norwegian. In this lesson the substitute teacher comments on the students' language use on several occasions, in the beginning of the lesson the teacher provides comments on the students' use of Norwegian every time the teacher present to hear it. This is also the lesson with the most evidence of Norwegian by the students in school S51.

School S07 and S09

School S07 and S09 are the schools where the teachers apply the least Norwegian in class and are the only schools with one lesson with no evidence of Norwegian by the teachers. The teachers in schools S07 and S09 use almost exclusively English, and when they speak Norwegian, it is only to specific students and a few words. In school S07 the students speak

either mostly or almost only English. This mirrors the teacher's language use in class where the teacher in school S07 uses either just English or almost only English. The teacher in school S07 comments on the students' use of Norwegian on occasions. In two lessons there is no evidence of the teacher commenting on students' language use. In school S09 the students speak mostly or almost only English. In one lesson there is only evidence of Norwegian once. This, as in school S07, mirrors the teachers' language use in the classroom. The teacher in school S09 applies either only English or almost only English. When the students speak Norwegian, the teacher in school S09 regularly comments it. In one lesson there is no evidence of the teacher commenting on the students' language use.

Of the findings introduced in this chapter, two areas of focus have emerged and will be discussed further in chapter 5, Discussion. The main finding in this study, that there is considerable variation in the language use by both teachers and students, will be discussed in the next chapter. Furthermore, the findings suggest that the teachers who are commenting the most on students' language use are the teachers who apply Norwegian the most themselves. These two areas will be the focus of the discussion in chapter 5, considering prior research and theory presented in chapter 2.

5 Discussion

This chapter will present discussion of the findings presented in chapter 4 considering theory and prior research introduced in chapter 2. The goal of this chapter is to explore the research question:

What characterises teachers' language choices during English lessons in five lower secondary classrooms?

This chapter is divided into three main sections based on the focus of the discussion. Section 5.1 *Variation in language use*, is based on the main finding in chapter 4, which shows evidence of considerable variation in use of Norwegian in the classrooms. Furthermore, section 5.1 will provide comparison of the teachers' use of Norwegian, and the function Norwegian has in the classroom. The use of Norwegian by the teachers will be discussed applying Brevik and Rindal's (2020) research on how teachers apply Norwegian and their language functions as a framework. The section will also hypothesise about attitudes towards Norwegian in the English subject classroom. Furthermore, section 5.2 will discuss the teachers' language comments towards the students' language use. Lastly, section 5.3 will discuss correlations between the teachers' language use, the teachers' comments, and the students' language use.

The teachers in this study have been categorised within three categories depending on the amount of Norwegian applied. The teachers in S07 and S09 are categorised as applying little Norwegian, because they apply either only or almost only English in class. The teachers in S50 and S51 have been categorised as applying medium amount of Norwegian because there is evidence of more use of Norwegian than in S07 and S09, while there is less evidence of Norwegian than in S17. The teacher in S17 has been categorised as applying high amount of Norwegian because this teacher applies both Norwegian and English in class both when teaching and when communicating with students. Furthermore, the teacher in S17 codeswitches on several occasions mid-sentence, which does not seem as common in the language use of the other teachers.

5.1 Variation in language use

This chapter is divided into three main sections. Section 5.1.1 will discuss different language approaches, codeswitching, language influences and language activation and how the individual

teachers seem to align with prior research on theory on the topics. Furthermore, section 5.1.2 will discuss teachers' language use in view of the English subject curriculum. Lastly, section 5.1.3 will discuss the function Norwegian has in the classroom, discussing each teacher's language use considering Brevik and Rindal's (2020) study on language use and their findings. The main finding in this study is regarding language use; there is variation in the amount of Norwegian applied by the teachers, and all teachers in this study apply to Norwegian to some extent, while there is very little evidence of other languages than Norwegian, in addition to English.

5.1.1 Language approaches, codeswitching, language influences and language activation

The variation in the language use by the teachers are in alignment with Hoff (2013) and Brevik and Rindal (2020), who found in their studies considerable variation in the use of the L1. It seems natural that there is variation in the use of Norwegian by the teachers in this study as both Brevik and Rindal (2020) and Hoff (2013) both found the same in their studies. The teachers' use of Norwegian therefore align with some prior research on the topic. All teachers in this study apply Norwegian to some extent, while there is very little evidence of other languages than Norwegian, in addition to English. As presented in section 2.2.2, the bilingual approach is teaching applying both the language of schooling and the target language (Brevik et. al., 2020; V.Cook, 2001; Lee; 2016; Macaro & Lee, 2013). That all teachers apply Norwegian to some extent in addition to English suggests that all the teachers in this study have to some degree a bilingual approach to teaching English. Even though all teachers can be categorised as within the bilingual approach, the teachers still range from applying very little Norwegian to applying similar amounts of Norwegian and English. Especially the teacher in S17 applies both languages to a large degree and codeswitches regularly. This finding is in alignment with what V. Cook (2001) argues, that codeswitching is natural in the bilingual approach to teaching. The fact that all teachers in this study apply Norwegian to some degree seems natural because the students in this study are considered bilingual, knowing both Norwegian and English, following Brevik et. al. (2020) and Lee (2016)'s argument that a monolingual approach to teaching is a disconnect to how the students apply languages in real life.

How the teachers in this study apply codeswitching when teaching English is also in alignment with Gallagher (2020), who in her study explain that codeswitching shows a sensitivity to the two languages, in this study, Norwegian and English. In addition, the fact that both students and teachers in this study apply Norwegian to some degree, and as English and Norwegian are common languages for the students, it would seem unnatural for the students and teachers not to codeswitch when communicating. This finding is in alignment with Gallagher (2020), who explains that people who are bilingual do not switch between which language is active, all languages are always active. By codeswitching when necessary, the students apply their full language repertoire in communication. For people who are bilingual all languages they know are active always (Gallagher, 2020). Therefore, the students cannot shut off the languages they know in their minds, even though the teachers may have a monolingual, or bilingual, approach to teaching.

Skram (2019) found in her study that the students reported that their language use was influenced by the teachers' language use. The findings in this study seems to be in alignment with both Skram's (2019) findings on how the teachers' language use influences the students' language use and Brevik and Rindal's (2020) study. The findings in this study show that the teachers' language use is to some degree mirrored in the students' language use. This is evident in all schools; the students apply similar amounts of Norwegian as their teachers, both in schools with little evidence of Norwegian and in the schools with more evidence of Norwegian present. That the students with teachers withing three different language categories all seem to mirror their teachers' language use may be an indicator that the teachers' own language use in the classroom influence their students' language use.

Another factor that favours the use of the L1 in the classroom is that, as Hall and G. Cook (2012) explain, students today will not operate in a monolingual environment, and thus it seems natural that the students today apply both Norwegian and English in the classroom, as well as it mirrors the reality of the students' language use. As Rindal (2019) mentions, billions of people today speak and learn English, and more people are learning English who are not native speakers of English. This is also the case for many of the students in Norwegian school, they are not native speakers of English, and as Hall and G. Cook (2012) argue it is no longer a desire for students to attempt a native like use of English. Furthermore, the students in Norway, which the participating students are, do not only apply English in school. They use English outside school for different purposes as extramural English (Sundqvist & Sylvén, 2016), and as they

do not separate the languages outside school (Brevik et. al., 2020; Lee, 2016), it would seem unnatural for the students to do this in school. This mirrors what Rindal (2019) argues that English today has gone from being considered a foreign language to being a second language, where English today is used more and more outside school for purposes as watching TV, Youtube etc.

5.1.2 Teachers' language use in view of the English subject curriculum

As presented in section 1.2, both the previous and the new curriculum in the English subject do not specify the amount of English, and other languages, which should be applied (Udir, 2013; Udir, 2020). This entails that the teachers themselves decide the degree they apply different language in class, and thus which language approach they prefer; monolingual (Brevik et. al., 2020; Hall & G. Cook, 2012; Lee, 2016; Macaro, 2001), bilingual (Brevik et. al., 2020; V. Cook; 2001; Lee, 2016; Macaro & Lee, 2013) and multilingual (Brevik et. al., 2020; Lee, 2016). Even though the new curriculum does not specify the amount of English and other languages should be used when teaching English, the new curriculum specifies that the students are to “explore and describe some linguistic similarities between English and other languages they know” (Udir, 2020). This entails that a strictly monolingual approach is not within the goal of the new curriculum for students' English learning outcomes after 10th grade. To meet the requirements in the new English subject curriculum, and the former curriculum, there must be to some extent use of Norwegian, and thus have a bilingual or multilingual approach, in the new curriculum a multilingual approach is imperative, to fulfil the learning outcomes in English in lower secondary school after grade 10. As presented in section 4.1.1, there is evidence of Norwegian in all teachers' language use, and thus according to the formulation on language use in the former and the new curriculum, all teachers in this study meet the only explicitly formulated criteria for language use.

5.1.3 The functions of Norwegian in the classroom

The function Norwegian has in the classroom seems to be different for each teacher in this study. As presented in chapter 2.2.4, Brevik and Rindal (2020) have created language functions to categorise the teachers' use of Norwegian in their study. A presentation of the different language functions and how they have been operationalised for this study can be found in chapter 3.3.4.

The teacher in S07 applies very little Norwegian when teaching but there is some evidence of the teacher using Norwegian in class, specifically for the purpose of terminology, scaffolding, empathy/solidarity and practical information. This entails that half of the language functions present in S07 are for academic purposes, while the remaining language functions are for non-academic purposes. The teacher in S09 applies relatively similar amounts of Norwegian as the teacher in S07, specifically for task instruction, scaffolding, terminology, practical information, and empathy/solidarity. This entails that Norwegian is applied for both non-academic purposes, though there is one more academic function than non-academic. The findings on the teacher in S09's language functions mirror the findings Brevik and Rindal (2020) present that the most applied language function in their study was scaffolding, task instruction and practical information. In S07 the findings seem to mirror the findings in Brevik and Rindal (2020)'s findings in that there is evidence of scaffolding and practical information, although the language functions in this study seem not to align with the finding in their study showing a high use of metalinguistic explanation and task instruction, and in this study there is much evidence of empathy/solidarity overall.

In S50 there is more evidence of Norwegian and there are more language functions present than in both S07 and S09. It seems natural that there is evidence of more language functions because there is more evidence of Norwegian overall in S50 than in S07 and S09. The teacher in S50 applies Norwegian for terminology, scaffolding, empathy/solidarity, practical information, domain, task instruction, classroom management, and metalinguistic explanations. All language functions are to some extent present in S50, and this entails that Norwegian is used for both academic and non-academic purposes. Furthermore, the teacher in S51 applies relatively similar amounts of Norwegian as the teacher in S50, while the purpose of Norwegian is somewhat different. The teacher in S51 applies Norwegian for practical information, task instruction, empathy/solidarity, terminology, scaffolding, and classroom management. All non-academic language functions are present in S51, and terminology, scaffolding and task instruction are present of the academic language functions. This entails that the teacher in S51 applies Norwegian for both academic and non-academic purposes. These findings also show a relation with the findings in Brevik and Rindal's (2020) study that the most used language functions in their study (scaffolding, task instruction, practical information) are present, but for metalinguistic explanation my study only aligns with Brevik and Rindal (2020) concerning the teacher in S50 because this is the only teacher applying metalinguistic explanation, which is

applied in 17 % of all use of Norwegian by the teachers they studied. In addition, as in S07 and S09, empathy/ solidarity is as well present.

S17 is the school applying the most Norwegian, and applies Norwegian for terminology, domain, scaffolding, task instruction, empathy/solidarity, practical information, and classroom management. All language functions are present in this classroom except metalinguistic explanations, and Norwegian is thus used for the purpose of both academic and non-academic purposes in S17. This finding also aligns with Brevik and Rindal's (2020) findings on the use of language functions in the classroom, but also in S17 there is lacking metalinguistic explanations, and unlike Brevik and Rindal's study which shows evidence of only 2% of the use of Norwegian categorised as empathy/solidarity also in S17 there is extensive use of it.

It seems natural that S07 and S09, who have the teachers applying the least amount of Norwegian, also have evidence of the fewest language functions present in the classroom. The teachers in S50 and S51 show evidence of more language functions than both S07 and S09, which also seems natural because there is more evidence of Norwegian present in the classroom than in S07 and S09. The findings in this study on the function Norwegian has in the classroom seem to be somewhat in alignment with Brevik and Rindal's (2020) findings that the most applied language functions are scaffolding, task instruction and practical information, but it is not in alignment considering that only one teacher uses Norwegian for metalinguistic explanation, which is 17% of all Norwegian use in the classroom Brevik and Rindal (2020) studied. While the schools in some ways coincide with Brevik and Rindal's (2020) findings individually, the overall presence of the different language functions did not in the same way. As presented in section 4.1.2 the language functions which were present in most classes in this study were empathy/solidarity, terminology and scaffolding. This is interesting as Brevik and Rindal's (2020) findings showed that only 2% of the use of Norwegian was categorised as empathy/solidarity.

5.2 Teacher commentary and possible attitudes towards students' use of L1

The language choices the teachers make also include comments the teachers provide towards the students' language use. There is, as discussed previously in this chapter, variation in the amount of Norwegian applied, but there is additionally variation in the degree to which the

teachers comment on the students' language use. Section 5.2.1 will discuss the teachers' comments towards the students' language use considering theory and prior research. In addition, 5.2.2 will discuss how the teachers' comments and language use may be due to their attitudes towards applying the L1 in the English subject classroom. This study will not conclude with the teachers having specific attitudes since it does not investigate language attitudes but will hypothesise around the perceived attitudes considering their language use and comments towards the students' language use.

5.2.1 Teacher commentary towards students' language use

Brevik and Rindal (2020) presented that all teachers in their study encouraged the use of English in class, while their findings showed that it was the teachers who applied the most Norwegian themselves that encouraged students to use English the most. The findings in this study seem to be in alignment with Brevik and Rindal's (2020) findings. The teacher in S17 is the teacher who comments the most on the students' language use and instructs the students on several occasions to try to speak English. Even though the teacher in S17 provides the most comments on students' language use, the students in S17 are the students applying the most Norwegian in this study. In S51 there is a substitute teacher present in one lesson, and the substitute teacher comments several times on the students' language use. With this teacher the students in S51 apply more Norwegian than they do with their regular teacher, who comments less than the substitute teacher. This is as well in alignment with Brevik and Rindal's (2020) finding that it is the teacher encouraging the use of English the most who have the students speaking the most Norwegian.

A systematic use of the L1 may benefit the students when learning a new language (Hoff, 2013; Mehl, 2014). Brevik et. al. (2020) claim that it is more important to encourage the use of the L2 than banning the use of the L1. Some of the evidence in this study is in alignment with Brevik et. al.'s (2020) views on the use of the L1. The teacher in S17 encourages the use of English when the students are doing a task and instructs the students to try to speak English while not banning the use of Norwegian if the students need it. The teacher does not specifically ban the use of the L1 but encourages the students to try to speak English. The fact that the teacher in S17 instructs the students to use English while doing the opposite may suggest that the teachers' language use may not be intentional or systematic, because it would seem natural that if the teacher were intentional on own language use the teacher would apply the same

language as was instructed to the students. This seems different from how the teachers in S07 and S09 manage students applying Norwegian in class. As mentioned earlier, the teachers in S07 and S09 seem to ban the use of the L1, not only encouraging the use of the L2, and the teachers therefore seem to be practicing what they preach. The fact that the teachers are consistent in their own use of English and always correct students' when applying Norwegian may suggest that their language use is intentional and that they are aware of own language use.

The teacher in S50 instructs students to speak English while performing specific tasks and allows for Norwegian on other occasions. This suggests that the teacher in S50 might be aware of when the teacher wants the students to specifically apply Norwegian and that there is intention behind the language choices made. The fact that the teacher in S50 seems to be aware of own language use may be in alignment with what Tveiten's (2019) findings on the teachers he investigated, that they were both aware of own language use. The teacher in S51 uses Norwegian on several occasions when speaking about non-academic topics, while the teacher rarely applies Norwegian concerning subject matter. This may also suggest that the teachers' language choices are to some degree intentional, and that the teacher in S51 is aware of own language use, because if the language use was not intentional it would seem like the teacher would apply Norwegian more incoherently than the teacher seem to be doing. This seems also to be in alignment with Tveiten's (2019) findings that the teachers he investigated were aware of own language use. The findings in this study suggest that there seems to be variation in the awareness of language use and in the systematic use of Norwegian and that it seems as there is variation in how aware each teacher is of their own language use.

The findings show that there is variation in teachers' language use and the comments the teachers provide for the students, but it seems like that within each group of teachers (low, medium, and high use of Norwegian) there is a similarity in the use of Norwegian and the number of comments provided. The fact that there is variation between the different groups of teachers but a similar approach to language use and comments they provide may indicate that the teachers are customising their language use towards the needs of the students. Customising the language use to the students' need is in alignment with Brevik et. al. (2020) who argue that when deciding on a language approach the teacher needs to learn about what the students need. Research shows that the L1 can be beneficial for the students, and Krashen's (1985) input hypothesis suggests that humans learn language by understanding messages a little outside their competency. This may imply that even the teachers applying a more monolingual approach are

considering their students' language competency when deciding on language use, and that there is a variation in the proficiency of the students. Naturally, considering Krashen's (1985) input hypothesis this would entail that the students with a higher proficiency would need more English input than the students with lower proficiency, to be exposed to English a little outside their competency and therefore be able to improve their English, while perhaps the students in S50, S51 and S17 already receive English input a little outside their language competency, and that the teachers may apply languages considering their student group.

Swain and Lapkin's (1995) output hypothesis suggests that the students themselves will notice gaps in their understanding even without receiving feedback on their language use, and that students will learn more by understanding this themselves. This suggests that it may not be necessary to comment on the students' language use, as for instance the teachers in S07, S09 and S17 do. The students in S07, S09 and S17 receive much feedback when applying Norwegian, but not when applying English. This may imply that the students in S50 and S51 also will improve their English proficiency, as the students in S07, S09 and S17 who have teachers commenting on their language use, even though their teachers do not comment as much on their language use.

5.2.2 Teachers' attitudes towards Norwegian in the classroom

The use of the L1 in the L2 classrooms is a much-debated topic (Hall & G. Cook, 2012), and there are various opinions on what the strategy of language use should be when teaching a new language. As presented in 2.1, earlier practices on L2 teaching have focused on ignoring the L1 and to give the L2 full attention (Brevik et. al., 2020; V. Cook, 2001), while other research indicates that the earlier beliefs that the L1 would hinder the acquisition of the L2 has little foundation in research (Gallagher, 2020). In this study all teachers apply Norwegian to some degree in the classroom. Mehl (2014) investigated how the teachers' attitudes and opinions on language use could influence the language choices they made, and her findings showed a variation in the opinions and attitudes towards codeswitching in the classroom, and that these opinions and attitudes influenced the teachers' language use. As presented in section 2.4, Tveiten (2019) found in his study on teachers' language practices that the teachers were aware of their own language use and what influenced it. Considering Tveiten's (2019) and Mehl's (2014) findings, and that both found that the teachers are aware of their own language use and what influences it, the findings may suggest that the teachers in this study are also aware of

their language use in class. Therefore, it may imply that their language choices reflect the attitudes the teachers have towards Norwegian when teaching English.

As presented earlier in this section, Mehl (2014) investigated what influences teachers' language use and found that the variation in language may be caused by the teachers' attitudes. Therefore, considering Mehl's (2014) study the findings in this study may indicate that there is a difference between the teachers' attitudes towards Norwegian in the English subject classroom, and that this could be one explanation to the different language approaches found. This study does not investigate the teachers' attitudes towards Norwegian in the classroom and can thus not conclude with teachers' having specific attitudes towards Norwegian. Even though this study does not specifically investigate attitudes it is possible to hypothesise around the attitudes of the teachers based on what the findings indicate and what research shows. Considering Mehl's (2014) findings on the correlation between attitudes and language choices, it may imply that the teachers applying less Norwegian have more negative attitudes towards the use of Norwegian in English lessons than the ones applying more. This is based on the degree of Norwegian applied in the classroom and how the teachers respond to the students applying Norwegian in English class. Furthermore, considering the findings Mehl (2014) presented, it seems natural that the teacher in S17, who applies the most Norwegian of the English teachers, also may have more positive attitudes towards the use of Norwegian in English lessons than the other teachers in this study and that the opinions towards Norwegian are influencing the large amount of Norwegian present in S17.

Other research has shown that the L1 should play a role in the L2 classroom, but still a monolingual approach to teaching new languages is, according to Hall and G. Cook (2012), the norm around the world. V. Cook (2001) claims, that some teachers who apply the L1 in the L2 classroom even feel guilty for applying the L1. Prior research indicates negative attitudes towards L1 use in the L2 classroom, and that the L1 should be avoided (V. Cook, 2001; Gallagher, 2020; Hall & G. Cook, 2012). This seems paradoxical, because in Brevik and Rindal's (2020) study on teachers' language use in the English classroom their findings showed that students viewed the teachers' use of Norwegian in class as helpful for their language learning. Though it is impossible to conclude with if the teachers in this study feel guilty when applying Norwegian, and that guilt is the reason that some of the teachers apply very little Norwegian, they should not feel guilty if applying Norwegian, as, presented earlier in section

5.1.2, the English subject curriculum specifies the use of other languages than only English (Udir, 2020).

5.3 Correlations between teachers’ L1 use and comments towards students’ L1 use, and students L1 use

This study has shown that teachers’ language choices are characterised by considerable variation in the amount of English and Norwegian applied by the teachers, as well as in the students’ language use and the teachers’ comments to them. Figure 1 will provide a presentation of the correlation between the teachers’ language use, the students’ language use, and the teachers’ comments to students about their language use. The figure does not imply causation but illustrates the correlations that have been observed in this study.

Figure 1: Overview of characteristics in teachers’ and students’ language choices

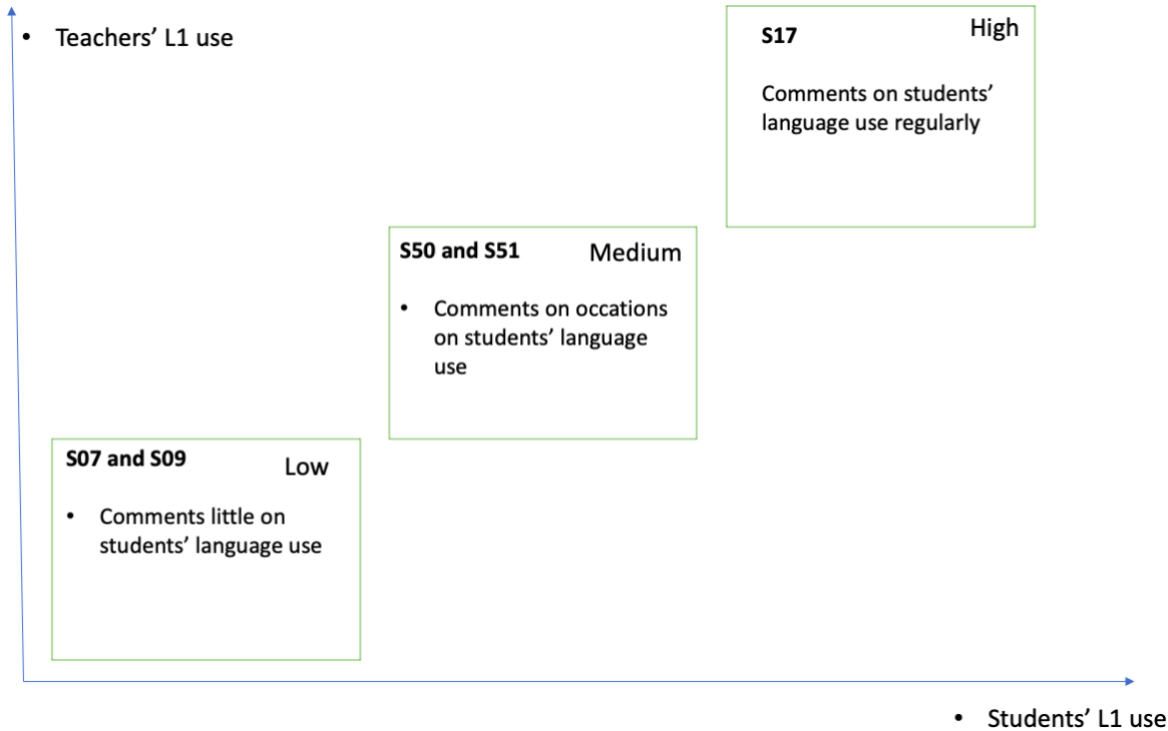


Figure 1 shows an overview of the correlation between the teachers’ language use, comments towards students’ language use, and students’ language use. The figure shows that S07 and S09 apply little Norwegian, which seems to be mirrored by the students. The teachers in S50 and S51 are categorised as applying medium amount of Norwegian, which is also mirrored by the students who applies medium amount of Norwegian as well. The teacher in S17 is categorised

as applying high amount of Norwegian, and this seems, as in the other schools, to be mirrored by the students. Furthermore, from what has been observed it may seem like the more the teachers comment on the students' language use the more Norwegian is applied by the students. As it has been discussed, the correlation seems not to be between the degree of comments the teachers provide on the students' language use, but between the teachers' actual language use and the students' language use, the findings implies that the students mirror the teachers' actual language use, and that this may not be related to the comments they receive towards their language use.

That the teachers in S07 and S09 are concise with their language use and are concise on correcting any sign students applying Norwegian suggest that the teachers may be aware of own language use and that their language choices are to some degree deliberate. The teachers in S50 and S51 seem to have a consistent use to when they apply Norwegian and for what function Norwegian has in the classroom. This indicates that the use of Norwegian to some degree may be deliberate, and that the teachers may be aware of own language use. In S17 the teacher seems somewhat inconsistent in own language use, and the fact that the teacher applies Norwegian while instructing the students to apply Norwegian on several occasions may indicate that the teacher in S17 is not fully aware of own language use.

As previously presented, the former and new curriculum in the English subject do not specify the amount of English and other languages which should be applied, and for what the different languages should be applied (Udir, 2013; Udir, 2020). This entails that the teachers decide themselves which languages to use when, and the amount. As have been found in this study there is variation both in the teachers' use of Norwegian and for what Norwegian is applied. None of the teachers seem to have a 100% monolingual approach to teaching English, there is some evidence of Norwegian in all teachers' classes. As discussed in section 5.1.2, a 100% monolingual approach does not seem to be in alignment with the old and new curriculum in English. The teachers' attitude towards languages in the classroom is important because it might control the language use of the whole classroom. This entails that it is paramount that the teachers are aware of the language choices they make. The variation in teacher language use and how this influences the students' language observed use warrants further research.

6 Conclusion

This chapter will present a summary of the research conducted in this study. 6.1 will present didactic implications for his study. Furthermore, section 6.2 will present limitations and suggestions for further research on the field of English didactics.

This MA thesis has investigated language use and language comments by English teachers in five lower secondary school classrooms. The language use and language comments include to which degree Norwegian is used by the teachers, the purpose Norwegian has in the classroom and the comments the teachers provide on the students' language use. Furthermore, this study has hypothesised around possible teachers' attitudes towards applying the L1, and how the teachers' language use may have influenced the students' language use. The discussion aimed to answer the research question:

“What characterises teachers’ language choices during English lessons in five lower secondary classrooms?”

The findings show a considerable variation in the language choices the teachers make. The six teachers in this study apply Norwegian differently and the amount of Norwegian varies from almost no use of Norwegian to applying similar amounts of Norwegian and English. As discussed, the English subject curriculum states that there is to be use of both Norwegian and other languages in addition to English, but it does not specify the amount and for what purposes the different languages should be applied for. Since there is evidence of Norwegian in all classrooms, even in the classrooms applying almost no Norwegian, it entails that all teachers in this study meet the only explicitly formulated criteria for language use in the national English subject curriculum, even though there is great variation in the use of languages in the classrooms. What is also interesting is that it seemed as if the teachers' comments towards the students' language use may have influenced the students' language use, but as discussed in section 5.3 it seems as it actually is the teachers' language use influencing the students' language use and not the comments towards it.

6.1 Didactic implications

The research presented and discussed in this study suggest that Norwegian is applied by all participating teachers, but the amount and the function of Norwegian is varied. As discussed in relation to prior research it seems as though the teachers might make language choices based on their own knowledge and intuition. In addition, the findings regarding the teachers' language comments suggest that the students' language use is not as much influenced by the teachers' comments as by the teachers own language. This suggests that commenting on students' language use may not be most beneficial to encourage the students to apply a specific language. To be able to do this it is important for teachers to be aware of own language choices, both how they comment on the students' language use but also which languages they apply and when. It is therefore important that both teachers and student teachers are aware of how their attitudes towards language use may influence their language practices. As mentioned in section 1.2 and discussed in section 5.1.2, the previous and new curriculum do not specify the amount of English and other languages should be applied in class either, only that Norwegian and other languages should be present. I believe that guidelines on language use in the English school subject would be beneficial for teachers. Lacking guidelines on the matter leaves the teachers to make own decisions on language use in the classroom and this may have consequences on the students' learning outcome. Therefore, it is important that both teachers and student teachers have access to research on language use in the English subject classroom.

6.2 Limitations and further research

In a study of this size there will naturally be some limitations of the claims that are made. This study investigates teachers' language use in English classrooms, but it does not measure the quantity of the use of Norwegian and English. This study does only discuss that there is evidence of Norwegian and the overall impression of the language use. This is a limitation to this study as measuring the quantity of the different languages present in class would shed more light on teachers' and students' language use. The study discusses teachers' attitudes towards English, but as mentioned in section 5.2.2, since this study has not interviewed the teachers about their language attitudes this discussion is based on what prior research shows about the correlation between language attitudes and language use and the perceived language attitudes observed in the data. Further research is necessary on teachers' attitudes towards the use of

other languages than English as the findings in this study suggest that the teachers' attitudes might influence their language choices.

Teachers' and students' use of Norwegian has been the focus of this study, though there might be a use of other languages in Norwegian classrooms today than only Norwegian. This is due to an increasing number of students speaking other languages than only Norwegian. The use of other languages than Norwegian has not been a focus in this study mainly because there was very little to no evidence observed of other languages present in the classrooms. There may have been a word or two in other languages, but so minimal that it has been excluded for the sake of simplicity.

A great amount of research has been conducted on teaching English as a foreign language in the world, though from what I, to the best of my ability, could find, there seems to be little research on the use of the L1 in the L2 classroom in Norway. Because there is so little research on the topic there should be conducted more research on it. The students learn English from grade one, and with the curriculums in English specifying use of other languages, there is a need for more research. Also, in Brevik and Rindal (2020) they found that in the classrooms they investigated there was very little evidence of other languages than Norwegian in the classroom, even though several of the students were registered with having another mother tongue than Norwegian. More research should be conducted on the use of other languages than only Norwegian in the L2 classroom in Norway, because an increasing number of students have another mother tongue either besides or instead of Norwegian, and the new curriculum for the English subject specifies that the students are to investigate similarities and differences between the languages they know, not only Norwegian.

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